

Galena Park Independent School District

Cimarron Elementary School

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: August 10, 2020

Mission Statement

To prepare diverse learners to be caring, respectful, and responsible in order to become positive, lifelong learners.

Vision

Cimarron Elementary's vision is to strive towards academic excellence through the development of the whole child, while team building within the school and community.

Campus Profile

A. History of Campus and Important Changes

Cimarron opened its doors to the community in 1954. There have been eleven principals that have led Cimarron over the past sixty years, starting with Mr. Martin, W.N. Martin, Larry Parkerson, Peggy McWhorter, Mike Barkley, David Baldner, Karen Sutura, Crystal Murray, Amy Cole, Gloria Vasquez, Cynthia Galaviz, and our new principal, Janie Jimenez for the 20-21 school year. From 1998 – 2000, Cimarron was the largest elementary in the 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. With the change of the accountability rating system, Cimarron Elementary received a B for the 18-19 school year, and we are not expecting to receive a rating for the 19-20 school year due to the school closure.

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. Cimarron's student attendance for the 2017-2018 school year was 96.8%, and student attendance for the 2018- 2019 school year was 97.5%.

C. State Standards

2017-2018: Met Standard

Distinction Designations: Academic Achievement in Mathematics, Top 25%; Comparative Closing the Gaps

2018-2019: Met Standard B rating

Distinction Designations: ELA, Post Secondary Readiness

2019-2020: NA - No testing due to school closure (COVID 19)

Distinction Designations: NA - No testing due to school closure (COVID 19)

D. State Testing Demographic Data for Campus

2018 STAAR (Approaches)

Total Reading 73%, Total Math 84%, Total Writing 50%, Total Science 74%

2019 STAAR (Approaches)

Total Reading 76%(Approaches) Total Math 86%, Total Writing 60%, Total Science 72%

2020 STAAR

NA - No testing due to school closure (COVID 19)

Comprehensive Needs Assessment

School Profile

Cimarron Elementary is one of 15 elementary campuses in Galena Park Independent School District. Cimarron Elementary opened its doors in 1954 and serves predominantly economically disadvantaged students. Cimarron serves approximately 740 students in grades PK to 5th grade. The campus is organized into grade-level teams consisting of 5-6 teachers per team. The classes in PK through 1st grade are self-contained, and most 2nd through 5th-grade classes are departmentalized. We implement a one-way Dual Language program for our English language learners in grades PK - 5th grade so that our students may acquire English while still building their native Spanish language. All students in 1st - 5th grade are afforded the opportunities to experience science laboratory activities, physical education, computer literacy, music, art, and library classes.

The student population is:

Ethnicity: 1.5% African-American, 8% Anglo, 0 Asian, 89% Hispanic

Gender: 54% male, 46% female

The staff population is (according to the 18-19 TAPR Report):

Ethnicity: 10.9% African-American, 37.1% Anglo, 6.5% Asian, 43% Hispanic

Gender: 13% male, 87% female

11.2 years - average years of experience, 100% of Highly Qualified Teachers, 100% of Highly Qualified Paraprofessionals, Staff Attendance: 96.2%

The student mobility rate is approximately 9%. The average daily attendance rate for students is 97.5%, and the average daily attendance rate for staff is 97.2%.

Cimarron Elementary serves English Language Learner students (48.9%), Gifted and Talented students (5.1%), At-Risk students (72%), Economically Disadvantaged students (85.3%), RtI Tier I students (5%), 133 Tier II students (15%). Approximately 80 students were served through special education services (9.5%) and 3 students out of 30 tested did not qualify for special education services.

Survey Data

We will implement staff development during the 2019 – 2020 year in the following areas:

Differentiation Instruction, Accommodation Strategies, Literacy & Writing, Rigorous and Relevant Instruction, Fundamental Five, Vocabulary Development Strategies, Rice University Math Project Program for 2 teachers in the summer, and of course, Technology.

Special Programs

Our School-wide Title I program consists of parent involvement activities, extended day tutorials for math, reading, writing, and science, 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 a 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. Each grade level consists of teachers who are certified to teach bilingual / ESL classes. Our program offers extended day tutorials in math, reading, writing and science, literacy nights, library books in both languages, and classroom activities and resources for second language learners.

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Comprehensive Needs Assessment

Needs Assessment Overview

1. Demographics: Cimarron is a neighborhood school. We have a low mobility rate, 9%, which enables us to help track students throughout Pre-Kinder through 5th grade. We are able to make a difference and help students be successful. The demographics committee looked at the TAPR Reports, Skyward referral reports, Skyward enrollment counts and Skyward attendance rates. As a result, we found that student attendance is steady at 96.8%, and staff attendance has dropped to 96.5%. Extracurricular activities for all special populations is also very low to non-existent. We determined that by focusing on student/staff attendance and implementing extra curricular activities we can improve upon these two areas.

2. Achieving Expectations: Cimarron Elementary continues to aim for high student achievement through rigorous instruction. We will continue to implement the district curriculum and strive to develop reflective thinkers. The Student Achievement Committee looked at STAAR data for the last five years and as a result, we found that our reading, writing, and science scores have been progressively declining. We determined that by focusing on language arts and science instruction, we can improve our student achievement in these areas.

3. School Culture & Climate: Cimarron is rich in culture and traditions and provides a friendly climate to families. The School Culture and Climate Committee found parent involvement an area of concern. We feel that increasing parent involvement in areas like PTA would greatly improve our volunteerism and involvement in the school and classrooms. We determined that by focusing on getting parents involved in monthly PTA meetings, providing them a leadership role on the PTA board and including relevant school information at meetings would encourage parents to join PTA and remain involved in their child/children's education at Cimarron. The School Culture and Climate Committee also looked at discipline concerns and as a result, we found that discipline problems were occurring most frequently during the morning procedures, in the hallways, in restrooms, in the cafeteria, and at the playgrounds. The committee determined that by focusing on a consistent CAMPUS WIDE DISCIPLINE PLAN (to be implemented by every teacher and staff member with fidelity), we will be able to improve the discipline problems at Cimarron Elementary.

4. Staff Quality, Recruitment, and Retention: Cimarron is dedicated to providing quality teachers and staff for our students and community. The lack of staff participation for extra-curricular activities in and outside of school creates a lack of enthusiasm and burnout among the staff that repeatedly participates. Staff should be expected to participate in a minimum of 3 activities per semester. Staff feels a lack of trust when it comes to completing required tasks and successfully doing their jobs, which creates low morale on campus. Administrators should assign tasks with specific time-lines or deadlines and allow teachers to complete them on their own, with no more than one check-in before the deadline. In effect, teachers would ultimately be held responsible for ensuring all duties/tasks are done as assigned.

5. Curriculum, Instruction, and Assessment: Quality instruction and assessment analysis is a key to Cimarron's success, and we will continue to strive for high student performance, increased "advanced" performance, and student "growth" from previous year. The curriculum, instruction, and assessment committee looked at the data discussed and found that collaborative horizontal and vertical alignment was an important focus area for the upcoming year. We determined that by focusing on alignment between grade levels, we will improve overall curriculum and instruction. The committee determines that utilizing differentiated instruction methods and techniques will increase students understanding of content and thus raise test scores. Teachers need to be

adequately trained in differentiated instruction, provided proper planning time to implement the methods, and given opportunities to observe teachers who use differentiation effectively.

6. Family and Community Involvement: The Cimarron community is strong. Families stay and raise their children in the community. Many of our students' parents attended Cimarron Elementary when they were children. The family and community involvement committee met and discussed strengths and needs for insight into our family and community involvement at Cimarron Elementary. The school as a whole decided that our focus should be on business "buy-in" and getting parent involvement to support student learning.

7. School Context and Organization: Safety and security is a top priority at Cimarron Elementary. The School Context and Organization committee looked at formal and informal communication and as a result, we found that communication from administrators and staff members is not always given/said/written in a timely manner. We determined that by focusing on our communication, we can improve our overall lines of communication, our school climate and relationships. The School Context and Organization committee looked at our decision-making processes and we found that our Foundations committee is not as active or well-established as it should be. We determined that by focusing on building a strong Foundations committee, we will improve our school safety and classroom discipline.

8. Technology: Cimarron Elementary is committed to providing our with students technology instruction and applications in order to prepare them for their future. The Technology committee looked at the issues with age appropriate software and basic and specialized training for teachers and students. We determined that by focusing on more training in Google Apps and Microsoft programs and how to use them in different ways, we can improve student and teacher knowledge in programs and increased student ability and productivity in technology.

Demographics

Demographics Summary

We know that it takes a village to raise a child, with that in mind, after reviewing the data, Cimarron Elementary School should focus on improving parental engagement and communication.

In other words, we need to close the gap between school and home.

Demographics Strengths

- Early Acts First Knights
- Discipline System
- School-wide workshops offered to parents
- Clubs
- District Workshops on all content/grades
- Coffee with parents
- Counselor offers parent volunteer meetings
- Baseball partnerships
- Book Bus

Problem Statements Identifying Demographics Needs

Problem Statement 1: Discipline referrals have increased from the 2017-18 school year to the 2018-19 school year. **Root Cause:** Lack of communication with parents which possibly affects parent engagement

Problem Statement 2: Lack of effective communication is affecting student achievement, parental engagement, and teacher efficacy. **Root Cause:** Parents and staff are uninformed.

Student Learning

Student Learning Summary

Cimarron's students have been progressing academically in most areas, however Reading and Writing are still areas we must improve. The Student Achievement committee looked at STAAR data for the last five years, and as a result, we found that by focussing reading, writing and vertical alignment, we can produce not only succesful students but can also foster in them a love for reading and writing.

Student Learning Strengths

- Reading Masters Levels increasing
- Math Masters Levels increasing
- 5th Grade Math
- Awareness of data
- Data driven decisions
- Being proactive

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Reading and writing scores have decreased. **Root Cause:** Campus is in need of extensive team planning.

School Processes & Programs

School Processes & Programs Summary

At Cimarron we feel staff retention is a strength. Overall, we have happy teachers, who feel empowered and are often given the opportunity to grow and attend professional development of their choice. We are fortunate that GPISD provides stellar curriculum which promotes effective teacher instruction. Where as Cimarron has been purchasing technology to adequately serve all the students, we still have a ways to go in delivering quality virtual instruction. This is because we are still working towards fully equipping our staff/students with up-to-date technology as well providing staff with sufficient staff development for virtual instruction.

School Processes & Programs Strengths

At Cimarron we feel staff retention is a strength. Overall, we have happy teachers, who feel empowered and are often given the opportunity to grow and attend professional development of their choice. We provide a variety of programs and events that make Cimarron a fun place to learn and be a part of for students, staff, and community members alike. We have student clubs, committees, sporting events, dance teams, book clubs, robotics, EAFK, Lady Colts, the Boys Club, safety patrol, among other programs that encourage good student attendance, behavior, and academic achievement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We currently have a large number of students in tutorials, which has affected participation in the extracurricular programs we have implemented at Cimarron Elementary. **Root Cause:** Some teachers have implemented ineffective instructional strategies

Perceptions

Perceptions Summary

Cimarron Elementary already has traditional activities in place that establish the culture of this campus. The staff continues to carry out these traditions in order to provide a fun and motivating environment for students, staff, and the community.

Perceptions Strengths

It was determined that our school culture strengths are our PBIS committee and family engagement nights/events. Cimarron's EAFK program has had a positive impact on our school culture. In addition, the office staff does a great job at making parents feel welcome, and they do a good job calling parents to get their child to school. Our campus also provide other incentives such as free dress code passes for 100% grade level attendance, attendance parties, ice-cream, Orbit, movies during specials, etc.

Our committee also identified areas of needs for our campus. Parent involvement/volunteers is a priority for our campus to improve school culture. We also recognized that teacher participation is an area that needs improvement as well. The committee also discussed that teacher moral and bonding across grade-levels is crucial in creating a positive school culture.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: With limited parent and family engagement, student achievement and participation in school events/activities could be higher. **Root Cause:** Our school needs to improve parental engagement.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM 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
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- 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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data








- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Action research results

Goals

Goal 1: Cimarron Elementary will provide a safe and productive learning/working environment for students and staff.

Performance Objective 1: Conduct and monitor district drills and emergency procedures.

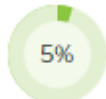
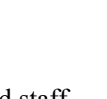





Evaluation Data Sources: Each drill will be evaluated, and recommendations will be shared with the staff and implemented as per drill documentation.

<p>Strategy 1: Provide monthly practice/review of emergency response procedures (fire drill, bad weather, shelter in place, lockdown).</p> <p>Strategy's Expected Result/Impact: Awareness of safety, improved preparation during emergencies</p> <p>Staff Responsible for Monitoring: Administrators, EMT members</p> <p>Problem Statements: School Context and Organization 3</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Provide "Emergency Situations" page for all classrooms</p> <p>Strategy's Expected Result/Impact: All staff and students will be aware of procedures for all types of drills, including subs.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: School Context and Organization 3</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Continue to train staff and Emergency Operations team on violence prevention techniques/strategies, and utilize the Raptor program.</p> <p>Strategy's Expected Result/Impact: Office staff and EMT will be aware of and follow procedures for handling challenging students, and all adults that enter the building will be screened for student safety.</p> <p>Staff Responsible for Monitoring: Staff and administrators</p> <p>Problem Statements: School Context and Organization 3</p> <p>Funding Sources: Emergency Go Kit Items for all classrooms - 199 - Local - 23-6399/6499 - \$500</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Cimarron Elementary will provide a safe and productive learning/working environment for students and staff.

Performance Objective 2: Our PBIS committee will meet once a month to discuss student behavior and safety procedures for Cimarron Elementary








Evaluation Data Sources: Student safety will be maintained as a result of the PBIS's safety procedures in place.

<p>Strategy 1: The committee will analyze and track progress of school safety and student discipline. Strategy's Expected Result/Impact: Observations will be completed for various areas throughout the school day, new procedures will be put in place as needed, and the committee will then follow up to determine if the new procedures are effective. Staff Responsible for Monitoring: PBIS Committee Members Problem Statements: School Context and Organization 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: The committee will communicate PBIS results and Plan of Action(s) with CIM staff. Strategy's Expected Result/Impact: Staff will be informed of procedures/routines that need to be addressed, new procedures/routines that will be put in place to address those concerns, and expected results in order for staff to help determine if new procedures/routines are effective. Staff Responsible for Monitoring: PBIS Committee Members and staff Problem Statements: School Context and Organization 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Incorporate the CHAMPS positive discipline management program and STEPS within the school's campus management plan. Strategy's Expected Result/Impact: Decrease in student referrals and parent conferences for conduct. Staff Responsible for Monitoring: Assistant Principal, PK-5 Teachers Problem Statements: School Context and Organization 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Cimarron Elementary will provide a safe and productive learning/working environment for students and staff.

Performance Objective 3: Continue implementing a coordinated Health/Wellness program.













Evaluation Data Sources: Our student health will improve, and in turn, our attendance rate will reflect an increase from 96.8% to 97%, and students will be healthier.

<p>Strategy 1: Conduct health awareness to promote exercise and healthy eating habits through the Brighter Bights and CATCH programs.</p> <p>Strategy's Expected Result/Impact: All faculty and student participation/healthier lifestyles</p> <p>Staff Responsible for Monitoring: Brighter Bites, CATCH Team</p> <p>Problem Statements: School Context and Organization 4</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Provide parents with suggestions on improving nutrition and physical activity through parent meetings.</p> <p>Strategy's Expected Result/Impact: Parent evaluation, sign in sheets</p> <p>Staff Responsible for Monitoring: Counselor and CATCH Team</p> <p>Problem Statements: School Context and Organization 4</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Implement a campus wellness plan and include healthy tips on the monthly parent newsletter.</p> <p>Strategy's Expected Result/Impact: Monthly parent newsletters, campus wellness plan</p> <p>Staff Responsible for Monitoring: Nurse, administrators</p> <p>Problem Statements: School Context and Organization 4</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Cimarron Elementary will provide information and opportunities to assist students in preparing for college, career and military.

Performance Objective 1: Increase student, teacher and parent awareness of college and career opportunities which will support the increase of the number of Career and Technical Education certificates earned by students.














Evaluation Data Sources: Expand our college/career event by 20% more presenter participation.

<p>Strategy 1: Prepare a career day event to expose all students to different career choices. Strategy's Expected Result/Impact: Knowledge of career choices, sign in sheets Staff Responsible for Monitoring: Counselor Problem Statements: Parent and Community Engagement 3 Funding Sources: Posters/Student Handouts and/or flyers - 199 - Local - 31-6399 - \$200</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Highlight a college per month over the announcements and create a bulletin board to display where staff attended college. Strategy's Expected Result/Impact: More student background knowledge of college information. Staff Responsible for Monitoring: Counselor Problem Statements: Parent and Community Engagement 3</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Conduct a "college parade" to showcase colleges for all students. Grade levels/Classes will research colleges, display info on walls or in rooms, and a schedule will be created for when each grade level will visit the other colleges throughout the school. Strategy's Expected Result/Impact: Raise students' awareness about various colleges. Photographs of the event will be posted to CIM's website and on Facebook. Staff Responsible for Monitoring: Counselor Problem Statements: Parent and Community Engagement 3 Funding Sources: Refreshments and Teaching Aids for Parent college/career events - 199 - Local - 31-6399/6499 - \$100</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: Provide a \$500 Scholarship to a graduating NSSH senior that attended Cimarron Elementary Strategy's Expected Result/Impact: Money raised, and the number of applications for the scholarship. Staff Responsible for Monitoring: PTA, counselor Problem Statements: Parent and Community Engagement 3</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Cimarron Elementary will provide information and opportunities to assist students in preparing for college, career and military.

Performance Objective 2: Ensure counselor's role retains focus on implementation of the Comprehensive Guidance Program to assist students in developing skills they need to enhance their personal, social, emotional and career development

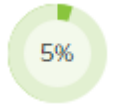
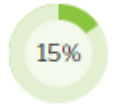


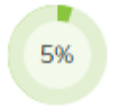





Evaluation Data Sources: Counselor's plans will reflect this as well as her student/parent ledger documenting persons involved in conferences which will reflect meeting with at least 15 students during the school year.

<p>Strategy 1: Educate all students on bullying, motivation, interpersonal skills, goal setting, cross cultures, and career awareness. Counselor will select a topic and provide a monthly presentation.</p> <p>Strategy's Expected Result/Impact: Increased student self esteem and educational potential</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Problem Statements: School Context and Organization 5</p> <p>Funding Sources: Red Ribbon items for students - 199 - Local - 31-6399 - \$300</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Provide educational programs such as Red Ribbon Week, Pride Team and bully prevention programs that increase drug awareness and promote safety to all students.</p> <p>Strategy's Expected Result/Impact: Schoolwide participation in Red Ribbon program. and decreased number of bully incidents.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Problem Statements: School Context and Organization 5</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Conduct assemblies highlighting behavior expectations with all student classes.</p> <p>Strategy's Expected Result/Impact: Decreased number of student discipline and counselor referrals</p> <p>Staff Responsible for Monitoring: Counselor, Administrators</p> <p>Problem Statements: School Culture and Climate 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: Provide individual and group counseling sessions to all students, especially at-risk students, as needed for conflict resolution.</p> <p>Strategy's Expected Result/Impact: Increased student self esteem; decreased number of student discipline infractions</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Problem Statements: School Context and Organization 5</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Cimarron Elementary will provide information and opportunities to assist students in preparing for college, career and military.

Performance Objective 3: Continue to provide counseling services on relevant topics to students.




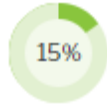

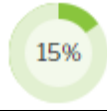


Evaluation Data Sources: Counselor's plans and parent survey will reflect this.

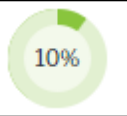
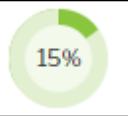
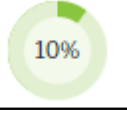
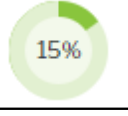




<p>Strategy 1: Provide health, safety, STAAR, and community resources to parents. Strategy's Expected Result/Impact: Parent participation and test awareness. Staff Responsible for Monitoring: Administrators and counselor Problem Statements: Parent and Community Engagement 2 Funding Sources: Copies for parents - 199 - Local - 23-6399 - \$400</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Provide an "anti-bullying/violence prevention" assembly to the entire school body, once in the fall and then once in the spring semester. Strategy's Expected Result/Impact: Students will feel safe and confident and attend on a regular basis. Staff Responsible for Monitoring: Counselor Problem Statements: School Context and Organization 5</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Counselor will continue implementing the district suicide prevention procedures including parental notification. Strategy's Expected Result/Impact: Students will feel safe and confident and attend on a regular basis. Staff Responsible for Monitoring: Administrators and Counselor Problem Statements: School Context and Organization 5</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Cimarron Elementary will ensure student growth in the tested areas.

Performance Objective 1: All students will improve their academic performance in ELA/Reading and Writing

Evaluation Data Sources: Our STAAR reading score should increase from 76% to 80%, advance score from 25% to 30%; our STAAR writing score should increase from 60% to 70%, advance score from 12% to 20%.

<p>Strategy 1: Schedule weekly computer lab visits for every class to access Istation and other online software for the recommended amount of time per student in order to support student proficiency with technology.</p> <p>Strategy's Expected Result/Impact: Student data will reflect increase in scores within IStation and District Assessments.</p> <p>Staff Responsible for Monitoring: TIS and teachers</p> <p>Problem Statements: Technology 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Provide effective tutorials before, during and after school for at-risk students in grades K-5 in the fall and spring semester, including through 21st Century programs.</p> <p>Strategy's Expected Result/Impact: Increased student performance results in approaches, meets, and masters on STAAR/DA assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Extra Duty Pay for Teachers for Tutorials - 000 - Grant Funds - COMP 11-6118 - \$1,220, Extra Duty Pay for Teachers for Tutorials - 199 - Bilingual - 11-6118 - \$2,560, Extra Duty Pay for Teachers for Tutorials - 199-23 - Special Education - 11-6118 - \$1,840, Extra Duty Pay for Paras - 199 - Local - 23-6121 - \$2,100, Paper and supplies for tutorials - 199 - Local - 11-6399 - \$4,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Implement a One-way Dual Language Program in grades PK - 5 for our English Language learners.</p> <p>Strategy's Expected Result/Impact: Bilingual students' performance results in grades PK - 4</p> <p>Staff Responsible for Monitoring: PK - 1 Bilingual teachers and Interventionist</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Toner and supplies for Dual Language Teachers - 199 - Bilingual - 11-6399 - \$2,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 4: All teachers in grades K- 5 will submit students' writing samples to administrators once a month.</p> <p>Strategy's Expected Result/Impact: Students writing skills will improve as reflected in their writing samples submitted to the administrators.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers in grades 1 - 5</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				

<p>Strategy 5: Continue implementing AR program in grades in 2nd-5th grade.</p> <p>Strategy's Expected Result/Impact: Student reading achievement will improve by at least 25% campus-wide.</p> <p>Staff Responsible for Monitoring: Librarian, ELA CICS, Administrators,</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: AR Program - 199 - Local - 12-6399 - \$4,800</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 6: Utilize the Mastery Education Assessment program to create assessments as needed in all content areas.</p> <p>Strategy's Expected Result/Impact: Students will continue to improve with testing online and we will be able to collect and utilize data to better target student needs.</p> <p>Staff Responsible for Monitoring: Digital Testing Coordinator, and CICS</p> <p>Problem Statements: Technology 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Cimarron Elementary will ensure student growth in the tested areas.

Performance Objective 2: All students will improve their academic performance in Math

Evaluation Data Sources: Our math STAAR score of 84% should increase to 88%; our math advance score of 29% should increase to 34%.

<p>Strategy 1: Assess all students and monitor progress in each subject with district assessments based on the district testing calendar</p> <p>Strategy's Expected Result/Impact: Passing rate of 90% or higher; students will reflect 1 year growth at least</p> <p>Staff Responsible for Monitoring: All classroom teachers and Instructional Coaches</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 2: CICs will provide instructional teacher support in small guided math groups.</p> <p>Strategy's Expected Result/Impact: Increased performance in math</p> <p>Staff Responsible for Monitoring: Classroom teachers and CICs</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 3: One - two teachers will participate in the Rice University Math Project during the summer of 2020 to enhance mathematical knowledge and skills and pedagogy.</p> <p>Strategy's Expected Result/Impact: Improved math instruction; improved students' math achievement</p> <p>Staff Responsible for Monitoring: Asst Principal & Principal, CICs</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Registration for trainings - 285 - Title IV - 13-6411 - \$3,800</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 4: Provide effective tutorials before, during and after school for students in grades K-5 in the fall and spring semester, including through 21st Century programs.</p> <p>Strategy's Expected Result/Impact: Increased student performance results in approaches, meets, and masters on STAAR/DA assessments.</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Extra Duty Pay for Tutorials - 285 - Title IV - 11-6118 - \$3,320, Extra Duty Pay for Tutorials - 199 - Bilingual - 11-6118 - \$2,560, Extra Duty Pay for SPED Teachers - 199-23 - Special Education - 11-6118 - \$1,840, Extra Duty Pay for Paras - 199 - Local - 23-6121 - \$4,200</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Cimarron Elementary will ensure student growth in the tested areas.

Performance Objective 3: All students will improve their academic performance in Science


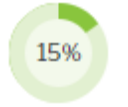
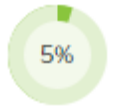





Evaluation Data Sources: Our science STAAR score of 72% will increase to 80%; our advance score of 11% will increase to 15%.

<p>Strategy 1: Provide STAAR tutorials before, during and after school for at-risk students in grades 3-5 in the fall and spring semester as needed.</p> <p>Strategy's Expected Result/Impact: Increased student performance results and exiting from tutorials</p> <p>Staff Responsible for Monitoring: Administrators, Teachers</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Extra Duty Pay for Teachers - 000 - Grant Funds - 11-6118 - \$3,320, Extra Duty Pay for Teachers - 199 - Bilingual - 11-6118 - \$2,560, Extra Duty Pay for SPED Teachers - 199-23 - Special Education - 11-6118 - \$1,840, Extra Duty Pay for Paras - 199 - Local - 23-6121 - \$2,100, Supplies - 199 - Local - 11-6399 - \$1,500</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 2: We will implement the use of hands-on science experiments at least twice a month for all students.</p> <p>Strategy's Expected Result/Impact: Students will have a solid foundation of science concepts and will be able to apply what they've learned on campus, district, and STAAR assessments for science.</p> <p>Staff Responsible for Monitoring: PK-5th Grade Teachers, Science Lab Teacher, CICs</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Supplies - 199 - Local - 11-6399/11-6499 - \$1,500</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 3: We will implement a robotics club and continue with science club as an extra-curricular activity.</p> <p>Strategy's Expected Result/Impact: Students will meet for robotics club meetings weekly, and projects will be submitted for the district multimedia festival and robotics competition.</p> <p>Staff Responsible for Monitoring: Science Lab Teacher, 4-5 Math/Science CIC</p> <p>Problem Statements: School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Kits and supplies - 199 - Local - 11-6399 - \$2,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 4: The science specialist will provide science instructional support to all grade levels.</p> <p>Strategy's Expected Result/Impact: Teachers will receive instructional support and science resources as needed in order to students to show improvement on campus, district, and state science assessments.</p> <p>Staff Responsible for Monitoring: Science Lab Teacher, PK-5th Grade Teachers</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Resources for Robotics Kits - 285 - Title IV - 11-6399 - \$1,260</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: Cimarron Elementary will ensure student growth in the tested areas.

Performance Objective 4: Build instructional capacity through coaching, professional development, and academies.









Evaluation Data Sources: Teacher walk-throughs, observations and student performance on district assessments will reflect improvement of at least 10% on 2018-2019 DAs.

<p>Strategy 1: CIC's will provide instructional support (coaching cycle) to teachers such as coaching, lesson modeling etc., which will be 60% of their duties.</p> <p>Strategy's Expected Result/Impact: Teacher Walk-throughs & observations will reflect strong delivery of instruction which will result in improved student achievement.</p> <p>Staff Responsible for Monitoring: CICs, Administrators</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Extra supplies for lessons - 199 - Local - 11-6399 - \$2,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Identify areas of concern of struggling teachers and send them to professional development for support.</p> <p>Strategy's Expected Result/Impact: Teacher Walk-throughs & observations will reflect strong delivery of instruction which will result in improved student achievement.</p> <p>Staff Responsible for Monitoring: CICs, Administrators</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 2</p> <p>Funding Sources: Professional Development; Conferences - 285 - Title IV - 211.13.6411 - \$5,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Cimarron Elementary will ensure student growth in the tested areas.

Performance Objective 5: A yearly calendar (YAG) will include at least one planning (vertical) meeting per semester. PLCs will be dedicated to horizontal planning. Teachers, CICs, and at least one instructional administrator will be present.

Evaluation Data Sources: The Year at a Glance calendar will include all vertical and horizontal (PLCs) planning meetings and will result in aligned student instruction as reflected in lesson plans.



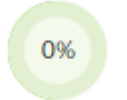
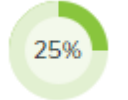




<p>Strategy 1: Our campus will facilitate alignment planning meetings once per semester.</p> <p>Strategy's Expected Result/Impact: Teachers will have a better understanding of what students are expected to master in each grade level (for each content area) in order implement campus-wide strategies and support student learning.</p> <p>Staff Responsible for Monitoring: PK-5th Grade Teachers, CICs, Administrators</p> <p>Problem Statements: Curriculum, Instruction, and Assessment 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Our campus will implement "year at a glance meetings" every 9-week grading period.</p> <p>Strategy's Expected Result/Impact: Teachers will be familiar with goals for the school year and any strategies that need to be put in place in order to reach those goals.</p> <p>Staff Responsible for Monitoring: PK-5th Grade Teachers, CICs, Administrators</p> <p>Problem Statements: School Context and Organization 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Cimarron Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 1: Increase student participation in extra-curricular activities.

Evaluation Data Sources: Improved student academic achievement sign-in sheets will reflect this.

Summative Evaluation: Some progress made toward meeting Objective

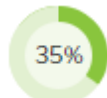





<p>Strategy 1: Opportunities will be provided for all students to excel outside the classroom in district sponsored events including: Spelling Bee, Geography Bee, Poetry and Prose, Rodeo Art, Honor Choir, Fast on Facts, S3 competition, and Academic Decathlon.</p> <p>Strategy's Expected Result/Impact: Student participation in District competitions.</p> <p>Staff Responsible for Monitoring: Chairpersons</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: Incentives to student achievements in competitions - 199 - Local - 23-6499 - \$800</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Offer after-school activities/clubs for students in 1st - 5th grade based on students' interests (ie: soccer team, fly kids, book club, art club, digital club, robotics, boys/girls club, etc.). Implement the 21st Century After-school Program which will provide various extra-curricular student activities.</p> <p>Strategy's Expected Result/Impact: team work, increased academic achievement</p> <p>Staff Responsible for Monitoring: Grade levels, teachers, and administrators</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: Snacks/Resources such as supplies and teaching aids - 285 - Title IV - 11-6399/6499 - \$1,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Continue with Cimarron's Kid's Day for all students.</p> <p>Strategy's Expected Result/Impact: student enjoyment</p> <p>Staff Responsible for Monitoring: Kid's Day Committee</p> <p>Problem Statements: School Culture and Climate 1</p> <p>Funding Sources: Food, activity items and supplies needed for Kid's Day (Fun Day) - 461 - Campus Activity Funds - 23-6499 - \$1,500</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Cimarron Elementary will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 2: To increase parent involvement, Cimarron will implement monthly PTA meetings with student led performances.

Evaluation Data Sources: With the support of the Fine Arts department and administrators, the parental involvement should increase by 50% school wide by January 31, 2021.

Summative Evaluation: Some progress made toward meeting Objective





<p>Strategy 1: Implement monthly PTA meetings with student based performances.</p> <p>Strategy's Expected Result/Impact: PTA meetings will be held monthly, and student performances will be organized by the music teacher for various grade levels, the Honor Choir, and other fine arts productions.</p> <p>Staff Responsible for Monitoring: PTA President & Board Members, Music Teacher, Fine Arts extracurricular leaders</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 2</p> <p>Funding Sources: Refreshments for parents and/or handouts for families if school assistance is needed in addition to PTA funding - 199 - Local - 23-6499 - \$500</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Increase parent PTA membership by having classroom student incentives.</p> <p>Strategy's Expected Result/Impact: Increase in parent PTA memberships by 50% from the previous school year (19-20).</p> <p>Staff Responsible for Monitoring: PTA President & Board Members</p> <p>Problem Statements: School Culture and Climate 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Cimarron Elementary will have a 97.5% or higher student attendance rate and a 97.5% or higher teacher attendance rate.

Performance Objective 1: By the end of the 2020-2021 school year, Cimarron's staff attendance rate will increase from 97.2% to 97.5%, and our student attendance rate will increase from 97.4% to 97.5%.

Evaluation Data Sources: Student (97.5%) and staff (97.5%) attendance will be at the goal identified at the end of the school year as reflected by our records.





<p>Strategy 1: The attendance clerk will verify weekly attendance and if a grade level/team is in attendance Monday-Friday, then the following Monday those staff members may wear jeans.</p> <p>Strategy's Expected Result/Impact: Staff will feel motivated to attend school every day in order to receive wear jeans on Mondays!</p> <p>Staff Responsible for Monitoring: PEIMS Clerk, Principal's Secretary</p> <p>Problem Statements: Student Achievement 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 2: Team attendance competition each 9 weeks rewarding the winning team with lunch.</p> <p>Strategy's Expected Result/Impact: By hosting an attendance competition once each 9-weeks, staff will feel more motivated to come to work in order to receive a free lunch!</p> <p>Staff Responsible for Monitoring: Administrators, Principal's Secretary</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Lunches for staff with perfect attendance every 9 weeks - 199 - Local - 23-6499 - \$2,300</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 3: Students' names will be posted up on a bulletin board for perfect attendance and they will be rewarded at a celebration at the end of each grading cycle.</p> <p>Strategy's Expected Result/Impact: By rewarding students with perfect attendance at the end of each grading cycle, students will feel more motivated to come to school in order to receive special prizes!</p> <p>Staff Responsible for Monitoring: PEIMS Clerk, Front Office Staff</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Perfect attendance incentive- food treats for students - 199 - Local - 23-6499 - \$2,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 4: Continue with the "student folder turn-in" to the office strategy each morning with students' names and phone numbers to call when they are absent.</p> <p>Strategy's Expected Result/Impact: Improved student attendance</p> <p>Staff Responsible for Monitoring: Principal, PEIMS Clerk</p> <p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: Folders - 199 - Local - 11-6399 - \$300</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May

Strategy 5: Students with perfect attendance throughout the entire year will be invited to attend a skating party with snacks provided and receive a trophy. Strategy's Expected Result/Impact: Improved student attendance Staff Responsible for Monitoring: Administrators, PEIMS Clerk Problem Statements: Student Achievement 2 Funding Sources: Astros Baseball game - 461 - Campus Activity Funds - 23-6499 - \$6,225	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Cimarron Elementary will have a 97.5% or higher student attendance rate and a 97.5% or higher teacher attendance rate.

Performance Objective 2: By the end of the 2020-2021 school year, Cimarron Elementary will increase the number of extra-curricular activities by at least two clubs/organizations.





Evaluation Data Sources: The number of extra-curricular activities will increase as a reflected on the student sign-in sheets.

<p>Strategy 1: By the end of September 2020, interested teachers will create voluntary teams to share in the commitment or providing extracurricular activities on campus.</p> <p>Strategy's Expected Result/Impact: Increased number of extracurricular activities and staff members to support campus activities.</p> <p>Staff Responsible for Monitoring: CIM Staff Members</p> <p>Problem Statements: School Culture and Climate 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 2: Teachers will recruit parent volunteers to assist in extracurricular clubs/teams.</p> <p>Strategy's Expected Result/Impact: Increased number of parent volunteers to support extracurricular activities/teams.</p> <p>Staff Responsible for Monitoring: PK-5th Grade Teachers</p> <p>Problem Statements: School Culture and Climate 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 3: Clubs/teams will secure community resources for sponsorship.</p> <p>Strategy's Expected Result/Impact: All clubs/teams will have the resources, funds, and sponsors necessary to facilitate a growing and successful campus program.</p> <p>Staff Responsible for Monitoring: PK-5th Grade Teachers, Staff Members with clubs/teams</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: Cimarron Elementary will have a 97.5% or higher student attendance rate and a 97.5% or higher teacher attendance rate.

Performance Objective 3: Attendance incentives must be communicated in a timely matter and provided. Students will look forward to the incentive and understand the purpose of the reward. Parents, staff, and students will be aware of the incentive at the beginning of the year and will receive reminders periodically throughout the year.









Evaluation Data Sources: Attendance reports- PEIMS

Strategy 1: Establish an Attendance Committee Strategy's Expected Result/Impact: The Attendance Committee will lead and monitor our Attendance Plan. Staff Responsible for Monitoring: Attendance Committee, PEIMS Clerk, Administrators Meet once a month Problem Statements: Student Achievement 2	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
Strategy 2: Create a checklist for Attendance Committee to use to plan attendance incentives Strategy's Expected Result/Impact: To ensure that student attendance is maintained; an administrator will hold a conference with truant students. Staff Responsible for Monitoring: attendance Committee Members, PEIMS Clerk, Administrator Problem Statements: Student Achievement 2	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
Strategy 3: Include attendance incentive information and provide it to parents, students, and staff through text (call-outs), Remind 101, monthly calendar and staff calendar Strategy's Expected Result/Impact: To ensure a high student attendance rate; help parents understand the importance of sending their child to school every day. Staff Responsible for Monitoring: Attendance Committee will inform parents and students every month Problem Statements: Student Achievement 2 Funding Sources: Paper for calendars - 199 - Local - 23-6399 - \$300	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
Strategy 4: Advertise and motivate students to want Attendance Incentives. Strategy's Expected Result/Impact: To ensure high student attendance Staff Responsible for Monitoring: Attendance Committee will develop parent reminders, Every month for incentives Problem Statements: Student Achievement 2	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Cimarron Elementary will provide opportunities for parental/community engagement and business partnerships.

Performance Objective 1: Enhance the relationship between the district and its partners.

Evaluation Data Sources: Improved communication and improved student achievement.

<p>Strategy 1: Conduct an Open House on Sept. 17, for all students in every grade level in order to meet the teacher, review the school compact, and discuss behavioral and academic expectations at the beginning of school.</p> <p>Strategy's Expected Result/Impact: Parental awareness and intervention, sign in sheets</p> <p>Staff Responsible for Monitoring: Administrators, CICs, Counselor, PK-5th Grade Teachers</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1</p> <p>Funding Sources: Supplies for instructional activities for families; refreshments for guests - 199 - Local - 11/23-6399 & 6499 - \$1,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Offer a STAAR Parent Night in the fall for parents of students in grades 3-5 to inform of state requirements and offer a parent night which teaches basic/interactive strategies for reading and math (make and take).</p> <p>Strategy's Expected Result/Impact: Parental awareness and intervention, sign in sheets</p> <p>Staff Responsible for Monitoring: Administrators, CICs, PK-5th Grade Teachers</p> <p>Problem Statements: Parent and Community Engagement 2</p> <p>Funding Sources: Instructional materials/copies/refreshments for this information night - 199 - Local - 23-6399/6499 - \$300</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 3: Provide Parent Involvement Survey by March 2021.</p> <p>Strategy's Expected Result/Impact: Increased involvement from parents</p> <p>Staff Responsible for Monitoring: Principal, Counselor</p> <p>Problem Statements: School Culture and Climate 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Cimarron Elementary will provide opportunities for parental/community engagement and business partnerships.

Performance Objective 2: Cimarron will approach parents to participate in various school activities throughout the school year that will enhance school environment and motivate student achievement.






Evaluation Data Sources: Parent volunteer participation will increase as reflected on the campus sign in forms.

	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 1: Recruit and train parent volunteers through parental involvement meetings</p> <p>Strategy's Expected Result/Impact: Number of hours volunteered and returning volunteers</p> <p>Staff Responsible for Monitoring: Principal and counselor</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 2</p> <p>Funding Sources: Resources for information session - 199 - Local - 31-6399 - \$100</p>				
<p>Strategy 2: Host a reception at the end of the school year to recognize parents who have demonstrated a high number of volunteer hours.</p> <p>Strategy's Expected Result/Impact: Increased number of parent volunteers</p> <p>Staff Responsible for Monitoring: PTA officers, Counselor, Administrators and Teachers</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 2</p> <p>Funding Sources: Reception-Refreshments - 461 - Campus Activity Funds - 23-6499 - \$500</p>				
<p>Strategy 3: Provide ESL, Student Discipline, GED or Nutrition classes for parents to enhance their knowledge and better support their students' academic progress.</p> <p>Strategy's Expected Result/Impact: Improved student achievement, increase in number of parent participation in school activities</p> <p>Staff Responsible for Monitoring: Counselor, Administrators</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 2</p> <p>Funding Sources: Refreshments/Supplies needed for classes - 199 - Local - 23-6499 - \$300</p>				
<p>Strategy 4: Create opportunities for parents to participate in school functions such as: Mystery Reader, Parent Workshops, Crossing Guards, etc.</p> <p>Strategy's Expected Result/Impact: More parent participation in student academics and extracurricular activities.</p> <p>Staff Responsible for Monitoring: Counselor, Administrators</p> <p>Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 2</p>				
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Goal 6: Cimarron Elementary will provide opportunities for parental/community engagement and business partnerships.

Performance Objective 3: Cimarron will establish business partnerships with businesses by approaching surrounding restaurants, businesses, and stores beginning in September and will foster those relationships through May.






Evaluation Data Sources: Minimum of 3 new business partnerships, CPAC meeting sign-in sheets, and school visitor sign-in sheets will be used to track participation.

<p>Strategy 1: School partners will be recognized at the end of the year in appreciation for their support of the school (PTA). Strategy's Expected Result/Impact: School partners' attendance at the special recognition event held in their honor. Staff Responsible for Monitoring: Administrators, Counselor Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Make a business packet and/or business flyers to promote/highlight Cimarron Elementary. Strategy's Expected Result/Impact: A minimum of 3 new business relationships will be established. Staff Responsible for Monitoring: Administrators, Counselors Problem Statements: Parent and Community Engagement 1 Funding Sources: Paper/Supplies - 199 - Local - 23-6399 - \$500</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 3: Administrators will be active members of the North Shore Rotary. Strategy's Expected Result/Impact: Improved relationship with reputable and contributing business partners in the area. Staff Responsible for Monitoring: Administrators Problem Statements: Parent and Community Engagement 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: Cimarron Elementary will provide opportunities for parental/community engagement and business partnerships.

Performance Objective 4: We will increase parental involvement and decrease discipline referrals; we will compare discipline referrals and parent sign in sheets for 2019-2020 to those of 2018-2019, to determine success.





Evaluation Data Sources: Discipline reports/ referral sheets

<p>Strategy 1: Parent orientation during Meet the Teacher. Strategy's Expected Result/Impact: To meet parents and students and share instruction, attendance and behavioral expectations. Staff Responsible for Monitoring: August 2020- Meet the Teacher Event Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 Funding Sources: - 199 - Local - 23-6499 - \$300</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Parent volunteer awards/ luncheon Strategy's Expected Result/Impact: To recognize parents for their time and service. Staff Responsible for Monitoring: End of year- April 2020 Problem Statements: School Culture and Climate 1 - Parent and Community Engagement 1 Funding Sources: - 461 - Campus Activity Funds - 23-6499 - \$500</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Cimarron Elementary will ensure high quality staff is employed.

Performance Objective 1: Provide professional development to increase student achievement and job performance.





Evaluation Data Sources: Teacher capacity and student achievement will reflect this.

<p>Strategy 1: Teachers will attend workshops/in service to increase expertise in all content area TEKS. Strategy's Expected Result/Impact: Teacher implementation of newly acquired skills, strategies, etc. through lesson plans Staff Responsible for Monitoring: Administrators Problem Statements: Student Achievement 1 - Technology 1 Funding Sources: Teacher trainings - 285 - Title IV - 13-6411 - \$3,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 2: Meet with teams at least twice a month to plan lessons according to district scope and sequence and to share effective strategies with each other during PLC time. Strategy's Expected Result/Impact: Effective lesson planning/increased rigor Staff Responsible for Monitoring: Instructional Coaches, Classroom Teachers Problem Statements: Curriculum, Instruction, and Assessment 1, 2 Funding Sources: Funds for refreshments for PLC meetings - 199 - Local - 23-6499 - \$1,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 3: Provide opportunities for teachers to attend trainings and conferences that address the needs of all learners including at-risk students such as LEP, SPED, 504 and homeless. Strategy's Expected Result/Impact: Implementation of strategies, accommodations, and techniques within lesson plans Staff Responsible for Monitoring: Administrators, District and campus SPED staff Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: Trainings- Teachers and Administrators - 285 - Title IV - 23-6411 - \$1,000, Trainings-Sped - 224 - IDEA B, Sped - 13-6411 - \$500</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 4: Provide professional development activities/training on dyslexia instructional strategies that educators may attend including, but not limited to, Region 4 Dyslexia trainings, online webinars, and/or attending district-level meetings for dyslexia interventionists/teachers such as Reading By Design and Esperanza (elementary Spanish dyslexia curriculum). Strategy's Expected Result/Impact: Highly qualified interventionists and teachers who effectively service students with dyslexia. Staff Responsible for Monitoring: Administrators, Interventionists, and teachers who service dyslexia students. Problem Statements: Curriculum, Instruction, and Assessment 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Cimarron Elementary will ensure high quality staff is employed.

Performance Objective 2: Provide enhanced leadership development for employees.


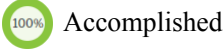
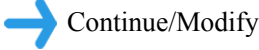

Evaluation Data Sources: We will have at least 2 staff members seeking a master's degree in curriculum or management or participating in the Asst. Principal Academy.

Strategy 1: Administrators and CICs will recommend staff members to seek higher certifications and/or pursue curriculum or management positions within the school/district. Strategy's Expected Result/Impact: All students will have greater success in student achievement. Staff Responsible for Monitoring: Principal/Asst. Principal Problem Statements: Curriculum, Instruction, and Assessment 2 - Technology 2	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
Strategy 2: Administrators will delegate leadership tasks/responsibilities to capable staff to build leadership skills. Strategy's Expected Result/Impact: A positive and strong culture will be maintained as a result of greater leadership capacity. Staff Responsible for Monitoring: Principal/Asst. Principal Problem Statements: Staff Quality, Recruitment, and Retention 4	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: Cimarron Elementary will ensure high quality staff is employed.

Performance Objective 3: Staff will be expected to participate in a minimum of 3 activities per semester.





Evaluation Data Sources: Sign-In sheets will reflect teacher participation in activities per semester, and teachers will be held accountable as reflected on their TESS evaluation.

<p>Strategy 1: To increase the amount of staff participation, focus on staff members that are reluctant to participate, and hold staff members who do not participate in school events accountable.</p> <p>Strategy's Expected Result/Impact: While rewards will be provided for staff members who do participate, TTESS will be used to hold staff members accountable for choosing not to participate in school events/functions.</p> <p>Staff Responsible for Monitoring: Staff Members, Campus Leadership Team</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 2: Continue to recognize staff members who participate in school events.</p> <p>Strategy's Expected Result/Impact: By recognizing staff members who participate in school events, they will be more motivated to take an active role in supporting school functions.</p> <p>Staff Responsible for Monitoring: Administrators</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 3: Increase team building activities to create a family atmosphere.</p> <p>Strategy's Expected Result/Impact: By allowing time for more team building activities, staff members will feel a greater sense of family and will feel more motivated to support our school events/functions.</p> <p>Staff Responsible for Monitoring: CIM Staff, Campus Leadership Team</p> <p>Problem Statements: Staff Quality, Recruitment, and Retention 1</p> <p>Funding Sources: Activity Supplies - 199 - Local - 23-6499 - \$500</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
   				

Goal 8: Cimarron will provide superior operational services to best support students and staff success.

Performance Objective 1: Continue to develop and present transparent financial information demonstrating commitment to high quality professional standards, and maintain an internal control framework where policies and procedures are created, implemented and communicated to ensure resources are safeguarded against waste, loss or abuse.





Evaluation Data Sources: CPAC meeting minutes and improved record keeping will reflect implementation.

Strategy 1: Review budget at every CPAC meeting with all stakeholders. Strategy's Expected Result/Impact: Transparency maintained; Minutes from CPAC meetings. Staff Responsible for Monitoring: Principal Problem Statements: Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
Strategy 2: Selected personnel will be trained and authorized to collect, handle, and deposit money. Access to funds will be restricted to only those authorized and accountable for handling funds. Strategy's Expected Result/Impact: No procedural errors involving money handling. Staff Responsible for Monitoring: Principal, Principal's secretary Problem Statements: Staff Quality, Recruitment, and Retention 4 - Parent and Community Engagement 1	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
Strategy 3: All funds will be verified by financial clerk or administrator, secured and deposited daily. Strategy's Expected Result/Impact: No fiscal procedures irregularities Staff Responsible for Monitoring: Principal, Selected staff members, Principal's secretary Problem Statements: Staff Quality, Recruitment, and Retention 4	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: Cimarron will provide superior operational services to best support students and staff success.

Performance Objective 2: Achieve high customer satisfaction by providing excellent customer service to both internal and external customers.





Evaluation Data Sources: Customer satisfaction in the customer service Cimarron personnel provides will be reflected positively in the community survey and in few district complaints.

<p>Strategy 1: Administrators will present district expectations for customer service to office personnel at the beginning of the school year; administrators will meet with office personnel monthly to review best customer service practices. Strategy's Expected Result/Impact: Community survey responses will reflect positive customer service. Staff Responsible for Monitoring: Administrators Problem Statements: Staff Quality, Recruitment, and Retention 4</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 2: Administrators will be available to staff members during parent conferences as needed. Strategy's Expected Result/Impact: Community survey responses will reflect positive customer service. Staff Responsible for Monitoring: Administrators Problem Statements: School Culture and Climate 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 3: The school will hold at least 4 parent events in which the community will be embraced and warmly welcomed as they participate in activities to enhance all students' learning. Strategy's Expected Result/Impact: Parent sign-in sheets; Community survey responses will reflect positive customer service. Staff Responsible for Monitoring: Administrators, Counselor, Teachers Problem Statements: Parent and Community Engagement 1, 2 Funding Sources: Parent engagement activity supplies and refreshments - 199 - Local - 23.6499 - \$4,000</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: Cimarron will provide superior operational services to best support students and staff success.

Performance Objective 3: By September 2020, teachers will utilize Google Apps, Google Classroom, and See Saw and integrate these programs into their daily lessons and activities with students.

Evaluation Data Sources: By September 2020, 100% of teachers will utilize Google Apps, Google Classroom, See Saw and integrate these programs into their daily lessons and activities with students.

<p>Strategy 1: TIS will begin training teachers with using Google Apps, Google Classroom, and See Saw by September 2020. Strategy's Expected Result/Impact: By September 2020, Teachers will implement Google Apps, Google Classroom, and See Saw in their classroom instruction. Staff Responsible for Monitoring: TIS, PK-5th Grade Teachers Problem Statements: Technology 1, 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 2: TIS will provide strategies and ideas through out the year to aid teachers with integrating programs into daily instruction and activities and in preparation for online testing. Strategy's Expected Result/Impact: Teachers will integrate technology programs into daily instruction and activities. Staff Responsible for Monitoring: TIS, PK-5th Grade Teachers Problem Statements: Technology 1, 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 3: Teacher will create online activities, model implementation, and integrate them in daily instruction with all students. Strategy's Expected Result/Impact: Teachers will create online activities and integrate them in daily instruction with all students. Staff Responsible for Monitoring: PK-5th Grade Teachers Problem Statements: Technology 1, 2 Funding Sources: Technology items for students - 199 - Local - 11-6395-00C1 - \$3,500</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 4: Campus will have a minimum of 20 entries into extracurricular technology activities such as the Multimedia Festival, and the Internet Safety Poster Contest. Strategy's Expected Result/Impact: At least 20 students will participate in the district Multimedia Festival and the Internet Safety Poster Contest. Staff Responsible for Monitoring: TIS, PK-5th Grade Teachers Problem Statements: Technology 1, 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Cimarron staff met on Monday, March 3, 2020 to determine committee members and assign tasks, create a summary for their assigned areas, and list strengths and weaknesses. Due to the school closure, we were unable to host our second meeting to determine problem statements, root causes, objectives, and strategies. That being said, we asked our leadership team, teachers, and community members to meet with us to discuss how to plan for these areas.

Demographics

We know that it takes a village to raise a child, so with that in mind and after reviewing the data and taking into consideration the current pandemic, Cimarron Elementary School should focus on improving parental involvement, communication, and the use of technology for virtual learning. In other words, we need to close the gap between school and home, and prepare for virtual learning if and when necessary.

Student Achievement

Cimarron's students have been progressing academically in all areas, however reading and writing will continue to be a focus, along with technology due to the current pandemic. The Student Achievement Committee looked at STAAR data for the last five years as well as the current DA scores for the 19-20 school year. As a result, we found that by focusing on reading, writing, vertical alignment, and technology for virtual learning, we can produce not only successful students, but we can also foster a love for reading and writing, while allowing students to learn safely from home if necessary!

School Culture & Climate

Cimarron is rich in culture and traditions and provides a friendly climate to families.

The School Culture and Climate Committee found parent involvement an area of concern. We feel that increasing parent involvement in areas like PTA would greatly improve our volunteerism and involvement in the school and classrooms. We determined that by focusing on getting parents involved in monthly PTA meetings, providing them a leadership role on the PTA board and including relevant school information at meetings would encourage parents to join PTA and remain involved in their child/children's education at Cimarron.

The School Culture and Climate Committee also looked at discipline concerns and as a result, we found that discipline problems were occurring most frequently during morning procedures, in the hallways, in restrooms, in the cafeteria, and at the playgrounds. The committee determined that by focusing on a consistent CAMPUS WIDE DISCIPLINE PLAN (to be implemented by every teacher and staff member with fidelity), we will be able to improve the discipline problems at Cimarron Elementary.

Staff Quality, Recruitment, and Retention

Cimarron is dedicated to providing quality teachers and staff for our students and community.

The lack of staff participation for extra-curricular activities in and outside of school creates a lack of enthusiasm and burnout among the staff that repeatedly participates. Staff should be expected to participate in a minimum of 3 activities per semester.

Staff feels a lack of trust when it comes to completing required tasks and successfully doing their jobs, which creates low morale. Administrators should assign tasks with specific time-lines or deadlines and allow teachers to complete them on their own, with no more than one check-in before the deadline. In effect, teachers would ultimately be held responsible for ensuring all assigned duties/tasks are done as assigned.

Curriculum, Instruction, and Assessment

Quality instruction and assessment analysis is a key to Cimarron's success, and we will continue to strive for high student performance, increased "advanced" performance, and student "growth" from previous year.

The curriculum, instruction, and assessment committee looked at the data discussed and found that collaborative horizontal and vertical alignment was an important focus area for the upcoming year. We determined that by focusing on alignment between grade levels, we will improve overall curriculum and instruction.

The committee determines that utilizing differentiated instructional methods and techniques will increase students understanding of content and thus raise test scores. Teachers need to be adequately trained in differentiated instruction, provided proper planning time to implement the methods, and given opportunities to observe teachers who use differentiation effectively.

Family, Community, and Involvement

The Cimarron community is strong. Families stay and raise their children in the community. Many of our students' parents attended Cimarron Elementary when they were children.

The family and community involvement committee met and discussed strengths and needs for insight into our family and community involvement at Cimarron Elementary. The school as a whole decided that our focus should be on business "buy-in" and getting parent involvement to support student learning.

School Context and Organization

Safety and security is a top priority at Cimarron Elementary.

The School Context and Organization committee looked at formal and informal communication and as a result, we found that communication from administrators and staff members is not always given/said/written in a timely manner. We determined that by focusing on our communication, we can improve our overall lines of communication, our school climate and relationships.

The School Context and Organization committee looked at our decision-making processes and we found that our Foundations committee is not as active or

well-established as it should be. We determined that by focusing on building a strong Foundations committee, we will improve our school safety and classroom discipline.

Technology

Cimarron Elementary is committed to providing our students with technology instruction and applications in order to prepare them for their future.

The Technology committee looked at the issues with age appropriate software and basic and specialized training for teachers and students. We determined that by focusing on more training in Google Apps and Microsoft programs and how to use them in different ways, we can improve student and teacher knowledge in programs and increased student ability and productivity in technology.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Committee Role	Name	Position
Paraprofessional	Stephanie Roero	Principal's Secretary
Administrator	Cynthia Galaviz	Principal
Administrator	Veronica Garza	Assistant Principal
Classroom Teacher	Karen Long	Kinder Teacher
Classroom Teacher	Carol West	1st Grade Teacher
Classroom Teacher	Bertha Munoz	2nd Grade Teacher
Classroom Teacher	Brenda Martinez	3rd Grade Teacher
Classroom Teacher	Lilliana Martinez	4th Grade Teacher
Classroom Teacher	Patrick McMahon	5th Grade Teacher
Classroom Teacher	Lisa Boothe	Instructional Coach
Classroom Teacher	Diane Delgado	Librarian
Classroom Teacher	Kevona Branch	Life Skills Teacher
Classroom Teacher	Imelda Hernandez	Resource Teacher
Counselor	Perla Alanis	Counselor
Parent	Lydia Albarron	Parent
Community Representative	Beverly Yeager	Community Member
Community Representative	Judy Evans	Community Representative

Committee Role	Name	Position
Business Representative	Paul May	Church Pastor

2.2: Regular monitoring and revision

Our Campus Improvement Plan is a working document, it is evaluated 4 times throughout the school year. Revisions are made in the course of the year as needed and/or as per staff recommendations.

CPAC Dates for the 2019-2020 School Year:

Monday, September 30, 2019

Monday, December 2, 2019

Monday, January 27, 2020

Monday, February 24, 2020

Monday, March 3, 2020 (CIP Planning Session #1)

Monday, March 30, 2020 (CIP Planning Session #2)

2.3: Available to parents and community in an understandable format and language

The goals of the Campus Improvement Plan are available in English and Spanish, and a copy is located in our campus library and in our front office and on our school website.

Parents were sent a mass communication via letter of how to access the document.

2.4: Opportunities for all children to meet State standards

We provide various opportunities for all students to meet state standards. The leadership team makes teacher recommendations as to who needs additional professional development to ensure quality student instruction is presented. Our teachers have been trained extensively on guided reading, small group instruction and data driven instruction. We also provide student tutorials for those identified at -risk; our interventionist provides dyslexic services for those identified in need. Our campus instructional coaches provide intervention support to teachers as well as to students throughout the year. Our school

counselor provides students emotional support and guidance whenever needed. We have plans to increase our parent participation with nutrition and academic sessions. Our ACE After-School Program also offers great social and academic support to our students that participate in it. Our program is open to second - fifth graders with working parents. Participating students receive homework help, a hot meal and then work on extra-curricular activities. We are adopting the Early Knights First Act (EKFA) Program which will support student discipline and build self esteem.

Student support for all students can be found in our CIP on the following pages and strategies listed:

Page 29 (Strategy 1)

Page 31 (Strategy 1)

Page 32 (Strategies 2, 3)

Page 33 (Strategies 4, 5 6)

Page 34 (Strategies 1, 2)

Page 35 (Strategy 4)

Page 36 (Strategies 1, 2)

Page 37 (Strategy 4)

Page 49 (Strategies 1, 2)

2.5: Increased learning time and well-rounded education

We utilize our learning schedule with academics and extra-curricular opportunities such as: Running Club, Soccer, Fly Girls-Guys (Dance group), Science Club and the Art Club. We plan to implement the Early Act First Knight program on our campus this year. This program enhances character and values for students to learn and then provides students' recognition when they are selected as representing the character/value of the month. Learning time is respected at Cimarron, we try our best to restrict all interruptions during instructional time. We believe in the importance of building the "well rounded" child, not only in academics but also we work on keeping kids healthy. We teach them healthy eating and physical habits to promote a healthy and happy community.

Increased learning and extracurricular activities can be found in our CIP on the following pages and strategies listed:

Page 40 (Strategies 1, 2)

Page 41 (Strategy 3)

Page 46 (Strategies 2, 3)

Page 35 (Strategies 6, 7)

Page 65 (Strategy 4)

2.6: Address needs of all students, particularly at-risk

Many of our students are of low socio-economic means; we are a Title I school. Our students have a variety of needs which make them at-risk learners: Limited English proficient, learning challenges (special education), health concerns, single parent families, retainees and a mild student mobility rate of 9%. It is imperative that we address students with any of these needs to facilitate their learning. Our school counselor does a wonderful job in reaching out to parents whose children are experiencing difficulties. Many times the family is experiencing a hardship, thus impacting the student at school. We recognize that some students will struggle in their academics, however they may excel in art, science, music or a sport. We provide these extra-curricular activities as they help build students' confidence. We try to empower all students but especially those that struggle with learning. They must feel validated so that they will want to come to school every day.

Addressing the needs of all students, particularly at-risk, can be found in our CIP on the following pages and strategies listed:

Page 25 (Strategy 1)

Page 26 (Strategy 4)

Page 28 (Strategy 4)

Page 32 (Strategy 2)

Page 35 (Strategy 4)

Page 36 (Strategies 1, 2)

Page 40 (Strategies 1, 2)

Page 57 (Strategy 3)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Compact will be created among a committee and presented by the counselor at Virtual Open House on Thursday, September 24th.

Committee dates to formulate this plan will be determined.

3.2: Offer flexible number of parent involvement meetings

Parent Involvement Dates 2020-2021

Virtual Meet the Teacher

TBA

Virtual Open House Cimarron

Sep. 19 4:30-6:30 p.m.

CPAC Cim Library

Sep. 28 3:30-4:40 p.m.

November 9 3:30-4:30 p.m.

January 25 3:30-4:30 p.m.

April 26 3:30-4:30 p.m.

Brighter Bites

TBD

Virtual Literacy Night Cimarron

Oct. 29

Talent Show CIM (virtual/in person depending upon district)

Feb. 19 4:30 p.m.

STEM Night Cimarron

Jan. 28 4:30-6:30 p.m.

EAFK Virtual/ Cafeteria 12:55 p.m. and 1:55 p.m.

Oct. 2

Nov. 13

Jan. 29

Mar. 12

Apr. 23