Katy Independent School District
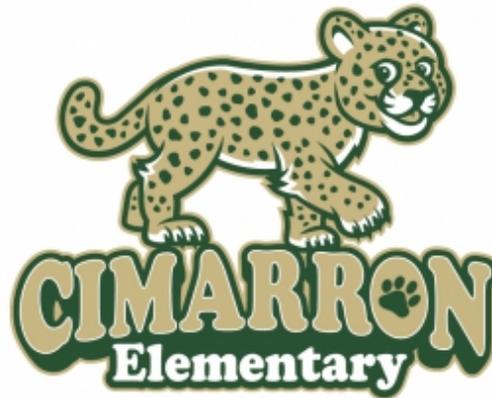
Cimarron Elementary School

2019-2020 Campus Improvement Plan

Mission Statement

Cimarron is committed to creating a community of life-long learners by providing a challenging, safe, nurturing, and respectful learning environment that is designed to serve and support all students as they become creative, independent, critical thinkers.

Vision

The staff and students of Cimarron Elementary are working together to provide a safe school where all individuals are welcomes, respected, valued, and encouraged to become empowered participants of a learning community. Problems are approached with a positive, respectful, solution-based mindset. All satff and students are held to a high standard and given the tools to achieve excellence.

Motto

Painting a brighter future...

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Comprehensive Needs Assessment

Revised/Approved: May 24, 2019

Demographics

Demographics Summary

Student Demographics Summary

Cimarron Elementary is a neighborhood school established in 1980. The campus provides education for 624 students from Pre-Kindergarten through 5th grade, including English Language Learners (ELL) and Preschool Program for Children with Disabilities (PPCD). At the time of snapshot in the 2018-2019 school year, our ethnic demographic breakdowns are as follows:

African American: 9.5%

Hispanic: 36.2%

White: 45.8%

Asian: 1.9%

Two or More Races: 6.4%

Our enrollment, attendance rates, gender breakdown, and ethnic demographics of students has remained consistent over the last couple of years. Our mobility rate of 15.7% is below the district (10.6%) and state (16.2%) average, and has increased by 6.1% since the 2016-2017 school year.

Cimarron Elementary student groups include the following:

Economically Disadvantaged: 50.0%

Non-Educationally Disadvantaged: 50.0%

English Language Learners (ELL): 12.7%

Students with Disabilities: 18.4%

Gifted and Talented Education: 1.8%

At-Risk: 47.3%

Our consistently high at-risk and disadvantaged population contributes to the transition to become a Title I school.

Staff Quality

Our school employs 50 teachers, 7 paraprofessional support staff members, 12 educational aides, and 2 campus administrators. Our staff is 96% female which is above the district and state average. The number of male staff members has slightly increased since the 16-17 TAPR report was published. Our staff ethnic breakdown is as follows:

African American: 6.1%

Hispanic: 5.9%

White: 86.0%

Two or More Races: 2.0%

75.4% of our staff members hold a Bachelors as their highest degree, and 24.6% of our teacher hold a Master's degree. Our staff's years of experience is evenly distributed, with 23.6% of teachers with 1-5 years of experience, 21.6% of teachers with 6-10 years of experience, 27.5% of teachers with 11-20 years of experience, and 20.6% of teachers with more than 20 years of experience.

Cimarron considers it a high priority to attract and hire highly qualified teachers through the district job fair, personal connections, and other opportunities. The remaining 6.6% of the staff were beginning teachers who were supported through multiple new teacher programs. New hires attend two days of district level train in August in addition to the regularly provided campus-based trainings led by the instructional liaison. New teachers are provided with PBIS, campus procedures, and technology training prior to the school year. Each new teacher is given a mentor to support them throughout the year by guiding them to resources and answering their questions.

Demographics Strengths

Our campus represents a diverse population for Katy ISD. Our mobility rate has decreased by 2.5%, allowing us to form relationships with students to better meet their academic needs throughout the year. This also allows us to form relationships with families, and even extended family, in our community. Our district's reputation of providing quality education to all students has led many families to move to our school seeking out this educational opportunity. Cimarron is growing in its diversity and, as a result, becoming more reflective of society as a whole. Cimarron students are developing basic but enduring skills of collaboration, teamwork and acceptance regardless of race, ethnicity, or ability. Lastly, our class sizes for every grade are lower than the district

and state averages which allow for more individualized instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 47.3% of our student population is considered at-risk. This is an increase from previous years and above the district average. In order to make sure we are meeting the needs of our changing demographics, we should adjust our delivery of instruction and the way we monitor the effectiveness of that instruction. **Root Cause**: Our at-risk population has increased and staff need strategies and tools to effectively implement instruction for a diverse population.

Student Academic Achievement

Student Academic Achievement Summary

All schools in the Texas must meet standards set in four state accountability areas. For the 2016-17 school year, Cimarron Elementary met all four targets:

Index 1 – Student Achievement – Cimarron Elementary Score: 85 (state target score = 60)
Index 2 – Student Progress – Cimarron Elementary Score: 49 (state target score = 32)
Index 3 – Closing Performance Gaps – Cimarron Elementary: 47 (state target score = 28)
Index 4 – Post-Secondary Readiness – Cimarron Elementary: 50 (state target score = 12)

The above scores resulted in Cimarron Elementary receiving a 2017 Texas Accountability "Met Standard" rating and a Distinction Designation for Top 25 Percent: Closing Performance Gaps.

Although we are proud of our scores, we know there is much more work to be done. As seen below, our state assessment scores for all grades show the percentage at Level II Satisfactory or above:

Grade and Subject	Year	State	District	Cimarron
Grade 3 Reading	2017	73%	88%	80%
	2016	73%	90%	82%
Grade 3 Mathematics	2017	78%	89%	83%
	2016	75%	89%	86%
Grade 4 Reading	2017	70%	87%	85%
	2016	75%	89%	80%
Grade 4 Mathematics	2017	76%	88%	86%
	2016	73%	87%	78%
Grade 4 Writing	2017	65%	78%	76%
	2016	69%	83%	62%
Grade 5 Reading	2017	82%	93%	92%
	2016	81%	93%	81%
Grade 5 Mathematics	2017	87%	96%	95%
	2016	86%	95%	82%
Grade 5 Science	2017	74%	89%	81%
	2016	74%	87%	70%

While our official data is not in for the 2017-2018 school year, our initial data shows concerns in the area of reading and writing. Cimarron experienced a decline in the percentage of students scoring "Approaches Grade Level" in both subject areas, -6% and -10% respectively. Math maintained the same percentage of students scoring "Approaches Grade Level", and science made a 2% increase.

Student Academic Achievement Strengths

Cimarron Elementary is comprised of hard-working, high achieving students. The campus is proud of many different student achievement strengths, including:

1. Our students' performance on the state assessment is approaching the district average in writing, reading, and math.
2. Instructional Coaches and teachers use of data for the purposes of curriculum enhancement
3. Teachers' willingness to share curriculum and classroom-connections with parents and the school community.
4. Small group instruction in math and reading has helped focus on individual student needs

5. I-Station contributed to our K-2 students' early intervention success due to consistency, repetition, differentiation, support, and instant feedback for teacher and student.

6.Numeracy progression kits and campus assessments for progress monitoring are used consistently to support teachers in providing differentiation and feedback to students.

7. Teachers continued focus and hard work during PLC meetings.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Our overall STAAR achievement is slightly lower than the district average. **Root Cause**: Quality first teach in all subjects with small group intervention, to meet students where they are, continues to be a professional development need for teachers K-5.

Problem Statement 2: As a campus we continue to lose quality, trained staff members to other Katy ISD campuses. **Root Cause**: Our district is growing and opening new campuses where teachers transfer due to many factors including philosophical differences, high student performance expectations, increasing number of low socioeconomic population, and promotional opportunities.

School Processes & Programs

School Processes & Programs Summary

The curriculum, instruction, and assessment at Cimarron Elementary is guided by the Texas Essential Knowledge and Skills Objectives (TEKS), the Katy ISD Scope and Sequence, and the Katy ISD Unit Plans.

District Learning Assessments, campus objective assessments, balanced literacy including the Lucy Calkins Units of Study for Reading/Writing and Guided Math Workshop are all critical components to Cimarron's programs and processes. All assessments and programs used assist in teaching the depth and complexity of the TEKS. Assessments across grade levels include benchmark assessments (DLA's and COA's), Fountas and Pinnell, iStation, mCLASS, Math Inventory, Imagine Math, TELPAS, STAAR, and local assessments.

Weekly grade level professional learning collaboratives (PLC's) are held with the Instructional Coaches. These grade level learning communities target lesson planning, data review, strategic planning, and professional learning. Grade levels have common daily planning times.

Student progress is monitored either as prescribed by the intervention or at six-week intervals, depending on individual student's needs. The RTI committee meetings are held for both academics and behavior and are held during professional learning/collaboratives. The data from campus assessments are used to identify students that are performing below standard. Questions are continually asked about what is being done to meet our struggling students' needs. Are they making progress? What interventions are being used? What parent communication is being conducted? RTI meetings are scheduled by the RTI coordinator (AP), and are attended by the grade level teachers, the interventionists, and the instructional coaches. Cimarron utilizes Extended Learning Time for the majority of intervention.

Cimarron has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Smartboard, document camera, and laptops/netbooks/Chromebooks. Wireless access points have been installed all over the building. There are both primary and intermediate computer labs with 25 computers each. The labs are used for a variety of teaching and learning programs. Additionally, there are computers in the library for student and staff use. Students are encouraged to use a variety of programs and apps using iPads and computers. The majority of teachers are accustomed to integrating use of Smartboard technology including document camera into their daily activities and lessons

School Processes & Programs Strengths

- Weekly team planning (PLC)
- Integration of technology by teachers and students in the classroom to promote teaching and learning
- RTI is being utilized successfully with students being referred to the appropriate special population
- Our campus is provided an Instructional Technology Specialist to support teachers with integrating and implementing technology in the classroom

- Safety drills are performed frequently and efficiently

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The extended learning time is in need of adjustment to meet the various needs of all of our students. We have students that need intervention and students that need enrichment; therefore, we need a system that allows all needs to be met effectively. **Root Cause**: Formative and informative data should be more effectively utilized to form ELT flexible student groups and interventions.

Problem Statement 2: There is not a current system in place to facilitate an environment where students are able to take ownership of their own learning progress. **Root Cause**: A viable tracking system needs to be tweaked in order to support student ownership of learning. The current information is difficult to effectively track the fundamental skills and abstract thinking required in the various grade levels.

Perceptions

Perceptions Summary

Here at Cimarron Elementary we are working very hard to create a community of life-long learners by providing a challenging, save, nurturing and respectful learning environment. We encourage individuals to respect and value hard work each and every day. We believe that together we can provide a safe school environment where all individuals feel welcomed and respected. Our promise to our community is to serve and support all students as they become creative, independent, and critical thinkers.

Our motto this year is Painting a brighter future at Cimarron Elementary. Problems are approached with a positive, respectful, solution base mind set. All students and staff are held to a high standard and given the tools to achieve excellence.

Cimarron Elementary is committed to providing students with dutiful Staff, ensuring that all members of our school reach their true potential. Our teachers have created an environment where families feel free to engage with our staff and provide information through open lines of communication. We establish this by communicating in a variety of ways: phone calls, emails, planners, DOJO, social media, Tuesday folders, etc. Open House Nights and curriculum nights scheduled during the year give parents an opportunity to find out more about how and what their children are learning.

At Cimarron Elementary, we utilize **PBIS** to establish school wide expectations and to promote a positive learning environment. Staff receives professional development training at the beginning of each school year to reinforce our PBIS expectations as a campus.

School Wide expectations are summarized in the acronym PRIDE

P – Purpose

R – Respect

I – Integrity

D – Dependable

E – Effort

We encourage positive behavior and reward our students with cheetah bucks, classroom rewards, MVP every 9 weeks, end of the year principal party, and PBIS. This positive program has help us improve and reduce campus discipline and behavior creating a better environment.

Special programs make learning fun at Cimarron! Every day begins with televised announcements on CE-TV that highlights a core curricular area each day and includes book talks, science experiments, and announcing our **"Leaders of the Pack"** awards for great hallway behavior. Students at all grade levels participate in **Junior Achievement**, annual talent shows, field days and the end-of-school picnic. Fourth and fifth graders can participate in **Cheetah Choir**. In fifth grade, special programs such as **Student Council** and **Safety Patrol** make the final year at Cimarron an extra-special one. Our staff works hard to accommodate our families and their different cultures and languages. Our front office staff greets visitors to our campus.

Our counselor provides the guidance and support, for students and families in need. In the 2017-2018 school year we were able to work with our community to recruit school supplies, backpacks, and food donations from **YMCA**. KISD **Police Santa Cops** donated toys with the help of the community, **YMCA** donated gift cards for families in need, and through our district's program **Food for Families** we were able to assist those in need.

As the inspiration of our students we understand the importance of parent and extended family participation. Due to this, we provide a myriad of events and programs throughout the entire school year for both students and parent involvement. Our staff works hard to accommodate our families and their different cultures and languages.

Perceptions Strengths

Cimarron Elementary School celebrates these family, community, and school strengths:

- Continued Implementation of the PRIDE expectations
- Staff support at PTA meetings and functions (fall bash, spring carnival, Breakfast with Santa)
- Watch DOGS
- Tears and Cheers Breakfast
- Evening Book fair open house
- Curriculum Night
- Grandparent's Day
- Read, Deed, Run

- Core Essentials Program
- Holiday Class Parties
- Steam Night
- Book Parade
- Math Club
- C.A.S.E.
- PALS
- Veterans Day
- Promoted KEYS Mentoring Program (Keep Encouraging Youth toward Success)
- Held PTA Meetings PTA hosted parent work days Hosted STEAM Night (Science, Technology, Engineering, and Math)
- Sunshine committee
- Weekly communication through Cheetah Chat
- Board Shout outs
- Cheetah store for teachers

Problem Statements Identifying Perceptions Needs

Problem Statement 1: As of the 2017-2018 school year, there were 125 office referrals. **Root Cause**: Many teachers do not have enough strategies to handle, identify, and deescalate behavior.

Problem Statement 2: Per school survey, 40.9 % never or were not interested in volunteering at Cimarron Elementary. **Root Cause**: There is a lack of creative, flexible ways to invite others to volunteer in our school.

Priority Problem Statements

Problem Statement 1: The extended learning time is in need of adjustment to meet the various needs of all of our students. We have students that need intervention and students that need enrichment; therefore, we need a system that allows all needs to be met effectively.

Root Cause 1: Formative and informative data should be more effectively utilized to form ELT flexible student groups and interventions.

Problem Statement 1 Areas: District Processes & Programs

Problem Statement 2: There is not a current system in place to facilitate an environment where students are able to take ownership of their own learning progress.

Root Cause 2: A viable tracking system needs to be tweaked in order to support student ownership of learning. The current information is difficult to effectively track the fundamental skills and abstract thinking required in the various grade levels.

Problem Statement 2 Areas: District Processes & Programs

Problem Statement 3: As of the 2017-2018 school year, there were 125 office referrals.

Root Cause 3: Many teachers do not have enough strategies to handle, identify, and deescalate behavior.

Problem Statement 3 Areas: Perceptions

Problem Statement 4: Per school survey, 40.9 % never or were not interested in volunteering at Cimarron Elementary.

Root Cause 4: There is a lack of creative, flexible ways to invite others to volunteer in our school.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Our overall STAAR achievement is slightly lower than the district average.

Root Cause 5: Quality first teach in all subjects with small group intervention, to meet students where they are, continues to be a professional development need for teachers K-5.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: As a campus we continue to lose quality, trained staff members to other Katy ISD campuses.

Root Cause 6: Our district is growing and opening new campuses where teachers transfer due to many factors including philosophical differences, high student performance expectations, increasing number of low socioeconomic population, and promotional opportunities.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: 47.3% of our student population is considered at-risk. This is an increase from previous years and above the district average. In order to make sure we are meeting the needs of our changing demographics, we should adjust our delivery of instruction and the way we monitor the effectiveness of that instruction.

Root Cause 7: Our at-risk population has increased and staff need strategies and tools to effectively implement instruction for a diverse population.

Problem Statement 7 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) 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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: Overall student progress, as measured by the STAAR test, in the areas of reading and math will improve to 85% by the end of the 19-20 school year.

At least 85% of our students in grades K-2 will meet their personal target for reading level (as determined by F&P testing) and make a year's growth in math progress by the end of the 19-20 school year.

Evaluation Data Source(s) 1: Comparison of 2019 and 2020 Progress Indicator according to STAAR; BOY and EOY

Summative Evaluation 1:

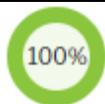| Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math 1) Teachers will develop consistent strategies and common vocabulary in reading and math across grade levels for students by participating in vertical meetings to discuss and refine grade level expectations.	2.4, 2.5, 2.6	Instructional Coaches	Instructional walk-throughs will show consistent strategies across grade levels; students will demonstrate growth across reading and math content areas				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
TEA Priorities Build a foundation of reading and math 2) On-going interventions will be provided during the school day, with the addition of a Title I Teacher, to provide fundamental academic support, utilizing a push-in and pull-out model, to meet the needs of students performing below grade level and not making progress in Tier I interventions	2.4, 2.6	Academic Support/Title I Teachers	Student tracking charts will show progress in meeting grade-level expectations				
	Funding Sources: 211 - Title I Part A - 66440.00, 199 - State Comp Ed - 199320.00						
3) Instructional materials will be purchased for content areas to increase student engagement and achievement in both small group and whole class instruction	2.4, 2.6	Instructional coaches	Increased academic achievement (as determined by course passing rates and assessment scores) and increased classroom engagement (as determined by student survey results and office referrals)				
	Funding Sources: 211 - Title I Part A - 40000.00						
4) Students participate in goal-setting sessions with teachers, analyze performance on COAs, track results, and aim for improvement.	2.4, 2.6	Instructional Coaches	Increased academic achievement (as determined by course passing rates and assessment scores)				
TEA Priorities Build a foundation of reading and math 5) On-going interventions will be provided after school hours/on the weekends to provide fundamental academic support, utilizing a school-wide data to meet the needs of students performing below grade level and students not making adequate progress	2.4, 2.6	Instructional Coaches	Increased academic achievement (as determined by course passing rates and assessment scores) and increased classroom engagement (as determined by student survey results and office referrals)				
	Funding Sources: 211 - Title I Part A - 24436.00						

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Improve student achievement, as measured by STAAR testing, in the areas of reading and math for special education and ELL students to exceed state targets by at least 5% by the end of the 19-20 school year.

Evaluation Data Source(s) 1: Comparison of the 2019-2020 STAAR scores in reading and math for special education and ELL students in grades 3-5; Course passing rates for special education and ELL students will be comparable to general population in grades 1-5

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Oct	**Jan**	**Apr**	**June**
1) Content teachers will participate in bi-weekly Professional Learning Communities and weekly dedicated planning sessions to analyze student data to drive instruction, plan engaging lessons aligned to TEKS, and group students according to need for PAW time interventions/enrichment.	2.4, 2.6	Instructional Coaches	Report card grades and assessment data will show growth in overall student achievement and individual student progress.				
TEA Priorities Build a foundation of reading and math 2) On-going, job-embedded training will be provided to content teachers in the areas of special education and sheltered instruction to strengthen the skill set of teachers to meet the needs of struggling learners.	2.4, 2.6	ESL and Special Education Teachers	Instructional walk-throughs will show effective implementation of strategies with targeted student populations; targeted students will demonstrate growth across reading and math content areas				
	Funding Sources: 211 - Title I Part A - 1000.00						
3) Demonstrate commitment to increasing the percentage of high-quality, ESL-certified staff (especially in grades K-2) by facilitating job-embedded, ongoing, PD aligned with district and campus goals.	2.6	Administration	Percentage of ESL-certified teachers in ELA content area will increase to 75%.				

100% = Accomplished   = Continue/Modify   0% = No Progress   = Discontinue

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

Performance Objective 1: Campus objective assessments, administered according to campus guidelines in grades 1st - 5th, will demonstrate mastery of TEKS by 75% of students.

Evaluation Data Source(s) 1: COA data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Team of campus staff will participate in Lead4Ward training geared toward using data to drive instruction and provide on-going training to campus-wide instructional staff.	2.4, 2.6	Administration	Lead4Ward surveys, Action plan implementation, EOY scores				
TEA Priorities Recruit, support, retain teachers and principals 2) On-going meetings and campus walk-throughs will be held with members of the district RAA (research, assessment, and accountability) and C&I (curriculum and instruction) staff.		Administration	Instructional walk-throughs will show effective implementation of targeted campus-wide strategies in selected content areas; student data will demonstrate growth across reading and math content areas				
100% = Accomplished		→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: Technology will be implemented effectively in all classrooms to enhance the learning experience and improve technological skills of all students.

Evaluation Data Source(s) 1: Lesson plans, walk-throughs, BrightBytes Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Additional technology will be purchased and effectively utilized in classrooms to enhance learning and promote positive digital citizenship	2.5	Administration, librarian	Enhance students technological skills for 21st century learning, promote positive digital citizenship				
Funding Sources: 211 - Title I Part A - 20000.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✕ = Discontinue							

Goal 5: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

Performance Objective 1: Teachers will be supported professionally before, during, and/or after school to meet their individual needs and increase student achievement.

Evaluation Data Source(s) 1: Retention rate, staff surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Demonstrate commitment to the recruitment and retainment of high quality staff by facilitating job-embedded, ongoing, PD aligned with district and campus goals.		New Teacher Liaison, Administration	Increase retention rate of CE staff				
Funding Sources: 211 - Title I Part A - 8000.00							
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

Goal 6: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

Performance Objective 1: Opportunities for parental involvement and community engagement will increase both during and after the school day.

    Evaluation Data Source(s) 1: School calendar, parent survey results

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Actively recruit volunteers (secondary students, parents, and community members) to support the academic achievement and emotional-well being of all students	3.2	Counselor, administration	Increased volunteerism				
Funding Sources: 199 - General Fund - 1000.00, 211 - Title I Part A - 1000.00							
2) Provide education to families about relevant topics, such as social media safety, instructional strategies to use at home to support reading and math development, etc.	2.4, 2.5, 3.1, 3.2	Instructional coaches, counselor	Increased parent satisfaction with campus, increased student achievement				
Funding Sources: 211 - Title I Part A - 2000.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Goal 7: Katy ISD will actively support the emotional well-being of all learners.

Performance Objective 1: Students will learn in a safe learning environment and engage in meaningful activities to build positive relationships with others while discipline referrals on campus decrease by 10%

    Evaluation Data Source(s) 1: Discipline report from school database, student survey results

    Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Apr	June
1) Provide professional development to teachers on promoting digital citizenship, technology integration, building relationships, and the power of positivity	2.5	Counselor	Decrease in office referral, positive survey results on campus climate				
Funding Sources: 211 - Title I Part A - 2000.00							
2) Counselor will provide on-going SEL (social-emotional learning) lessons on PLC Wednesdays geared towards the age-appropriate needs of all K-5 students.	2.5	Administration	Student survey will show effective implementation of the content embedded in the monthly lessons				
Funding Sources: 199 - General Fund - 500.00							
100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Teachers will develop consistent strategies and common vocabulary in reading and math across grade levels for students by participating in vertical meetings to discuss and refine grade level expectations.
1	1	2	On-going interventions will be provided during the school day, with the addition of a Title I Teacher, to provide fundamental academic support, utilizing a push-in and pull-out model, to meet the needs of students performing below grade level and not making progress in Tier I interventions
1	1	3	Instructional materials will be purchased for content areas to increase student engagement and achievement in both small group and whole class instruction
1	1	4	Students participate in goal-setting sessions with teachers, analyze performance on COAs, track results, and aim for improvement.
2	1	1	Content teachers will participate in bi-weekly Professional Learning Communities and weekly dedicated planning sessions to analyze student data to drive instruction, plan engaging lessons aligned to TEKS, and group students according to need for PAW time interventions/enrichment.
3	1	1	Team of campus staff will participate in Lead4Ward training geared toward using data to drive instruction and provide on-going training to campus-wide instructional staff.

State Compensatory

Personnel for Cimarron Elementary School:

Name	Position	Program	FTE
Intervention	Academic Support Units		2

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

An invite was sent out to members of the staff (both professional and paraprofessional) soliciting volunteers to serve on our Campus Needs Assessment Team. This group of individuals included administrators, counselor, instructional coaches, teachers, and paraprofessionals. In addition, we ensured that we had representation from our special education and ESL departments. The committee used a list of guiding questions to ensure we focused on areas of need around campus. In the area of student achievement, the committee used archived STAAR data, DLAs (district learning assessments), COAs (common objective assessments), F&P scores (Fountas and Pinnell reading levels, etc. The committee then went on to analyze the needs of our students that were failing, or at-risk of failing, State standards. STAAR data and iStation reading scores were used for this data analysis because those are the forms of measure that are reported to the State annually. Lastly, the committee made sure to analyze any barriers for educators, students, and/or parents. A parent survey, employee engagement survey, and other informal forms of data were used to determine what these barriers might be and possible root causes.

After a draft of the CNA was composed, a group of parents were invited to see the draft copy of the Campus Needs Assessment, ask any questions, and provide feedback to its contents. The parents were appreciative of the opportunity and felt that the campus had done a good job of capturing the needs of the campus. The CNA was reviewed/revised on several meetings, but the final meeting was held on June 11, 2018.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Campus Advisory Team includes teachers, parents, community members, and administrative personnel. In additon, we were sure to include members of the staff the were paraprofessionals and/or part of the special education and ESL departments. The teachers were able to vote on two members plus an alternate. Dependent on the election, the principal then has discretion to select members. This option allowed us the opportunity to ensure that all pertinent departments were represented.

2.2: Regular monitoring and revision

The Campus Advisory Team has four meetings listed on the calendar each year to review the progress of the Campus Improvement Plan and to evaluate our current programs/strategies and academic achievement of our students in grades K-5. At the end of each meeting, it is discussed if another meeting is needed before the next scheduled one due to possible challenges, concerns, etc. The Campus Improvement Plan will be reviewed and monitored in

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

The Campus Improvement Plan will be available electronically to parents and community members via a link on the campus website. In additiion, a hard copy will be available in the front office for parents and community members to view and/or request a copy. Our Campus Improvement Plan is currently only available in English. We do have a relatively high ESL population, but it is mainly comprised of parents from various ethnicities and dialects.

The Campus Improvement Plan will be available for parents and community members to request throughout the entire school year. There will be instructions on how to access the Campus Improvement Plan in the Campus Student Handbook.

2.4: Opportunities for all children to meet State standards

In an effort to meet the needs of all students in achieving mastery of State standards, teachers will work in collaborative teams to analyze student data and determine next steps to ensure that all students are making adequate progress and meeting State standards. Professional development will be provided in the areas of greatest need in an effort to strengthen first-teach instruction and determine how to fill in the educational gaps that might exist in students struggling academically. Targeted PAW Time interventions and after-school tutorials will be offered to all students not meeting standards. In addition, we have hired a Title 1 Reading teacher to provide interventions to struggling readers in grades 3-5. We also have made plans to hire additonal tutorial teachers to support student learning during the school day.

2.5: Increased learning time and well-rounded education

The master schedule was reviewed to limit the amount of transitions and "lost" instructional minutes in the daily schedule. Programs are held on campus to ensure that we are focusing on academic achievement, as well as social-emotional development and the arts. Instructional walks will be implemented to help ensure quality of learning in classes and to learn from each other in order to strengthen our instructional best practices and pedagogy.

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

Our Professional Learning Communities will meet bi-weekly to analyze pertinent data to monitor the progress of students. This concerted time will allow our teachers to more effectively utilize PAW Time (our schoolwide intervention class) to meet the diverse needs of learners. In addition, discussions about reteach methods and ways to improve quality instruction are held at these times to enhance student learning.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus worked with parents and fmily members to create a Parent and Family Engagement Policy. The Policy will be provided to parents/families during parent-teacher conferences during the Fall Semester.

The Parent and Family Engagement Policy will be available electronically to parents and community members via a link on the campus website. In additiion, a hard copy will be available in the front office for parents and community members to view and/or request a copy. Our Parent and Family Engagement Policy is currently only available in English. We do have a relatively high ESL population, but it is mainly comprised of parents from various ethnicities and dialects.

The Parent and Family Engagement Policy will be available for parents and community members to request throughout the entire school year. There will be instructions on how to access the Parent and Family Engagement in the Campus Student Handbook.

3.2: Offer flexible number of parent involvement meetings

Parent Involvement Meetings will be held during the school day (mornings at 9:00 AM) and after school (evenings at 5:30 PM). These meetings will be advertised on our marquee, campus newsletter, and website. Paarents will be warmly invited and provided information regarding upcoming programs/events. In addition, curriculum sessions will be held to help parents understand the curriculum and have ways to assist their children at home.

District Funding Summary

199 - State Comp Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Academic Support Teachers (2) and Instructional Liaison		$199,320.00
				Sub-Total	$199,320.00

199 - General Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Printing costs		$1,000.00
7	1	2	Presentation Materials		$500.00
				Sub-Total	$1,500.00

211 - Title I Part A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Title I Teacher		$66,440.00
1	1	3	Instructional materials		$40,000.00
1	1	5	Supplemental Pay		$24,436.00
2	1	2	Substitutes, overtime pay for paras, materials		$1,000.00
4	1	1	Technology		$20,000.00
5	1	1	Training fees and materials		$8,000.00
6	1	1	Advertisement posters		$1,000.00
6	1	2	Materials		$2,000.00
7	1	1	Training fees and materials		$2,000.00
				Sub-Total	$164,876.00
				Grand Total	$365,696.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
CIMARRON EL (101914107) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		79	C
Student Achievement		79	C
STAAR Performance	52	79	
College, Career and Military Readiness			
Graduation Rate			
School Progress		75	C
Academic Growth	72	75	C
Relative Performance (Eco Dis: 45.0%)	52	75	C
Closing the Gaps	84	79	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned