Cimarron Elementary	Targeted Improvement Plan (TIP) 2025-2026

Which school improvement strategies, aligned to the Effective Schools Framework (ESF), will your campus prioritize to improve student outcomes and leadership practices?

ESF Lever 4 High-Quality Instructional Materials and Assessments: All students will engage daily with TEKS-aligned, high-quality instructional materials, and assessments that support learning at appropriate levels of rigor.
ESF Lever 5 Effective Instruction: Campus leaders will provide teachers with job-embedded professional development, including observation and feedback cycles, and access to time and data needed to reflect, adjust, and deliver instruction that meets the needs of all students.

What are the desired outcomes for the school improvement strategies identified above?

ESF Lever 4: Teachers will use district provided instructional resources and assessments aligned with the TEKS and Research-Based Instructional Strategies (RBIS) to ensure rigor, meaningful student engagement, and deeper understanding. These resources promote collaboration and academic discourse; incorporate high-quality texts and tasks; support multiple representations and solution pathways; and provide opportunities for students to apply comprehension strategies, build vocabulary, justify reasoning, and engage in purposeful problem-solving. Aligned with TEA RBIS, they help students strengthen literacy and numeracy through explicit instruction, modeling, guided practice, and independent application.
ESF Lever 5: Teachers will receive differentiated professional learning support based on data from observation and feedback cycles to make necessary adjustments to meet the needs of all students. Campus professional learning is focused on strengthening TEKS-aligned lesson design and delivery, analyzing student data to inform instruction, and refining practices that promote rigorous tasks, academic discourse, and targeted intervention and enrichment.

What adjustments or supports to staffing and resources will be made to meet the needs of the chosen strategy?

Additional staffing provided:
Student Support Assistant Principal
Behavior Specialist Paraprofessional
0.5 Social Worker
Principal Coach

Increased targeted support from Teaching & Learning departments.

Describe the actions and monitoring efforts that will be taken over the course of this school year for the Targeted Improvement Plan.

November/December 2025

Milestone:
The Campus Leadership Team (CLT), consisting of the principal, assistant principals, instructional coach, instructional coordinator, and counselor have established the campus accountability goals prioritizing Domain 3, specifically growth for all students.

January 2026

Milestone:
The CLT has a cadence of leadership meetings to monitor implementation of the TIP.
CLT members conduct weekly observation-and-feedback cycles for all core content teachers to support implementation of strong first teach and small group instruction.
CLT members maintain defined roles and responsibilities across all Professional Learning Communities (PLCs).

February 2026

Milestone:
PLCs occur weekly with full participation from all core content teachers.
Each PLC follows an agenda that includes documentation of next steps.

March/April 2026

Milestone:
The CLT develops and shares an annual assessment calendar for the 2026-2027 school year, including screener, formative, interim, and state assessments, along with designated data-analysis periods.
Tracking and analysis of assessment data are integrated into CLT meeting agendas.
The CLT will complete RBIS training by April 2026 and has developed a plan and timeline to ensure that all teachers complete RBIS training before the 2026–2027 school year.