

**Katy Independent School District**  
**Cimarron Elementary School**  
**2024-2025 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 welcomed, respected, valued, and encouraged to become empowered participants of a learning community. Problems are approached with a positive, respectful, solution-based mindset. All staff and students are held to a high standard and given the tools to achieve excellence.

## Motto

Cimarron World Tour - We've Gone Global!

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# Comprehensive Needs Assessment

Revised/Approved: May 9, 2024

## Needs Assessment Overview

### Needs Assessment Overview Summary

### Needs Assessment Overview Summary

The Campus Advisory Team and several additional personnel met on April 16, 2024 at 3:30 pm in the LGI and May 9, 2024 at 3:30 pm in the LGI. Members who were unable to attend were provided minutes and all documents, and offered the opportunity to provide feedback to shape and support the Needs Assessment. The following persons were part of the committee:

<b>Lindsey Chase</b>	<b>Principal</b>
Jedidiah Boggs	Assistant Principal
Lora Hodges	Assistant Principal
Stephen Grant	District Representative
Vivian Muldune	District Representative
Nicole Bennett	Teacher
Suzy Matias-Fitzgerald	Teacher
Jade Ruiz	Teacher
Melody Pohla	Teacher
Emerson Gallegos	Paraprofessional
Brenda Curtis	Paraprofessional
Morgan Williams	Parent Member
Hayley Truesdell	Parent Member
Tia Simmons	Parent Member
Laura Benson	Parent Member
Brittney Hataway	Parent Member
Joy Nwachukwu	Parent Member
Elizabeth Salinas	Parent Member
Shelley Scott	Parent Member

<b>Lindsey Chase</b>	<b>Principal</b>
Dara Korede	Parent Member
Mario Fuentes	Business Member
Cayce Corley	Business Member
Patricia McCarty	Community Member
Deanna McCarthy	Community Member
Jean Edgmond	Community Member

The following data points were reviewed with the Campus Advisory Team during the April and May 2024 meetings to determine the 2024-2025 focus areas:

#### **Improvement Planning Data:**

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

#### **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- PreKindergarten Self-Assessment Tool
- Grades that measure student performance based on the TEKS

#### **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 numbers 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
- Migrant/Non-Migrant population including performance, progress, discipline, attendance and mobility data
- At-Risk/Non-At-Risk Population including performance, progress, discipline, attendance and mobility data
- EL/Non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity and gender data
- Section 504 data
- McKinney-Vento Act data
- Gifted and Talented data
- Dyslexia data
- Multi-Tiered Systems of Support (MTSS) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- CAT Member Feedback

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

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

After looking at many pieces of data it was determined that the four highest leverage areas for the 2024-2025 school year are as follows: reading, math, science and social/emotional learning. Goals and needs were set for each of the focus areas and targeted strategies were developed and outlined in the campus improvement plan. In order to monitor progress towards meeting the goals, the Campus Needs Assessment and Campus Improvement Plan will be reviewed and revised throughout the year by the Campus Advisory Team on the following dates: September 17, 2024, November 12, 2024, January 28, 2025, April 22, 2025, and May 13, 2025 from 3:30 - 4:30 pm in the Cimarron LGI. A priority is to communicate campus needs with all families and community members. This will be accomplished by making the Campus Needs Assessment, Campus Improvement Plan and Parent/Family Engagement Policy and Compact available to all stakeholders in both English and Spanish. These items will be placed in the lobby of Cimarron Elementary and on the campus website. The locations of the documents will be communicated to Cimarron parents during the annual Title I Meetings and through campus eNews.

# Demographics

## Demographics Summary

### Student Demographics

Cimarron Elementary is a neighborhood school established in 1980. The campus provides education for 570+ students from Pre-Kindergarten through 5th grade, including Emergent Bilinguals (EB) and Early Childhood Special Education (ECSE). According to our most recent data, our demographic breakdowns for the past 5 years are as follows:

	2019 - 2020	2020 - 2021	2021 - 2022	2022 - 2023	2023 - 2024
Enrollment #	631	610	606	617	563
Race/Ethnicity %					
Hispanic	38.5%	35.6%	35.8%	39.71%	40.85%
Black/African American	9.7%	13.4%	14.7%	14.59%	13.32%
White	40.4%	39.8%	38.8%	32.9%	31.44%
Asian	3.8%	3.4%	3.5%	4.86%	5.33%
Two or More	7.6%	7.7%	7.1%	7.62%	8.53%
Pacific Islander	0%	0%	0%	0%	0%
American Indian	0.3%	0%	0.3%	0.3%	0.53%
Student Groups %					
At Risk	45.3%	40.2%	44.4%	55.8%	54.71%
Eco Dis	46.4%	51.3%	61.1%	60.9%	60.92%
SPED	19%	22.0%	20.0%	26.7%	29.13%
Emergent Bilingual	13.9%	13.6%	11.7%	16.2%	1.60%
GT	2.2%	2.1%	2.5%	1.8%	1.60%

Our enrollment at the campus decreased over the past few years. Our neighborhood is aging, and as new families move into our neighborhood, we are finding that many students are in need of bilingual instruction. We currently have 145 students enrolled at a different campus for bilingual instruction which is not offered at Cimarron Elementary. This is approximately 20% of students in our area who are not attending our campus due to program offerings. Our ethnic demographics have stabilized over the past few years. Our economically disadvantaged percentage of students is beginning to stabilize; however, our At Risk population dramatically increased. This is comparable to a similar increase in At Risk population across Katy ISD. Our mobility rate for the 2021-2022 school year is currently at 17.8%, similar to previous years. This mobility rate is above the district (13%) and state average (16.8%).

### Staff Demographics



Our teaching staff is 88.3% female (45 females and 6 males) which is above the district and state average. Our teaching staff is 23.3% African American, 12.7% Hispanic, 56.9% White, and 5.2% Asian.

Cimarron considers it a high priority to attract and hire highly-qualified teachers through the district job fair, personal connections, and other opportunities. New teachers are supported through multiple new teacher programs at both the district and campus level. New hires are supported by the district with district level training in August in addition to the regularly provided campus-based trainings led by the Instructional Coach and Instructional Liaison. New teachers are provided with PBIS, campus procedures including planning guides, and technology training prior to the school year. Each new teacher is given a mentor for their first two years of teaching to support them throughout the year by guiding them to resources and answering their questions. Our Instructional Coach and Instructional Liaison hold monthly meetings to provide on-going support and schedule opportunities for classroom observations of peers to meet individual teacher needs for continued growth.

## Demographics Strengths

Cimarron Elementary has many strengths. Some of our most notable demographic strengths include the following:

1. We are a neighborhood campus that is well established with a rich and strong family history. Many of our parents were Cimarron students as children. Our families value education, and we have families who are actively involved in their children's education. We know this as our attendance at family engagement events and PTA events is high. Our families have shared that the campus is welcoming to new students and families given its size as students know all teachers, and it's very comfortable.
2. Our campus represents a diverse population for Katy ISD. 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.
3. Our attendance rate increased markedly to approximately 94.95% during the 2023-2024 school year due to an increased focus by our staff and administrative team. Our attendance was historically low at a rate of 93.5% in the 2021-2022 year, and 93.6% in the 2022-2023 year. In the 2019-2020 school year, we averaged 98.8% attendance. It is noted that both the district and the state experienced a similar drop in attendance. We are continuing to emphasize the importance of daily attendance for student growth to our families.
4. Our mobility rate has increased in recent years, and we have specific structures such as daily Community Circles, the House System and frequent family engagement opportunities to allow 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 families move to the Cimarron area seeking excellent education, and when they attend our school they find not only an amazing educational opportunity but a loving family atmosphere.
5. About 63.9% of our teaching staff has more than 6 years of experience. Specifically, 43.4% of our teaching staff has more than 11 years of experience. Our teachers are invested in education, and their love for children is evident.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Only 1.6% of students enrolled at Cimarron are identified as being GT. This number is decreasing over several years. **Root Cause:** Teachers and parents need more information about understanding how to identify the characteristics of a GT student in economically disadvantaged and at-risk conditions.

# Student Learning

## Student Learning Summary

For the 2023 Texas Accountability Rating, our campus met the following targets of state accountability:

Domain 1 – Student Achievement – Component score of 40

Domain 2 – School Progress – Component score of 51

Domain 3 – Closing the Gaps - Component score of 12

There is much more work to be done. As seen below, our state assessment scores for all grade levels show the percentage at Approaches, Meets and Masters Grade Level standards:

		Approaches		Meets		Masters	
Grade and Subject	Year	District	Campus	District	Campus	District	Campus
Grade 3 Reading	2024						
	2023	88%	82%	67%	53%	31%	24%
	2022	87%	84%	68%	57%	45%	34%
	2021	85%	78%	58%	39%	33%	22%
	2019	89%	81%	61%	44%	41%	26%
Grade 3 Math	2024						
	2023	82%	58%	58%	30%	30%	11%
	2022	83%	70%	58%	35%	34%	25%
	2021	80%	62%	49%	25%	27%	8%
	2019	88%	86%	62%	52%	37%	26%
Grade 4 Reading	2024						
	2023	88%	87%	64%	54%	35%	18%
	2022	86%	83%	69%	60%	41%	28%
	2021	81%	79%	56%	58%	32%	23%
	2019	88%	78%	62%	48%	36%	20%
Grade 4 Math	2024						
	2023	81%	55%	62%	27%	34%	4%
	2022	81%	65%	58%	30%	37%	11%
	2019	78%	73%	59%	45%	41%	13%
	2019	87%	82%	64%	52%	44%	27%

		Approaches		Meets		Masters	
Grade 5 Reading	2024						
	2023	80%	90%	73%	54%	45%	17%
	2022	90%	83%	74%	65%	54%	30%
	2021	88%	73%	66%	43%	49%	32%
	2019	94%	85%	72%	56%	45%	28%
Grade 5 Math	2024						
	2023	88%	60%	65%	30%	35%	7%
	2022	87%	75%	66%	43%	42%	11%
	2021	86%	68%	66%	37%	45%	22%
	2019	96%	90%	73%	52%	53%	24%
Grade 5 Science	2024						
	2023	79%	60%	52%	23%	28%	4%
	2022	83%	63%	58%	37%	33%	12%
	2021	81%	72%	52%	39%	26%	10%
	2019	88%	76%	68%	47%	39%	22%

Reading instruction is a high priority. In the 2023 - 2024 school year, our literacy instruction shifted and aligned with the Science of Teaching Reading. Due to the shift, our measurement tools for oral reading fluency/accuracy and reading comprehension growth changed. This is important to keep in mind as we compare reading data for the next few years.

According to our new literacy measure, our End of Year Amira Benchmark data (which measures oral reading fluency/accuracy) was as follows:

	Below Level			Approaching			On Level		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
Kindergarten	*	90%	74%	*	4%	11%	*	6%	15%
1st Grade	52%	52%	43%	32%	31%	35%	16%	17%	22%
2nd Grade	35%	25%	29%	35%	51%	37%	29%	24%	34%
3rd Grade	26%	30%	27%	51%	47%	37%	24%	23%	41%
4th Grade	16%	17%	20%	46%	45%	44%	38%	38%	36%
5th Grade	29%	22%	19%	52%	52%	50%	19%	27%	31%

\*Note that Kindergarten does not have a beginning of year (BOY) measure as the district did not roll out Amira for Kindergarten until October 2023.

According to our other new literacy measure, our End of Year Growth Measure Reading Assessment data (which measures reading comprehension) was as follows:

	Far Below Level		Below Level		Approaching		On Level		Above Level	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
2nd Grade	11.8%	0%	28.4%	7.8%	31.3%	21.9%	25.4%	57.8%	3%	12.5%
3rd Grade	10.2%	8.7%	21.3%	16.3%	33.3%	29.8%	30.6%	25.0%	4.6%	20.2%
4th Grade	17.8%	10.7%	16.4%	12.0%	15.1%	18.7%	35.6%	37.3%	15.1%	21.3%
5th Grade	21.7%	14.6%	15.2%	11.2%	32.6%	19.1%	26.1%	40.4%	4.3%	14.6%
CE 2-5	15.3%	9.0%	20%	12.3%	28.8%	22.9%	29.4%	38.3%	6.5%	17.5%

According to our previous literacy measure, our End of Year Fountas & Pinnell Independent Reading data was as follows:

		Above Grade Level		On Grade Level		Below Grade Level	
		District	Campus	District	Campus	District	Campus
Kindergarten	2023	24%	24%	48%	48%	28%	28%
	2022	46%	15%	20%	27%	34%	58%
1st Grade	2023	38%	34%	28%	12%	34%	55%
	2022	34%	21%	12%	29%	55%	50%
2nd Grade	2023	41%	43%	22%	7%	38%	50%
	2022	37%	21%	21%	39%	40%	40%
3rd Grade	2023	40%	43%	21%	17%	39%	40%
	2022	37%	18%	21%	33%	42%	50%
4th Grade	2023	41%	19%	20%	17%	38%	64%
	2022	38%	13%	20%	13%	42%	73%
5th Grade	2023	34%	19%	26%	13%	40%	69%
	2022	30%	44%	25%	12%	45%	44%

Although it would appear that we have not experienced growth in reading across the past years, this is not the case. It is noted that when students begin the year reading below grade level, it is difficult for them to achieve grade level within one school year, but it is not impossible. We are proud of the efforts that our staff and students put forth to grow in their reading abilities.

## Student Learning Strengths

Student success at Cimarron is attributed to many factors.

1. We have a strong focus on meeting the needs of every student through quality first teach instruction in the classroom. We seek to provide best-practice strategies and structures and invest heavily in professional development for our teaching staff. In the 2022-23 school year, we strengthened our focus on the workshop model and small group instruction. For the 2023-2024 school year, we restructured our Academic Support model to have our four academic support teachers push into the classroom and provide intervention directly in the classroom during small group instruction time in both math and literacy. This change in structure allowed more students to benefit from our academic specialists, and helped to ensure that students not only received intervention and remediation, but also allowed our classroom teachers to provide a greater focus on pushing our students who already know the content to engage deeper in the learning. While we do not currently have state assessment scores, we feel that our student achievement will continue to grow.
2. When students require additional instruction, we provide many different targeted interventions to ensure student success. Through state comp ed and federal Title I funds, we employ 2 Title I Teachers and 2 Academic Support teachers who provide direct instructional service to students in push in intervention during small group instruction time for both literacy and math. Our ESL and Special Education students benefit from a collaborative teaching model as well as pull out intervention. Our gifted and talented students attend our Challenge program once per week on campus to meet their needs. We also offer before or after school tutorials to students in all academic areas which are funded through General Education, Title I and Title III funds.
3. Teachers have ongoing progress monitoring structures for ensuring all students demonstrate academic growth throughout the school year.
4. Our campus has one instructional coach who will focus on classroom pedagogy for teachers - specifically classroom structure and best teaching practices. A focus on these areas allows our classrooms to be best set up for learning so that our students learn in an optimal teaching environment.
5. Our campus closely partners with our district Curriculum & Instruction support for literacy, math, science, and social studies. We recently engaged in a year long partnership for literacy with Instruction Partners as we immersed our campus in the new literacy curriculum which is closely aligned with the Science of Teaching Reading.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** We are currently slated as a School Improvement Campus. **Root Cause:** Our white student groups are not performing at expected levels. Our teachers need continued training in small group instruction and differentiating instruction for various student groups.

**Problem Statement 2 (Prioritized):** Our Reading, Math and Science STAAR scores continue to need growth. We want to see our percentage of students who meet and master expected standards in the area of reading, math and science increase. **Root Cause:** Quality first teach in literacy, math and science along with small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.

**Problem Statement 3 (Prioritized):** Our special education students are performing significantly below all other student groups in all areas. **Root Cause:** There is a need to provide additional training in differentiated instruction for SPED resource teachers and in class support staff. Also, far too often, students receiving special education services to fill gaps in learning often miss current content instruction, causing them to fall farther behind.

**Problem Statement 4 (Prioritized):** Our students continue to require growth in their reading abilities - both in oral reading fluency/accuracy and reading comprehension. **Root Cause:** Students need a balanced approach to literacy, including a focus on phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. Our classroom teachers need continued professional development to ensure we are meeting our students' literacy needs, while also having access to the most up-to-date resources that support these practices. Our students also need access to books at home.

# School Processes & Programs

## School Processes & Programs Summary

The curriculum, instruction, and assessment focus at Cimarron Elementary is guided by the Texas Essential Knowledge and Skills Objectives (TEKS), the Katy ISD curricular Unit Plans, the Katy ISD Cornerstones, by the result of formal and informal assessments, and by information gleaned through professional development and guidance from our district assessment office and elementary Curriculum & Instruction department. We promote life skills for students including critical thinking, creative thinking, collaboration, communication, informational literacy, emotional literacy, problem solving, and social contribution. District unit plans provide teachers with overall summaries, expected number of instructional days, enduring understandings, essential questions, specific knowledge and skills (TEKS), the English Language Proficiency Standards (ELPS), critical vocabulary, the Cornerstones, and sample performance tasks. Instructional guidance is offered, including linguistic accommodations, sentence stems, and resources.

Assessment plays a major role in teacher decision-making and takes many different forms at CE. Authentic assessments that allow students to demonstrate their learning through performance, products, and presentations are used increasingly. District Assessments (DAs) provide opportunities for "standardized-testing like" opportunities. Campus level disaggregation depends on the plotting of critical skills and expectations at the beginning of each formative assessment period based on analysis of student need and curricular expectations. Each grade level identifies Focus TEKS, through Lead4ward and KISD Assessment office, so that instruction is supported vertically.

Data points collected by teachers include students' work in the following:

- Literacy Growth Measures
- Math Progressions
- DreamBox
- Math Running Records
- TELPAS
- District Assessments
  - Literacy Module Assessments
  - Math Checkpoints
  - Science and Social Studies DAs
- Campus-Based Assessments
- Interim Assessments

We also rely on primary reading inventories required by the state: CLI Circle progress monitoring for Pre-Kindergarten, TX-KEA for Kindergarten, and TPRI/Tejas Lee for 1st and 2nd Grades (both three times/year).

Monthly grade-level professional learning collaboratives (PLC's) are held. These grade-level learning communities target lesson planning, formative assessment design, data review, strategic planning, and professional learning. Grade levels have common daily planning times that meet one to two times per week. Our campus also offers voluntary instructional sessions on a regular basis to provide professional development opportunities for all. Teachers are given the opportunity to observe in a colleague's classroom to learn both instructional and classroom management strategies. We highly value the educational excellence that we have on our own campus.

Student progress is monitored either as prescribed by the intervention or at nine-week intervals, depending on the needs of the student. MTSS committee meetings are held four times per year for both academics and behavior and are held during professional learning time/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? MTSS meetings are scheduled by the MTSS coordinator (Instructional Liaison), and are attended by the grade level teachers, and the interventionists. Cimarron offers a before school early risers program and after school tutorials. During small group instruction time in both math and literacy, our four academic support teachers push into classrooms and provide small group instruction simultaneously with the classroom teacher. We feel that this model has lead to more small group instruction for every student and benefitted all learners greatly.

All decisions regarding professional development, programs, and practices are based upon the needs identified in this improvement plan.

Cimarron Elementary employs highly qualified teachers and paraprofessionals. We have a high priority for hiring great teachers, and actively pursue candidates through our district job fair, personal connections, and recruiting trips to local universities. We strive to ensure that our staff reflects windows, mirrors, and sliding glass doors for our student population.

We support every teacher new to CE with a mentor/buddy. New hires attend a two day district level training in August, and we provide campus based New Teacher training with our instructional coach as well. All teachers who are new to CE participate in a monthly new teacher mentoring session led by our instructional coach and instructional liaison. These sessions cover a wide variety of topics, including effective instructional strategies, classroom management techniques, and just in time information such as how to enter grades. Every new teacher has a one-on-one mentor for their first two years of teaching, and this provides targeted, job-embedded professional learning.

We strive to offer a family atmosphere. Teachers, parents and students at CE take pride in their school and the school's reputation. We are known for a close, family atmosphere - one in which children's needs are put first consistently. We have a high standard for the best instructional practices, as well as supporting the whole child. CE goes far beyond STAAR scores. Our commitment is to keep students at the center of all actions and decisions. There is a healthy sense of urgency among our staff that promotes professionalism and unity of purpose.

Cimarron has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Smart Panels, document cameras, and laptops/Chromebooks. Students in grades 3-5 will have a chromebook for their own use both at home and at school through the Katy ISD CLASS 1:1 initiative. Wireless access points have been installed all over the building. Additionally, there are computers in the library for student and staff use. Ozobots are also available on campus for students to learn more about coding. Students are encouraged to use a variety of programs and apps using Chromebooks, iPads and computers. The majority of teachers are accustomed to integrating use of Smartboard technology, including document camera, into their daily activities and lessons. We also maintain active social media accounts in order to share all of the amazing learning and experiences happening at Cimarron daily.

Cimarron staff is provided with planning guides, which provide information for staff to be successful in all areas. There are planning guides for Literacy, Social Studies, Mathematics, Science, ESL, Team Planning, Public Relations/Communication, Discipline/Conduct, Counseling, Attendance, Front Office Procedures, MTSS, Grading Practices, Team Leaders and Special Education. These planning guides provide expectations, information, and generally give the "how" and "why" of what we do daily at Cimarron Elementary.

### **School Processes & Programs Strengths**

We have many process/programmatic strengths:

**Team Planning** - Grade levels can expect 1-2 protected days each week for team planning, free of meetings, ARDS, parent conferences, etc. During this time our teachers, academic support teachers, ESL ISSTs and SPED grade level case managers review materials, plan instruction, analyze data, and share best practices.

**Professional Learning** - Our grade level learning communities participate in just in time professional learning monthly with our instructional coach, instructional liaison and other personnel. Learning is targeted for lesson planning, formative assessment design, data review, strategic planning, and research-based best practices for quality instruction. We also offer voluntary instructional sessions after school, and teachers are given the opportunity to observe in a colleague's classroom to learn both instructional and classroom management strategies.

**Expectations** - Our staff know and understand the "how" of what we do daily at Cimarron through the use of our planning guides. We have planning guides for Literacy, Social Studies, Mathematics, Science, ESL, Team Planning, Public Relations/Communication, Discipline/Conduct, Counseling, Attendance, Front Office Procedures, MTSS, Grading Practices, Team Leaders and Special Education.

**Mentoring** - We support every teacher new to CE with a mentor/buddy, whether or not they are new to teaching. New Hires are offered district and campus-based PD before school starts. All teachers who are new to CE participate in a monthly new teacher mentoring session led by our instructional coach and instructional liaison. These sessions cover a wide

variety of topics, including effective instructional strategies, classroom management techniques, and just in time information such as how to enter grades. Every new teacher has a one-on-one mentor for their first two years of teaching, and this provides targeted, job-embedded professional learning.

**MTSS** - The MTSS process on our campus is being utilized successfully before students are referred to special education. Teachers meet in collaboratives on a regular, rotating basis, to review data about students of concerns. Tiered interventions are implemented, in attempt of closing gaps and preventing referral to SPED.

**Master Schedule** - Our master schedule maximizes instructional time for each grade level, while still being responsive to developmental needs of young children. We place large blocks of uninterrupted time together as much as possible, and also provide every grade level with two 15 minute recess periods. Students need opportunities to play, and when given multiple opportunities to do so will decrease distractions in the classroom and allow deeper learning to occur.

**Safety** - Safety drills are performed frequently and effectively. Students and staff know how to respond in a variety of emergency situations, thanks to regular training.

**Committees** - Non-academic committees meet as needed, and are teacher-led, to develop other areas of our working relationships, for example, Sunshine, Safety, and the House Committee.

**Management/Supervision** - Grade level teachers report to corresponding Assistant Principals for handling of most issues on their teams, with students, and with parents, streamlining communication in the building.

**Technology** - Technology is used in all content areas. Technology enhances literacy development, impacts language acquisition, provides greater access to information, supports creating and learning, and motivates students. The design of the network in our district and campus allows for fast and easy communication between staff members. It also allows staff members to easily share materials as well as access their materials from any computer on the network. This also gives students and staff easy access to a variety of software on network computer. Technology is used to support curriculum, instruction, and assessment integration and implementation by reinforcing the standards set by the state. This is supported by facilitating participation in instructional activities. Technology is successfully implemented by ensuring that the integration into learning is routine throughout the curricular areas. The instructional activities can be seen by the teacher and administrators to monitor successful implementation.

**Community Circles** - Every homeroom participates in a community circle for 15 minutes every day at the start of each school day. These circles allow students to know each other and their teacher deeply, and seek to form connections between students. Our staff is provided with a social emotional learning calendar featuring different questions of the day and situations to act out with students as part of the daily community circle.

**Social Emotional Learning** - Every classroom has a Zen Zone, which includes items to support emotional regulation for students. These items are in every classroom across the campus, meaning that any student could use the Zen Zone in any location and be familiar with items and how to use them. Every grade level also has a conflict resolution mat, which is used to model conflict resolution among students.

**House System** - Cheetahs and staff are sorted into four houses. These houses reinforce relationships and connections between students and staff. Students participate in House Rallies five times per year as a school, and also in Grade Level House Meetings weekly as a house. Students have the opportunity to earn points for academic, behavioral and social wins throughout the school day, and these points are earned collectively as a house. Students and staff earn house rewards and display pride of house throughout the year.

**Traditions** - Both staff and students enjoy Cimarron traditions. CE staff members ENJOY working together, celebrating together year after year: Thanksgiving Feast, Ugly Sweater contest, and Twelve Days celebration before Winter Break. Our Cheetahs love Meet the Teacher Night, the Fall Bash, Veteran's Day celebration, Breakfast with Santa, Spring Carnival, 5th Grade Celebration of Learning, Senior Clap Out, Field Days, and field trips.

**Professional Development** - We commit a large portion of our campus budgets to professional learning for our teachers, admin, and paras.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Our campus needs to continue to focus on differentiating instruction and assessments for students with a wide range of abilities. Daily small



group instruction time continues to be a high focus and area of need in both math and literacy for all students, including mid to high performing students. **Root Cause:** Our staff needs additional professional development and a focus on effectively using data to plan lessons, forming small groups, differentiating instruction and aligning instruction with assessment. In addition, formative assessment data has not been utilized to inform small groups and interventions for mid to high performing students.

**Problem Statement 2 (Prioritized):** We continue to see students with difficulties regulating emotions. **Root Cause:** Teachers continue to need support in additional behavior training, including de-escalation strategies. In addition, we continue to fully implement our schoolwide behavior system and ensure that teachers are trained in campus expectations as well as students. Finally, we continue to partner with parents to support students in regulating emotions.

# Perceptions

## Perceptions Summary

At Cimarron Elementary, we work hard to create a community of life-long learners by providing a challenging, safe, 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 "Cimarron World Tour - We've Gone Global!" Problems are approached with a positive, respectful, solution-based mindset. 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 a compassionate staff, ensuring that all members of our school reach their fullest 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, Canvas, social media, communication folders, etc. Open house nights and curriculum nights scheduled during the year give parents an opportunity to find out more about what their children are learning and how they can help them at home.

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

Schoolwide expectations are summarized in the acronym PRIDE

P – Purpose

R – Respect

I – Integrity

D – Dependability

E – Effort

We encourage positive behavior and reward our students with House Points, classroom rewards, House Meetings and House Rallies every 9 weeks to celebrate excellent behavior. This positive program has helped us reduce campus discipline and improve behavior, creating a calm and supportive environment.

We continue to hold 15 minute Community Circles in every classroom every morning. These Community Circles are used to build relationships in the classroom between students and teachers, and we leverage those relationships to build classroom communities which are focused around love first, and academics as a result. Our instructional schedule also provides two recess periods per grade level per day. We truly believe that students need time to play, and we feel that in doing so they will be better focused on academics when they return to the classroom.

We continue to have a high focus on campus wide expectations. Teachers follow a scope and sequence to teach campus wide PRIDE expectations at the beginning of the school year, and they are reviewed on a weekly basis. Our students thrive on consistency, and our campus wide PRIDE expectations help our campus to be consistent throughout the building.

Special programs make learning fun at Cimarron! Students in grades K - 5 participate in Junior Achievement, field days, and the end-of-school celebrations of learning. We offer Read Deed Run, a program focused on literacy, community service, and running, to our third through fifth grade students. Fifth graders can participate in Cheetah Choir, and fourth and fifth graders can participate in Art Guild. Our fourth and fifth grade students serve as members of the campus Safety Patrol, assisting in car rider arrival and dismissal. Our third, fourth and fifth grade students serve as leaders for our House System in our House Council, which provides student leadership and service opportunities. Our staff works hard to

accommodate our families and their different cultures and languages. Our front office staff greets visitors to our campus in a warm, inviting, and friendly manner.

Our counselor provides guidance and support for students and families in need. Each year, we work with our community to recruit school supplies, backpacks, clothing, shoes, and food donations from Compassion Katy and other community partners. 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:

- Cimarron has a neighborhood school/family feel to it that is encouraged through events such as Tears and Cheers, the Cheetah Dads program, and the annual Veterans' Day Program.
- We have a focus on student's social-emotional needs. Our instructional schedule has built explicit opportunities for relationships to be formed and students to experience breaks for play throughout the school day.
- Parents feel there are plenty of opportunities for parents/family/community members to visit the campus for family events, such as Curriculum Night, Cimarron HouseCon, Grandparents' Day, and other curriculum events.
- There are a variety of clubs/activities for students to join in order to be involved at school, such as ReadDeedRun, House Council, Safety Patrol, Art Guild and Choir.
- School staff and PTA have a working relationship that is focused on meeting the needs of the students.
- Our campus works with community members to build partnerships that help students, such as PALS, KEYS Mentor program, Junior Achievement, lunchroom volunteers, science lab volunteers, and library volunteers.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1 (Prioritized):** There is a continued need to increase parental involvement at school events and within involvement for the Cimarron PTA. We know that when families are engaged, children's learning improves. **Root Cause:** Our staff must be creative and think outside the box when it comes to parent involvement. Different forms of communication need to be used to reach parents regarding volunteer or community engagement opportunities. Cimarron needs to offer different opportunities both during the day and the evening.

# Priority Problem Statements

**Problem Statement 1:** Our students continue to require growth in their reading abilities - both in oral reading fluency/accuracy and reading comprehension.

**Root Cause 1:** Students need a balanced approach to literacy, including a focus on phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. Our classroom teachers need continued professional development to ensure we are meeting our students' literacy needs, while also having access to the most up-to-date resources that support these practices. Our students also need access to books at home.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Our campus needs to continue to focus on differentiating instruction and assessments for students with a wide range of abilities. Daily small group instruction time continues to be a high focus and area of need in both math and literacy for all students, including mid to high performing students.

**Root Cause 2:** Our staff needs additional professional development and a focus on effectively using data to plan lessons, forming small groups, differentiating instruction and aligning instruction with assessment. In addition, formative assessment data has not been utilized to inform small groups and interventions for mid to high performing students.

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Our special education students are performing significantly below all other student groups in all areas.

**Root Cause 3:** There is a need to provide additional training in differentiated instruction for SPED resource teachers and in class support staff. Also, far too often, students receiving special education services to fill gaps in learning often miss current content instruction, causing them to fall farther behind.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 4:** Our Reading, Math and Science STAAR scores continue to need growth. We want to see our percentage of students who meet and master expected standards in the area of reading, math and science increase.

**Root Cause 4:** Quality first teach in literacy, math and science along with small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.

**Problem Statement 4 Areas:** Student Learning

**Problem Statement 5:** We are currently slated as a School Improvement Campus.

**Root Cause 5:** Our white student groups are not performing at expected levels. Our teachers need continued training in small group instruction and differentiating instruction for various student groups.

**Problem Statement 5 Areas:** Student Learning

**Problem Statement 6:** We continue to see students with difficulties regulating emotions.

**Root Cause 6:** Teachers continue to need support in additional behavior training, including de-escalation strategies. In addition, we continue to fully implement our schoolwide behavior system and ensure that teachers are trained in campus expectations as well as students. Finally, we continue to partner with parents to support students in regulating emotions.

**Problem Statement 6 Areas:** School Processes & Programs

**Problem Statement 7:** There is a continued need to increase parental involvement at school events and within involvement for the Cimarron PTA. We know that when families are engaged, children's learning improves.

**Root Cause 7:** Our staff must be creative and think outside the box when it comes to parent involvement. Different forms of communication need to be used to reach parents regarding volunteer or community engagement opportunities. Cimarron needs to offer different opportunities both during the day and the evening.

**Problem Statement 7 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

## 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
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments

## 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
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data

- Dyslexia data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

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

#### **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
- Study of best practices

# Goals

**Revised/Approved: August 2, 2024**





**Goal 1:** Strategic Design Goal 1: Katy ISD will actively ensure safe and secure physical environments for students and staff.

**Performance Objective 1:** Cimarron Elementary will provide a safe environment for staff, students and families 100 percent of the time.

**Evaluation Data Sources:** Weekly door check logs, Raptor drill information

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Security Guard and Safety Liaison will work together to complete weekly door checks and report the status of the doors to the Office of Emergency Management. <b>Strategy's Expected Result/Impact:</b> All doors will function properly. <b>Staff Responsible for Monitoring:</b> Security Guard Safety Liaison	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The Safety Liaison will hold all required drills in a timely manner. The Safety Liaison will follow up with staff members to provide feedback to improve the efficiency of drills. <b>Strategy's Expected Result/Impact:</b> Students, staff and families will be prepared in the event of an emergency. <b>Staff Responsible for Monitoring:</b> Safety Liaison	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All classrooms will be equipped with a Go Bag (containing class rosters, condensed ERG, notebook, first aid kit, whistle, notebook, and flashlight) which will be taken with the class each time the class exits the classroom (recess, lunch, specials). <b>Strategy's Expected Result/Impact:</b> Classrooms will be prepared for emergencies. <b>Staff Responsible for Monitoring:</b> Safety Liaison	Formative			Summative
	Oct	Jan	Apr	June



Strategy 4 Details	Reviews			
<b>Strategy 4:</b> All required signage will be posted on walls on the campus to ensure that all staff members and students have access to the Katy ISD expectations. <b>Strategy's Expected Result/Impact:</b> All district and state signage expectations will be met. <b>Staff Responsible for Monitoring:</b> Safety Liaison	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 1:** Every student at Cimarron Elementary will demonstrate at least one year's worth of growth in Reading within the KISD reading expectations, as measured by the district reading growth measurement.

**Evaluation Data Sources:** Growth measurement assessments such as Amira, HMH Growth Measure, TxKEA

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will monitor BOY, MOY and EOY HMH Growth Measure goals for each student to effectively measure progress and provide appropriate intervention. <b>Strategy's Expected Result/Impact:</b> More effective and timely closure of gaps in reading levels across a school year. <b>Staff Responsible for Monitoring:</b> Instructional Coach  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 4	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				

**Performance Objective 1 Problem Statements:**

Student Learning
<b>Problem Statement 4:</b> Our students continue to require growth in their reading abilities - both in oral reading fluency/accuracy and reading comprehension. <b>Root Cause:</b> Students need a balanced approach to literacy, including a focus on phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. Our classroom teachers need continued professional development to ensure we are meeting our students' literacy needs, while also having access to the most up-to-date resources that support these practices. Our students also need access to books at home.

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 2:** The overall STAAR Reading Average %AMM (Approaches, Meets, Masters) will improve ten percentage points from 2023 to 2024.

**Evaluation Data Sources:** STAAR data, 2024 Accountability Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide instructional materials, online resources, technology devices, professional development, tutorials, and targeted intervention by classroom, special education and instructional support teachers to ensure the mastery of required literacy TEKS for all sub-populations.  <b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> Instructional Coach  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2, 4 <b>Funding Sources:</b> - 199 - State Comp Ed, - 211 - Title I Part A - \$10,366	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**Performance Objective 2 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> Our Reading, Math and Science STAAR scores continue to need growth. We want to see our percentage of students who meet and master expected standards in the area of reading, math and science increase. <b>Root Cause:</b> Quality first teach in literacy, math and science along with small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.
<b>Problem Statement 4:</b> Our students continue to require growth in their reading abilities - both in oral reading fluency/accuracy and reading comprehension. <b>Root Cause:</b> Students need a balanced approach to literacy, including a focus on phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. Our classroom teachers need continued professional development to ensure we are meeting our students' literacy needs, while also having access to the most up-to-date resources that support these practices. Our students also need access to books at home.

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 3:** The overall STAAR Math Average %AMM (Approaches Meets Masters) will improve 12 percentage points from 2023 to 2024.

**Evaluation Data Sources:** STAAR results, Accountability information for 2024

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide instructional materials, online resources, technology devices, professional development, and targeted intervention by classroom, special education and instructional support teachers to ensure the mastery of required math TEKS for all sub populations.  <b>Strategy's Expected Result/Impact:</b> Increase in student achievement. <b>Staff Responsible for Monitoring:</b> Instructional Coach  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> - 211 - Title I Part A - \$10,365, - 199 - State Comp Ed	Formative			Summative
	Oct	Jan	Apr	June

0%

No Progress

100%

Accomplished

→

Continue/Modify

✗

Discontinue

**Performance Objective 3 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> Our Reading, Math and Science STAAR scores continue to need growth. We want to see our percentage of students who meet and master expected standards in the area of reading, math and science increase. <b>Root Cause:</b> Quality first teach in literacy, math and science along with small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 4:** The overall STAAR Science Average %AMM (Approaches, Meets, Masters) will improve 12 percentage points from 2023 to 2024.

**Evaluation Data Sources:** STAAR data, 2024 Accountability Report

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide instructional materials, online resources, technology devices, professional development and targeted intervention by classroom, special education and instructional support teachers to ensure the mastery of required science TEKS for all sub populations.  <b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> Instructional Coach  <b>ESF Levers:</b> Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 <b>Funding Sources:</b> - 211 - Title I Part A - \$6,615	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Performance Objective 4 Problem Statements:**

Student Learning
<b>Problem Statement 2:</b> Our Reading, Math and Science STAAR scores continue to need growth. We want to see our percentage of students who meet and master expected standards in the area of reading, math and science increase. <b>Root Cause:</b> Quality first teach in literacy, math and science along with small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 5:** HB3 - The percent of Cimarron Elementary 3rd grade students who achieve Meets and above in Reading will increase to 3% by July 2025.

**HB3 Goal**  
**Evaluation Data Sources:** STAAR Scores, 2024 Accountability Ratings

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> HB3, ESF: Administrators and ICs will monitor small group instruction in each classroom and review data by student groups to ensure that our focus groups (White, Hispanic) are progressing. <b>Strategy's Expected Result/Impact:</b> Increased reaching achievement by students, consistent implementation of small group instruction by teachers <b>Staff Responsible for Monitoring:</b> Instructional Coach Instructional Liaison Assistant Principals Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> HB3, ESF: Teachers will keep anecdotal records in a data binder, documenting differentiated small groups and strategy group instruction in literacy. Teachers will demonstrate the use of various data with student selection for groups, formative assessment strategies and targeted instruction. <b>Strategy's Expected Result/Impact:</b> Increase in reading achievement, reduced disparity between sub-populations. <b>Staff Responsible for Monitoring:</b> Instructional Coach Instructional Liaison Assistant Principals Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 4 - School Processes & Programs 1 <b>Funding Sources:</b> Supplies - 211 - Title I Part A - \$1,000		Formative			Summative
		Oct	Jan	Apr	June

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

### Performance Objective 5 Problem Statements:

Student Learning
<p><b>Problem Statement 2:</b> Our Reading, Math and Science STAAR scores continue to need growth. We want to see our percentage of students who meet and master expected standards in the area of reading, math and science increase. <b>Root Cause:</b> Quality first teach in literacy, math and science along with small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.</p> <p><b>Problem Statement 4:</b> Our students continue to require growth in their reading abilities - both in oral reading fluency/accuracy and reading comprehension. <b>Root Cause:</b> Students need a balanced approach to literacy, including a focus on phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. Our classroom teachers need continued professional development to ensure we are meeting our students' literacy needs, while also having access to the most up-to-date resources that support these practices. Our students also need access to books at home.</p>
School Processes & Programs
<p><b>Problem Statement 1:</b> Our campus needs to continue to focus on differentiating instruction and assessments for students with a wide range of abilities. Daily small group instruction time continues to be a high focus and area of need in both math and literacy for all students, including mid to high performing students. <b>Root Cause:</b> Our staff needs additional professional development and a focus on effectively using data to plan lessons, forming small groups, differentiating instruction and aligning instruction with assessment. In addition, formative assessment data has not been utilized to inform small groups and interventions for mid to high performing students.</p>

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 6:** HB3 - The percent of Cimarron Elementary 3rd grade students who achieve Meets and above in Math will increase to 21% by July 2025.

**HB3 Goal**  
**Evaluation Data Sources:** Comparison of the 2023 to 2024 STAAR Scores for Math

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> HB3, ESF: Administrators and ICs will monitor small group instruction in each classroom and review data by student groups to ensure that our focus groups (White, Hispanic) are progressing. <b>Strategy's Expected Result/Impact:</b> Increased math achievement by students, consistent implementation of small group instruction by teachers <b>Staff Responsible for Monitoring:</b> Instructional Coach Instructional Liaison Assistant Principals Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 2 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Apr	June



Strategy 2 Details		Reviews			
<b>Strategy 2:</b> HB3, ESF: Teachers will keep anecdotal records in a data binder for small group instruction. Teachers will demonstrate the use of various data, including DreamBox and math progressions, with student selection for groups, formative assessment strategies and targeted instruction. <b>Strategy's Expected Result/Impact:</b> Improved math performance by students <b>Staff Responsible for Monitoring:</b> Instructional Coach Instructional Liaison Assistant Principals Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> Supplies - 211 - Title I Part A - \$1,000		Formative			Summative
		Oct	Jan	Apr	June

0% No Progress

100% Accomplished

→ Continue/Modify

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### Performance Objective 6 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Our Reading, Math and Science STAAR scores continue to need growth. We want to see our percentage of students who meet and master expected standards in the area of reading, math and science increase. <b>Root Cause:</b> Quality first teach in literacy, math and science along with small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.
School Processes & Programs
<b>Problem Statement 1:</b> Our campus needs to continue to focus on differentiating instruction and assessments for students with a wide range of abilities. Daily small group instruction time continues to be a high focus and area of need in both math and literacy for all students, including mid to high performing students. <b>Root Cause:</b> Our staff needs additional professional development and a focus on effectively using data to plan lessons, forming small groups, differentiating instruction and aligning instruction with assessment. In addition, formative assessment data has not been utilized to inform small groups and interventions for mid to high performing students.





**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 7:** The percent of students demonstrating Meets or Exceeds Progress levels on STAAR Reading and STAAR Math will increase by 10% for each subject as compared to the 2023 progress measures.

**Evaluation Data Sources:** STAAR data, 2024 State Accountability

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> (GT) Support the social and emotional needs of gifted students by addressing these needs through direct instruction and through professional development for staff to support the needs of gifted students.  <b>Strategy's Expected Result/Impact:</b> Increase in achievement and progress of GT students, 100% of GT students will Meet or Exceed Progress Measures <b>Staff Responsible for Monitoring:</b> GT Facilitator Principal  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds to employ specialists in each curricular area who can work with small groups of at-risk children during small group instruction time and during before or after school tutorials.  <b>Strategy's Expected Result/Impact:</b> Increase in student achievement of At-Risk Students <b>Staff Responsible for Monitoring:</b> Instructional Liaison/ALC Coordinator Counselor/ALC Coordinator Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> State Comp Ed Personnel - 199 - State Comp Ed - \$155,423, Title I Personnel - 211 - Title I Part A - \$155,423, - 192 - Special Project - Tutoring Funds - \$7,500	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize a weekly planning and biweekly Monday Learning Meeting structure to allow teachers to analyze data, create common assessments, and road map effective instruction for upcoming units based on disaggregation of data for student groups. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement by students in all sub-populations. <b>Staff Responsible for Monitoring:</b> Instructional Coach Instructional Liaison  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Build teacher capacity to provide Sheltered Instruction to students with limited language development, ensuring that every EBL demonstrates progress during the school year. Review KISD's English Learner 3 Phase Professional Development Plan and identify grade level teachers to enroll and complete phases 1-3. Collaborate with Office of Other Languages after each campus visit to discuss trends and adjustments. <b>Strategy's Expected Result/Impact:</b> EBL's increased achievement on: 2024 TELPAS results, 2024 STAAR results, 2024 Accountability Report <b>Staff Responsible for Monitoring:</b> ESL ISSTs LPAC Administrator Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 - Title I Part A - \$1,500	Formative			Summative
	Oct	Jan	Apr	June





Strategy 5 Details	Reviews			
<b>Strategy 5:</b> ESF: Teachers will attend quarterly MTSS Kid Chats during the school year to monitor progress of students receiving ESL and Academic support interventions. <b>Strategy's Expected Result/Impact:</b> Teachers will collaborate about all student's academic performance. <b>Staff Responsible for Monitoring:</b> MTSS Coordinator  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>            No Progress         </div> <div>            Accomplished         </div> <div>            Continue/Modify         </div> <div>            Discontinue         </div> </div>				

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 8:** SI/ESF: 75% of Cimarron Elementary teachers will exhibit small group lessons at the Core Action 2 and 3 indicators from our CE Instructional Roadmap.

**Evaluation Data Sources:** Instructional RoadMap Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> ESF: All teachers will be trained in the CE Instructional Roadmap for instruction by September 15, 2024. <b>Strategy's Expected Result/Impact:</b> Teachers will understand the roadmap and be able to identify key whole and small group elements. <b>Staff Responsible for Monitoring:</b> Instructional Coaches Assistant Principals Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> ESF: Administrative team will calibrate in the use of the CE Instructional Roadmap by September 15, 2024. <b>Strategy's Expected Result/Impact:</b> Administrative team will effectively identify key Core Action 1, 2 and 3 elements in classrooms and be able to provide consistent bite-sized feedback to staff. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> ESF: Administrative Team will perform weekly walkthroughs in PK-5 classrooms using the CE Instructional Roadmap, and provide bite-sized actionable feedback to teachers, beginning the week of September 9, 2024. <b>Strategy's Expected Result/Impact:</b> Teachers will receive bite-sized, actionable feedback Data collection will occur on a regular basis <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> ESF: Administrative team will review data and feedback from the CE Instructional Roadmap twice monthly to determine patterns and needs for job-embedded professional development. <b>Strategy's Expected Result/Impact:</b> Enhanced ability to provide just in time training and support for teachers to improve small group instruction. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 9:** Performance of our special education students will increase in both their achievement and progress towards individual goals as well as their STAAR Performance will increase by at least 10% in all subject areas.

**Evaluation Data Sources:** IEP Progress Reports, STAAR Performance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> General Education Teachers, Special Education Teachers and Special Education Paraprofessionals will participate in regular training regarding effective instructional strategies for special education students. <b>Strategy's Expected Result/Impact:</b> Improved performance in goal attainment and progress for students, and improved performance on STAAR by Special Education sub-population <b>Staff Responsible for Monitoring:</b> Special Education Team Leaders Instructional Liaison Assistant Principals Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3 <b>Funding Sources:</b> Training - 211 - Title I Part A - \$3,000	Formative			Summative
	Oct	Jan	Apr	June

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> General Education Teachers and Special Education Teachers will participate in quarterly SPED Kid Chats to review student progress and consider possible updates to student IEPs as needed. <b>Strategy's Expected Result/Impact:</b> Improved performance in goal attainment and progress for students and a more proactive approach to ensuring that we meet student needs. <b>Staff Responsible for Monitoring:</b> Special Education Team Leaders Instructional Liaison Assistant Principals Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3 <b>Funding Sources:</b> Substitutes - 211 - Title I Part A - \$1,500	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Special Education Teachers and Paraprofessionals will partner with district special education instructional officers in order to increase effective development of individual education plans and increase the effectiveness of instruction in both resource and in class support environments. <b>Strategy's Expected Result/Impact:</b> Improved performance in goal attainment and progress for students and a more proactive approach to ensuring that we meet student needs. <b>Staff Responsible for Monitoring:</b> Special Education Team Leaders Assistant Principals Principal  <b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Oct	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

### Performance Objective 9 Problem Statements:



Student Learning

**Problem Statement 3:** Our special education students are performing significantly below all other student groups in all areas. **Root Cause:** There is a need to provide additional training in differentiated instruction for SPED resource teachers and in class support staff. Also, far too often, students receiving special education services to fill gaps in learning often miss current content instruction, causing them to fall farther behind.

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 10:** Increase the number of students scoring at health fitness zones, as measured on FitnessGram, to contribute to optimal health.

**Evaluation Data Sources:** FitnessGram, Class Observation, Formative and Summative fitness skill assessments

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus Coordinated Approach to Child Health (CATCH) committee will meet at least once per semester to ensure alignment and integration between health and education across the school setting. <b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. <b>Staff Responsible for Monitoring:</b> Principal Physical Education Teacher Cafeteria Manager	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students will participate in moderate and vigorous activities, in accordance with state mandated minutes per week, focused on the areas of: cardiovascular endurance, body strength endurance and flexibility. <b>Strategy's Expected Result/Impact:</b> Students will be provided multiple opportunities per week to increase cardiovascular endurance, body strength endurance and flexibility through the use of games, activities and stations in physical education class. <b>Staff Responsible for Monitoring:</b> Principal Physical Education Teachers	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 11:** Increase the number of students participating in fine arts competitions, including music and art, both at and beyond the district level.

**Evaluation Data Sources:** Student participation and placement in district competitions.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide instructional materials, resources, technology devices, and professional development for the campus art program to ensure the mastery of required fine arts TEKS for all students. <b>Strategy's Expected Result/Impact:</b> Students will have greater access to fine arts education and the ability to participate and competitively represent Cimarron Elementary in district art competitions. <b>Staff Responsible for Monitoring:</b> Art teacher  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools <b>Funding Sources:</b> - 211 - Title I Part A - \$1,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide instructional materials, resources, technology devices, and professional development for the campus music program to ensure the mastery of required fine arts TEKS for all students. <b>Strategy's Expected Result/Impact:</b> Students will have greater access to fine arts education and the ability to participate and competitively represent Cimarron Elementary in district music competitions. <b>Staff Responsible for Monitoring:</b> Music teacher  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 12:** At Cimarron Elementary, 60% of students in grades 3-5 will be scored as correct on their Short Constructed Response answers on the RLA 2025 STAAR test.

**Evaluation Data Sources:** Literacy Module Assessment SCR student responses, student reading response exit tickets and notebook entries

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SCR Scope and Sequence built to directly teach each of the steps of writing needed for a successful short constructed response. Scope and Sequence will be provided to teachers and will be implemented within the existing HMH curriculum.  <b>Strategy's Expected Result/Impact:</b> Students will build to mastery with multiple opportunities for feedback and correction. <b>Staff Responsible for Monitoring:</b> Assistant Principals Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide teachers and students with consistent language and structure to use across grade levels and content areas. Reading ASTs and ESL ISSTs will also be familiar with this structure to ensure consistent implementation.  <b>Strategy's Expected Result/Impact:</b> Across content areas and grade levels, students will have the same protocols for SCR. <b>Staff Responsible for Monitoring:</b> Assistant Principals Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Connect SCR to grades 1-2 through opportunities within the HMH curriculum to build our writers. These grades will use a modified approach for consistent language and structure. <b>Strategy's Expected Result/Impact:</b> Students will build a foundation of reading response in primary grades to support their SCR responses in grades 3-5. <b>Staff Responsible for Monitoring:</b> Assistant Principals Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Using oral rehearsal to formulate thoughts about a text with evidence in kindergarten with adult assistance, such as sentence stems and modeling. <b>Strategy's Expected Result/Impact:</b> Early practice and repeated exposure to reading response in kindergarten will lead to success with independent opportunities to respond to texts with short constructed responses. <b>Staff Responsible for Monitoring:</b> Assistant Principals Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>            No Progress         </div> <div>            Accomplished         </div> <div>            Continue/Modify         </div> <div>            Discontinue         </div> </div>				

**Goal 2:** Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

**Performance Objective 13:** At Cimarron Elementary, at least 40% of students in grades 3-4 will receive a score of 4 or higher on their Extended Constructed Response answer on the RLA 2025 STAAR test. At least 55% of students in grade 5 will receive a score of 4 or higher.

**Evaluation Data Sources:** Literacy Module Assessment ECR student responses, student reading response exit tickets and notebook entries

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SCR Scope and Sequence built to directly teach each of the steps of writing needed for a successful short constructed response. Scope and Sequence will be provided to teachers and will be implemented within the existing HMH curriculum.  <b>Strategy's Expected Result/Impact:</b> Students will build to mastery with multiple opportunities for feedback and correction. <b>Staff Responsible for Monitoring:</b> Assistant Principals Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide teachers and students with consistent language and structure to use across grade levels and content areas. Reading ASTs and ESL ISSTs will also be familiar with this structure to ensure consistent implementation.  <b>Strategy's Expected Result/Impact:</b> Across content areas and grade levels, students will have the same protocols for SCR. <b>Staff Responsible for Monitoring:</b> Assistant Principals Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Vertical alignment PLCs to look at patterns across student writing samples with SCR and ECR. Student work analysis as part of our weekly small group planning meetings to determine how to support SCR and ECR development in the small group setting.  <b>Strategy's Expected Result/Impact:</b> Specific areas of support needed by students at CE will be identified and addressed in small group instruction <b>Staff Responsible for Monitoring:</b> Assistant Principals Principal  <b>TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

**Goal 3:** Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

**Performance Objective 1:** Teachers are informed of the English language proficiency levels of the English learners in their classrooms, and teams actively utilize the ELPs to provide meaningful opportunities for EBLs to develop social and academic English proficiency in listening, speaking, reading and writing.

**Evaluation Data Sources:** Planning agendas, lesson plans

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Monitor EBL's academic and linguistic progress by ensuring that the ELPs and PLDs are implemented in all content areas in all grades (differentiation evident in lesson planning and walkthroughs). <b>Strategy's Expected Result/Impact:</b> Increase in LEP student achievement <b>Staff Responsible for Monitoring:</b> LPAC Administrator EST ISSTs  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Train all EBL staff and administrators on state compliance items, including initial LPAC training, qualification tests, STAAR and TELPAS. <b>Strategy's Expected Result/Impact:</b> Increase in LEP student achievement <b>Staff Responsible for Monitoring:</b> LPAC Administrator ESL ISSTs  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div></div><div>0%</div><div>No Progress</div></div><div><div></div><div>100%</div><div>Accomplished</div></div><div><div></div><div></div><div>Continue/Modify</div></div><div><div></div><div></div><div>Discontinue</div></div></div>				







**Goal 3:** Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

**Performance Objective 2:** Cimarron Elementary will more effectively identify Gifted students and better serve their needs in the elementary K-5 classroom.

**Evaluation Data Sources:** GT Testing data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers will receive effective training in understanding and identifying the characteristics of a GT student in economically disadvantaged and at-risk conditions. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to more effectively identify students to refer for GT evaluation, and participation in GT will increase <b>Staff Responsible for Monitoring:</b> GT Facilitator Principal  <b>Title I:</b> 2.6	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Parents will be informed of all GT identification timelines and processes, and encouraged to attend district GT information meetings. <b>Strategy's Expected Result/Impact:</b> Parents will be adequately informed of all GT times and participation in GT testing will increase <b>Staff Responsible for Monitoring:</b> GT Facilitator Principal  <b>Title I:</b> 2.6	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will be informed of the GT training offerings from Katy ISD and other providers, and will participate in the 30 hour GT training and the 6 hour annual update. <b>Strategy's Expected Result/Impact:</b> 50% of classroom teachers K-5 will receive their GT hours and update them annually  <b>Title I:</b> 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**Goal 3:** Strategic Design Goal 3: As a fast-growth district with changing demographics, Katy ISD will create and sustain operational resources and systems that benefit all students.

**Performance Objective 3:** Cimarron Elementary will improve their overall Average Daily Attendance (ADA) rate from 93.57% in the 2022-23 school year to 94.07% in the 2023-24 school year. \*waiting on feedback from Katy ISD

**Evaluation Data Sources:** ADA rates

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CE will post the district provided attendance posters in multiple locations on the CE campus as well as in our weekly CE eNews. <b>Strategy's Expected Result/Impact:</b> Parents will be aware of the impact of missing school for students. <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The Attendance Improvement Committee will meet after progress reporting and grading period reporting to discuss students who have exceeded greater than 10% absences in that time period. The committee will create attendance improvement plans and seek to improve individual student attendance based on that student's needs. Plans will be monitored and reviewed at each meeting. <b>Strategy's Expected Result/Impact:</b> Students whose absences exceed greater than 10% in the reporting time period will receive individualized, customized support to improve their attendance. <b>Staff Responsible for Monitoring:</b> Jedidiah Boggs, AP over attendance  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div></div><div>0%</div>No Progress</div><div><div><div></div></div><div>100%</div>Accomplished</div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Goal 4:** Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

**Performance Objective 1:** Students and Teachers will use data to inform decision making regarding goal setting and instruction in Reading and Math. Informal reviews will be held following every CBA, and formal reviews will be held quarterly.

**Evaluation Data Sources:** DAs, CBAs, STAAR, Math Checkpoints, Dreambox Reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Intermediate students will set academic goals and analyze their performance to ensure that everyone makes at least one year's growth. <b>Strategy's Expected Result/Impact:</b> Increase in student ownership of learning and performance <b>Staff Responsible for Monitoring:</b> Instructional Coach Assistant Principals Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teams of teachers will meet on a weekly basis for planning instruction and the creation/analysis of common assessments. Results will drive future instruction and enable teachers to adjust and provide reteaching where needed. <b>Strategy's Expected Result/Impact:</b> Consistent assessment across grade levels; increased student performance <b>Staff Responsible for Monitoring:</b> Assistant Principals Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> HB3: Teachers will administer the the district reading growth measure assessment with fidelity and show evidence of data driven instruction in lesson plans, data binders and lesson delivery. <b>Strategy's Expected Result/Impact:</b> Increased reading achievement <b>Staff Responsible for Monitoring:</b> Assistant Principals Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	June
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> HB3: Teachers will utilize DreamBox student/class/grade level data in PLCs to identify students in need of reteach, support, or extension. Data will be used by teachers to create small group instruction plans. <b>Strategy's Expected Result/Impact:</b> Increased student performance in Math <b>Staff Responsible for Monitoring:</b> Assistant Principals Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	June

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> ESF: Performance data for CBAs, DAs, literacy growth measure assessments, Amira data, and DreamBox data will be reviewed by the Admin Team to determine effectiveness of first teach and small group instruction K-5.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased teacher implementation of small group instruction, progress demonstrated by all student groups.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach Instructional Liaison Assistant Principals Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

**Goal 4:** Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

**Performance Objective 2:** All students new to Cimarron Elementary will be pre-assessed within 5 days of enrollment in order to determine academic levels and plan necessary interventions.

**Evaluation Data Sources:** Math Inventory, Amira data, Counselor Personal Survey, Math Running Records, Dreambox Launchpad

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Math teachers will administer a math screener to gain baseline math data within 5 days of a new student enrollment. Kinder students will complete the Pre-Assessment within 5 days of a new student enrollment. <b>Strategy's Expected Result/Impact:</b> Interventions will be more specifically tailored to student needs. <b>Staff Responsible for Monitoring:</b> Instructional Liaison  <b>Title I:</b> 2.4, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Literacy teachers will administer the Amira assessment within 5 days of a new student enrollment. Kinder students will complete the Pre-Assessment within 5 days of a new student enrollment. <b>Strategy's Expected Result/Impact:</b> Interventions will be more specifically tailored to student needs. <b>Staff Responsible for Monitoring:</b> Instructional Liaison  <b>Title I:</b> 2.4, 2.5, 2.6 <b>- TEA Priorities:</b> Build a foundation of reading and math <b>- ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The school counselor will meet with new students and communicate information gathered with all staff who work with the student within 5 days of student enrollment. Counselor will also participate in Buddy Lunches with all new students within 1-2 weeks of student enrollment.</p> <p><b>Strategy's Expected Result/Impact:</b> The counselor will build a relationship with new students and teachers can better relate to their new students proactively.</p> <p><b>Staff Responsible for Monitoring:</b> Counselor</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Jan	Apr	June
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**Goal 5:** Strategic Design Goal 5: Katy ISD will securely, effectively and efficiently provide best-in-class technology to accomodate, educate and inform all stakeholders on the current and next generation of digital content and tools.

**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 Sources:** Lesson plans, walk-throughs, BrightBytes Survey

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide hardware, software, and technology training opportunities to build teacher capacity to effectively integrate technology tools relevant to the digital learner and promote positive digital citizenship <b>Strategy's Expected Result/Impact:</b> Increase in effective use of technology as observed in walkthroughs and observations, increased use of the Canvas platform, increase in positive digital citizenship and a decrease in the student survey results related to cyber bullying <b>Staff Responsible for Monitoring:</b> Librarian Classroom Technology Designer Principal  <b>Funding Sources:</b> Technology - 211 - Title I Part A - \$5,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Job-embedded professional development will be provided with support from the classroom technology designer assigned to our campus. <b>Strategy's Expected Result/Impact:</b> Teachers will effectively use technology to increase student communication, collaboration and creativity <b>Staff Responsible for Monitoring:</b> Classroom Technology Designer Assistant Principals Principal  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Staff will teach and model technology PRIDE expectations explicitly, focusing on digital citizenship, and ensure students follow technology expectations. <b>Strategy's Expected Result/Impact:</b> Students will engage in digital citizenship and effectively use technology. <b>Staff Responsible for Monitoring:</b> Classroom Technology Designer Assistant Principals Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**Goal 6:** Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

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

**Evaluation Data Sources:** Retention rate, TTESS

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All new teachers (0 to 1 years experience) will be provided the same campus mentor for two consecutive years. They will meet with their assigned mentor once a week. <b>Strategy's Expected Result/Impact:</b> New teachers will be supported and retained <b>Staff Responsible for Monitoring:</b> Instructional Coach Instructional Liaison  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> New teachers (0 to 1 years experience) will meet with the campus lead mentor once per month to learn strategies, ask questions, and build rapport and a climate of support with others. <b>Strategy's Expected Result/Impact:</b> New teachers will be supported and retained <b>Staff Responsible for Monitoring:</b> Instructional Coach Instructional Liaison  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> New teachers (0 to 1 years experience) will observe their campus mentor or another teacher of their choosing two times per semester, lasting 15-20 minutes, with support from the instructional coach. <b>Strategy's Expected Result/Impact:</b> New teachers will identify strategies and best practices to implement in their classroom. <b>Staff Responsible for Monitoring:</b> Instructional Coach Instructional Liaison  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> New to Cimarron Teachers (with greater than 2 years experience) will be assigned a buddy for their first year at Cimarron Elementary and will meet with this buddy once per week. <b>Strategy's Expected Result/Impact:</b> New to Cimarron teachers will be supported and retained <b>Staff Responsible for Monitoring:</b> Instructional Coach Instructional Liaison  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				





**Goal 6:** Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

**Performance Objective 2:** 90% of Cimarron teachers will perform at the proficient or above level according to the T-TESS evaluation or alternate instrument.

**Evaluation Data Sources:** EOY Conference data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Appraisers will meet with staff to establish Student Learning Objectives, set professional development goals, conduct walkthroughs and formal observations in order to provide feedback regarding areas of reinforcement and refinement.  <b>Strategy's Expected Result/Impact:</b> Increase in teacher retention, increase in student achievement <b>Staff Responsible for Monitoring:</b> Assistant Principals Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> ESF: Instructional Coach will engage in coaching cycles with at least 2 teachers per semester, focusing on improving first teach instruction and small group instruction. *need to update based on coaching agreement  <b>Strategy's Expected Result/Impact:</b> Student learning will increase <b>Staff Responsible for Monitoring:</b> Instructional Coach  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> ESF: Campus Admin Team will engage in Learning Walks with staff, tracking data related to effective Core Actions for instruction using our campus form. Data will be reviewed monthly and plans made to provide professional development and targeted support to staff as needed. <b>Strategy's Expected Result/Impact:</b> Adult behaviors with relation to classroom and small group instruction will improve, and as a result student learning will improve. <b>Staff Responsible for Monitoring:</b> Assistant Principals Principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	June
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Create professional development learning communities based on data from learning walks, SLO data, T-TESS data, Coaching Cycles and staff interest to enhance personalized professional development for staff. Communities will receive personalized professional development during bimonthly learning meetings held on Monday afternoons for all professional staff. <b>Strategy's Expected Result/Impact:</b> Staff will receive just in time personalized professional development based on their own needs and preferences. <b>Staff Responsible for Monitoring:</b> Instructional Coach Assistant Principals Principal  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Cimarron Admin Team will attend training to support their abilities to effectively lead the campus. <b>Strategy's Expected Result/Impact:</b> Staff will receive positive, supportive feedback to increase their ability to educate students. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning <b>Funding Sources:</b> - 211 - Title I Part A - \$2,000	Formative			Summative
	Oct	Jan	Apr	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 6:** Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

**Performance Objective 3:** Cimarron Leadership Team will collaborate to interview and select high quality teaching and support candidates for hire.

**Evaluation Data Sources:** Talent Ed Requisitions, New Hire Credentials

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> CE Admin Team and Team Leaders for the following school year will participate in the Katy ISD Job Fair. <b>Strategy's Expected Result/Impact:</b> Hiring of highly qualified teaching staff <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All English learners with parent approval for ESL program participation minimally receive English Language Arts and Reading (ELAR) instruction by teachers who are certified in ESL, along with ELAR certification for the appropriate grade levels. <b>Strategy's Expected Result/Impact:</b> Increase in TELPAS scores, exit from the ESL program <b>Staff Responsible for Monitoring:</b> ESL ISSTs LPAC Administrator  <b>Title I:</b> 2.4 <b>- TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 2: Strategic Staffing	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				







**Goal 6:** Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

**Performance Objective 4:** Cimarron Elementary will have a positive and supportive climate and culture for all staff

**Evaluation Data Sources:** Pulse surveys, Reflection Forms

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Planning Guides will be provided to all staff in the areas of Instruction and Assessment (Literacy, Social Studies, Math, Science, ESL, Grading & Assessment), Community (Communication, CE Discipline/Conduct, Counseling, Attendance, Arrival/Dismissal, Front Office, Team Leaders, Safety), Intervention (MTSS, Special Education. Special Programs) and the Big Picture (Principal Vision, Faculty Handbook) in order to provide clear expectations and procedures across the campus. <b>Strategy's Expected Result/Impact:</b> Staff will know and understand expectations and campus procedures clearly <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Improve low-performing schools <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Team Leaders will participate in a monthly "Next Steps" chalk talk to share positive and constructive feedback and develop plans as a team to support the campus. <b>Strategy's Expected Result/Impact:</b> Staff climate and culture will be positive and concerns will be addressed with a proactive, staff developed plan <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Team Leaders will participate in two End of Year Reflections Meetings in April to discuss Add/Change/Delete/Keep suggestions from staff in developing and planning the following school year. <b>Strategy's Expected Result/Impact:</b> Staff climate and culture will be positive and the following school year plans will be developed with teacher feedback <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Staff will be encouraged to participate in Pulse Surveys three times per semester through a district email and a reminder sent to the staff vox group. <b>Strategy's Expected Result/Impact:</b> 50% or more of staff will complete surveys <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Admin Team will monitor staff pulse survey results three times per semester and develop plans as needed to address concerns <b>Strategy's Expected Result/Impact:</b> Staff concerns will be addressed effectively <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Oct	Jan	Apr	June
<div> <div>  No Progress </div> <div>  Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

**Goal 7:** Strategic Design Goal 7: Katy ISD will continually identify, address, and communicate the ongoing challenges in the public school finance system.





**Goal 8:** Strategic Design Goal 8: Katy ISD will engage its entire community to develop and implement intentional strategic relationships which capitalize on the strengths, resources, and talents of all stakeholders.

**Performance Objective 1:** Increase parent and family engagement by offering a variety of activities and events to support the whole child

**Evaluation Data Sources:** Parent sign in sheets, Parent volunteer hours

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Recruit new volunteers at campus events such as Meet the Teacher, Curriculum Night and Parent Engagement events. Collaborate with Cimarron Elementary PTA, high school PALS and volunteer organizations such as NHS to provide volunteers for events including parent and family engagement events, classroom volunteer opportunities, PTA events and more. <b>Strategy's Expected Result/Impact:</b> Increase in volunteer base and parent participation. <b>Staff Responsible for Monitoring:</b> Principal  <b>TEA Priorities:</b> Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Promote family and community engagement by hosting academic nights and training sessions at varying times to assist parents in learning how to support their child. <b>Strategy's Expected Result/Impact:</b> Parent Attendance at events, increase in family partnerships, increase in student learning <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.6, 4.2 <b>Problem Statements:</b> Student Learning 2 - Perceptions 1 <b>Funding Sources:</b> - 211 - Title I Part A - \$15,500	Formative			Summative
	Oct	Jan	Apr	June

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Develop transition strategies for PK students to aid in the transition to Kindergarten and assist with parental involvement and parental understanding. <b>Strategy's Expected Result/Impact:</b> Increased PreK/Kindergarten registration <b>Staff Responsible for Monitoring:</b> PreK Teachers Principal  <b>Title I:</b> 4.2	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide a smooth transition for 5th graders going to 6th grade by inviting WMJH counselors to Cimarron to teach about course selection, through visits from the Fine Arts department and other exchanges. <b>Strategy's Expected Result/Impact:</b> Increased interest in and awareness of available JH programming, increased registration in PreAP classes at JH. <b>Staff Responsible for Monitoring:</b> Counselor 5th Grade Teachers  <b>Title I:</b> 2.5, 2.6	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Develop and distribute the parent and family engagement policy and compact as well as utilize Canvas, the campus website and CE eNews to spotlight achievements, resources, and upcoming events to the parent community. <b>Strategy's Expected Result/Impact:</b> Parents will be well informed <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 4.1, 4.2 <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Oct	Jan	Apr	June

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Provide quarterly Cheetah Coalitions with parents and admin team to provide parents with the ability to ask questions and offer positive and constructive feedback for schoolwide programs and processes. <b>Strategy's Expected Result/Impact:</b> Increased parent involvement and engagement with the school community <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 4.2 <b>Funding Sources:</b> - 211 - Title I Part A - \$1,000	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> The Campus Advisory Team - including teachers, administrators, staff members, parents and community members - will collaborate and coordinate planning efforts and implementation of staff development to build ties between home and school. <b>Strategy's Expected Result/Impact:</b> Increase in student achievement <b>Staff Responsible for Monitoring:</b> Principal	Formative			Summative
	Oct	Jan	Apr	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Advertise Title III: Parent Engagement Events using CE eNews and flyers to emerging bilingual families. <b>Strategy's Expected Result/Impact:</b> Parents will participate in offerings from the district <b>Staff Responsible for Monitoring:</b> Principal  <b>Title I:</b> 2.4, 2.6, 4.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools	Formative			Summative
	Oct	Jan	Apr	June
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## Performance Objective 1 Problem Statements:

Student Learning
<b>Problem Statement 2:</b> Our Reading, Math and Science STAAR scores continue to need growth. We want to see our percentage of students who meet and master expected standards in the area of reading, math and science increase. <b>Root Cause:</b> Quality first teach in literacy, math and science along with small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.

## Perceptions

**Problem Statement 1:** There is a continued need to increase parental involvement at school events and within involvement for the Cimarron PTA. We know that when families are engaged, children's learning improves. **Root Cause:** Our staff must be creative and think outside the box when it comes to parent involvement. Different forms of communication need to be used to reach parents regarding volunteer or community engagement opportunities. Cimarron needs to offer different opportunities both during the day and the evening.

**Goal 9:** Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

**Performance Objective 1:** Cimarron Elementary will utilize preventive strategies to increase the emotional well-being of students and provide a well-rounded education through positive support systems (ie House System, Community Circles and the implementation of school-wide social emotional learning programs) and continuing tiered levels of identification and intervention to monitor, assist and reduce the number of students who exhibit disruptive discipline behaviors (physical contact and noncompliance).

**Evaluation Data Sources:** Strive Portfolio, Discipline Referrals, Classroom Observation Data, MTSS

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Staff will be provided opportunities to participate in ongoing, job-embedded professional development to support a well-rounded education for the needs of all students, particularly at-risk students, including social emotional learning and trauma-informed classroom instruction. <b>Strategy's Expected Result/Impact:</b> Increase connections and relationships, decreased discipline referrals <b>Staff Responsible for Monitoring:</b> Counselor  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>Problem Statements:</b> School Processes & Programs 2		Formative			Summative
		Oct	Jan	Apr	June
Strategy 2 Details		Reviews			
<b>Strategy 2:</b> ESF: All staff will be explicitly trained in the Cimarron PRIDE expectations for all common areas and classrooms on campus. Teachers will explicitly train students in the Cimarron PRIDE expectations for all common areas and classrooms on campus. Teachers will explicitly review Cimarron PRIDE expectations on a weekly basis for all common areas and classrooms on campus. Assistant Principals will tie behavior referrals and reinforcement of expected behaviors to Cimarron PRIDE expectations. <b>Strategy's Expected Result/Impact:</b> Students will exhibit Purpose, Responsibility, Integrity, Dependability and Effort in all common areas and classrooms on campus; Decreased discipline referrals <b>Staff Responsible for Monitoring:</b> Assistant Principals  <b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction		Formative			Summative
		Oct	Jan	Apr	June



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> All staff will be trained in de-escalation strategies and utilize these strategies to support students on an as-needed basis. <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals, fewer student removals from class <b>Staff Responsible for Monitoring:</b> Counselor Assistant Principals  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> ESF: Teachers will be trained on effective Community Circles and provided resources for daily classroom questions involving the use of the PurposeFull People Curriculum. Every homeroom class will hold a daily 15 minute community circle. <b>Strategy's Expected Result/Impact:</b> Effective Community Circles will happen with fidelity and discipline referrals will decrease <b>Staff Responsible for Monitoring:</b> Counselor Assistant Principals  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> Supplies - 211 - Title I Part A - \$1,000	Formative			Summative
	Oct	Jan	Apr	June

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> ESF: Staff will be trained in relationship building strategies and will implement learning through the use of classroom contracts and other strategies. <b>Strategy's Expected Result/Impact:</b> Increase connections and relationships, decreased discipline referrals <b>Staff Responsible for Monitoring:</b> Counselor Assistant Principals  <b>Title I:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> The House System will continue to be implemented to increase positive behavior support and community relationships by continuing a welcoming and supporting culture for students and staff. <b>Strategy's Expected Result/Impact:</b> Students will form connections and relationships with other students across grade levels and staff, decreased discipline referrals <b>Staff Responsible for Monitoring:</b> House Committee Counselor Assistant Principals  <b>Title I:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> - 211 - Title I Part A - \$1,000	Formative			Summative
	Oct	Jan	Apr	June

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Utilize tiered levels of identification and interventions (SpeakUp, Bullying investigation procedures, threat assessment process, MTSS behavioral collaboratives, small group/individual counseling, behavior interventionist) to monitor, assist and reduce the number of students who exhibit harmful behaviors towards self or others. Campus leadership team will coordinate implementation of preventative strategies, consistent documentation and individualized responses to match the needs of the student/situation.  <b>Strategy's Expected Result/Impact:</b> Decrease in discipline referrals, few student removals from class, reduced bullying accusations/investigations  <b>Staff Responsible for Monitoring:</b> Counselor Instructional Liaison Assistant Principals  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Information on violence prevention and bullying prevention will be provided to parents, students and teachers.  <b>Strategy's Expected Result/Impact:</b> Parents, students and teachers will be aware of warning signs of violent behavior or bullying and be able to proactively address these concerns to prevent violence and bullying on campus.  <b>Staff Responsible for Monitoring:</b> Counselor Assistant Principals  <b>ESF Levers:</b> Lever 5: Effective Instruction	Formative			Summative
	Oct	Jan	Apr	June

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> The Safe and Supportive Schools Program Committee will meet once per six weeks to discuss individual student mental health needs and overall campus trends. The committee will create support plans and seek to partner with families and outside agencies to meet students' needs. Plans will be monitored and reviewed at each meeting.  <b>Strategy's Expected Result/Impact:</b> Student support will be in place for students as well as a proactive process to identify supports. <b>Staff Responsible for Monitoring:</b> Counselor LSSP Assistant Principals Principal  <b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative			Summative
	Oct	Jan	Apr	June
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

Performance Objective 1 Problem Statements:

School Processes & Programs
<b>Problem Statement 2:</b> We continue to see students with difficulties regulating emotions. <b>Root Cause:</b> Teachers continue to need support in additional behavior training, including de-escalation strategies. In addition, we continue to fully implement our schoolwide behavior system and ensure that teachers are trained in campus expectations as well as students. Finally, we continue to partner with parents to support students in regulating emotions.

# State Compensatory

## Budget for Cimarron Elementary School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 2

**Brief Description of SCE Services and/or Programs**

## Personnel for Cimarron Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Katherine Davis	Math Academic Support Teacher	1
Talesha Poydras	Reading Academic Support Teacher	1

# Title I

## 1.1: Comprehensive Needs Assessment

### Needs Assessment Overview Summary

The Campus Advisory Team and several additional personnel met on April 16, 2024 at 3:30 pm in the LGI and May 9, 2024 at 3:30 pm in the LGI. Members who were unable to attend were provided minutes and all documents, and offered the opportunity to provide feedback to shape and support the Needs Assessment. The following persons were part of the committee:

<b>Lindsey Chase</b>	<b>Principal</b>
Jedidiah Boggs	Assistant Principal
Lora Hodges	Assistant Principal
Stephen Grant	District Representative
Vivian Muldune	District Representative
Nicole Bennett	Teacher
Suzy Matias-Fitzgerald	Teacher
Jade Ruiz	Teacher
Melody Pohla	Teacher
Emerson Gallegos	Paraprofessional
Brenda Curtis	Paraprofessional
Morgan Williams	Parent Member
Hayley Truesdell	Parent Member
Tia Simmons	Parent Member
Laura Benson	Parent Member
Brittney Hataway	Parent Member
Joy Nwachukwu	Parent Member
Elizabeth Salinas	Parent Member
Shelley Scott	Parent Member
Dara Korede	Parent Member
Mario Fuentes	Business Member
Cayce Corley	Business Member

<b>Lindsey Chase</b>	<b>Principal</b>
Patricia McCarty	Community Member
Deanna McCarthy	Community Member
Jean Edgmond	Community Member

The following data points were reviewed with the Campus Advisory Team during the April and May 2024 meetings to determine the 2024-2025 focus areas:

#### **Improvement Planning Data:**

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

#### **Student Data: Assessments**

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- PreKindergarten Self-Assessment Tool
- Grades that measure student performance based on the TEKS

#### **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 numbers 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
- Migrant/Non-Migrant population including performance, progress, discipline, attendance and mobility data
- At-Risk/Non-At-Risk Population including performance, progress, discipline, attendance and mobility data
- EL/Non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity and gender data
- Section 504 data
- McKinney-Vento Act data
- Gifted and Talented data
- Dyslexia data
- Multi-Tiered Systems of Support (MTSS) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

### Parent/Community Data

- Parent surveys and/or other feedback
- CAT Member Feedback

### Support Systems and Other Data

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

After looking at many pieces of data it was determined that the four highest leverage areas for the 2024-2025 school year are as follows: reading, math, science and social/emotional learning. Goals and needs were set for each of the focus areas and targeted strategies were developed and outlined in the campus improvement plan. In order to monitor progress towards meeting the goals, the Campus Needs Assessment and Campus Improvement Plan will be reviewed and revised throughout the year by the Campus Advisory Team on the following dates: September 17, 2024, November 12, 2024, January 28, 2025, April 22, 2025, and May 13, 2025 from 3:30 - 4:30 pm in the Cimarron LGI. A priority is to communicate campus needs with all families and community members. This will be accomplished by making the Campus Needs Assessment, Campus Improvement Plan and Parent/Family Engagement Policy and Compact available to all stakeholders in both English and Spanish. These items will be placed in the lobby of Cimarron Elementary and on the campus website. The locations of the documents will be communicated to Cimarron parents during the annual Title I Meetings and through campus eNews.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

Our Campus Advisory Team includes teachers, parents, business owners, community members, and administrative personnel. The campus improvement plan was developed with feedback from all stakeholders.

<b>Lindsey Chase</b>	<b>Principal</b>
Jedidiah Boggs	Assistant Principal
Lora Hodges	Assistant Principal
Stephen Grant	District Representative



<b>Lindsey Chase</b>	<b>Principal</b>
Vivian Muldune	District Representative
Nicole Bennett	Teacher
Suzy Matias-Fitzgerald	Teacher
Jade Ruiz	Teacher
Melody Pohla	Teacher
Emerson Gallegos	Paraprofessional
Brenda Curtis	Paraprofessional
Morgan Williams	Parent Member
Hayley Truesdell	Parent Member
Tia Simmons	Parent Member
Laura Benson	Parent Member
Brittney Hataway	Parent Member
Joy Nwachukwu	Parent Member
Elizabeth Salinas	Parent Member
Shelley Scott	Parent Member
Dara Korede	Parent Member
Mario Fuentes	Business Member
Cayce Corley	Business Member
Patricia McCarty	Community Member
Deanna McCarthy	Community Member
Jean Edgmond	Community Member

## 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 PK-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 an on-going manner.

In order to monitor progress towards meeting the goals, the Campus Needs Assessment and Campus Improvement Plan will be reviewed and revised throughout the year by the Campus Advisory Team on the following dates: September 17, 2024, November 12, 2024, January 28, 2025, April 22, 2025, and May 13, 2025 from 3:30 - 4:30 pm in the Cimarron LGI.

Reviews will be completed in October, January, April and June.

## **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. The Campus Improvement Plan can be accessed from the directory page on the Katy ISD webpage, as well as under the Quick Links tab on our homepage. In addition, 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 and Spanish. We can make it available in other languages upon request.

The Campus Improvement Plan will be available for parents and community members to request throughout the entire school year. Instructions for how to access the Campus Improvement Plan are shared in our weekly CE eNews.

## **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 for all of our subpopulations (i.e. economically disadvantaged, gifted & talented, etc.) 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 (based upon school-wide and grade level data) 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 small group interventions and after-school tutorials (weekdays) will be offered to all students not meeting standards. In addition, we have two Reading academic support teachers and two Math academic support teachers to provide interventions to struggling students in grades K-5.

## **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 maximize instructional time, provide a well-rounded education, and focus on academic achievement as well as social-emotional development and the arts. The current schedule allows the counselor the opportunity to provide guidance counseling lessons to students. Instructional walks will be conducted by administration and instructional coaches to ensure quality of learning in classes using our CE Instructional Roadmap as a guide. As needed, teachers will have an opportunity to observe in experienced teachers classrooms in an effort to learn from each other and strengthen our instructional best practices and pedagogy. Furthermore, collaborative planning sessions will occur on a weekly basis with instructional staff and teachers. Periodically, job-embedded professional development will be provided to assist teachers in implementing lessons that meet the needs of all learners.

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

Our Professional Learning Communities will meet bimonthly after school during Monday Learning Meetings to analyze pertinent data for at-risk students (formal and informal assessments, DLA's, anecdotal notes, etc.) to monitor the progress of students. This concerted time will allow our teachers to more effectively utilize small group learning time 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. More in depth and broader data compilations are discussed periodically in Monday Learning Meetings to analyze trends throughout a unit, and with individual students, so that teachers can discuss root causes to commonly missed concepts, and devise a plan to reduce misconceptions or misunderstandings and improve comprehension. MTSS meetings are held with each grade level once a grading period to assess student growth and struggles in order to place students on the proper tier, and determine if more guided intervention is warranted. Progress monitoring occurs in class with teachers, special education teachers and intervention teachers during small group time and upon assessment to determine students individual strengths and weaknesses.

## **3.1: Annually evaluate the schoolwide plan**

The CIP is formally reviewed quarterly, with a summative review occurring at the end of each school year. Reviews will be completed in October, January, April and June.

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

The campus worked with parents and family members to create a Parent and Family Engagement Policy, and this policy was updated with Campus Advisory Team feedback in the Spring of 2024. The Policy will be offered to parents/families during parent-teacher conferences during the Fall Semester. It is also on our website.

The Parent and Family Engagement Policy will be available electronically to parents and community members via a link on the campus website under Quick Links. In addition, 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 and Spanish. It can be made available in any language upon request. In addition, 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 our weekly CE eNews.

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

Parent Involvement Meetings are held quarterly during the school day and are called Cheetah Coalitions. These meetings are advertised in our campus newsletter. Parents are invited to attend and given information regarding upcoming programs/events and provided the opportunity to ask questions about upcoming programs or concerns they may have.

Parents are also invited to participate in our Curriculum Night in September, our Family Learning Event in December, and our Cimarron HouseCon learning event in April. All parents are also invited to attend a parent teacher conference with their child's homeroom teacher in the fall semester. Parent teacher conferences are offered both in person and through Zoom in order to best support family needs.

## **5.1: Determine which students will be served by following local policy**

Cimarron Elementary is not identified as a school for Targeted Assistance.

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amy Ritter	Reading Academic Support Teacher	ELAR	1
Stephanie Sanders	Math Academic Support Teacher	Math	1

# Campus Advisory Team

Committee Role	Name	Position
Paraprofessional	Emerson Gallegos	Life Skills Aide
Paraprofessional	Brenda Curtis	Secretary
District-level Professional	Stephen Grant	Elementary Program Specialist - Special Education
Classroom Teacher	Suzy Matias-Fitzgerald	
Classroom Teacher	Kelley Anderson	
Community Representative	Patricia McCarty	
Community Representative	Deanna McCarthy	
Business Representative	James Thornock	
Business Representative	Mario Fuentes	General Manager - Office Depot
Parent	Irfana Hussain	
Parent	Morgan Williams	
Parent	Gloria Barton	
Non-classroom Professional	Stephanie Sanders	
Administrator	Lindsey Chase	
Administrator	Jedidiah Boggs	Assistant Principal
Administrator	Lora Hodges	Assistant Principal

# Campus Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	7	2		Tutoring Funds	\$7,500.00
Sub-Total					\$7,500.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
2	3	1			\$0.00
2	7	2	State Comp Ed Personnel		\$155,423.00
Sub-Total					\$155,423.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$10,366.00
2	3	1			\$10,365.00
2	4	1			\$6,615.00
2	5	2	Supplies		\$1,000.00
2	6	2	Supplies		\$1,000.00
2	7	2	Title I Personnel		\$155,423.00
2	7	4			\$1,500.00
2	9	1	Training		\$3,000.00
2	9	2	Substitutes		\$1,500.00
2	11	1			\$1,000.00
5	1	1	Technology		\$5,000.00
6	2	5			\$2,000.00
8	1	2			\$15,500.00
8	1	6			\$1,000.00
9	1	4	Supplies		\$1,000.00
9	1	6			\$1,000.00

211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$217,269.00

# Addendums





The Percent of **Cimarron** Elementary 3rd Grade students who achieve Meets and above in Reading will increase from 32% to 37% by July 2029.

Cimarron: Goals	3rd Grade Reading Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	32%					
		State Rate	46%					
		Met State Rate	No					
		Internal Goal	-	33%	34%	35%	36%	37%
		Met Internal Goal	-					

[illegible]

The Percent of **Cimarron** Elementary 3rd Grade students who achieve Meets and above in Math will increase from 20% to 25% by July 2029.

Cimarron: Goals	3rd Grade Math Meets or Above		2024	2025	2026	2027	2028	2029
		Actual	20%					
		State Rate	40%					
		Met State Rate	No					
		Internal Goal	-	21%	22%	23%	24%	25%
		Met Internal Goal	-					

[illegible]