

# Galena Park Independent School District

## Cimarron Elementary School

### 2019-2020 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Postsecondary Readiness



# 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, and most currently Cynthia Galaviz. From 1998 – 2000, Cimarron was the largest elementary in district with over 1,000 students. At one point, Cimarron offered every special program available in the district to elementary students including PPCD, Life Skills, PASS and the Two Way Immersion program. In August, 1996, Cimarron Elementary became the first and only Recognized campus in Galena Park ISD. We have consistently remained Recognized while striving for an Exemplary TEA rating. With the help of the Texas Projection Measurement, we reached an Exemplary status in 2009. Cimarron was rated Recognized for the 2010 school year while maintaining exemplary scores in math and writing. With the final year of TAKS in place in 2011, we achieved an Exemplary rating that we are proud to have for the next two years.

### B. Attendance

Cimarron's enrollment continued to climb over the past ten years with reaching a peak of over 1,000 students. In 2009, our enrollment was below 900 students for the first time since 2000. Cimarron's student attendance for 2017-2018 was 96.8%, 2018- 2019 our student attendance 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

**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%

**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 5<sup>th</sup> 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 5<sup>th</sup> grade classes are departmentalized. We will 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

### **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 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 involvement 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:** Because of the lack of parental involvement, 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 effects parent involvement.

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

# Student Academic Achievement

## Student Academic Achievement 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 Academic Achievement Strengths

- Reading Masters Levels increasing, Math Masters Levels increasing, 5th Grade Math, Aware of Data, Data driven decisions, Being proactive

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** By reviewing STAAR data from the past five years, the Student Achievement Committee has determined that our reading and writing scores have decreased. **Root Cause:** In analyzing grade level data and discussing the factors affecting our student performance, the Student Achievement Committee has determined that our campus is in need of extensive team planning.

# School Processes & Programs

## School Processes & Programs Summary

We determined that maximizing instructional time and better implementation of the Accelerated Reader program is an important focus area for the upcoming school year. We have determined that focusing on strategic measures to ensure student achievement will improve at Cimarron.

## School Processes & Programs Strengths

- Master schedule guidelines, School Wide Tutorials, Sped Services, Safety Procedures, Enrichment, Identify Campus Goals

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Processes and programs do not maximize instructional time. **Root Cause:** The committee looked at the length of announcements, meetings, redirection, and interruptions do not allow for maximize instructional time. We determined that focusing on implementation of strategic measures will benefit student achievement and instruction.

**Problem Statement 2:** Cimarron has determined we do not utilize the Accelerated Reader program effectively. **Root Cause:** The committee looked at the amount of district program requirement that takes the reading time from the schedule. Students are not motivated enough to take an Accelerated Reader test. We determined that Accelerated Reader needs to be a top priority school wide by setting higher expectations for each student by the teacher and parents.

# Perceptions

## Perceptions Summary

Cimarron Elementary should focus on improving our student engagement. This includes providing more motivating incentives and creating more activities and clubs for students with behavioral issues.

## Perceptions Strengths

- Red folder- Office staff does a good job at calling parents to get their child to school, Free dress code passes for 100% grade level attendance, Attendance parties, ice-cream, Orbit, Movie during specials, Boys Club, Fly Kids, Soccer, Robotics, Book Club

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Currently, our student attendance is at 97.5% which is short of our 98% campus goal. Students are missing instructional time and student success. **Root Cause:** Incentives do not always motivate student attendance.

**Problem Statement 2:** There are not enough opportunities to support and prevent behavior issues. Struggling behavior students are reoccurring. We want to promote good character and students to be civic minded. (Less discipline referrals) **Root Cause:** Students do not have enough opportunities to practice appropriate social skills with peers and adults.

**Problem Statement 3:** Attendance begins to drop after the 1st 6 week cycle. **Root Cause:** Students begin to get colds and the flu.

**Problem Statement 4:** PK Attendance impacts overall attendance negatively. **Root Cause:** Parents perceive PK as a day care instead of school.

**Problem Statement 5:** Attendance dips during the holidays. **Root Cause:** Families take trips/extra days during the holiday season.

**Problem Statement 6:** Attendance drops during the cold & rainy season. **Root Cause:** Cold/Flue illnesses

**Problem Statement 7:** Attendance staggers after the holidays. **Root Cause:** Cold weather negatively impacts attendance.

**Problem Statement 8:** Attendance declines during the 5th 6-week cycle. **Root Cause:** Students become tired around spring break.

**Problem Statement 9:** Attendance declines at the end of the school year after testing. **Root Cause:** Parents believe that school is over once tests are

administered.

# Priority Problem Statements

**Problem Statement 1:** Due to limited parent involvement, our school's parent volunteer program is minimal. The lack of parental support and aEUoebuy-inaEU of the extra-curricular student activities affect the attendance of school based activities. If we implement monthly student based PTA performances, parent involvement should increase.

**Root Cause 1:** There is a lack of parental support and "buy-in" of extracurricular student activities.

**Problem Statement 1 Areas:** School Culture and Climate

**Problem Statement 2:** Low morale becomes evident among staff members during the school year.

**Root Cause 2:** Time must be set aside for team building activities.

**Problem Statement 2 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 3:** Horizontal and vertical alignment has not been implemented with fidelity and success. The curriculum, instruction, and assessment committee looked at the data discussed and found that collaborative horizontal and vertical alignment will be an important focus area for the upcoming year. We determined that by focusing on alignment between grade levels we will improve overall instruction.

**Root Cause 3:** There is a lack of horizontal and vertical team planning at Cimarron.

**Problem Statement 3 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 4:** Cimarron has not effectively differentiated its instruction for students. We have determined that by utilizing the appropriate methods and techniques, student understanding of the content will increase, thus showing growth on assessments. Teachers must be adequately trained in differentiated instruction, provided time to implement new methods, and allowed opportunities to observe others.

**Root Cause 4:** Teachers lack proper training and observations of effective differentiated instruction.

**Problem Statement 4 Areas:** Curriculum, Instruction, and Assessment

**Problem Statement 5:** Businesses in our area do not want to donate to our school, which hinders the opportunities our students have for extracurricular activities.

**Root Cause 5:** Businesses feel that our school does not offer anything in return that will help their businesses and do not feel welcome on our campus.

**Problem Statement 5 Areas:** Parent and Community Engagement

**Problem Statement 6:** Parent involvement does not support student learning, which negatively impacts student achievement and behavior.

**Root Cause 6:** Parents only come to the school to help when activities are considered "fun" and not necessarily academic in nature.

**Problem Statement 6 Areas:** Parent and Community Engagement

**Problem Statement 7:** Staff does not always receive written or verbal communication about school events ahead of time. School climate has decreased with less effective communication. We would like a central location where all school events are shared with all staff members.

**Root Cause 7:** 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.

**Problem Statement 7 Areas:** School Context and Organization

**Problem Statement 8:** Our Foundations committee is not active or well established. Our school discipline has declined with more student referrals to the office. We would like an active, well established Foundations committee to help with school safety and student discipline.

**Root Cause 8:** Cimarron's Foundations committee is not active or well-established.

**Problem Statement 8 Areas:** School Context and Organization

**Problem Statement 9:** Students are missing valuable instructional opportunities due to lack of age appropriate software.

**Root Cause 9:** Teachers have a lack knowledge and experience in software programs, and teacher input is not always accepted in selecting programs.

**Problem Statement 9 Areas:** Technology

**Problem Statement 10:** Reading and writing STAAR scores at Cimarron have decreased by 12-26% over the last five years (Reading: 73% Total; Writing:

50% Total).

**Root Cause 10:** Cimarron lacks a school-wide writing program which should begin in Pre-K and Kinder.

**Problem Statement 10 Areas:** Student Achievement

**Problem Statement 11:** Our Science scores have decreased by 13% over the last five years (Science: 74% Total).

**Root Cause 11:** There is a lack of science lab instructional time and vocabulary for lower grades, and students lack experiences with science in the real world.

**Problem Statement 11 Areas:** Student Achievement

**Problem Statement 12:** Due to lack of consistent discipline, student referrals have increased across all grade levels. The impact of the problem results in valuable academic resources being taken away from all students' learning. If we implement a consistent discipline plan across ALL grade levels, students will feel safe the quality of instructional time will increase.

**Root Cause 12:** There is a lack of consistent expectations for behavior at Cimarron.

**Problem Statement 12 Areas:** School Culture and Climate

**Problem Statement 13:** Students cannot perform everyday activities such as computer functions and research because they lack the basic and specialized technology skills necessary.

**Root Cause 13:** Teachers do not always possess the skills needed to teach students programs, struggle to find the time to incorporate them, and do not also realize the availability of technology resources.

**Problem Statement 13 Areas:** Technology

**Problem Statement 14:** Staff feels a lack of trust when it comes to completing required tasks and successfully doing our jobs, and it creates low morale. Administrators should assign tasks with specific timeline or deadlines and allow teachers to complete tasks on their own.

**Root Cause 14:** CIM staff feels a lack of trust when it comes to completing assigned tasks.

**Problem Statement 14 Areas:** Staff Quality, Recruitment, and Retention

**Problem Statement 15:** Students lack knowledge of colleges and career readiness.



**Root Cause 15:** School provides minimal opportunities to focus on college awareness and preparation.

**Problem Statement 15 Areas:** Parent and Community Engagement

**Problem Statement 16:** Attendance begins to drop after the 1st 6 week cycle.

**Root Cause 16:** Students begin to get colds and the flu.

**Problem Statement 16 Areas:** Perceptions

**Problem Statement 17:** PK Attendance impacts overall attendance negatively.

**Root Cause 17:** Parents perceive PK as a day care instead of school.

**Problem Statement 17 Areas:** Perceptions

**Problem Statement 18:** Attendance dips during the holidays.

**Root Cause 18:** Families take trips/extra days during the holiday season.

**Problem Statement 18 Areas:** Perceptions

**Problem Statement 19:** Attendance drops during the cold & rainy season.

**Root Cause 19:** Cold/Flue illnesses

**Problem Statement 19 Areas:** Perceptions

**Problem Statement 20:** Attendance staggers after the holidays.

**Root Cause 20:** Cold weather negatively impacts attendance.

**Problem Statement 20 Areas:** Perceptions

**Problem Statement 21:** Attendance declines during the 5th 6-week cycle.

**Root Cause 21:** Students become tired around spring break.

**Problem Statement 21 Areas:** Perceptions

**Problem Statement 22:** Attendance declines at the end of the school year after testing.

**Root Cause 22:** Parents believe that school is over once tests are administered.

**Problem Statement 22 Areas:** Perceptions

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

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

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM 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
- Enrollment trends

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

### **Parent/Community Data**

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

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

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

# 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 in the District

**Evaluation Data Source(s) 1:** Each drill will be evaluated and recommendations will be shared with the staff and implemented as per drill documentation.

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Continue to update changes to plans to include safety measures for pandemic.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide monthly practice/review of emergency response procedures (fire drill, bad weather, shelter in place, lockdown).		Administrators	Awareness of safety, decreased preparedness time				
2) Provide "Emergency Situations" page for all classrooms		Administrators	All staff and students will be aware of procedures for all types of drills				
3) Continue to train staff and Emergency Operations team on violence prevention techniques/strategies		Administrators/District Personnel	Staff will be aware of techniques				
<b>Funding Sources:</b> 199 - Local - 500.00							
4) Continue to observe Cimarron's Buddy System		Administrators/Campus faculty and staff	Monitor that students are in groups of 2 or more throughout the building				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Implement any recommendations from campus safety audit		Administrators/Campus Safety Team	Recommendations will be noted in the campus crisis management plan				
6) Use of Raptor for visitor sign-in		School secretary/front office staff/Administrators	Maintain log-ins for each day				
<b>Funding Sources:</b> 199 - Local - 400.00							
= Accomplished      = Continue/Modify      = No Progress      = Discontinue							

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

**Performance Objective 2:** Continue a coordinated Health/Wellness program

**Evaluation Data Source(s) 2:** Our student attendance rate will reflect an increase from 96.8% to 98%.

**Summative Evaluation 2:** Met Performance Objective

**Next Year's Recommendation 2:** Continue to implement this program.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Review lunch menu with students daily to discuss health benefits of offered meals (Whoa, Slow and Go foods).		Classroom Teachers	More students eating in the cafeteria and making healthy choices.				
2) Conduct Health Awareness Month to promote exercise, health information and classroom assignments.		CATCH Team	All faculty and students participating				
3) Provide parents with suggestions on improving nutrition and physical activity through parent meetings		CATCH Team	Parent evaluation, sign in sheets				
4) Include healthy tips on the monthly parent newsletter.		Administrators	Monthly parent newsletters				
5) Implement a campus wellness plan		Nurse	campus wellness plan				
6) Implement the Brighter Bites Healthy Program.		Administrators, Counselor	Distribution of healthy foods (fruits & vegetables) to families during the school year to foster healthy eating habits.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

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

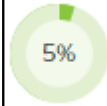

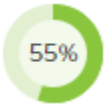

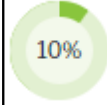



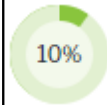
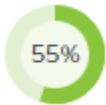


**Performance Objective 3:** The school secretary will be responsible for distributing and updating the monthly school Outlook calendar by the 15th of each month (1 mo. in advance).

Examples of events added and updated into calendar: meetings, trainings, field trips, school events, after school events, faculty appreciation days, special occasions, etc.

**Evaluation Data Source(s) 3:** Communication will improve as reflected on the staff survey.

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Will need to consider how often to update calendar as we have to make changes often when things arise.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) All school events/activities will be added to the Outlook calendar (Master calendar) prior to the 15th of each upcoming month.		Administrators, Principal's Secretary	Staff will be better prepared to attend meetings, trainings, and promote/participate in school events.				
<b>Problem Statements:</b> School Context and Organization 1							
2) Changes to the Master calendar will be communicated to staff through the Outlook calendar.		Staff Members, Administrators, Principal's Secretary	Staff will be better prepared to attend meetings, trainings, and promote/participate in school events.				
<b>Problem Statements:</b> School Context and Organization 1							
3) Upcoming events will be communicated to the principal, assistant principal and the school secretary prior to the 15th of the month.		Staff Members	Staff will be better prepared to attend meetings, trainings, and promote/participate in school events.				
<b>Problem Statements:</b> School Context and Organization 1							



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
4) All parent communications will be disseminated by Thursday of each week for Friday Folders, and our CIM web page and class web pages will be updated monthly and as events take place.		Staff Members (in charge of various school events), Front Office Staff, Key Communicator (CIM web page), and CIM teachers (teacher web pages)	Student and community participation in school events will increase from the previous school year.				
	<b>Problem Statements:</b> School Context and Organization 1 <b>Funding Sources:</b> 199 - Local - 2700.00						
5) All staff will be responsible to read e-mails and CIM page daily and newsletters weekly.		Staff Members, Administrators	Staff will be better prepared to attend meetings, trainings, and promote/participate in school events.				
	<b>Problem Statements:</b> School Context and Organization 1						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 3 Problem Statements:**

School Context and Organization
<b>Problem Statement 1:</b> Staff does not always receive written or verbal communication about school events ahead of time. School climate has decreased with less effective communication. We would like a central location where all school events are shared with all staff members. <b>Root Cause 1:</b> 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.

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

**Performance Objective 4:** Our Foundations committee will meet the 2nd week in each month on Wednesdays during Specials conference time.

**Evaluation Data Source(s) 4:** Student safety will be maintained as a result of the Foundation's safety procedures in place.

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 4:** PBIS committee was off to a good start... They will be an important part of how we plan logistics regarding student safety for the 20-21 school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Committee members will include: Assistant Principal, Counselor, all Specials teachers and grade level chairs.		Counselor (Foundations Committee Chair), Administrators	All staff input will be included in making campus-wide decisions for school routines and procedures.				
<b>Problem Statements:</b> School Context and Organization 2							
2) The Counselor will provide the committee with District expectations, and the committee will implement Foundations District expectations.		Counselor (Foundations Committee Chair), Administrators	Campus expectations and procedures for the Foundations committee will be aligned with the expectations outlined by the district.				
<b>Problem Statements:</b> School Context and Organization 2							
3) Coverage will be provided or classes will be split for grade chairs to attend Foundations meetings as needed.		Assistant Principal	All grade chairs, specials teachers, and other committee members will be able to attend all scheduled Foundations meetings.				
<b>Problem Statements:</b> School Context and Organization 2							
4) The committee will analyze and track progress of school safety and student discipline.		Foundations Committee Members	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.				
<b>Problem Statements:</b> School Context and Organization 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) The committee will communicate Foundations results and Plan of Action(s) with CIM staff.		Foundations Committee Members	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.				
<b>Problem Statements:</b> School Context and Organization 2							
6) Utilize campus Foundations Team to meet the campus safety and discipline needs.		Foundations Team	Campus discipline data				
<b>Problem Statements:</b> School Context and Organization 2							
<b>Funding Sources:</b> 199 - Local - 4572.00							
7) Incorporate the CHAMPS positive discipline management program within the school's campus management plan.		Assistant Principal, PK-5 Teachers	Decrease in student referrals and parent conferences for conduct.				
<b>Problem Statements:</b> School Context and Organization 2							
= Accomplished       = Continue/Modify       = No Progress       = Discontinue							

**Performance Objective 4 Problem Statements:**

School Context and Organization
<b>Problem Statement 2:</b> Our Foundations committee is not active or well established. Our school discipline has declined with more student referrals to the office. We would like an active, well established Foundations committee to help with school safety and student discipline. <b>Root Cause 2:</b> Cimarron's Foundations committee is not active or well-established.

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

**Performance Objective 5:** We will increase effective communication satisfaction by 10% which will be reflected in the results of the parent/teacher surveys.

**Evaluation Data Source(s) 5:** Parent and Teacher Surveys

**Summative Evaluation 5:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 5:** Need to make sure we follow up with teacher/parent surveys to determine how effective our strategies are working.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Calendar in mailbox room		Updated Weekly	Improve communication among staff.				
<b>Funding Sources:</b> 199 - Local - 300.00							
2) Parent Workshops		Monthly, one grade level per month	Provide instructional support to parents and encourage them to attend school events.				
<b>Funding Sources:</b> 199 - Local - 500.00							
3) CIM Corner Bulletin Board		Updated weekly	Improve communication among staff.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

## Goal 2: Cimarron Elementary will provide effective counseling services, opportunities and information to assist students in preparing for college and careers.

**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 Source(s) 1:** Expand our college/career event by 20% more presenter participation.

**Summative Evaluation 1:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** Need to plan these events out with counselor so that they are more organized for future school years.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Conduct a College Parade to showcase colleges for all students.		Counselor	Raise students' awareness about various colleges. Photographs posted to Cim website				
<b>Problem Statements:</b> Parent and Community Engagement 3 <b>Funding Sources:</b> 199 - Local - 100.00							
2) Highlight a college per month over the announcements.		Counselor	More student background knowledge of college information				
<b>Problem Statements:</b> Parent and Community Engagement 3							
3) Provide a \$500 Scholarship to a graduating NSSH senior that attended Cimarron Elementary		PTA	Number of applications for scholarship				
<b>Problem Statements:</b> Parent and Community Engagement 3							
4) Showcase a variety of colleges with flags displayed from colleges and universities around the nation		Counselor	Students are aware of different universities and their locations				
<b>Problem Statements:</b> Parent and Community Engagement 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Prepare a career day event to expose all students to different career choices.		Counselor	Knowledge of career choices, sign in sheets				
<b>Problem Statements:</b> Parent and Community Engagement 3 <b>Funding Sources:</b> 199 - Local - 200.00							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 1 Problem Statements:**

Parent and Community Engagement
<b>Problem Statement 3:</b> Students lack knowledge of colleges and career readiness. <b>Root Cause 3:</b> School provides minimal opportunities to focus on college awareness and preparation.

**Goal 2:** Cimarron Elementary will provide effective counseling services, opportunities and information to assist students in preparing for college and careers.

**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 Source(s) 2:** 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.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Focus on planning these events early on so that we can improve them each year!

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
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.		Counselor	Increased student self esteem and educational potential				
	<b>Problem Statements:</b> School Culture and Climate 2 - Parent and Community Engagement 3 <b>Funding Sources:</b> 199 - Local - 300.00						
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.		Counselor	Schoolwide participation in Red Ribbon program. Decreased number of bully incidents				
	<b>Problem Statements:</b> School Culture and Climate 2 - Parent and Community Engagement 3						
3) Conduct assemblies highlighting behavior expectations with all student classes.		Counselor	Decreased number of student discipline and counselor referrals				
	<b>Problem Statements:</b> School Culture and Climate 2 - Parent and Community Engagement 3						
4) Provide individual and group counseling sessions to all students, especially at-risk students, as needed for conflict resolution.		Counselor	Increased student self esteem; decreased number of student discipline infractions				
	<b>Problem Statements:</b> School Culture and Climate 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Promote positive self image through Community in Schools after schools program.		Counselor, Principal, AP, Community in Schools coordinator	Increased student self esteem.				
<b>Problem Statements:</b> School Culture and Climate 2							
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 2 Problem Statements:**

School Culture and Climate
<p><b>Problem Statement 2:</b> Due to lack of consistent discipline, student referrals have increased across all grade levels. The impact of the problem results in valuable academic resources being taken away from all studentsaEU learning. If we implement a consistent discipline plan across ALL grade levels, students will feel safe the quality of instructional time will increase. <b>Root Cause 2:</b> There is a lack of consistent expectations for behavior at Cimarron.</p>
Parent and Community Engagement
<p><b>Problem Statement 3:</b> Students lack knowledge of colleges and career readiness. <b>Root Cause 3:</b> School provides minimal opportunities to focus on college awareness and preparation.</p>



**Goal 2:** Cimarron Elementary will provide effective counseling services, opportunities and information to assist students in preparing for college and careers.

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

**Evaluation Data Source(s) 3:** Counselor's plans and parent survey will reflect this.

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Work with counselor to better plan for these events in the future.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Provide health, safety, STAAR, and community resources to parents.		Administrators and counselor	Parent participation and test awareness.				
	<b>Problem Statements:</b> Parent and Community Engagement 2 <b>Funding Sources:</b> 199 - Local - 400.00						
2) Partners in Nutrition Wellness: Bring Schools and Families together for the health of all our kids.		Administrators, Counselor, PE teacher and nurse	Parent participation and support.				
	<b>Problem Statements:</b> Parent and Community Engagement 2						
3) Provide an "anti-bullying/violence prevention" assembly to the entire school body, once in the fall and then once in the spring semester.		Counselor	Students will feel safe and confident and attend on a regular basis.				
	<b>Problem Statements:</b> School Culture and Climate 2						
4) State our "anti-bullying" statement on the morning announcement each day reminding all students what to do if someone is threatening or hurting them.		Counselor	Students will feel safe and confident and attend on a regular basis.				
	<b>Problem Statements:</b> School Culture and Climate 2						
5) Counselor will continue implementing the district suicide prevention procedures including parental notification.		Counselor	Students will feel safe and confident and attend on a regular basis.				
	<b>Problem Statements:</b> School Culture and Climate 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

**Performance Objective 3 Problem Statements:**

<b>School Culture and Climate</b>
<p><b>Problem Statement 2:</b> Due to lack of consistent discipline, student referrals have increased across all grade levels. The impact of the problem results in valuable academic resources being taken away from all students' learning. If we implement a consistent discipline plan across ALL grade levels, students will feel safe the quality of instructional time will increase. <b>Root Cause 2:</b> There is a lack of consistent expectations for behavior at Cimarron.</p>
<b>Parent and Community Engagement</b>
<p><b>Problem Statement 2:</b> Parent involvement does not support student learning, which negatively impacts student achievement and behavior. <b>Root Cause 2:</b> Parents only come to the school to help when activities are considered "fun" and not necessarily academic in nature.</p>

### 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 Source(s) 1:** 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%.

**Summative Evaluation 1:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 1:** CICs and specialists will need to continue to assess and meet kids where they are, especially since we can expect gaps due to lost instruction (COVID-19).

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Implement rigorous questioning techniques in Kindergarten through 5th grade reading and writing.		CICs, K-5 teachers	Student performance results				
<b>Problem Statements:</b> Student Achievement 1							
2) Schedule weekly computer lab visits for every class to access Istation software for the recommended amount of time per student.		TIS and teachers	Student data will reflect increase in scores within IStation and District Assessments.				
<b>Problem Statements:</b> Student Achievement 1							
3) Weekly grade level planning for PK - 5th teachers.		Grade level chairperson/Administrators	Teacher success and student performance				
<b>Problem Statements:</b> Student Achievement 1							
4) 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.		Administrators, Teachers	Increased student performance results in approaches, meets, and masters on STAAR/DA assessments.				
<b>Problem Statements:</b> Student Achievement 1							
<b>Funding Sources:</b> 000 - Grant Funds - 1220.00, 199 - Bilingual - 2560.00, 199-23 - Special Education - 1840.00, 199 - Local - 6100.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Implement a One-way Dual Language Program in grades PK - 5 for our English Language learners.		PK - 1 Bilingual teachers and Ms. E. Garcia	Bilingual students' performance results in grades PK - 4				
	<b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> 199 - Bilingual - 2000.00						
6) Implement the Fundamental 5 instructional strategies recommended by the district.		Classroom teachers, CICs and administrators	Students' knowledge in daily objectives as observed in walk-throughs/observations, and their performance in rigorous assessments.				
	<b>Problem Statements:</b> Student Achievement 1						
7) CICs will provide instructional teacher support in small guided reading groups for all students.		Classroom teachers and CICs	Increased performance in reading				
	<b>Problem Statements:</b> Student Achievement 1						
8) All teachers in grades 1- 5 will submit students' writing samples to administrators twice a month.		Administrators, Teachers in grades 1 - 5	Students writing skills will improve as reflected in their writing samples submitted to the administrators.				
	<b>Problem Statements:</b> Student Achievement 1						
9) We will implement the use of Writing Warm-Ups for revising and editing campus-wide.		PK-5th Grade Teachers, CICs, Administrators	All students writing skills will improve as reflected in their weekly writing samples submitted to the administrators and on campus, district, and state assessments.				
	<b>Problem Statements:</b> Student Achievement 1 <b>Funding Sources:</b> 199 - Local - 3000.00						
10) We will implement Balanced Literacy campus-wide.		PK-5th Grade Teachers, CICs, Administrators	Students across grade levels will show improvement in reading and writing scores for campus, district, and state assessments.				
	<b>Problem Statements:</b> Student Achievement 1						
11) We will implement teacher created assessments based on mentor texts.		PK-5th Grade Teachers, CICs, Administrators	Teachers will analyze data and differentiate instruction in order to focus on reading genres and question stems that students continue to struggle with.				
	<b>Problem Statements:</b> Student Achievement 1						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
12) Campus interventionist will serve all identified dyslexia at-risk students.		Interventionist, Administrators	All identified dyslexic students will receive required instructional support by Interventionist.				
<b>Problem Statements:</b> Student Achievement 1							
13) Continue implementing AR program in grades in 2nd-5th grade.		Librarian, ELA CICS, Administrators,	Student reading achievement will improve by at least 25% campus-wide.				
<b>Problem Statements:</b> Student Achievement 1							
<b>Funding Sources:</b> 199 - Local - 4800.00							
<b>Additional Targeted Support Strategy</b> 14) We will identify and monitor our White sub-pop group's performance in 3rd, 4th and 5th grade for Reading & Writing. We will track students' progress on the Student Data Tracking form.	2.4, 2.5, 2.6	Teachers, Administrators, CICS	This group's Reading & Writing performance on the STAAR test will meet state standards.				
<b>Additional Targeted Support Strategy</b> 15) We will provide Reading & Writing interventions as needed to White students as needed during and after school.	2.4, 2.5, 2.6	Teachers, Administrators, CICS	This group's Reading and Writing performance on the STAAR test will meet state standards.				
<b>Funding Sources:</b> 199 - Local - 2100.00							
16) Ms. N. Bucio Gomez will provide Writing instructional support to 1st - 4th grade students once a month until the Writing STAAR test in April.		Administrators, CICS, Teachers	Students' writing proficiency will improve.				
<b>Funding Sources:</b> 285 - Title IV - 3840.00							
= Accomplished       = Continue/Modify       = No Progress       = Discontinue							

**Performance Objective 1 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Reading and writing STAAR scores at Cimarron have decreased by 12-26% over the last five years (Reading: 73% Total; Writing: 50% Total). <b>Root Cause 1:</b> Cimarron lacks a school-wide writing program which should begin in Pre-K and Kinder.

**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 Source(s) 2:** Our math STAAR score of 84% should increase to 88%; our math advance score of 29% should increase to 34%.

**Summative Evaluation 2:** Met Performance Objective

**Next Year's Recommendation 2:** Coaches and interventionist will need to assess their knowledge at the BOY so we can have a good idea as to where to begin working with students in the fall.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Assess all students and monitor progress in each subject with district assessments based on the district testing calendar		All classroom teachers and Instructional Coaches	Passing rate of 90% or higher; students will reflect 1 year growth at least				
<b>Problem Statements:</b> Student Achievement 1, 2							
2) Implement STAAR rigorous questioning techniques, procedures and strategies in kindergarten through 5th grade math.		CICs, K-5 teachers	Student performance results				
<b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> 199 - Local - 1000.00							
3) Provide updates and training for STAAR support focusing on math		Administrators, Instructional Coaches	Increased student performance results and parental involvement				
<b>Problem Statements:</b> Student Achievement 1, 2							
4) Weekly grade level planning for PK-5 teachers.		Grade level chairperson/Administrators	Teacher success and student performance				
<b>Problem Statements:</b> Student Achievement 1, 2							
5) Provide effective tutorials before, during and after school for at-risk students in grades 1-5 in the fall and spring semester, including through 21st Century program.		Administrators, Teachers	Increased student performance results				
<b>Problem Statements:</b> Student Achievement 1, 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
6) Implement the Fundamental 5 instructional strategies in phases as recommended by the district.		Classroom teachers, CICs and administrators	All students' knowledge of daily objectives as observed in daily walk-throughs and observations and their performance in rigorous assessments.				
<b>Problem Statements:</b> Student Achievement 1, 2							
7) CICs will provide instructional teacher support in small guided math groups.		Classroom teachers and CICs	Increased performance in math				
<b>Problem Statements:</b> Student Achievement 1, 2							
8) One - two teachers will participate in the Rice University Math Project during the summer of 2018 to enhance mathematical knowledge and skills and pedagogy.		Asst Principal & Principal, CICs	Improved math instruction; improved students' math achievement				
<b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> 285 - Title IV - 3800.00							
9) 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.		Administrators, Teachers	Increased student performance results in approaches, meets, and masters on STAAR/DA assessments.				
<b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> 285 - Title IV - 3320.00, 199 - Bilingual - 2560.00, 199-23 - Special Education - 1840.00, 199 - Local - 2100.00							
<b>Additional Targeted Support Strategy</b> 10) We will identify and monitor the White sub-pop group's math performance in 3rd, 4th and 5th grade. We will track their progress on the Student Data Tracking Form.	2.4, 2.5, 2.6	Teachers, Administrators, CIC's	Increased students performance results in meets and masters on Math STAAR/DA assessments.				
<b>Additional Targeted Support Strategy</b> 11) We will provide math interventions as needed to our White sub-pop group during and in after school tutorials.	2.4, 2.5, 2.6	Teachers, Administrators, CICs	Increased students performance results in meets and masters on Math STAAR/DA assessments.				
<b>Funding Sources:</b> 199 - Local - 2100.00							
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 2 Problem Statements:**

## Student Achievement

**Problem Statement 1:** Reading and writing STAAR scores at Cimarron have decreased by 12-26% over the last five years (Reading: 73% Total; Writing: 50% Total). **Root Cause 1:** Cimarron lacks a school-wide writing program which should begin in Pre-K and Kinder.

**Problem Statement 2:** Our Science scores have decreased by 13% over the last five years (Science: 74% Total). **Root Cause 2:** There is a lack of science lab instructional time and vocabulary for lower grades, and students lack experiences with science in the real world.



**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 Source(s) 3:** Our science STAAR score of 72% will increase to 80%; our advance score of 11% will increase to 15%.

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Focus on vertically aligning science and offering more support in the lower grades.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
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.		Administrators, Teachers	Increased student performance results and exiting from tutorials				
	<b>Problem Statements:</b> Student Achievement 2 <b>Funding Sources:</b> 000 - Grant Funds - 3320.00, 199 - Bilingual - 2560.00, 199-23 - Special Education - 1840.00, 199 - Local - 3600.00						
2) Develop Science notebook for all students to incorporate writing skills with science methodology.		K-5 Teachers	Mastery of science curriculum and writing format.				
	<b>Problem Statements:</b> Student Achievement 2						
3) Develop and administer short, rigorous assessments weekly to all students after TEK is taught.		Classroom teachers, Science specialist	Increased student learning as reflected in science assessments.				
	<b>Problem Statements:</b> Student Achievement 2						
4) We will implement the use of hands-on science experiments at least twice a month for all students.		PK-5th Grade Teachers, Science Lab Teacher, CICs	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.				
	<b>Problem Statements:</b> Student Achievement 2 <b>Funding Sources:</b> 199 - Local - 1500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) We will implement a weekly Science Poem campus-wide to expose students to vocabulary and integrate science with language arts.		PK-5th Grade Teachers, Science Lab Teacher, CICs, Administrators	Poems will be introduced on the announcements weekly, and grade levels will use the poem to study vertically-aligned science concepts and integrate other content area lessons.				
<b>Problem Statements:</b> Student Achievement 2							
6) We will implement a robotics club and continue with science club as an extra-curricular activity.		Science Lab Teacher, 4-5 Math/Science CIC	Students will meet for robotics club meetings weekly, and projects will be submitted for the district multimedia festival and robotics competition.				
<b>Problem Statements:</b> Student Achievement 2							
<b>Funding Sources:</b> 199 - Local - 2000.00							
7) The science specialist will provide science instructional support to all grade levels.		Science Lab Teacher, PK-5th Grade Teachers	Teachers will receive instructional support and science resources as needed in order to students to show improvement on campus, district, and state science assessments.				
<b>Problem Statements:</b> Student Achievement 2							
<b>Funding Sources:</b> 285 - Title IV - 1260.00							
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 3 Problem Statements:**

Student Achievement
<b>Problem Statement 2:</b> Our Science scores have decreased by 13% over the last five years (Science: 74% Total). <b>Root Cause 2:</b> There is a lack of science lab instructional time and vocabulary for lower grades, and students lack experiences with science in the real world.

**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 Source(s) 4:** Teacher walk-throughs, observations and student performance on district assessments will reflect improvement of at least 10% on 2018-2019 DAs.

**Summative Evaluation 4:** Met Performance Objective

**Next Year's Recommendation 4:** Continue to monitor teachers, provide support and coaching, as well as professional development opportunities.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) CIC's will provide instructional support (coaching cycle) to teachers such as coaching, lesson modeling etc., which will be 60% of their duties.		CICs, Administrators	Teacher Walk-throughs & observations will reflect strong delivery of instruction which will result in improved student achievement.				
<b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> 199 - Local - 2000.00							
2) Identify areas of concern of struggling teachers and send them to professional development for support.		CICs, Administrators	Teacher Walk-throughs & observations will reflect strong delivery of instruction which will result in improved student achievement.				
<b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> 285 - Title IV - 5000.00							
3) Teachers will implement instructional strategies daily which were presented at the academies.		Administrators	Teacher Walk-throughs and observations will reflect strong delivery of instruction which will result in improved student achievement.				
<b>Problem Statements:</b> Student Achievement 1, 2							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 4 Problem Statements:**

## Student Achievement

**Problem Statement 1:** Reading and writing STAAR scores at Cimarron have decreased by 12-26% over the last five years (Reading: 73% Total; Writing: 50% Total). **Root Cause 1:** Cimarron lacks a school-wide writing program which should begin in Pre-K and Kinder.

**Problem Statement 2:** Our Science scores have decreased by 13% over the last five years (Science: 74% Total). **Root Cause 2:** There is a lack of science lab instructional time and vocabulary for lower grades, and students lack experiences with science in the real world.

**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 nine week period. PLCs will be dedicated to horizontal planning. Teachers, CICs, and at least one instructional administrator will be present.

**Evaluation Data Source(s) 5:** 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.

**Summative Evaluation 5:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 5:** Will need to revisit this goal and plan for the vertical alignment PLCs early on the school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Our campus will facilitate quarterly alignment planning meetings.		PK-5th Grade Teachers, CICs, Administrators	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.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1							
2) Our campus will implement "year at a glance meetings" every 9-week grading period.		PK-5th Grade Teachers, CICs, Administrators	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.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1							
3) Rubric/Guidelines will be created by the CICs and shared with teachers for vertical and horizontal planning meetings.		PK-5th Grade Teachers, CIC, Administrators	Vertical and horizontal planning meetings will be effective and benefit student achievement across grade levels.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1							
4) Administrators will be present to support instruction in our school.		Administrators	Administrators will be responsible for monitoring classroom instruction to ensure vertical/horizontal strategies discussed are implemented across grade levels.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 1							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 5 Problem Statements:**

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** Horizontal and vertical alignment has not been implemented with fidelity and success. The curriculum, instruction, and assessment committee looked at the data discussed and found that collaborative horizontal and vertical alignment will be an important focus area for the upcoming year. We determined that by focusing on alignment between grade levels we will improve overall instruction. **Root Cause 1:** There is a lack of horizontal and vertical team planning at Cimarron.

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

**Performance Objective 6:** The results of the data collected will be used to group the students based on their strengths and weaknesses. Students will grow 10% from DA1 to DA2. We will use instructional rounds, training, and data review to provide proper differentiated instruction based on the lowest TEKS. The time frame given will be August to December and January to April.

**Evaluation Data Source(s) 6:** Instructional rounds sign-in sheets; Students will grow at least 10% from DA1 to DA2.

**Summative Evaluation 6:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 6:** Continue to train teachers and use data to make informed decisions and provide necessary interventions.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Teachers and CICs will attend research based training from outside of district (Staff Development Budget).		PK-5th Grade Teachers, CICs, Administrators	Teachers will be able to train other teachers on the new instructional strategies they learn about as well as implement them in their classroom.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> 199 - Local - 1200.00							
2) Teachers will review lowest TEKS after assessments and provide differentiated instructional lessons and activities. (Resources: GPISD Curriculum)		PK-5th Grade Teachers, CICs, Administrators	Teachers will offer targeted instructional lessons to best support each student's needs.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2							
3) Administrators and coaches will utilize Power Walks to ensure that the Fundamental 5 areas are implemented in the classroom.		Administrators, CICs	Teachers will have a clear understanding of our campus instructional expectations, and feedback will be provided to teachers for each focus area observed.				
<b>Problem Statements:</b> Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> 199 - Local - 1200.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 6 Problem Statements:**

## Curriculum, Instruction, and Assessment

**Problem Statement 2:** Cimarron has not effectively differentiated its instruction for students. We have determined that by utilizing the appropriate methods and techniques, student understanding of the content will increase, thus showing growth on assessments. Teachers must be adequately trained in differentiated instruction, provided time to implement new methods, and allowed opportunities to observe others. **Root Cause 2:** Teachers lack proper training and observations of effective differentiated instruction.



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

**Performance Objective 7:** We will increase overall student performance by how much- what level through extensive teacher collaboration which will be measured by comparative student scores, participation in classroom activities. Surveys will result in at least a 15% increase in Math, Writing & Reading STAAR scores when compared to last year.

**Evaluation Data Source(s) 7:** STAAR scores

**Summative Evaluation 7:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 7:** Provide more opportunities for teachers to learn from observing one another and modeled lessons.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Sharing work samples		Ongoing throughout the year	Teachers will have a general knowledge base of how students across the grade level are performing.				
2) Meet twice per semester for extended planning		Once during school, once after, each semester	Teachers will have information on what objectives will be taught and exactly when they will be taught. Staff will be able to collaborate, share materials, etc.				
3) Create and implement a team planner		Ongoing throughout the year	This will facilitate organization and preparation.				
4) Instructional rounds within grade levels		Ongoing throughout the year					
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

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

**Performance Objective 8:** We will increase K-2 DRA scores, 4th grade writing DA, and 3-5th reading DA scores by 20%. This will be measured by comparing student data after DA2/March 2020.

**Evaluation Data Source(s) 8:** DA reports

**Summative Evaluation 8:** Met Performance Objective

**Next Year's Recommendation 8:** Continue to make data driven decisions and meet with teams regularly to analyze data and improve instruction.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Implement reading novels in each grade level		Twice per semester	Students will be exposed to various literature.				
<b>Funding Sources:</b> 285 - Title IV - 5000.00							
2) Implement Texas 2x2 and Bluebonnet Programs		Ongoing	Support students reading.				
3) Individual Class AR Competition		Ongoing	Motivate students to read more.				
4) Create and implement grade level writing plans		Create by mid-September, Implementation ongoing	Support students writing more frequently.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

## Goal 4: Cimarron Elementary will provide competitions for enrichment. All secondary students will be able to select electives in their interest area.

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

**Evaluation Data Source(s) 1:** Improved student academic achievement sign-in sheets will reflect this.

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Looking forward to improving our extra-curricular activities next year at CIM.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
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		Chairpersons	Student participation in District competitions.				
	<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2 <b>Funding Sources:</b> 199 - Local - 800.00						
2) Offer after-school activities/clubs for students in 1st - 5th grade based on students' interests (ie: Running Club). Implement the 21st Century After-school Program which will provide various extra-curricular student activities.		Grade levels, teachers	team work, increased academic achievement				
	<b>Funding Sources:</b> 285 - Title IV - 1000.00						
3) Participate in Academic Decathlon		Teachers, UIL coaches	Problem Solving/ Higher Level thinking and placing in events				
4) Continue with Cimarron's Kid's Day for all students.		Kid's Day Committee	student enjoyment				
	<b>Funding Sources:</b> 461 - Campus Activity Funds - 1500.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Continue our soccer program in which 4th and 5th grade students will tryout for CIM's soccer team.		Coaches, Administrators, ACE Coordinator, and teacher/parent volunteers	Team building and sportsmanship skills will improve; student attendance and grades will improve due to the motivation of participating in this sport.				
<b>Funding Sources:</b> 461 - Campus Activity Funds - 700.00							
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 1 Problem Statements:**

Staff Quality, Recruitment, and Retention
<p><b>Problem Statement 2:</b> 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. <b>Root Cause 2:</b> Because the same teachers participate in school events, there is a lack of enthusiasm for teachers to participate in school events.</p>

**Goal 4:** Cimarron Elementary will provide competitions for enrichment. All secondary students will be able to select electives in their interest area.

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

**Evaluation Data Source(s) 2:** With the support of the Fine Arts department and administrators, the parental involvement should increase by 50% school wide by January 31, 2020.

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Encourage more parent and teacher participation in PTA.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Implement monthly PTA meetings with student based performances.		PTA President & Board Members, Music Teacher, Fine Arts extracurricular leaders	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.				
<b>Problem Statements:</b> School Culture and Climate 1 <b>Funding Sources:</b> 199 - Local - 500.00							
2) Increase parent PTA membership by having classroom student incentives.		PTA President & Board Members	Increase in parent PTA memberships by 50% from the previous school year (17-18).				
<b>Problem Statements:</b> School Culture and Climate 1							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 2 Problem Statements:**

School Culture and Climate
<b>Problem Statement 1:</b> Due to limited parent involvement, our school's parent volunteer program is minimal. The lack of parental support and aEUoebuy-inaEU of the extra-curricular student activities affect the attendance of school based activities. If we implement monthly student based PTA performances, parent involvement should increase. <b>Root Cause 1:</b> There is a lack of parental support and "buy-in" of extracurricular student activities.

**Goal 4:** Cimarron Elementary will provide competitions for enrichment. All secondary students will be able to select electives in their interest area.

**Performance Objective 3:** To decrease student office referrals, Cimarron will implement a Campus Wide Discipline Plan for all faculty and staff. This goal will be accomplished with the support of administration, faculty, and staff.

**Evaluation Data Source(s) 3:** The plan will be measured by a reduction of office referrals by 50% by May 29, 2020.

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Continue to utilize the weekly take-home folder and make sure expectations are clear for students, parents, and staff at the BOY.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) All personnel will implement and follow the campus wide rules for hallway, classroom, restroom, specials, and all other student locations.		All CIM Staff	Office referrals will decrease by 50% from the 18-19 school year.				
<b>Problem Statements:</b> School Culture and Climate 2							
2) All teachers will travel with a clipboard and conduct sheet to record discipline infractions at all locations.		PK-5th Grade Teachers, Specials Teachers, CICs, Lunch Staff	Rules and expectations will be consistent school-wide, and infractions noted throughout the school day will be marked on one conduct sheet for each student.				
<b>Problem Statements:</b> School Culture and Climate 2							
<b>Funding Sources:</b> 199 - Local - 100.00							
3) A Daily Colt Folder with a discipline chart will be sent home daily for all students; PTA will provide the folders.		PK-5th Grade Teachers, Specials Teachers, CICs, Lunch Staff	Rules and expectations will be consistent school-wide, and infractions (or compliments) noted throughout the school day will be marked on one conduct sheet that will be sent home daily for parents to sign in their Colt Folder.				
<b>Problem Statements:</b> School Culture and Climate 2							
4) PE, Music, Library, Art Classes: All students will be provided with weekly fine arts instruction that reflects a well-rounded curriculum.		Specials Teachers	Programs held to spotlight student's success such as Choir performances, Art exhibits, library book fair, etc.				
<b>Funding Sources:</b> 199 - Local - 3000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Provide opportunities for students to participate in organized, team-oriented physical events: Field Day/Olympiad		PE Coaches	Participation in events				
6) Showcase fine arts programs at family reading/math/science nights for all students.		Administrators	Increase number of students participating in fine arts.				
<b>Funding Sources:</b> 199 - Local - 1000.00							
7) Our Honor Choir will perform at venues at least twice a year.		Music Teacher, Administrators	Student Performances				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 3 Problem Statements:**

School Culture and Climate
<p><b>Problem Statement 2:</b> Due to lack of consistent discipline, student referrals have increased across all grade levels. The impact of the problem results in valuable academic resources being taken away from all students a EU learning. If we implement a consistent discipline plan across ALL grade levels, students will feel safe the quality of instructional time will increase. <b>Root Cause 2:</b> There is a lack of consistent expectations for behavior at Cimarron.</p>

**Goal 4:** Cimarron Elementary will provide competitions for enrichment. All secondary students will be able to select electives in their interest area.

**Performance Objective 4:** Cimarron will enhance the AR program to support student achievement in Reading. Students' program usage will increase by 10% from 2018-2019, as reflected on AR reports.

**Evaluation Data Source(s) 4:** Accelerated Reader Program

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 4:** Will continue to push AR in order to help our students advance academically in all areas.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Educating parents/support		Every nine weeks	To enhance parents' knowledge about students' instruction, volunteers and participation in events.				
<b>Funding Sources:</b> 199 - Local - 600.00							
2) Parent Flyers/Newsletters		Monthly	Keep parents and community members informed about school happenings and events.				
<b>Funding Sources:</b> 199 - Local - 1500.00							
3) Teacher access to program to view student progress		Every nine weeks	To support students' reading.				
<b>Funding Sources:</b> 199 - Local - 4800.00							
4) Parent/Teacher Conferences		Every nine weeks	To keep parents informed of their child's progress and/or to discuss academic concerns.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							



## Goal 5: Cimarron Elementary will have a 98% or higher student attendance rate and a 97% or higher teacher attendance rate.

**Performance Objective 1:** By the end of the 2019-20 school year, Cimarron's staff attendance rate will increase from 97.2% to 97.6%, and our student attendance rate will increase from 97.5% to 97.6%.

**Evaluation Data Source(s) 1:** Student (97%) and staff (97%) attendance will be at the goal identified at the end of the school year as reflected by our records.

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Continue to use folders, parent communication, and home visits to ensure attendance is a priority.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) The attendance clerk will verify weekly attendance and if a staff member is in attendance Monday-Friday, then the following Monday the staff member may wear jeans.		PEIMS Clerk, Principal's Secretary	Staff will feel motivated to attend school every day in order to receive wear jeans on Mondays!				
2) The administrators/Sunshine Committee will spread cheer (candy bar, teacher supplies) to all staff members monthly.		Administrators, Sunshine Committee	By making Cimarron a more cheerful place to come to work, staff members will feel more motivated to come to work.				
<b>Funding Sources:</b> 199 - Local - 4225.00							
3) Team attendance competition each 9 weeks rewarding the winning team with lunch.		Administrators, Principal's Secretary	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!				
<b>Funding Sources:</b> 199 - Local - 2300.00							
4) Monthly morale booster where each team is spotlighted and displayed in the lounge.		PK-5th Grade Teams	By having teams spotlight their team members, staff members will feel more welcome here at CIM and motivated to come to work.				
5) Monthly gift card drawing for all perfect attendance staff members.		Principal's Secretary, PTA President & Board Members	By hosting monthly attendance gift card drawings, staff will feel more motivated to come to work in order to win gift cards!				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
6) Select a "Teacher of the Month" to showcase staff.		Administrators	By spotlighting teachers, staff members will feel more welcome here at CIM and motivated to come to work.				
7) 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.		PEIMS Clerk, Front Office Staff	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!				
<b>Funding Sources:</b> 199 - Local - 2000.00							
8) We will acknowledge students with perfect attendance by displaying their pictures on our "Perfect Attendance" bulletin board.		PEIMS Clerk, Front Office Staff	By acknowledging students with perfect attendance, students will feel more motivated to come to school in order to have their picture displayed!				
9) Parent home visits will be made on those students who we do not hear from or who cannot be reached after two absences.		PEIMS Clerk, Front Office Staff, Counselor, Administrators	By visiting parents at their homes, we will be able to speak with parents about attendance concerns, and hopefully, have students attend school that day.				
10) Monitor/Develop attendance contracts for truant parents.		PEIMS Clerk, Administrators, Counselor	By meeting with parents and having them sign attendance contracts, attendance is expected to improve for those students, or a complaint will be filed with the truancy court if attendance continues to be an issue.				
11) 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.		Principal, PEIMS Clerk	Improved student attendance				
<b>Funding Sources:</b> 199 - Local - 300.00							
12) Students with perfect attendance throughout the entire year will be taken to an Astros Game at the end of the year.		Administrators, PEIMS Clerk	Improved student attendance				
<b>Funding Sources:</b> 461 - Campus Activity Funds - 2000.00							
13) Recognize teachers with perfect attendance, and conference with teachers with excessive absences, to be reflected on T TESS evaluation.		Assistant Principal	Teacher attendance records				
14) Review RAA WEE everyday to monitor student attendance.		AP & PEIMS clerk	Support improved student attendance				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
15) Have the Astros mascot, Orbit, come and host a rally at the end of November for all students that have 0-3 absences.		PEIMS clerk, AP, Principal	Support improved student attendance				
<b>Funding Sources:</b> 461 - Campus Activity Funds - 500.00							
16) We will develop a list by September 1, 2019, of students that had 6 or more absences last year, to better monitor their attendance this year.		PEIMS clerk, AP, Principal	To support improved student attendance.				
17) The Principal will address the importance of student attendance in the parents' monthly newsletter and at the "Coffee with the Principal" meetings held each month.		PEIMS clerk, AP, Principal	To support improved student attendance.				
18) Conference with identified families who take extended vacations prior to holidays.		PEIMS clerk, AP, Principal	To support improved student attendance.				
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Goal 5:** Cimarron Elementary will have a 98% or higher student attendance rate and a 97% or higher teacher attendance rate.

**Performance Objective 2:** By the end of the 2019-20 school year, Cimarron Elementary will increase the number of extra-curricular activities by at least two clubs/organizations.

**Evaluation Data Source(s) 2:** The number of extra-curricular activities will increase as a reflected on the student sign-in sheets.

**Summative Evaluation 2:** Met Performance Objective

**Next Year's Recommendation 2:** Focus on improving and building upon our current extra-curricular activities.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) By the end of September 2019, interested teachers will create voluntary teams to share in the commitment or providing extracurricular activities on campus.		CIM Staff Members	Increased number of extracurricular activities and staff members to support campus activities.				
2) Teachers will recruit parent volunteers to assist in extracurricular clubs/teams.		PK-5th Grade Teachers	Increased number of parent volunteers to support extracurricular activities/teams.				
3) By the end of the first 9 weeks, any clubs/teams needing extra funds will complete a grant application.		PK-5th Grade Teachers, Staff Members with clubs/teams	All clubs/teams will have the funds necessary to facilitate a growing and successful campus program.				
4) Clubs/teams will secure community resources for sponsorship.		PK-5th Grade Teachers, Staff Members with clubs/teams	All clubs/teams will have the resources, funds, and sponsors necessary to facilitate a growing and successful campus program.				
5) By the end of the second week of school, students and teachers will complete an interest survey to be collected by Team Leaders.		Counselor	The interest surveys will reflect what clubs, activities, and programs students are interested in being part of, and teacher surveys will be able to show which clubs, activities, and programs they are interested in helping with.				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Goal 5:** Cimarron Elementary will have a 98% or higher student attendance rate and a 97% 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 Source(s) 3:** Attendance reports- PEIMS

**Summative Evaluation 3:** Exceeded Performance Objective

**Next Year's Recommendation 3:** Continue to provide incentives to motivate students to read!

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Establish an Attendance Committee		Attendance Committee, PEIMS Clerk, Administrators Meet once a month	The Attendance Committee will lead and monitor our Attendance Plan.				
2) Create a checklist for Attendance Committee to use to plan attendance incentives		attendance Committee Members, PEIMS Clerk, Administrator	To ensure that student attendance is maintained; an administrator will hold a conference with truant students.				
3) Include attendance incentive information and provide it to parents, students, and staff through text (call-outs), Remind 101, monthly calendar and staff calendar		Attendance Committee will inform parents and students every month	To ensure a high student attendance rate; help parents understand the importance of sending their child to school every day.				
<b>Funding Sources:</b> 199 - Local - 300.00							
4) Advertise and motivate students to want Attendance Incentives.		Attendance Committee will develop parent reminders, Every month for incentives	To ensure high student attendance				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

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

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

**Evaluation Data Source(s) 1:** Improved communication and improved student achievement.

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Will need to consider how to organize this event during this pandemic and with new administration to introduce.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Conduct an Open House on Sept. 19, for all students in every grade level in order to meet the teacher, share STAAR results, review the school compact, and discuss behavioral and academic expectations at the beginning of school.		Administrators, CICs, Counselor, PK-5th Grade Teachers	Parental awareness and intervention, sign in sheets				
	<b>Problem Statements:</b> Parent and Community Engagement 1, 2 <b>Funding Sources:</b> 199 - Local - 1000.00						
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).		Administrators, CICs, PK-5th Grade Teachers	Parental awareness and intervention, sign in sheets				
	<b>Problem Statements:</b> Parent and Community Engagement 2 <b>Funding Sources:</b> 199 - Local - 300.00						
3) Provide Parent Involvement Survey by March 2021.		Principal, Counselor	Increased involvement from parents				
	<b>Problem Statements:</b> Parent and Community Engagement 2						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

### Performance Objective 1 Problem Statements:

## Parent and Community Engagement

**Problem Statement 1:** Businesses in our area do not want to donate to our school, which hinders the opportunities our students have for extracurricular activities. **Root Cause 1:** Businesses feel that our school does not offer anything in return that will help their businesses and do not feel welcome on our campus.

**Problem Statement 2:** Parent involvement does not support student learning, which negatively impacts student achievement and behavior. **Root Cause 2:** Parents only come to the school to help when activities are considered "fun" and not necessarily academic in nature.



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

**Performance Objective 2:** Cimarron will approach parents to participate in 5 school activities throughout the school year that will enhance school environment and motivate student achievement.

**Evaluation Data Source(s) 2:** Parent volunteer participation will increase as reflected on the campus sign in forms.

**Summative Evaluation 2:** Met Performance Objective

**Next Year's Recommendation 2:** Hope to plan even more event for families and students at CIM next school year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Recruit and train parent volunteers through parental involvement meetings		Principal and counselor	Number of hours volunteered and returning volunteers				
<b>Problem Statements:</b> Parent and Community Engagement 2 <b>Funding Sources:</b> 199 - Local - 100.00							
2) Provide a Spanish speaking liaison at all meetings in order to translate, recruit and maintain Hispanic volunteers and active parental involvement.		Principal and Bilingual staff	Participation and involvement of Hispanic population in the volunteer program				
<b>Problem Statements:</b> Parent and Community Engagement 2							
3) Host a reception at the end of the school year to recognize parents who have demonstrated a high number of volunteer hours.		PTA officers, Counselor, Administrators and Teachers	Increased number of parent volunteers				
<b>Problem Statements:</b> Parent and Community Engagement 2 <b>Funding Sources:</b> 461 - Campus Activity Funds - 500.00							
4) Provide ESL, Student Discipline, GED or Nutrition classes for parents to enhance their knowledge and better support their students' academic progress.		Counselor, Administrators	Improved student achievement, increase in number of parent participation in school activities				
<b>Problem Statements:</b> Parent and Community Engagement 2 <b>Funding Sources:</b> 199 - Local - 300.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Ask each teacher to secure 1 reliable parent volunteer by September 30, 2019.		PK-5th Grade Teachers, Counselor	More parent participation in student academics and extracurricular activities.				
<b>Problem Statements:</b> Parent and Community Engagement 2							
6) Parents participate in Math/Science Night, Reading Night, and Kids' Day.		PK-5th Grade Teachers, Counselor	More parent participation in student academics and extracurricular activities.				
<b>Problem Statements:</b> Parent and Community Engagement 2							
7) Create opportunities for parents to participate in school functions such as: Mystery Reader, Parent Workshops, Crossing Guards, etc.		Counselor, Administrators	More parent participation in student academics and extracurricular activities.				
<b>Problem Statements:</b> Parent and Community Engagement 2							
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 2 Problem Statements:**

Parent and Community Engagement
<b>Problem Statement 2:</b> Parent involvement does not support student learning, which negatively impacts student achievement and behavior. <b>Root Cause 2:</b> Parents only come to the school to help when activities are considered "fun" and not necessarily academic in nature.

**Goal 6:** Cimarron Elementary will provide opportunities for parental/community involvement 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 Source(s) 3:** Minimum of 3 new business partnerships, CPAC meeting sign-in sheets, and school visitor sign-in sheets will be used to track participation.

**Summative Evaluation 3:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Need to focus on this next year as we have not established reliable relationships with partners in the community.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) All school partners will be invited to our school events throughout the school year.		Administrators	Visitor sign-in sheets will reflect school partners' participation in our school events.				
<b>Problem Statements:</b> Parent and Community Engagement 1 <b>Funding Sources:</b> 199 - Local - 500.00							
2) At least 2 business/community partners will serve on the CPAC committee.		Administrators	CPAC sign-in sheets will reflect school partners' participation in our meetings.				
<b>Problem Statements:</b> Parent and Community Engagement 1							
3) School partners will be recognized at the end of the year in appreciation for their support of the school (PTA).		Administrators, Counselor	School partners' attendance at the special recognition event held in their honor.				
<b>Problem Statements:</b> Parent and Community Engagement 1							
4) Approach Brewinz, Tepatitlan, Lyondell and other companies as needed by September 1, 2019, to request their partnership.		Administrators, Counselor	A minimum of 3 new business relationships will be established.				
<b>Problem Statements:</b> Parent and Community Engagement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Offer businesses free advertising on the school website/Facebook page (obtain district permission).		Administrators, Counselor	A minimum of 3 new business relationships will be established.				
<b>Problem Statements:</b> Parent and Community Engagement 1							
6) Make a business packet and/or business flyers to promote/highlight Cimarron Elementary.		Administrators, Counselors	A minimum of 3 new business relationships will be established.				
<b>Problem Statements:</b> Parent and Community Engagement 1							
<b>Funding Sources:</b> 199 - Local - 500.00							
7) Administrators will be active members of the North Shore Rotary.		Administrators	Improved relationship with reputable and contributing business partners in the area.				
<b>Problem Statements:</b> Parent and Community Engagement 1							
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

**Performance Objective 3 Problem Statements:**

Parent and Community Engagement
<b>Problem Statement 1:</b> Businesses in our area do not want to donate to our school, which hinders the opportunities our students have for extracurricular activities. <b>Root Cause 1:</b> Businesses feel that our school does not offer anything in return that will help their businesses and do not feel welcome on our campus.

**Goal 6:** Cimarron Elementary will provide opportunities for parental/community involvement 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 Source(s) 4:** Discipline reports/ referral sheets

**Summative Evaluation 4:** Some progress made toward meeting Performance Objective

**Next Year's Recommendation 4:** Need to work on informing parents on how they can assist with discipline issues from home.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Create a parent communication committee		Have staff members selected by September 2019.	To support parent involvement and communication.				
2) Parent orientation during Meet the Teacher.		August 17, 2019- Meet the Teacher, 12:00 - 2:00 pm	To meet parents and students and share instruction, attendance and behavioral expectations.				
<b>Funding Sources:</b> 199 - Local - 300.00							
3) Parent volunteer awards/ luncheon		End of year- April 2020	To recognize parents for their time and service.				
<b>Funding Sources:</b> 461 - Campus Activity Funds - 500.00							
= Accomplished               = Continue/Modify               = No Progress               = 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 Source(s) 1:** Teacher capacity and student achievement will reflect this.

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Provide relevant PD next year, with a emphasis on how to implement more technology.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Teachers will attend workshops/in service to increase expertise in all content area TEKS.		Administrators	Teacher implementation of newly acquired skills, strategies, etc. through lesson plans				
	<b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> 285 - Title IV - 3000.00						
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.		Instructional Coaches, Classroom Teachers	Effective lesson planning/increased rigor				
	<b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> 199 - Local - 1000.00						
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.		Administrators, District and campus SPED staff	Implementation of strategies, accommodations, and techniques within lesson plans				
	<b>Problem Statements:</b> Student Achievement 1, 2 <b>Funding Sources:</b> 285 - Title IV - 1000.00, 224 - IDEA B, Sped - 500.00						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

### Performance Objective 1 Problem Statements:

## Student Achievement

**Problem Statement 1:** Reading and writing STAAR scores at Cimarron have decreased by 12-26% over the last five years (Reading: 73% Total; Writing: 50% Total). **Root Cause 1:** Cimarron lacks a school-wide writing program which should begin in Pre-K and Kinder.

**Problem Statement 2:** Our Science scores have decreased by 13% over the last five years (Science: 74% Total). **Root Cause 2:** There is a lack of science lab instructional time and vocabulary for lower grades, and students lack experiences with science in the real world.

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

**Performance Objective 2:** Provide enhanced leadership development for employees.

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

**Summative Evaluation 2:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 2:** Work on building capacity, especially among our aspiring administrators.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Administrators and CICs will recommend staff members to seek higher certifications and/or pursue curriculum or management positions within the school/district.		Principal/Asst. Principal	All students will have greater success in student achievement.				
<b>Problem Statements:</b> Student Achievement 1, 2							
2) Administrators will delegate leadership tasks/responsibilities to capable staff to build leadership skills.		Principal/Asst. Principal	A positive and strong culture will be maintained as a result of greater leadership capacity.				
<b>Problem Statements:</b> Student Achievement 1, 2							
3) Capable staff will be provided Leadership Professional Development opportunities to enhance leadership skills and knowledge.		Principal/Asst. Principal	A positive culture will be maintained as a result of greater leadership capacity.				
<b>Problem Statements:</b> Student Achievement 1, 2							
= Accomplished                 = Continue/Modify                 = No Progress                 = Discontinue							

**Performance Objective 2 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> Reading and writing STAAR scores at Cimarron have decreased by 12-26% over the last five years (Reading: 73% Total; Writing: 50% Total). <b>Root Cause 1:</b> Cimarron lacks a school-wide writing program which should begin in Pre-K and Kinder.



## Student Achievement

**Problem Statement 2:** Our Science scores have decreased by 13% over the last five years (Science: 74% Total). **Root Cause 2:** There is a lack of science lab instructional time and vocabulary for lower grades, and students lack experiences with science in the real world.

**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 Source(s) 3:** Sign-In sheets will reflect teacher participation in activities per semester, and teachers will be held accountable as reflected on their TESS evaluation.

**Summative Evaluation 3:** Met Performance Objective

**Next Year's Recommendation 3:** Need to make sure we hold staff accountable to this expectations.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
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.		Staff Members, Campus Leadership Team	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.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1							
2) Continue to recognize staff members who participate in school events.		Administrators	By recognizing staff members who participate in school events, they will be more motivated to take an active role in supporting school functions.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1							
3) Increase team building activities to create a family atmosphere.		CIM Staff, Campus Leadership Team	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.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1							
<b>Funding Sources:</b> 199 - Local - 500.00							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 3 Problem Statements:**

**Staff Quality, Recruitment, and Retention**

**Problem Statement 1:** Low morale becomes evident among staff members during the school year. **Root Cause 1:** Time must be set aside for team building activities.

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

**Performance Objective 4:** Administrators will assign tasks with specific timeline or deadlines and allow teachers to complete task on their own. No more than one check-in before the deadline.

**Evaluation Data Source(s) 4:** Teacher accountability will be enhanced and reflected on their TTESS evaluation.

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 4:** Continue to work on communicating effectively with staff and parents.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Teachers' accountability for tasks assigned will increase in order to reduce micromanaging.		Administrators	Hold teachers accountable for completing tasks as assigned and as defined in the TTESS rubric.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1							
2) Teachers will be given sufficient time frames to complete tasks (at least two weeks in advance of due dates, written notice).		Grade Level Chairs, CICs, Specialists, Team Leaders	Teachers will be held accountable for completing assigned tasks by the due dates given.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1							
3) Provide teachers with a calendar of important events/deadlines at the beginning of the year (YAG).		Grade Level Chairs, CICs, Specialists, Team Leaders, Principal's Secretary, Administrators	Teachers will be held accountable for preparing for events and completing assigned tasks by the due dates given.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 4 Problem Statements:**

**Staff Quality, Recruitment, and Retention**

**Problem Statement 1:** Low morale becomes evident among staff members during the school year. **Root Cause 1:** Time must be set aside for team building activities.

## 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 Source(s) 1:** CPAC meeting minutes and improved record keeping will reflect implementation.

**Summative Evaluation 1:** Met Performance Objective

**Next Year's Recommendation 1:** Ensure CPAC is an important part of making plans for next year's budget.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Review budget at every CPAC meeting with all stakeholders.		Principal	Transparency maintained; Minutes from CPAC meetings.				
<b>Problem Statements:</b> Parent and Community Engagement 1, 2							
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.		Principal, Principal's secretary	No procedural errors involving money handling.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 3 - Parent and Community Engagement 1							
3) Provide training to selected staff that are handling money or working with the budget.		Principal, Selected Staff members	All procedures are followed; No procedural errors involving money handling.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 3							
4) All funds will be verified by financial clerk or administrator, secured and deposited daily.		Principal, Selected staff members, Principal's secretary	No fiscal procedures irregularities				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 3							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

## Performance Objective 1 Problem Statements:

### Staff Quality, Recruitment, and Retention

**Problem Statement 3:** Staff feels a lack of trust when it comes to completing required tasks and successfully doing our jobs, and it creates low morale. Administrators should assign tasks with specific timeline or deadlines and allow teachers to complete tasks on their own. **Root Cause 3:** CIM staff feels a lack of trust when it comes to completing assigned tasks.

### Parent and Community Engagement

**Problem Statement 1:** Businesses in our area do not want to donate to our school, which hinders the opportunities our students have for extracurricular activities. **Root Cause 1:** Businesses feel that our school does not offer anything in return that will help their businesses and do not feel welcome on our campus.

**Problem Statement 2:** Parent involvement does not support student learning, which negatively impacts student achievement and behavior. **Root Cause 2:** Parents only come to the school to help when activities are considered "fun" and not necessarily academic in nature.

**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 Source(s) 2:** Customer satisfaction in the customer service Cimarron personnel provides will be reflected positively in the community survey and in few district complaints.

**Summative Evaluation 2:** Exceeded Performance Objective

**Next Year's Recommendation 2:** Continue to provide excellent customer service.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
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.		Administrators	Community survey responses will reflect positive customer service.				
<b>Problem Statements:</b> School Culture and Climate 1							
2) Administrators will be available to staff members during parent conferences as needed.		Administrators	Community survey responses will reflect positive customer service.				
<b>Problem Statements:</b> School Culture and Climate 1							
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.		Administrators, Counselor, Teachers	Parent sign-in sheets; Community survey responses will reflect positive customer service.				
<b>Problem Statements:</b> School Culture and Climate 1							
<b>Funding Sources:</b> 199 - Local - 4000.00							
= Accomplished                = Continue/Modify                = No Progress                = Discontinue							

**Performance Objective 2 Problem Statements:**



## School Culture and Climate

**Problem Statement 1:** Due to limited parent involvement, our school's parent volunteer program is minimal. The lack of parental support and aEUoebuy-inaEU of the extra-curricular student activities affect the attendance of school based activities. If we implement monthly student based PTA performances, parent involvement should increase. **Root Cause 1:** There is a lack of parental support and "buy-in" of extracurricular student activities.

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

**Performance Objective 3:** By December 2019, teachers will have be trained in Google Apps and Google Classroom, and teachers will be able to integrate these programs into their daily lessons and activities with students.

**Evaluation Data Source(s) 3:** By December 2019, 100% of teachers will have been trained in Google Apps and Google Classroom. At least 85% of teachers will be able to integrate these programs into their daily lessons and activities with students.

**Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 3:** Will need to really focus on this goal and other technology programs as we teach virtually and in preparation for online state assessments.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) TIS will train teachers with using Google Apps and Google Classroom by December 2019.		TIS, PK-5th Grade Teachers	Teachers will implement Google Apps and Google Classroom in their classroom instruction.				
<b>Problem Statements:</b> Technology 1							
2) TIS will provide strategies and ideas through out the year, to aid teachers with integrating programs into daily instruction and activities.		TIS, PK-5th Grade Teachers	Teachers will integrate technology programs into daily instruction and activities.				
<b>Problem Statements:</b> Technology 1							
3) Teacher will create activities and integrate them in daily instruction with all students.		PK-5th Grade Teachers	Teachers will create activities and integrate them in daily instruction with all students.				
<b>Problem Statements:</b> Technology 1 <b>Funding Sources:</b> 199 - Local - 3500.00							
4) TIS will facilitate and coach teachers in the implementation of the programs and provide help as needed.		TIS, PK-5th Grade Teachers	Teachers will be able to implement new programs in their classroom with the support of our TIS.				
<b>Problem Statements:</b> Technology 1							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 3 Problem Statements:**

<b>Technology</b>
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<p><b>Problem Statement 1:</b> Students are missing valuable instructional opportunities due to lack of age appropriate software. <b>Root Cause 1:</b> Teachers have a lack knowledge and experience in software programs, and teacher input is not always accepted in selecting programs.</p>
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**Goal 8:** Cimarron will provide superior operational services to best support students and staff success

**Performance Objective 4:** Students in grades K-5 will use basic and specialized technology skills such as Google Apps and Google Scholar to conduct research and create original technology projects.

**Evaluation Data Source(s) 4:** Students' technology projects will reflect Google Apps and Google Scholar usage by May 2020.

**Summative Evaluation 4:** Significant progress made toward meeting Performance Objective

**Next Year's Recommendation 4:** Will need to really focus on this goal and other technology programs as we teach virtually and in preparation for online state assessments.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Teacher will model programs for all students to complete activities and projects.		PK-5th Grade Teachers	All students will be able to use programs to complete activities and projects as modeled by their teacher.				
<b>Problem Statements:</b> Technology 2							
2) Teacher will create models for students to refer back to during independent work for all students.		PK-5th Grade Teachers	All students will complete projects independently by referring to teacher created reference materials (modeled projects).				
<b>Problem Statements:</b> Technology 2							
3) Students will create products using selected programs for independent activities such as classroom projects.		PK-5th Grade Teachers	Students will be able to create products using selected programs independently.				
<b>Problem Statements:</b> Technology 2							
4) Campus will have a minimum of 20 entries into extracurricular technology activities such as the Multimedia Festival, and the Internet Safety Poster Contest.		TIS, PK-5th Grade Teachers	At least 20 students will participate in the district Multimedia Festival and the Internet Safety Poster Contest.				
<b>Problem Statements:</b> Technology 2							
5) TIS will train, assist, and facilitate with teacher and student implementation and provide training on integrating technology into their daily classroom instruction.		TIS, PK-5th Grade Teachers	Teachers will have the support needed to integrate technology into their daily instruction.				
<b>Problem Statements:</b> Technology 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May

**Performance Objective 4 Problem Statements:**

<b>Technology</b>
<p><b>Problem Statement 2:</b> Students cannot perform everyday activities such as computer functions and research because they lack the basic and specialized technology skills necessary. <b>Root Cause 2:</b> Teachers do not always possess the skills needed to teach students programs, struggle to find the time to incorporate them, and do not also realize the availability of technology resources.</p>

## Goal 9: Cimarron Elementary will achieve a 97.7% or higher student attendance rate, utilizing the \$4,489 Attendance Incentive Plan allotment.

**Performance Objective 1:** Increase student attendance percentage to 97.7% or higher for the 2nd 6 Weeks Period.

17-18: 96.9%

18-19: 97.7%

**Evaluation Data Source(s) 1:** Increased student attendance on PEIMS Report.

**Summative Evaluation 1:** Met Performance Objective

**Targeted or ESF High Priority**

**Next Year's Recommendation 1:** Need to continue to make attendance a priority in the coming school year to make up for gaps due to school closure.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 5: Effective Instruction</p> <p>1) Teachers will send in their attendance folders to the office with the names and phone numbers of students that are absent each day, 8:15.</p>	2.5	Teacher, PEIMS Clerk, Admin	Ensure we communicate with every parent the importance of attending school/document parent contact for future reference regarding attendance. We will also have an attendance assembly to promote and inform students of our plan and incentives for good, improved, and perfect attendance.				
<b>Problem Statements:</b> Perceptions 3							
<p><b>TEA Priorities</b> Improve low-performing schools</p> <p><b>ESF Levers</b> Lever 5: Effective Instruction</p> <p>2) Administrators will conduct home visits when unable to reach parents when child has missed 2 days.</p>	2.5	Admin, Counselor	Ensure we communicate with every parent the importance of attending school/document parent contact for future reference regarding attendance.				
<b>Problem Statements:</b> Perceptions 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 3) Review Raa Wee everyday.	2.5	Assistant Principal	Contact parents regarding unexcused absences (using school phones/School Status), ensure all parents understand how to document attendance, and review possible consequences if unexcused absences continue to accumulate.				
	<b>Problem Statements:</b> Perceptions 3						
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 4) Conduct parent conferences after 3 unexcused absences.	2.5	Principal, Assistant Principal	Meet/Speak with parents regarding unexcused absences (using school phone/School Status), ensure all parents understand how to document attendance, and review possible consequences if unexcused absences continue to accumulate.				
	<b>Problem Statements:</b> Perceptions 3						
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 5) Bring in Astros Orbit mascot to host students with 0-3 excused absences.	2.5	Counselor, Assistant Principal	Students will be rewarded for perfect/good attendance and others will feel encouraged to improve their attendance so they can participate in other attendance incentives throughout the school year.				
	<b>Problem Statements:</b> Perceptions 3 <b>Funding Sources:</b> 199 - Attendance Incentive Allocation - 500.00						
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 6) Identify students with the highest number of absences last year (using Skyward), create a list and monitor them.	2.5	PEIMS Clerk, Admin	Track their attendance closely (using Skyward report) and provide incentives for improved attendance for the 19-20 school year that will encourage them to come to school.				
	<b>Problem Statements:</b> Perceptions 3						
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 7) Each Monday, a "No Homework" pass is issued out to all students who had 0 absences the week prior.	2.5	PEIMS Clerk, Admin	Reward students with perfect attendance for the week prior, and in effect, encourage others to have great attendance also.				
	<b>Problem Statements:</b> Perceptions 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 8) Principal addresses the importance of attendance at her monthly "Coffee with the Principal" meetings and monthly newsletters by utilizing resources from Attendance Works and the GPISD Attendance PR Packet.	2.5	Principal	Parents will understand the importance of their child having good/great attendance (academically/incentives).				
	<b>Problem Statements:</b> Perceptions 4						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 1 Problem Statements:**

Perceptions
<b>Problem Statement 3:</b> Attendance begins to drop after the 1st 6 week cycle. <b>Root Cause 3:</b> Students begin to get colds and the flu.
<b>Problem Statement 4:</b> PK Attendance impacts overall attendance negatively. <b>Root Cause 4:</b> Parents perceive PK as a day care instead of school.



**Goal 9:** Cimarron Elementary will achieve a 97.7% or higher student attendance rate, utilizing the \$4,489 Attendance Incentive Plan allotment.

**Performance Objective 2:** Increase student attendance percentage to 97.7% or higher for the 3rd 6 Weeks Period.

17-18: 96.6%

18-19: 96.7%

**Evaluation Data Source(s) 2:** Increased student attendance on PEIMS Report.

**Summative Evaluation 2:** Met Performance Objective

**Targeted or ESF High Priority**

**Next Year's Recommendation 2:** Need to continue to make attendance a priority in the coming school year to make up for gaps due to school closure.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levels</b> Lever 5: Effective Instruction 1) Have parent conferences with students with 5 or more absences.	2.5	Teachers, PEIMS clerk, Admin, Counselor	Contact parents regarding unexcused absences, ensure all parents understand how to document attendance, and review possible consequences if unexcused absences continue to accumulate.				
	<b>Problem Statements:</b> Perceptions 5						
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levels</b> Lever 5: Effective Instruction 2) Have a movie with a large cookie for students who attend school on the last day of the semester, a peak day for absenteeism.	2.5	Admin, Counselor	Students will be rewarded for attending school on a peak day for absenteeism, and in effect, other students will be encouraged to attend school everyday to receive similar incentives.				
	<b>Problem Statements:</b> Perceptions 5 <b>Funding Sources:</b> 199 - Attendance Incentive Allocation - 200.00						
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levels</b> Lever 5: Effective Instruction 3) Review Raa Wee daily.	2.5	Assistant Principal	Contact parents regarding unexcused absences, ensure all parents understand how to document attendance, and review possible consequences if unexcused absences continue to accumulate.				
	<b>Problem Statements:</b> Perceptions 5						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 4) Conduct parent conferences after 3 unexcused absences.	2.5	Assistant Principal, Principal	Contact parents regarding unexcused absences, ensure all parents understand how to document attendance, and review possible consequences if unexcused absences continue to accumulate.				
<b>Problem Statements:</b> Perceptions 5							
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 5) Conference with identified families who take extended vacations prior to holidays.	2.5	PEIMS Clerk, Admin	Ensure that parents are aware of the effect that missing school can have on their child (regarding attendance and academics).				
<b>Problem Statements:</b> Perceptions 5							
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 6) Each Monday, a "No Homework" pass is issued out to all students who had 0 absences the week prior.	2.5	PEIMS Clerk, Admin	Reward students with perfect attendance for the week prior, and in effect, encourage others to have great attendance also.				
<b>Problem Statements:</b> Perceptions 5							
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 7) Announce students with 3-4 absences and those on the targeted list and issue "Free Dress" pass.	2.5	PEIMS Clerk, Counselor	Students will be rewarded for perfect/good attendance and others will feel encouraged to improve their attendance so they can participate in other attendance incentives throughout the school year.				
<b>Problem Statements:</b> Perceptions 6							
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 8) Students with perfect attendance up until Dec. 20 will be entered into an electronic tablet raffle, one per grade level.	2.5	PEIMS Clerk, Admin, Counselor	Students will be rewarded for perfect/good attendance and others will feel encouraged to improve their attendance so they can participate in other attendance incentives throughout the school year.				
<b>Problem Statements:</b> Perceptions 6							
<b>Funding Sources:</b> 199 - Attendance Incentive Allocation - 300.00							
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 2 Problem Statements:**

<b>Perceptions</b>
<b>Problem Statement 5:</b> Attendance dips during the holidays. <b>Root Cause 5:</b> Families take trips/extra days during the holiday season.
<b>Problem Statement 6:</b> Attendance drops during the cold & rainy season. <b>Root Cause 6:</b> Cold/Flue illnesses

**Goal 9:** Cimarron Elementary will achieve a 97.7% or higher student attendance rate, utilizing the \$4,489 Attendance Incentive Plan allotment.

**Performance Objective 3:** Increase student attendance percentage to 97.7% or higher for the 4th 6 Weeks Period.

17-18: 96.6%

18-19: 97.6%

**Evaluation Data Source(s) 3:** Increased student attendance on PEIMS Report.

**Summative Evaluation 3:** Met Performance Objective

**Targeted or ESF High Priority**

**Next Year's Recommendation 3:** Need to continue to make attendance a priority in the coming school year to make up for gaps due to school closure.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 1) Announce classes on Fridays with 98% attendance all week; they can go out to the hallway and dance to music we play for them.	2.5	Teachers, PEIMS Clerk, Admin	Students/Classes will be rewarded for perfect/good attendance and others will feel encouraged to improve their attendance so they can participate in other attendance incentives throughout the school year.				
				<b>Problem Statements:</b> Perceptions 7			
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 2) Have a popcorn celebration for targeted students with 0-3 absences.	2.5	Admin, Counselor, PEIMS Clerk	Targeted students will be rewarded for improved attendance, and in effect, will be encouraged to continue to attend school daily to receive future incentives as well.				
				<b>Problem Statements:</b> Perceptions 7 <b>Funding Sources:</b> 199 - Attendance Incentive Allocation - 88.00			
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 3) Announce that students may wear jeans or sweat pants/shirts on cold days.	2.5	Admin, Teachers	Parents will feel more comfortable sending their children to school during cold weather, and students will be motivated to come to school since they can wear jeans/sweat pants.				
				<b>Problem Statements:</b> Perceptions 7			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 4) Each Monday, a "No Homework" pass is issued out to all students who had 0 absences the week prior.	2.5	PEIMS Clerk, Admin	Reward students with perfect attendance for the week prior, and in effect, encourage others to have great attendance also.				
	<b>Problem Statements:</b> Perceptions 7						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 3 Problem Statements:**

Perceptions
<b>Problem Statement 7:</b> Attendance staggers after the holidays. <b>Root Cause 7:</b> Cold weather negatively impacts attendance.

**Goal 9:** Cimarron Elementary will achieve a 97.7% or higher student attendance rate, utilizing the \$4,489 Attendance Incentive Plan allotment.

**Performance Objective 4:** Increase student attendance percentage to 97.7% or higher for the 5th 6 Weeks Period.

17-18: 96.7%

18-19: 97.0%

**Evaluation Data Source(s) 4:** Increased student attendance on PEIMS Report.

**Summative Evaluation 4:** Met Performance Objective

**Targeted or ESF High Priority**

**Next Year's Recommendation 4:** Need to continue to make attendance a priority in the coming school year to make up for gaps due to school closure.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 1) Award grade levels with 100% attendance a "Free Dress" pass on Friday to use on the following Monday.	2.5	Teachers, PEIMS Clerk, Admin	Reward students/grade levels with perfect attendance for the week prior, and in effect, encourage others to have great attendance also.				
	<b>Problem Statements:</b> Perceptions 8						
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 2) Students with 0 absences during this cycle will be treated to a skating party at Skate Machine, and all staff are expected to participate as chaperones. Parents will drop off and pick up students from the rink.	2.5	Teachers, PEIMS Clerk, Admin	Reward students with perfect attendance for this cycle, and in effect, encourage others to have great attendance also so they can receive future incentives.				
	<b>Problem Statements:</b> Perceptions 8 <b>Funding Sources:</b> 199 - Attendance Incentive Allocation - 1800.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 3) Each Monday, a "No Homework" pass is issued out to all students who had 0 absences the week prior.	2.5	PEIMS Clerk, Admin	Reward students with perfect attendance for the week prior, and in effect, encourage others to have great attendance also.				
	<b>Problem Statements:</b> Perceptions 8						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 4 Problem Statements:**

Perceptions
<b>Problem Statement 8:</b> Attendance declines during the 5th 6-week cycle. <b>Root Cause 8:</b> Students become tired around spring break.

**Goal 9:** Cimarron Elementary will achieve a 97.7% or higher student attendance rate, utilizing the \$4,489 Attendance Incentive Plan allotment.

**Performance Objective 5:** Increase student attendance percentage to 97.7% or higher for the 6th 6 Weeks Period.

17-18: 96.4%

18-19: 97.0%

**Evaluation Data Source(s) 5:** Increased student attendance on PEIMS Report.

**Summative Evaluation 5:** Some progress made toward meeting Performance Objective

**Targeted or ESF High Priority**

**Next Year's Recommendation 5:** Need to continue to make attendance a priority in the coming school year to make up for gaps due to school closure.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 1) Provide student recognition at the end of the year to students with perfect attendance, award them a trophy. I will recognize those students on the targeted list who have improved attendance. Also recognize parents at this program with a certificate.	2.5	PEIMS Clerk, Admin	Reward students and parents for perfect/improved attendance so they feel encouraged to maintain perfect/improved attendance this year and next school year.				
				<b>Problem Statements:</b> Perceptions 9 <b>Funding Sources:</b> 199 - Attendance Incentive Allocation - 1000.00			
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 2) Reward those students on the target list who have 97% or better attendance this school year with a dance party.	2.5	PEIMS Clerk, Admin, Teachers	Targeted students will be rewarded for improved attendance, and in effect, will be encouraged to continue to attend school daily to receive future incentives as well.				
				<b>Problem Statements:</b> Perceptions 9 <b>Funding Sources:</b> 199 - Attendance Incentive Allocation - 100.00			



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 3) Students with 100% attendance at the end of the year will be treated to a water slide party.	2.5	PEIMS Clerk, Admin, Teachers	Reward students with perfect attendance so they feel encouraged to maintain perfect attendance next school year.				
	<b>Problem Statements:</b> Perceptions 9 <b>Funding Sources:</b> 199 - Attendance Incentive Allocation - 500.00						
<b>TEA Priorities</b> Improve low-performing schools <b>ESF Levers</b> Lever 5: Effective Instruction 4) Each Monday, a "No Homework" pass is issued out to all students who had 0 absences the week prior.	2.5	PEIMS Clerk, Admin	Reward students with perfect attendance for the week prior, and in effect, encourage others to have great attendance also.				
	<b>Problem Statements:</b> Perceptions 9						
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							

**Performance Objective 5 Problem Statements:**

Perceptions
<b>Problem Statement 9:</b> Attendance declines at the end of the school year after testing. <b>Root Cause 9:</b> Parents believe that school is over once tests are administered.

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

**Cimarron staff met on Monday, May 7, 2018 to determine committee members and assign tasks. On May 21, 2018 the staff met again to begin working on root causes and developing strategies, and then they met on June 1, 2018 to present the strategies and action plans for each committee and vote on the campus improvement plan. Parents and community members were involved in providing input as deemed appropriate.**

#### 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% but we feel can be improved upon; and extracurricular activities for all special populations is 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.

#### Student Achievement

Cimarron Elementary continues to strive 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.

### 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 classroom. We determined that by focusing on getting parents involved in monthly PTA meetings, providing them a leadership role on the PTA board and including a lot of school information at meetings would encourage parents to join PTA and remain involved in their child/children's time at Cimarron.

The School Culture and Climate Committee also looked at discipline concerns and as a result we found that throughout the campus that discipline problems were occurring during the morning procedures, hallways, restrooms, cafeteria, playgrounds, determined that by focusing on a consistent CAMPUS WIDE DISCIPLINE PLAN which is followed 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 our jobs, and it creates low morale and resentment. Administrators should assign tasks with specific time-line or deadlines and allow teachers to complete task on their own. No more than one check-in before the deadline.

### Curriculum, Instruction, and Assessment

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 our jobs, and it creates low morale and resentment. Administrators should assign tasks with specific time-line or deadlines and allow teachers to complete task on their own. No more than one check-in before the deadline.

### 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 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 Communication Formal and Informal and as a result we found that communication from Administrators, office, staff to staff, to parents is not 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 active or well-established. 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 technology instruction and applications in order to prepare them to be 21st century learners.

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**

Our Campus Improvement Plan was developed in May 2018 by our staff members as per the district goals; it was completed on June 1, 2018. Parents and community members were involved in providing input as deemed appropriate.

School Context and Organization:

Rosa Duran (Kinder)

Maribel Espinoza (4th/Math & Science)

Emerita Garcia (Interventionist)

Angela Lewis (PE Coach)

Laura McCracken (Diagnostician)

Dario Salinas (Art Teacher)

Sharnell Delos Santos (Music Teacher)

## **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 2018-19 School Year:

Monday, September 24, 2018

Monday, November 26, 2018

Monday, February 25, 2019

Monday, March 4, 2019 (CIP Planning Session #1)

Monday, March 25, 2019 (CIP Planning Session #2)

Monday, April 1, 2019 (CIP Budget/Review CIP Plan)

Monday, May 20, 2019 (Finalize CIP/Approve Professional Development)

### **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, 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 19 (Strategies 1, 6)

Page 20 (Strategies 1, 2, 3)

Page 21 (Strategies 2, 3, 4)

Page 22 (Strategies 2, 7)

Page 23 (Strategies 10, 11)

Page 25 (Strategies 1, 6)

Page 25 (Strategies 2, 3, 4)

Page 33 (Strategies 1, 4)

Page 35 (Strategies 3, 4, 6)

Page 41 (Strategy 1)

Page 47 (Strategy 1)

Page 51 (Strategy 3)

Page 52 (Strategy 3)

Page 53 (Strategies 1, 2, 3)



## **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 22 (Strategy 4)

Page 27 (Strategy 7)

Page 32 (Strategies 1, 2, 3, 4, 5)

Page 35 (Strategies 6, 7)

## **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 20 (Strategy 4)

Page 22 (Strategy 4)

Page 23 (Strategy 14)

Page 25 (Strategy 5)

Page 26 (Strategy 1)

Page 46 (Strategy 3)

### **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

#### **3.1: Develop and distribute Parent and Family Engagement Policy**

We have always presented our Parent & Family Compact to our community at the beginning of the school year, typically this is done at our Open House on a date selected by the district. We are required to review and present this information to our parents.

Members who assisted in the development of the Parent & Family Engagement Policy are listed below:

Diane Proctor (PK Teacher)

Shonte Hamlett (Kinder Teacher)

Martina Rey (2nd Grade Teacher)

Luis Rey (3rd Grade Teacher)

Natalie Vasquez-Maya (SPED Teacher)

Elizabeth Navar (5th Grade Teacher)

Elizabeth Aceves (Counselor)

Ms. Albarron (Parent)

Ms. Arriaza (Parent)

Ms. Evans (Community Member)

The Parent & Family Engagement Policy was distributed at a parent meeting on October 18, 2018 in English and Spanish.

### **3.2: Offer flexible number of parent involvement meetings**

This has been identified as a focus area for our campus. We have planned PTA meetings on a monthly basis, we are planning to have nutrition and STAAR academic information meetings for parents. We have always had one STAAR information parent meeting, but we plan to present at least two this year, one in the fall and one in the spring semester. We always have a Spanish speaker available at our

meetings to provide Spanish communication to our Spanish speaking parents. The parent meetings are offered on a Saturday morning which has proven to be successful. Some of our third grade teachers have prepared these parent presentations.

Parent & Family Engagement Meetings were held at Cimarron Elementary in the cafeteria on the following dates/times:

Wednesday, September 12, 2018 at 9:00 AM

Friday, September 14, 2018 at 8:15 AM

Friday, October 12, 2018 at 8:15 AM

Thursday, October 18, 2018 at 3:30 PM

# Demographics

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Rosa Duran	Teacher- K- Bilingual
Classroom Teacher	Shonte Hamlett	Teacher- K- Regular
Classroom Teacher	Sergio Lira	Teacher- 1st- Bilingual
Classroom Teacher	Carol Rodgers	Teacher- 1st- Regular
Classroom Teacher	Martina Ramos-Rey	Teacher- 2nd- ESL
Classroom Teacher	Maria Galan	Teacher- 4th- Bilingual
Classroom Teacher	Cristina Parga	Teacher- 4th- Bilingual
Classroom Teacher	Diahnna Peairson	Teacher- 5th- ESL
Classroom Teacher	Crystal Rosas	Teacher- 3rd- Regular
Classroom Teacher	Kara Ashworth	Teacher- Extra
Classroom Teacher	Dario Salinas	Teacher- Elementary Art

# Perceptions

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Imelda Hernandez	Teacher- SPED- Resource
Classroom Teacher	Karen Long	Teacher- K- ESL
Classroom Teacher	Luis Rey	Teacher- 3rd- Regular
Classroom Teacher	Sharnell Delossantos	Teacher- Elementary Music
Classroom Teacher	Francisco Rodriguez	Teacher- 2nd- Bilingual
Classroom Teacher	Jessica Falco	Teacher- K- Regular
Classroom Teacher	Crystal Monroe	Teacher- 2nd- Regular
Classroom Teacher	Elizabeth Navar	Teacher- 5th- Bilingual
Classroom Teacher	Elsy Martinez	Teacher- 4th- Bilingual
Administrator	Veronica Garza	Assistant Principal
Member	Emerita Garcia	Early Interventionist- Dual Language

# Processes and Programs

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Diane Proctor	Teacher- PK- Regular
Classroom Teacher	Brittney Ainsworth	Teacher- 1st- Regular
Classroom Teacher	Maria Dautant	Teacher- 1st- Bilingual
Classroom Teacher	Cristina Vasquez	Teacher-1st-ESL
Classroom Teacher	Montserrat Moreno	Teacher-2nd-Bilingual
Classroom Teacher	Brenda Martinez	Teacher-3rd-Bilingual
Classroom Teacher	Christine Edwards	Teacher- 4th-ESL
Classroom Teacher	Shomonda Cadoree	Teacher- Extra
Classroom Teacher	Stephanie Vanegas	Teacher-5th-Bilingual
Classroom Teacher	Diane Delgado	Librarian-Elementary
Classroom Teacher	Monina Erispe	Teacher-SPED-Resource
Classroom Teacher	Natalie Maya	Teacher-SPED-SLC
Classroom Teacher	Aaron Yeager	Teacher-2nd-Regular
Classroom Teacher	Lisa Boothe	Instructional Coach

# Student Achievement

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Kevona Branch	Teacher-SPED-Lifeskills
Classroom Teacher	Minerva Cipriani	Teacher-K-Bilingual
Classroom Teacher	Lori Gordon	Teacher-5th-Regular
Classroom Teacher	Stacie Burchfield	Teacher-3rd-ESL
Classroom Teacher	Maribel Enciso	Teacher-2nd-Regular
Classroom Teacher	Maria Hernandez	Teacher-3rd-Bilingual
Classroom Teacher	Lisa Krippel	Teacher-4th-Regular
Classroom Teacher	Lilliana Martinez	Teacher-3rd-Regular
Classroom Teacher	Maria Perez	Instructional Coach/Lead CIC