

Galena Park Independent School District

Cimarron Elementary School

2026-2027 Campus Improvement Plan



Board Approval Date: August 10, 2026

Mission Statement

To prepare diverse learners to be caring, creative, and responsible individuals and foster unique talents through arts and academics.

Vision

Our vision is to provide a creative environment where students can be successful academically, emotionally and socially.

Theme: Under Construction: Designing Dreams & Building Leaders

Faculty and students recite the following pledge daily:

Cimarron Colts are...

Caring for Each Other
Outstanding Citizens
Life Long Learners
Tolerant, Trustworthy and
Successful

Value Statement

History

Cimarron Elementary is one of fifteen elementary campuses in the Galena Park Independent School District. Cimarron Elementary opened its doors in 1954 and served predominantly economically disadvantaged families. During that time, there have been several principals who have served on the campus. Dr. Janie Jimenez is currently serving as principal since 2020.

School Profile

Cimarron Elementary enrollment reached 701 students in grades pre-kindergarten to grade five. Our student population is approximately 95% Hispanic. We serve 91% of Economically Disadvantaged students. Our Special Education population is 18% being served. We serve 50.67 % of Emergent Bilinguals. We serve 4.48% in the Gifted and Talented Program. The staff population is 9.1% African-American, 18.2% White, 63.2% Hispanic, 10% male, and 90% female, with an average of 11.8 years of experience. The overall mobility rate for the campus is approximately 8.5%. Students' average daily attendance rate was about 95.1% during the 2024-2025 school year. Cimarron Elementary has an assistant principal and a counselor to provide discipline and social and emotional student support.

Where We Are

Cimarron Elementary is a Fine Arts Academy. Cimarron Elementary has Pk-1st grade self-contained classrooms and 2nd-5th grade team teachers/departmentalized classrooms. In addition, Cimarron Elementary hosts many programs, including Structured Life Skills, Structured Learning Classroom, Behavior Emotional Social Skills Teaching (BEST) Program and the One-Way Dual Language Program for GPISD. Also, there are many extracurricular activities after school, such as Communities in School After School Centers on Education (CIS-ACE), Boys Club, Girls Club, Soccer, Baile Folklorico, CIM Highsteppers and Robotics.

Where We're Going

Cimarron Elementary will focus on improving our campus behavior and incentive program, our academic instruction and achievement in Math and Reading for all students, and the Fine Arts Academy implementation for K-5 students in the 2024-2025 school year. We will also continue to improve our data-driven instructional planning to meet the instructional needs of our students in reading, math and science. Cimarron Elementary will continue to develop and support the behavioral needs within our Structured Life Skills, Structured Learning Classroom, and BEST program.

Survey Data

We had a total of 57 staff members complete the Needs Assessment Survey. The staff feels more focus needs to be placed on our campus behavior and incentive program, math problem solving, differentiation, writing, and critical thinking skills next year. Also, we had 131 parents complete our parent survey. Most parents feel welcomed at our campus, 92% conferenced with their child's teacher, and 68% use Skyward Family Access to monitor student's grades and attendance. Lastly, we had 45 fifth grade students complete a student survey during their class. A majority, 86.77%, felt proud to be a part of our school community and felt the work they did at school was important.

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Comprehensive Needs Assessment

Revised/Approved: June 4, 2026

Demographics

Demographics Summary

Cimarron Elementary is one of fifteen elementary campuses in the Galena Park Independent School District. Cimarron Elementary opened its doors in 1954 and served predominantly economically disadvantaged families. Cimarron Elementary serves about 700 students in grades pre-kindergarten to grade five. Cimarron Elementary has Pk-1st grade self-contained classrooms, and 2nd-5th grade team teachers/departmentalized classrooms. Cimarron Elementary is a Fine Arts Academy and hosts many programs including Structured Life Skills, Behavior Emotional Social Skills Teaching (BEST) Program, and the One-Way Dual Language Program for GPISD. This year, we continue to see an increase of students considered homeless on our campus.

Our student population is approximately 95% Hispanic. We serve 50.67 % of Emergent Bilinguals. We serve 4.48% in the Gifted and Talented Program. The staff population is 9.1% African-American, 18.2% White, 63.2% Hispanic, 10% male, and 90% female with an average of 11.8 years of experience. The overall mobility rate for the campus is approximately 8.5%. Students' average daily attendance rate was about 95.1% during the 2024-2025 school year. Cimarron Elementary has an assistant principal and a counselor to provide discipline and social and emotional student support.

Demographics Strengths

- School-wide participation in the attendance program where each class adds a letter to the word “ATTENDANCE” if they had perfect attendance that day, and receives a class reward when the word is completed.
- Staff participation in the attendance committee, with the support of the Assistant principal, to ensure incentive programs are followed, and also implement events to reward students with perfect attendance.
- Attendance Contracts
- Attendance Parties
- Parent-Staff Communication (School Status)
- Parent - Staff Relationships
- Super Colt Trophy Award
- CIS (ACE)
- Community Events - National Night Out, Talent Show, See You at the Pole, Grandparents Day, Multiple photo opportunities, Read Across America Week, Coffee with the Principal and Counselor, Kids Day, Trunk or Treat, PTA Performances/Meetings, Book Fair twice per year, Math/Reading Night,
- Counselor Support/Intervention
- New Teacher Mentorship Program
- Woot Woot Wagon - teacher morale
- Actively Updating Social Media
- Class Rallies

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The student demographic committee looked at our attendance rate data and want to improve our daily attendance rate to promote academic achievement.

Root Cause: The root cause may be due to the lack of motivation and illness.

Problem Statement 2 (Prioritized): The student demographic committee looked at our SPED achievement data and want to improve our SPED Meets Performance in 3rd-5th.

Root Cause: The root cause may be due to the learning gaps in reading.

Student Learning

Student Learning Summary

Cimarron Elementary provides a variety of learning opportunities for students through targeted Tier 1 instruction, small group interventions, and enrichment activities. Preliminary 2025-2026 STAAR results showed growth in math for 4th grade as our math overall component score improved from the previous year. We did see a decrease in achievement in third-grade math and reading. However, we will still work purposefully to help our students make academic growth from the previous year.

Based on the preliminary STAAR scores received for 2025-2026, our students performed as such:

CIM STAAR Data (Reading/Language Arts)*

	3 rd	4 th	5 th
Preliminary (Approaches %/ Meets % /Masters %)	62%/46%/14%	77%/ 54% /18%	72%/ 58% /32%
Historical Overall Data (3 rd -5 th)			
	2025	2024	2023
Approaches	82%	82%	74%
Meets	57%	57%	46%
Masters	22%	25%	18%

CIM STAAR Data (Math)*

	3 rd	4 th	5 th
Preliminary (Approaches %/ Meets % /Masters %)	74%/ 51% /20%	60%/35%/13%	75%/ 54% /21%
Historical Overall Data (3 rd -5 th)			
	2025	2024	2023
Approaches	73%	75%	80%
Meets	50%	50%	53%

	3 rd	4 th	5 th
Masters	18%	16%	16%

CIM STAAR Data (Science-5th Grade Only)*

	2026 (Preliminary)	2025	2024	2023
Approaches	45%	61%	61%	53%
Meets	11%	17%	17%	16%
Masters	0%	2%	2%	3%

The student achievement committee analyzed current DA and previous STAAR data for the last three years, and as a result, we found that by focusing on consistent small group instruction, writing, typing, real-world connections, number sense, problem solving, intervention, and enrichment opportunities, we can improve our overall student performance and achievement in the 2026-2027 state assessments.

Student Learning Strengths

- Closing the gaps through DDI to focus our instruction
- Teaching across the curriculum (Integration of Enrichment classes: Art, Library, PE, Music)
- Small group Guided MATH and Reading, individualized instruction, push-in, and push-out
- Relationship building with students
- Consistency on testing programs (AWARE, etc)
- Test-taking strategies (Test preparation skills/online testing)
- Implementing Fast on Facts (2nd Grade)
- Vertical Alignment
- Intervention
- Iready Tracking

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): The student learning committee looked at district and state assessment scores in Math and noticed that our scores have dropped 5% in Approaches and 3% in the Meets categories. We feel that our students' scores could improve if we focus on number sense and real-world connections.

Root Cause: Lack of foundational skills, math fluency, comprehension, and experience with new STAAR item types.

Problem Statement 2 (Prioritized): The student learning committee looked at district and state assessment scores in Reading and noticed that our reading skills are improving, however our students are not able to respond with complete answers and lack evidence to support answers to open-ended questions appropriately to the rigor of the TEKS.

Root Cause: Students are unable to answer questions to the rigor of the STAAR test because they lack comprehension and oral and academic language vocabulary.

Problem Statement 3: The student learning committee looked at district and state assessment scores in Science and noticed that our scores have dropped by 7% in Approaches and 5% in Meets. The committee determined that if we focus on the new TEKS implementation and be consistent with planning and instruction we could increase our Science STAAR scores.

Root Cause: A lack of focus on science instruction across all grade levels compared to math during planning and instruction, and lack of hands-on activities has contributed to the lower scores. The committee believes that if we focus on science vertical alignment we will see an improvement in scores.

School Processes & Programs

School Processes & Programs Summary

Cimarron Elementary is composed of high-quality teachers that are assigned to classrooms and subjects based on student needs and teacher strengths. To tackle the root causes of low performance, Cimarron implements vertical alignment meetings, monthly RTI meetings, data-driven instruction (DDI), grade-level planning sessions, district professional development, and guided reading/math meetings. An array of Fine Arts, Athletic, and Academic programs are provided for students and are aligned with our school's vision, mission, goals, and values.

Programs

- Fine Arts Support: The following programs are available at our school to support Fine Arts:
 - Ballet Folklorico
 - High Steppers
 - Cheerleaders
 - Art Club
 - Choir/Honor Choir
 - Author's Society
- Athletic Support: The following programs support athletics:
 - Girls on the Run
 - Soccer
 - Softball
 - Softball Clinics
- Academic Programs: Our academic offerings include:
 - Honor Society
 - Gifted & Talented
 - Student Council (25-26)
 - UIL
 - Robotics
 - Resource
 - BEST
 - MTSS
 - Life Skills/SLC
 - Speech
 - 504
 - LPAC
 - ACE

Procedures

- Performance Tracking: Systems in place to address needs and track progress include:
 - Progress Monitoring Sheets for reading levels
 - Behavioral Point Sheets
 - Daily Behavior Tracker (Google Form)
 - SPED Progress Reports
 - RtI Meetings
 - I-Ready Goals/Tracking Sheets
 - Behavior Intervention Plans (BIPs)

- Discipline Procedures in place to reduce discipline referrals include:
 - STEPS
 - G.R.E.A.T.

School Processes & Programs Strengths

- Implement a lot of programs for students both in and out of the classroom.
- Expectations are set and made clear for those processes.
- Accessibility is now a strength (the Hub)
- MTSS documentation folder- detailed information and notes
- Testing Process is organized and in one spot- all the information
- BEST program documentation and check-ins, rewards (point system)
- Communication between MTSS and SPED assessment team
- GT process: Brown and Seibert
- Integration of the Fine Arts into the core subjects and vice- versa
- Inclusion program
- SPED Staffing process is more organized and communication has been improved

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): The processes and programs committee found that the discipline procedures process for all programs (SPED, BEST, Gen. Ed) needs to be improved.

Root Cause: There is an inconsistent system for documentation and not a central location for the information to be referenced.

Problem Statement 2 (Prioritized): The processes and programs committee found that there is a need to improve the services schedule for our sped students needed academic support (resource & in class support).

Root Cause: Resource and in class support is constantly changing schedules through out the year and unclear expectations of how students are serviced with in class support.

Perceptions

Perceptions Summary

Based on survey data, Cimarron is a safe and welcoming school for staff, students, and parents. The staff's priority is academic and social student success. At Cimarron Elementary, teachers and administrators communicate with parents via School Status, the campus website, Facebook, the monthly school newsletter, the marquee, and the call-out system. Our campus Foundations team has implemented procedures for safety on campus that include expectations for students in common areas (STEPS). Character education is promoted, and students are celebrated for exhibiting positive character traits during our Colt Character ceremonies.

Overall, Cimarron is a strong school in regard to student clubs and extracurricular activities provided by the staff for our students. The campus's new teacher mentoring program has provided guidance and support for incoming teachers. Overall, in-school safety has improved due to our campus SRO and procedures. Staff and team planning is an effective role in student and campus success. There are some opportunities for enhancing our dismissal procedures and safety measures. Attendance across all grades remains a focus, reflecting the commitment of our teachers and staff to support student success. The perceptions committee has identified family engagement and behavioral instructional strategies as key areas for growth, which can further strengthen our community and learning environment.

Perceptions Strengths

- Communication with parents, staff, and students
- Staff, students, and parents feeling welcome and safe at our school
- Respectful staff and friendly work environment
- Good safety measures and bullying prevention
- Setting expectations and rules
- Attendance QR code
- Family Nights/PTA performance/Dance showcases

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The Perceptions Committee concluded a concern for our school is student attendance and the consequences attached to excessive absences.

Root Cause: Parents are not concerned with their child's attendance, because of limited consequences at school.

Problem Statement 2 (Prioritized): The perceptions committee met and discussed the need for resources and school-wide programs to target student behavior and teacher-implemented intervention strategies and techniques.

Root Cause: Students are having issues with social-emotional skills such as coping skills, conflict-resolution, and identifying conflicts vs. bullying.

Priority Problem Statements

Problem Statement 1: The student demographic committee looked at our SPED achievement data and want to improve our SPED Meets Performance in 3rd-5th.

Root Cause 1: The root cause may be due to the learning gaps in reading.

Problem Statement 1 Areas: Demographics

Problem Statement 2: The student learning committee looked at district and state assessment scores in Math and noticed that our scores have dropped 5% in Approaches and 3% in the Meets categories. We feel that our students' scores could improve if we focus on number sense and real-world connections.

Root Cause 2: Lack of foundational skills, math fluency, comprehension, and experience with new STAAR item types.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: The student learning committee looked at district and state assessment scores in Reading and noticed that our reading skills are improving, however our students are not able to respond with complete answers and lack evidence to support answers to open-ended questions appropriately to the rigor of the TEKS.

Root Cause 3: Students are unable to answer questions to the rigor of the STAAR test because they lack comprehension and oral and academic language vocabulary.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The student demographic committee looked at our attendance rate data and want to improve our daily attendance rate to promote academic achievement.

Root Cause 4: The root cause may be due to the lack of motivation and illness.

Problem Statement 4 Areas: Demographics

Problem Statement 5: The processes and programs committee found that the discipline procedures process for all programs (SPED, BEST, Gen. Ed) needs to be improved.

Root Cause 5: There is an inconsistent system for documentation and not a central location for the information to be referenced.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: The processes and programs committee found that there is a need to improve the services schedule for our sped students needed academic support (resource & in class support).

Root Cause 6: Resource and in class support is constantly changing schedules through out the year and unclear expectations of how students are serviced with in class support.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The Perceptions Committee concluded a concern for our school is student attendance and the consequences attached to excessive absences.

Root Cause 7: Parents are not concerned with their child's attendance, because of limited consequences at school.

Problem Statement 7 Areas: Perceptions

Problem Statement 8: The perceptions committee met and discussed the need for resources and school-wide programs to target student behavior and teacher-implemented intervention strategies and techniques.

Root Cause 8: Students are having issues with social-emotional skills such as coping skills, conflict-resolution, and identifying conflicts vs. bullying.

Problem Statement 8 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 goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data
- Community Based Accountability System (CBAS)

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Running Records results
- Other PreK - 2nd grade assessment data

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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

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

Support Systems and Other Data

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Cimarron Elementary will provide mental, physical, and emotional safety and health for ALL students and staff.

Performance Objective 1: Teach safety practices and protocols to 100% of students and staff.

High Priority

Evaluation Data Sources: Training, Drills, Completed Safety Drill Documentations, Safety Audits, EOT Meetings throughout the year

Strategy 1 Details	Reviews			
Strategy 1: Provide safety practices and protocols to all students and teachers. Strategy's Expected Result/Impact: Our expectation is 100% compliance with safety drills and 100 % compliance in district training to ensure campus safety and security. Staff Responsible for Monitoring: Campus administration-Principal & AP as well as EOT (Emergency Operations Team) will assist.	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide internet safety instruction to staff and students. Strategy's Expected Result/Impact: Our expectation is decrease the number of student discipline referrals and Bark alerts related to misuse of internet during the school day. Staff Responsible for Monitoring: Teachers, Counselor & Admin Team	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Cimarron Elementary will provide mental, physical, and emotional safety and health for ALL students and staff.

Performance Objective 2: Implement an effective student discipline management plan to reduce discipline incident rates and maintain compliance with state and federal requirements

Evaluation Data Sources: Skyward Discipline Reports

Strategy 1 Details	Reviews			
Strategy 1: Promote the use of GREAT expectations. on campus. Establish a Behavior RTI committee to help problem solve frequent offenses. Strategy's Expected Result/Impact: 100% implementation by teachers of GREAT Expectations. Decreased discipline infractions. Staff Responsible for Monitoring: Teachers, GREAT Committee, Behavior RTI Committee, Counselor and Admin Problem Statements: School Processes & Programs 1 - Perceptions 2	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: The processes and programs committee found that the discipline procedures process for all programs (SPED, BEST, Gen. Ed) needs to be improved. Root Cause: There is an inconsistent system for documentation and not a central location for the information to be referenced.
Perceptions
Problem Statement 2: The perceptions committee met and discussed the need for resources and school-wide programs to target student behavior and teacher-implemented intervention strategies and techniques. Root Cause: Students are having issues with social-emotional skills such as coping skills, conflict-resolution, and identifying conflicts vs. bullying.

Goal 1: Cimarron Elementary will provide mental, physical, and emotional safety and health for ALL students and staff.

Performance Objective 3: All campuses will provide social and emotional support through various programs

HB3 Goal

Evaluation Data Sources: Student Participation in Colt Character Education Program and Student Clubs. Teacher and Parent participation in SEL activities throughout the year. Counselor guidance lessons throughout the year.

Strategy 1 Details	Reviews			
Strategy 1: Provide campus a Character Education program, Social-Emotional Learning Lessons, and other character building clubs (Boys' , Girls', Honor Society, Student Council, Girls on the Run Club). Strategy's Expected Result/Impact: There will be an increased awareness of student academic, social, and emotional progress during class rallies and participation in character building clubs. Staff Responsible for Monitoring: Counselor, Teachers Problem Statements: Perceptions 2	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Increase parent involvement through PTA, parent sessions such as Coffee with the Counselor & Principal, parent education, and activities that help promote student academic, social , and emotional support at home and at school. Strategy's Expected Result/Impact: Our expectation is increased parent participation and increased awareness on health and academics . Staff Responsible for Monitoring: Teachers, Counselor, Admin Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Parent & Family Engagement Plan - 211 - Title I, Part A - \$2,800	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Students will participate in structured activity through Physical Education class, Dance, and team sport activities. Strategy's Expected Result/Impact: Students will participate in the required 135 minutes of structured physical activity to increase their physical and emotional being by developing their self-confidence, lowering stress, and encouraging a team mindset. Staff Responsible for Monitoring: Physical Education Teachers, Dance Paraprofessional, Teachers, Admin	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 1: The student demographic committee looked at our attendance rate data and want to improve our daily attendance rate to promote academic achievement.

Root Cause: The root cause may be due to the lack of motivation and illness.

Perceptions

Problem Statement 1: The Perceptions Committee concluded a concern for our school is student attendance and the consequences attached to excessive absences. **Root Cause:** Parents are not concerned with their child's attendance, because of limited consequences at school.

Problem Statement 2: The perceptions committee met and discussed the need for resources and school-wide programs to target student behavior and teacher-implemented intervention strategies and techniques. **Root Cause:** Students are having issues with social-emotional skills such as coping skills, conflict-resolution, and identifying conflicts vs. bullying.

Goal 2: Cimarron Elementary will ensure student achievement and post-secondary readiness.

Performance Objective 1: Increase the number of students who graduate college-ready in English and Math.

Evaluation Data Sources: BAS, I-ready District Assessments, Unit Tests, Campus Assessments, and STAAR (3rd-5th Reading: 83% A, 63% Meets, 28# Masters, Component Score 58; 3rd-5th Math: 80% A, 57% Meets, 26% Masters, Component Score 54; Science EOY Exam: 75% A, 50% Meets, 25% Component 50; Overall: 54 Component Score)

Strategy 1 Details	Reviews			
Strategy 1: Provide daily Tier 1 instruction, guided reading/math instruction, consistent interventions, tutorials with a focus on growth in reading and math. Strategy's Expected Result/Impact: Students will show growth from the previous year on end of year assessments in PK-5th grades. Students will meet our HB3 goals in Kinder-2nd. Staff Responsible for Monitoring: Teachers, CICs & Admin Problem Statements: Demographics 2 - Student Learning 1, 2	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Provide teachers with staff development and instructional materials in order to stay up to date with teaching techniques for diverse learners and continue to implement the Data Driven Instruction model to focus on breaking down the TEKS and assess instructional needs. Strategy's Expected Result/Impact: Teachers will implement learned strategies for improved student performance for all , SPED and EBs. Staff Responsible for Monitoring: Teachers, CICs, Principal Secretary & Admin Problem Statements: Demographics 2 - Student Learning 1, 2	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			
Strategy 3 Details	Reviews			
Strategy 3: Secure additional support in order to work with students in K-5 needed areas to close student learning gaps. Strategy's Expected Result/Impact: Students will show improvement in end of year assessments from the previous year and close individual learning gaps. Staff Responsible for Monitoring: Teachers, CICs, Principal's secretary, principal Problem Statements: Demographics 2 - Student Learning 1, 2	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			

Strategy 4 Details	Reviews			
Strategy 4: Provide at-home instructional materials and opportunities for parents to help reinforce learning and materials to understand the importance of daily attendance. Strategy's Expected Result/Impact: Students and parents will have a better understanding of TEKS through a home-school connection and decrease absences to improve attendance. Staff Responsible for Monitoring: Counselor, Parent Engagement Committee, CICs, Principal Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The student demographic committee looked at our attendance rate data and want to improve our daily attendance rate to promote academic achievement. Root Cause: The root cause may be due to the lack of motivation and illness.
Problem Statement 2: The student demographic committee looked at our SPED achievement data and want to improve our SPED Meets Performance in 3rd-5th. Root Cause: The root cause may be due to the learning gaps in reading.
Student Learning
Problem Statement 1: The student learning committee looked at district and state assessment scores in Math and noticed that our scores have dropped 5% in Approaches and 3% in the Meets categories. We feel that our students' scores could improve if we focus on number sense and real-world connections. Root Cause: Lack of foundational skills, math fluency, comprehension, and experience with new STAAR item types.
Problem Statement 2: The student learning committee looked at district and state assessment scores in Reading and noticed that our reading skills are improving, however our students are not able to respond with complete answers and lack evidence to support answers to open-ended questions appropriately to the rigor of the TEKS. Root Cause: Students are unable to answer questions to the rigor of the STAAR test because they lack comprehension and oral and academic language vocabulary.
Perceptions
Problem Statement 1: The Perceptions Committee concluded a concern for our school is student attendance and the consequences attached to excessive absences. Root Cause: Parents are not concerned with their child's attendance, because of limited consequences at school.

Goal 2: Cimarron Elementary will ensure student achievement and post-secondary readiness.

Performance Objective 2: Increase the number of students who graduate with an Associate's Degree or a Certificate of Technology

Evaluation Data Sources: Participation in LMS and technology programs/competitions/clubs

Strategy 1 Details	Reviews			
Strategy 1: Promote the use of technology through our participation with online writing responses (typing), Blended Learning, Robotics, Tech Squad, and participation in Multi-Media Festival. Strategy's Expected Result/Impact: Our expectation is increased participation with our campus learning management systems, typing, I-ready, RAZ+, and other online programs that enhance instruction and student's ability to use technology appropriately. Staff Responsible for Monitoring: Teachers, CICs, DLAC, & Admin	Formative			Summative
	Sept	Dec	Feb	May
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Cimarron Elementary will ensure student achievement and post-secondary readiness.

Performance Objective 3: Improve state test scores in all categories

Evaluation Data Sources: Lesson Plans, DA scores, I ready, MCLASS, STAAR (3rd-5th Reading: 83% A, 63% Meets, 28# Masters, Component Score 58; 3rd-5th Math: 80% A, 57% Meets, 26% Masters, Component Score 54; Science EOY Exam: 75% A, 50% Meets, 25% Component 50; Overall: 54 Component Score)

Strategy 1 Details	Reviews			
Strategy 1: Implement Data Driven Instruction (DDI) planning, increase small group instruction, enrichment, and intervention. Strategy's Expected Result/Impact: Our expectation is teachers will meet weekly to unpack TEKS, review student work, create assessments and monitor students progress. 100% of lesson plans will be posted in Forethought. Staff Responsible for Monitoring: Teachers, CICs, & Admin Problem Statements: Demographics 2 - Student Learning 1, 2 Funding Sources: Instructional Materials for Tier 1 Instruction and In school Interventions - 211 - Title I, Part A - \$9,000, Instructional Materials and Trainings - 199-23 - Special Education - \$4,380	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Implement effective intervention time during master schedule and an after school tutorial program in 1st-5, for targeted grade levels in order to prepare students to meet their academic goals. Incorporate additional support to work with students in K-5 to help close student learning gaps. Strategy's Expected Result/Impact: Students will show growth from previous year/beginning of year to end of year assessments. 85% will meet or exceed expected growth in 4th and 5th grade STAAR Reading and Math. Staff Responsible for Monitoring: Teachers, CICs, & Admin Problem Statements: Demographics 2 - Student Learning 1, 2 - School Processes & Programs 2 Funding Sources: Tutorials and Resources - 199-23 - Special Education - \$1,500, Tutorials and Resources - 211 - Title I, Part A - \$6,732, Tutorials - 199-30 - SCE - \$7,220	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: The student demographic committee looked at our SPED achievement data and want to improve our SPED Meets Performance in 3rd-5th. **Root Cause:** The root cause may be due to the learning gaps in reading.

Student Learning

Problem Statement 1: The student learning committee looked at district and state assessment scores in Math and noticed that our scores have dropped 5% in Approaches and 3% in the Meets categories. We feel that our students' scores could improve if we focus on number sense and real-world connections. **Root Cause:** Lack of foundational skills, math fluency, comprehension, and experience with new STAAR item types.

Problem Statement 2: The student learning committee looked at district and state assessment scores in Reading and noticed that our reading skills are improving, however our students are not able to respond with complete answers and lack evidence to support answers to open-ended questions appropriately to the rigor of the TEKS. **Root Cause:** Students are unable to answer questions to the rigor of the STAAR test because they lack comprehension and oral and academic language vocabulary.

School Processes & Programs

Problem Statement 2: The processes and programs committee found that there is a need to improve the services schedule for our sped students needed academic support (resource & in class support). **Root Cause:** Resource and in class support is constantly changing schedules through out the year and unclear expectations of how students are serviced with in class support.

Goal 2: Cimarron Elementary will ensure student achievement and post-secondary readiness.

Performance Objective 4: Increase the number of students who complete a Career and Technology Education (CTE) sequence of courses

Evaluation Data Sources: Grade Level Agendas, Sign In Sheets, Reflections

Strategy 1 Details	Reviews			
Strategy 1: Utilize campus specialist (CIC) to do push-in's and pull-outs in classrooms, as well as coaching and modeling for staff members. Strategy's Expected Result/Impact: Students will show improvement in their EOY assessments. Staff Responsible for Monitoring: CICs Principal	Formative			Summative
	Sept	Dec	Feb	May
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Cimarron Elementary will ensure student achievement and post-secondary readiness.

Performance Objective 5: Increase promotion and graduation rates

Evaluation Data Sources: Student Goal-Setting Folders, Assessment scores, Progress/Report Cards

Strategy 1 Details	Reviews			
Strategy 1: Set and monitor student goals for PK based upon district board goals (CLI) , K-2 based upon district board goals (reading level, iReady, and Math Checkpoint Goals) and 3-5 based on DA/STAAR Goals. Teachers and administrators will provide incentives towards motivating their students to reach their goals. Strategy's Expected Result/Impact: Our expectation is for all students to have a student goal folder. Admin will meet with teacher after the 1st, 2nd, and 3rd reporting period regarding student progress. Instructional team will meet with 2-5 after every major benchmark. Staff Responsible for Monitoring: Teachers, CICs, and Admin Problem Statements: School Processes & Programs 1, 2 - Perceptions 2 Funding Sources: Incentives ,supplies - 199 - Local - \$500	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Increase student attendance rates to enhance learning opportunities and academic outcomes by fostering student motivation and actively engaging parents and guardians. Strategy's Expected Result/Impact: Improved attendance rate-96.5% Staff Responsible for Monitoring: Admin, Teachers, PEIMS, Counselor Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Demographics
Problem Statement 1: The student demographic committee looked at our attendance rate data and want to improve our daily attendance rate to promote academic achievement. Root Cause: The root cause may be due to the lack of motivation and illness.

School Processes & Programs

Problem Statement 1: The processes and programs committee found that the discipline procedures process for all programs (SPED, BEST, Gen. Ed) needs to be improved. **Root Cause:** There is an inconsistent system for documentation and not a central location for the information to be referenced.

Problem Statement 2: The processes and programs committee found that there is a need to improve the services schedule for our sped students needed academic support (resource & in class support). **Root Cause:** Resource and in class support is constantly changing schedules through out the year and unclear expectations of how students are serviced with in class support.

Perceptions

Problem Statement 1: The Perceptions Committee concluded a concern for our school is student attendance and the consequences attached to excessive absences. **Root Cause:** Parents are not concerned with their child's attendance, because of limited consequences at school.

Problem Statement 2: The perceptions committee met and discussed the need for resources and school-wide programs to target student behavior and teacher-implemented intervention strategies and techniques. **Root Cause:** Students are having issues with social-emotional skills such as coping skills, conflict-resolution, and identifying conflicts vs. bullying.

Goal 3: Wide Range of Student Opportunities

Performance Objective 1: Increase participation in student clubs, enrichment activities and extracurricular opportunities

Evaluation Data Sources: Participation in district sponsored events; flyers, permission slips, calendar of student events

Strategy 1 Details	Reviews			
Strategy 1: Opportunities will be provided for all students to excel outside the classroom in district sponsored events including: Spelling Bee, Geography Bee, Poetry and Prose, Rodeo Art, Honor Choir, Fast on Facts, S3 competition, and Academic Decathlon. Offer after-school activities/clubs for students in 1st - 5th grade based on students' interests (ie: soccer team, fly kids, book club, art club, digital club, robotics, boys/girls club, etc.) Strategy's Expected Result/Impact: Our expectation is to have increased student participation in district competitions. Staff Responsible for Monitoring: Chairpersons & Admin Team Problem Statements: Demographics 1 - Perceptions 1, 2 Funding Sources: supplies - 199 - Local - \$500	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			
Strategy 2 Details	Reviews			
Strategy 2: Opportunities will be provided for parent and student involvement to improve parent engagement, student engagement and attendance. Strategy's Expected Result/Impact: Our expectation is to have increased participation at the different events our campus offers such as with our Literacy and Math/Science Family Night, Parent Meetings, Muffins with My Person, Cookies with my Caregiver and Popcorn with my Person, PTA meetings etc. Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: Resources (books, games etc) and Food - 199 - Local - \$700	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The student demographic committee looked at our attendance rate data and want to improve our daily attendance rate to promote academic achievement. Root Cause: The root cause may be due to the lack of motivation and illness.

Perceptions

Problem Statement 1: The Perceptions Committee concluded a concern for our school is student attendance and the consequences attached to excessive absences. **Root Cause:** Parents are not concerned with their child's attendance, because of limited consequences at school.

Problem Statement 2: The perceptions committee met and discussed the need for resources and school-wide programs to target student behavior and teacher-implemented intervention strategies and techniques. **Root Cause:** Students are having issues with social-emotional skills such as coping skills, conflict-resolution, and identifying conflicts vs. bullying.

Goal 3: Wide Range of Student Opportunities

Performance Objective 2: Increase participation and performance in high quality fine arts programs in music, art, theatre and dance

Evaluation Data Sources: Participation in district sponsored events; flyers, permission slips, calendar of student events

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for students to participate in PTA performances, Honor Choir, and Art Club. Strategy's Expected Result/Impact: Our expectation is to have our Honor Choir perform for students at least twice a year. Also for all students to have the opportunity to practice audience etiquette during a performance or assembly. Staff Responsible for Monitoring: Support B Team, Counselor & Admin	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Wide Range of Student Opportunities

Performance Objective 3: Track regional labor demands to adjust/facilitate changes in GPISD Programs of Study (POS) offerings

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for students to see different careers by hosting a Career Day that incorporates these businesses and a variety of careers. Strategy's Expected Result/Impact: 100% student participation Student exposure to potential careers and job opportunities Staff Responsible for Monitoring: Counselor Administrative team Funding Sources: PK/K Career Exploration Lessons - 211 - Title I, Part A	Formative			Summative
	Sept	Dec	Feb	May
	No Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: High Quality Staff

Performance Objective 1: Increase employee retention by 1% by recruiting, developing and supporting highly qualified staff

Evaluation Data Sources: coaching forms, reflections, New Teacher Meeting Agendas, Professional Development sign in sheets

Strategy 1 Details	Reviews			
Strategy 1: Build instructional capacity through coaching, professional development, and academies. Provide new teacher and second year teachers support through our campus lead mentor and teacher buddies. Strategy's Expected Result/Impact: Our expectation is CICs will be at 100% compliance with their coaching documentation. All professional staff will include a reflection on an instructional practice as evidence in their EOY TTESS summative. Staff Responsible for Monitoring: Teachers, Support B, CICs, Counselor, DLAC, & Admin Funding Sources: - 199 - Local - \$500	Formative			Summative
	Sept	Dec	Feb	May
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 4: High Quality Staff

Performance Objective 2: Obtain an employee satisfaction rate of 80% or higher in regard to employee relations services

Evaluation Data Sources: CNA Survey, Sunshine Committee calendar of events, Colt Courier

Strategy 1 Details	Reviews			
Strategy 1: Improve our school culture with the help of our Sunshine Committee, monthly staff tokens of appreciation and employee shout-outs. Strategy's Expected Result/Impact: Our expectation is that our CNA survey will reflect a positive campus culture. Staff Responsible for Monitoring: Sunshine Committee, Counselor, School Secretary & Admin Funding Sources: - 199 - Local - \$500	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: High Quality Staff

Performance Objective 3: Provide training to selected employees in order to prepare them for advancement

Evaluation Data Sources: Sign in sheets, reflections

Strategy 1 Details	Reviews			
Strategy 1: Provide leadership training opportunities with instructional team, grade chairs and aspiring administrators. Administrators will designate leadership tasks/responsibilities to capable staff to build leadership skills. Strategy's Expected Result/Impact: Our expectation is that we build leadership capacity with 100 % completion of the book study. Funding Sources: Resources - 199 - Local - \$300	Formative			Summative
	Sept	Dec	Feb	May
	 Some Progress			
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: High Quality Staff

Performance Objective 4: Survey staff annually on professional development needs

Evaluation Data Sources: CNA survey, lesson plans, meeting agendas

Strategy 1 Details	Reviews			
Strategy 1: Based upon CNA, Tier One, Small Group Instruction, Differentiation , and DDI coaching will be implemented to build instructional capacity. Strategy's Expected Result/Impact: Our expectation is that all teachers in PK-5 will plan weekly for tier one and small group considering differentiation/student engagement and teachers in 2nd-5th will participate in DDI to increase build teacher efficacy and student performance.	Formative			Summative
	Sept	Dec	Feb	May
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 1: Ensure efficient and effective use of District resources in order to best support students and staff.

Evaluation Data Sources: campus budget

Strategy 1 Details		Reviews			
Strategy 1: Collaborate with stakeholders regarding budget for SPED, Bilingual and Title One. Principal will review the campus budget monthly with principal secretary. Strategy's Expected Result/Impact: Our expectation is our campus with be in compliance with all expenditures.		Formative			Summative
		Sept	Dec	Feb	May
		Some Progress			
No Progress Accomplished Continue/Modify Discontinue					

Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 2: Ensure fiscal soundness in future years and maintain organizational capacity sufficient to support progress towards fulfilling the District mission

Evaluation Data Sources: campus budget, school dude

Strategy 1 Details	Reviews			
Strategy 1: Staff will inform administrators and office staff of campus facilities concerns and school dude request will be submitted to make sure that all facilities, resources and property are well maintained. The principal will maintain a budget plan to meet the yearly needs of the campus. Selected personnel will be trained and authorized to collect, handle, and deposit money. Access to funds will be restricted to only those authorized and accountable for handling funds. Strategy's Expected Result/Impact: Our expectation is to be in compliance with budget. Staff Responsible for Monitoring: School Secretary and Principal	Formative			Summative
	Sept	Dec	Feb	May
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 3: The operational department will have life cycle replacement plans to ensure GPISD can maintain excellent facilities and equipment

Evaluation Data Sources: campus 5 year replacement plan, budget

Strategy 1 Details	Reviews			
Strategy 1: The principal will make sure the campus maintains a capital outlay plan to meet the long-term needs of the campus. Strategy's Expected Result/Impact: Our expectation is the proper execution of the campus five year replacement plan to ensure equipment is safe and meets district expectation. Staff Responsible for Monitoring: School Secretary and Principal	Formative			Summative
	Sept	Dec	Feb	May
	Some Progress			
No Progress Accomplished Continue/Modify Discontinue				

Title I

1. Comprehensive Needs Assessment (CNA) ESSA Section 1114(b)(6)

1.1: Description of CNA Process

On March 27, 2026, the leadership team met for the CNA Planning Process. We reviewed the purpose, process, shared data, reviewed questions for each committee and created the four teams/committees to provide input on demographics, student learning, school processes and programs and perceptions. Their job was to begin to review the data, answer specific questions, and identify strengths/ areas improvement regarding their four areas on April 2nd Staff Development Day. The assigned chair and co-chair would facilitate the meeting utilizing a google doc. Therefore on April 2nd, committees met review data, respond to questions about the area, identified strengths/ weaknesses, and root causes. Then we met as grade level teams on May 1st-4th to review, revise, and edit revise the four areas.

Based on our CNA, our areas of focus are:

- Improving our campus discipline system
- Improving our SPED achievement in reading
- Improving our Academic instruction and achievement in Math and Science (number sense, real world connections/experience)
- Improving our Academic instruction and achievement in Reading (writing, open-ended questions)

1.2: Location for Evidence of Multiple Meetings Held

On April 14th, the leadership team met in the office conference room. On April 2nd, we began the meeting in the cafeteria. The different committees met in the science lab, library, Room 102 and Room 110. On May 1st-4th, we met in the office conference room. All our evidence from our meetings are located in our campus shared drive titled Campus Improvement Plan 2025-2026.

2. Schoolwide Program Plan/Campus Improvement Plan (CIP) ESSA Section 1114(b)

2.1: Timeline for Schoolwide Program/CIP Development 1114(b)(1)(A)

CPAC will meet on September 18, 2026, December 7, 2026, March 5, 2027, and April 26, 2027 to review, monitor, and revise the CIP. Our September and April meeting will be held on campus in person. Our December and March Meeting will be virtual held via Google Meet.

2.2: Stakeholders 1114(b)(2)

Teachers and paraprofessionals are selected/elected for a two year term for each grade level team. Parent volunteers are solicited during PTA meetings. District-level professional is selected based on campus need and volunteer interest. Our district math and special education specialist will serve on our committee. Community members are sought out through community involvement events

First Name	Last Name	Position	Committee Role
Stephanie	Rosas	District Admin	District Level Professional
Geraldina	Torres	District Admin	District Level Professional
Laurie	Crockett	District Admin	District Level Professional
Jasmine	Salinas	ACE	Community
Janie	Jimenez	Principal	Administrator
LaKeisha	Sanderson	Assistant Principal	Administrator
Priscilla	Bravo	Para-Principal Secretary	Paraprofessional
Karen	Long	Teacher-Kinder	Classroom Teacher
Francisco	Rodriguez	Teacher-2nd	Classroom Teacher
Crystal	Rosas	Teacher-5th	Classroom Teacher
Kassandra	Rodriguez	Teacher-3rd	Classroom Teacher
Anna	Cortez	Teacher-4th	Classroom Teacher
Alexia	Barrera	Teacher-Music	Classroom Teacher
Martina	Rey	Teacher-Interventionist	Classroom Teacher
Ruby	Diaz	Teacher-PK	Classroom Teacher
Evelyn	Avila	Teacher-SPED	Classroom Teacher
Alexandra	Flores	Teacher-1st	Classroom Teacher

2.3: Description of Plan Availability, Format, and Language 1114(b)(4)

The CIP will be available to parents and community members in the campus front office, and campus website. A copy of the CIP is available in English and Spanish.

2.4: Description of Plan Coordination (if Applicable) 1114(b)(5)

We utilize our learning schedule with academics and extra-curricular opportunities. Learning time is respected at Cimarron Elementary, we try our best to restrict all interruptions during instructional time. We believe in the importance of building the "whole" child, not only in academics but also focusing on keeping students emotional, physically, and socially sound.

The master schedule will be created to ensure "Every Minute Counts" with the Fine Arts Rotation (Music 1, Music 2, Art 1, Art 2 and Theater Arts) and Special Rotations (Physical Education and Dance). Targeted Intervention will be incorporated twice a week for all K-5th grade students during the Specials Rotation. Teachers will ensure all lessons are planned and prepared to maximize instructional time. After-school tutorials will be offered to targeted students. We are also targeting 4th and 5th grade Emergent Bilingual students with a morning Summit K-12 Lab.

All students will have the opportunity to meet state standards through Tier 1 whole group instruction, small group interventions, tutorials, differentiated instruction, and TEKS-focused high-quality instruction. Various opportunities are provided for all students to be successful, including pull-out and push-in small groups, guided reading and guided math groups, after-school tutorials and our CIS/ACE afterschool program. We also have additional intervention time building in our master schedule for K-5th grade. The leadership team makes teacher recommendations regarding additional professional development to ensure quality student instruction is presented. Our teachers have been trained extensively on guided reading, guided math, small group instruction, and data-driven instruction. We also provide student tutorials for those identified as at-risk; our interventionist and other trained teachers provide dyslexic services for those identified in need. Our campus instructional coaches provide instructional support to teachers as well as to students throughout the year. Our school counselor provides students emotional support and guidance as needed. Our Boys Club, Student Council, National Elementary Honor Society, Robotics Club, Girls Club, Colt Chorale Baile Folklorico, CIM Highsteppers, Cheerleaders, Girls on the Run Club, and Soccer Club also offer great social and academic support to our students that participate in it.

2.5: Statutorily Required Descriptions 1114(b)(7)(A)

The master schedule will be created to ensure "Every Minute Counts" with the new Fine Arts Rotation (Music 1, Music 2, Art 1, Art 2 and Theater Arts) and Special Rotations (Physical Education and Dance). Targeted Intervention will be incorporated twice a week for all K-5th grade students during the Specials Rotation. Teachers will ensure all lessons are planned and prepared to maximize instructional time. After-school tutorials will be offered to targeted students. We are also targeting 4th and 5th grade Emergent Bilingual students with a morning Summit K-12 Lab. Extra-curricular enrichment activities will be available for students including, but not limited to: boys club, girls club, art club, honor choir, robotics, book club, safety patrol, UIL Elementary Academic Meet, soccer, dance (Fly Kid), basketball and national elementary honor society.

We utilize our learning schedule with academics and extra-curricular opportunities. Learning time is respected at Cimarron Elementary, we try our best to restrict all interruptions during instructional time. We believe in the importance of building the "whole" child, not only in academics but also focusing on keeping students emotional, physically, and socially sound.

3. Evaluation of Program Effectiveness ESSA Section 1114(b)(3)

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

CPAC reviews CIP goal progress quarterly (September, December, February, May). This year, Cimarron Elementary focused on increasing student achievement in the areas of SPED reading and math. Title funds have been utilized in the following areas:

1. Literacy and Math Interventions
2. Tutuorials

We have seen gains in these areas with this focus. CIM was a TEA "B" rated campus for the 2023-2024 & 2024-2025 school years.

Campus Funding Summary

199-23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	Instructional Materials and Trainings		\$4,380.00
2	3	2	Tutorials and Resources		\$1,500.00
Sub-Total					\$5,880.00
Budgeted Fund Source Amount					\$5,880.00
+/- Difference					\$0.00
199-30 - SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Tutorials		\$7,220.00
Sub-Total					\$7,220.00
Budgeted Fund Source Amount					\$11,720.00
+/- Difference					\$4,500.00
199 - Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	5	1	Incentives ,supplies		\$500.00
3	1	1	supplies		\$500.00
3	1	2	Resources (books, games etc) and Food		\$700.00
4	1	1			\$500.00
4	2	1			\$500.00
4	3	1	Resources		\$300.00
Sub-Total					\$3,000.00
Budgeted Fund Source Amount					\$3,000.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Parent & Family Engagement Plan		\$2,800.00
2	3	1	Instructional Materials for Tier 1 Instruction and In school Interventions		\$9,000.00

211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Tutorials and Resources		\$6,732.00
3	3	1	PK/K Career Exploration Lessons		\$0.00
Sub-Total					\$18,532.00
Budgeted Fund Source Amount					\$19,932.00
+/- Difference					\$1,400.00
Grand Total Budgeted					\$40,532.00
Grand Total Spent					\$34,632.00
+/- Difference					\$5,900.00