Katy Independent School District
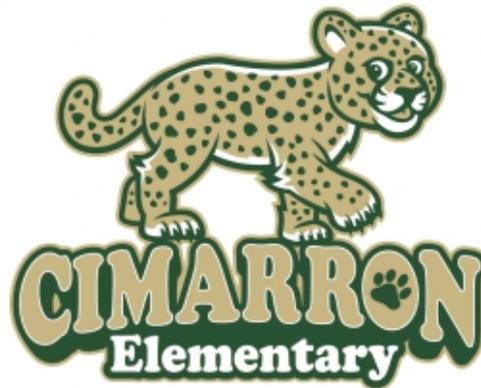
Cimarron Elementary School

2025-2026 Campus Improvement Plan

Accountability Rating: D

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.

Value Statement

One Team One Dream - You Belong Here!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Needs Assessment Overview Summary

The Campus Advisory Team and several additional personnel met on April 22, 2025 at 3:30 pm in the LGI and May 12, 2025 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:

Lindsey Chase	Principal
Jedidiah Boggs	Assistant Principal/Other School Leader
Lora Hodges	Assistant Principal/Other School Leader
Melissa Kampwerth	Assistant Principal/Other School Leader
Charlaine Miles	Specialized School Support (Counselor)
Justin Lefoll	Specialized School Support (Librarian)
Stephen Hancock	District Representative
Vivian Muldune	District Representative
Melody Pohla	Teacher
Jose Hernandez	Teacher
Emerson Gallegos	Paraprofessional
Brenda Curtis	Paraprofessional
Haley Truesdell	Parent Member
Laura Benson	Parent Member
Brittney Hataway	Parent Member
Joy Nwachukwu	Parent Member
Elizabeth Salinas	Parent Member
Shellie Scott	Parent Member
Dara Korede	Parent Member
Sarah McKinley	Parent Member
Stephanie Scott	Parent Member

Lindsey Chase	Principal
Mario Fuentes	Business Member
Cayce Corley	Business Member
Patricia McCarty	Community Member
Jean Edgmond	Community Member
Presley Slauson	Community Member

The following data points were reviewed with the Campus Advisory Team during the April and May 2025 meetings to determine the 2025-2026 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

Focus Areas

After looking at many pieces of data and conducting a root cause analysis it was determined that the four highest leverage areas for the 2025-2026 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 9, 2025, November 3, 2025, February 2, 2026, May 4, 2026, and May 11, 2026 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, established in 1980, is a neighborhood school serving over 520 students in grades Pre-K through 5th. The campus provides specialized programs including Emergent Bilingual (EB), Structured Life, Children with Autism Program (CAP), and Early Childhood Special Education (ECSE).

Enrollment & Demographic Data (Past 5 Years)

	2020 - 2021	**2021 - 2022**	**2022 - 2023**	**2023 - 2024**	**2024 - 2025**
Enrollment #	610	606	617	563	523
Mobility Rate*	17.2%	17.8%	14.1%	*	*
Race/Ethnicity %					
Hispanic	35.6%	35.8%	39.71%	40.85%	40.92%
Black/African American	13.4%	14.7%	14.59%	13.32%	13.77%
White	39.8%	38.8%	32.9%	31.44%	30.4%
Asian	3.4%	3.5%	4.86%	5.33%	4.78%
Two or More	7.7%	7.1%	7.62%	8.53%	9.18%
Pacific Islander	0%	0%	0%	0%	0%
American Indian	0%	0.3%	0.3%	0.53%	0.96%
Student Groups (% of Enrollment)					
At Risk	40.2%	44.4%	55.8%	54.71%	50.29%
Economically Disadvantaged	51.3%	61.1%	60.9%	60.92%	63.29%
Special Education (SPED)	22.0%	20.0%	26.7%	29.13%	32.89%
Emergent Bilingual	13.6%	11.7%	16.2%	18.8%	20.27%
Gifted & Talented (GT)	2.1%	2.5%	1.8%	1.40%	2.10%

*Mobility rates are reported two years behind current enrollment data.

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 116 students enrolled at a different campus for bilingual instruction which is not offered at Cimarron Elementary. This is

approximately 18% of students in our area who are not attending our campus due to program offerings. Our ethnic demographics have remained stable over the past three years. Our economically disadvantaged percentage of students and our At Risk populations are beginning to stabilize. Our mobility rate has decreased from previous years, and is above the district (11.9%), but lower than the state average (16.1%).

Staff Demographics

Our teaching staff is 88% female (44 females and 6 males) which is above the district and state average. Our teaching staff is 24.1% African American, 13.2% Hispanic, 52.6% White, 6.1% Two or More Races, and 4% 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 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 is proud of the many strengths that define our school community. Some of our most notable demographic and cultural assets include:

1. **Established Neighborhood School with Strong Community Ties**
   As a well-established neighborhood campus, Cimarron has a rich history and deep family roots. Many of our current parents were once Cimarron students themselves. This strong sense of tradition fosters a shared value for education and high levels of family involvement. Attendance at family engagement events and PTA activities remains consistently high. Families frequently share that our school feels welcoming and personal due to its size—students know many teachers by name, creating a comfortable and familiar atmosphere for both new and returning families.

2. **Diverse and Inclusive Student Population**
   Cimarron reflects growing diversity within Katy ISD, making our campus more representative of the broader society. Our students benefit from daily opportunities to develop lifelong skills such as collaboration, teamwork, and mutual respect across differences in race, ethnicity, and ability. This diversity enriches the educational experience and prepares students for life beyond the classroom.

3. **Improved Attendance Rates**
   Through focused efforts by our staff and administrative team, Cimarron has significantly improved student attendance.

   - **2021–2022:** 93.5%

   - **2022–2023:** 93.9%

   - **2023–2024:** 94.95%

   - **2024–2025:** 95.11%
     We continue to emphasize the importance of daily attendance with our families, recognizing its direct impact on student success and growth.

4. **Supportive Structures for Mobility and Transitions**
   While our mobility rate has increased in recent years, Cimarron has implemented strong systems to support students and families who are new to the campus. Daily **Community Circles**, our **House System**, and regular **family engagement events** help build connections quickly. These practices foster a sense of belonging and allow us to

understand and meet the academic and social-emotional needs of all students. Families often move to the Cimarron area seeking high-quality education and find not only academic excellence but also a nurturing and connected school environment.

5. **Experienced and Committed Teaching Staff**
   Cimarron is home to a dedicated and experienced team of educators:

   - **47.6%** of teachers have more than 6 years of classroom experience

   - **31.4%** have over 11 years of experience
     Our teachers are deeply committed to their profession and passionate about educating children. Their expertise and care are evident in their daily interactions and instruction.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Only 2.1% of students enrolled at Cimarron are identified as being GT.
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 2025 Texas Accountability Rating, Cimarron Elementary met the following state accountability targets:

Domain 1 – Student Achievement – Component score of TBD
Domain 2 – School Progress – Component score of TBD
Domain 3 – Closing the Gaps - Component score of TBD

STAAR Performance Trends: 2021–2025

Cimarron continues to grow academically across all tested grade levels. The tables below show our performance on the STAAR assessments, comparing campus performance to district averages in the categories of **Approaches**, **Meets**, and **Masters Grade Level Standards**.

| Grade and Subject | Year | Approaches | | Meets | | Masters | |
		District	Campus	District	Campus	District	Campus
Grade 3 Reading	2025	85%	69%	64%	40%	35%	5%
	2024	84%	64%	64%	32%	34%	10%
	2023	88%	82%	67%	53%	31%	24%
	2022	87%	84%	68%	57%	45%	34%
	2021	85%	78%	58%	39%	33%	22%
Grade 3 Math	2025	78%	56%	57%	18%	29%	8%
	2024	80%	51%	55%	20%	26%	4%
	2023	82%	58%	58%	30%	30%	11%
	2022	83%	70%	58%	35%	34%	25%
	2021	80%	62%	49%	25%	27%	8%
Grade 4 Reading	2025	87%	76%	66%	43%	36%	19%
	2024	87%	80%	64%	49%	36%	15%
	2023	88%	84%	64%	52%	35%	18%
	2022	86%	83%	69%	60%	41%	28%
	2021	81%	79%	56%	58%	32%	23%

		Approaches		Meets		Masters	
Grade 4 Math	2025	78%	51%	59%	29%	36%	16%
	2024	78%	62%	58%	37%	32%	11%
	2023	81%	52%	62%	26%	34%	4%
	2022	81%	65%	58%	30%	37%	11%
	2021	78%	73%	59%	45%	41%	13%
Grade 5 Reading	2025	85%	74%	71%	49%	47%	17%
	2024	88%	79%	68%	53%	43%	30%
	2023	90%	80%	73%	51%	45%	15%
	2022	90%	83%	74%	65%	54%	30%
	2021	88%	73%	66%	43%	49%	32%
Grade 5 Math	2025	82%	44%	62%	22%	37%	8%
	2024	85%	53%	64%	22%	33%	3%
	2023	88%	60%	65%	27%	35%	7%
	2022	87%	75%	66%	43%	42%	11%
	2021	86%	68%	66%	37%	45%	22%
Grade 5 Science	2025	76%	49%	45%	17%	24%	3%
	2024	70%	47%	40%	16%	20%	2%
	2023	79%	57%	52%	20%	28%	2%
	2022	83%	63%	58%	37%	33%	12%
	2021	81%	72%	52%	39%	26%	10%

Literacy Instruction and Reading Performance

Literacy instruction remains a high priority at Cimarron. In the 2023–2024 school year, our reading instruction shifted to align with the **Science of Teaching Reading** (STR). As a result, our literacy measurement tools also changed, particularly in how we assess oral reading fluency and reading comprehension. These changes should be considered when analyzing trends over multiple years.

Oral Reading Fluency: Amira Benchmark (2023–2025)

The **Amira Benchmark** assesses oral reading fluency and accuracy. The table below outlines student performance by grade level and time of year (BOY = Beginning of Year, EOY = End of Year).

- **Kindergarten** does not have a BOY measure, as the district begins Amira testing in October.

	Below Level				Approaching				On Level			
	2023 - 2024		2024 - 2025		2023 - 2024		2024 - 2025		2023 - 2024		2024 - 2025	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
Kindergarten	*	74%	*	39%	*	11%	*	34%	*	15%	*	26%
1st Grade	52%	43%	59%	33%	32%	35%	25%	44%	16%	22%	15%	23%
2nd Grade	35%	29%	46%	42%	35%	37%	38%	40%	29%	34%	16%	18%
3rd Grade	26%	27%	22%	20%	51%	37%	44%	36%	24%	41%	34%	44%
4th Grade	16%	20%	22%	18%	46%	44%	42%	41%	38%	36%	36%	41%
5th Grade	29%	19%	30%	16%	52%	50%	43%	37%	19%	31%	27%	47%

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

Reading Comprehension: Growth Measure Reading Assessment

The **Growth Measure Reading Assessment** evaluates reading comprehension. Below is a snapshot of BOY and EOY performance levels across grades 2–5:

- **Performance Bands:** Far Below Level, Below Level, Approaching, On Level, Above Level

	Far Below Level				Below Level				Approaching				On Level				Above Level			
	2023 - 2024		2024 - 2025		2023 - 2024		2024 - 2025		2023 - 2024		2024 - 2025		2023 - 2024		2024 - 2025		2023 - 2024		2024 - 2025	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
2nd Grade	11.8%	0%	20.5%	7.8%	28.4%	7.8%	19%	15.6%	31.3%	21.9%	39.7%	25%	25.4%	57.8%	20.5%	42.1%	3%	12.5%	0%	9.4%
3rd Grade	10.2%	8.7%	14.3%	17.9%	21.3%	16.3%	13%	11.5%	33.3%	29.8%	31.2%	17.9%	30.6%	25.0%	40.3%	43.6%	4.6%	20.2%	1.3%	9%
4th Grade	17.8%	10.7%	21.6%	13.2%	16.4%	12.0%	15.5%	15.4%	15.1%	18.7%	28.9%	22%	35.6%	37.3%	28.9%	29.7%	15.1%	21.3%	5.2%	19.8%
5th Grade	21.7%	14.6%	22.7%	15.6%	15.2%	11.2%	14.7%	18.2%	32.6%	19.1%	24%	23.4%	26.1%	40.4%	33.3%	28.6%	4.3%	14.6%	5.3%	14.3%

Historical Data: Fountas & Pinnell Independent Reading Levels

Prior to the STR-aligned assessment changes, we measured student reading levels using **Fountas & Pinnell**. Below is a summary of end-of-year performance from 2022 and 2023:

- **Performance Bands:** Above Grade Level, On Grade Level, Below Grade Level

- Note: These results provide useful historical context but should not be directly compared to current assessments.

		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%

Reflection on Reading Growth

We have made measurable progress in the area of reading, and we recognize that there is still work to be done. It is important to note that when students begin the school year reading below grade level, catching up within one year can be challenging—but it is possible. We are incredibly proud of our students and staff for the consistent effort and determination they bring to reading growth every day.

Student Learning Strengths

Student success at Cimarron is the result of a multi-layered approach grounded in high-quality instruction, targeted support, and ongoing professional growth. Below are the key strategies contributing to our continued progress:

1. High-Quality Core Instruction and Strategic Intervention

We are committed to meeting the needs of every student through strong Tier 1 instruction. Our teaching staff consistently implements best-practice strategies and structures, supported

by intentional professional development.

- In **2022–2023**, we deepened our use of the **workshop model** and emphasized **small group instruction** across grade levels.

- In **2023–2024**, we restructured our Academic Support model. Four academic support teachers **pushed into classrooms**, delivering interventions during small group instruction in both reading and math. This allowed more students to benefit from expert support while enabling classroom teachers to extend and enrich learning for students who had already mastered the content.

- For the **2024–2025** school year, we have emphasized:

  - Consistent use of **Katy ISD curriculum resources**

  - **Access to grade-level materials** for all learners

  - Implementation of **student goal-setting folders**

  - A focus on **accountable academic discourse**

  - Mid-year, we introduced **pull-out intervention** for students needing Tier 2 or Tier 3 support in literacy.

Although state assessment results are pending, we are confident that our refined instructional systems will lead to continued academic growth.

2. Comprehensive and Differentiated Intervention Services

We provide targeted academic support to meet the diverse needs of our student population:

- With **state compensatory and Title I funding**, we employ **two Title I teachers and two academic support teachers** to deliver push-in and pull-out intervention services during small group instruction.

- **ESL and Special Education students** benefit from collaborative teaching models as well as specialized pull-out instruction.

- Our **Gifted and Talented** students attend the on-campus **Challenge Program** weekly.

- **Tutorials before and after school** are offered across content areas and supported by General Education, Title I, and Title III funds.

3. Ongoing Progress Monitoring

Teachers consistently implement **progress monitoring systems** to ensure that every student shows academic growth throughout the school year. This data-driven approach allows for timely intervention and instructional adjustments as needed.

4. Instructional Coaching to Strengthen Pedagogy

Our campus instructional coach supports teachers in implementing effective instructional practices, focusing on **classroom structure**, **student engagement**, and **research-based pedagogy**. This coaching ensures that students are learning in environments that are well-organized, academically rigorous, and student-centered.

5. Partnership with District Curriculum & Instruction Teams

We maintain a close partnership with our **district-level specialists** in literacy, math, science, and social studies. Our campus frequently hosts **lab sites** in literacy and math, providing opportunities for our teachers to engage in real-time professional development by observing and refining instruction alongside students.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We are currently slated as a School Improvement Campus.
Root Cause: Our black and 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, use of district provided assessments, and data-based small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction, and experience access to grade level appropriate assignments.

Problem Statement 3 (Prioritized): Our special education students are performing below our campus achievement overall.
Root Cause: There is a need to provide additional training in differentiated instruction and a focus on effective coteaching models for SPED resource teachers and in class support staff. Students receiving special education services need a balance of support to close gaps in learning and learn current content instruction

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, results 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 essential 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
- Amira data
- 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, and the TX-KEA for Kindergarten.

Regular grade-level professional learning collaboratives (PLCs) 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 before and after school tutorials, as well as a SPOT (Support Productive Outcomes Together) Lab weekly for students to complete missing and incomplete work. During small group instruction time in both math and literacy, our two math academic support teachers push into classrooms, while our two literacy academic support teachers pull students out of the classroom. These interventionists provide small group instruction simultaneously with the classroom teacher. We feel that this split model

has lead to more small group instruction for every student and benefitted all learners greatly.

We also hold quarterly special education Kid Chats to discuss student progress and needs in our special education program, as well as regular Language Proficiency Assessment Committee (LPAC) Kid Chats for our emergent bilingual students. These chats held on a regular basis allow for adjustments to be made on a regular basis for students in order to accelerate growth.

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 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 the classroom, 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 regularly with our instructional coach, instructional liaison, district curriculum specialists 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 the classroom, 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 to close instructional gaps.

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.

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 Trunk or Treat, Veteran's Day celebration, Cookies with Santa, Spring Family Night, 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 should continue to be utilized to inform small groups and interventions for mid to high performing students.

Problem Statement 2 (Prioritized): Some students struggle with difficulties regulating emotions, including physical contact and inappropriate language.
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 and controlling impulsivity.

Perceptions

Perceptions Summary

At Cimarron Elementary, we work hard to create a community of life-long learners by providing a challenging yet 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 "One Team - One Dream - You Belong Here!" 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, and other communication options. 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, weekly 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 in Kindergarten and first grade per day. We truly believe that younger 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, Career Day, Field Day, Transformation Day and the end-of-school celebrations of learning. Our 5th grade students also participate in Junior High Day to prepare for their transition to West Memorial Junior High. 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 PRIDE Pack Parent Volunteer 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' Game Night, 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, classroom readers 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 should continue to be 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 below our campus achievement overall.

Root Cause 3: There is a need to provide additional training in differentiated instruction and a focus on effective coteaching models for SPED resource teachers and in class support staff. Students receiving special education services need a balance of support to close gaps in learning and learn current content instruction

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, use of district provided assessments, and data-based small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction, and experience access to grade level appropriate assignments.

Problem Statement 4 Areas: Student Learning

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

Root Cause 5: Our black and 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: Some students struggle with difficulties regulating emotions, including physical contact and inappropriate language.

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 and controlling impulsivity.

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
- 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
- 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

Goals

Revised/Approved: August 5, 2025

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			

Strategy 1: 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.
    Strategy's Expected Result/Impact: All doors will function properly.
    Staff Responsible for Monitoring: Security Guard
Safety Liaison
	Formative			**Summative**

	Oct	Feb	Apr	June
Strategy 2 Details	**Reviews**			

Strategy 2: 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.
    Strategy's Expected Result/Impact: Students, staff and families will be prepared in the event of an emergency.
    Staff Responsible for Monitoring: Safety Liaison
	Formative			**Summative**

	Oct	Feb	Apr	June
Strategy 3 Details	**Reviews**			

Strategy 3: 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).
    Strategy's Expected Result/Impact: Classrooms will be prepared for emergencies.
    Staff Responsible for Monitoring: Safety Liaison
	Formative			**Summative**

	Oct	Feb	Apr	June

Strategy 4 Details	Reviews			
Strategy 4: 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. **Strategy's Expected Result/Impact:** All district and state signage expectations will be met. **Staff Responsible for Monitoring:** Safety Liaison	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: All students will wear IDs at all times. **Strategy's Expected Result/Impact:** State law will be met. **Staff Responsible for Monitoring:** Safety Liaison	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**

No Progress   Accomplished   Continue/Modify   Discontinue

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, MAP, TxKEA

Strategy 1 Details			Reviews		
Strategy 1: Teachers will monitor BOY, MOY and EOY Reading MAP growth goals for each student to effectively measure progress and provide appropriate intervention.			**Formative**		**Summative**
			Oct	Feb	Apr	June
Strategy's Expected Result/Impact: More effective and timely closure of gaps in reading levels across a school year. **Staff Responsible for Monitoring:** Instructional Coach **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 4 - School Processes & Programs 1			Some Progress			
○ No Progress	⬤ Accomplished	➡ Continue/Modify	✖ Discontinue		

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 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, use of district provided assessments, and data-based small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction, and experience access to grade level appropriate assignments.
Problem Statement 4: 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
Problem Statement 1: 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 should continue to be 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 2: The overall STAAR Reading Average %AMM (Approaches, Meets, Masters) will improve ten percentage points from 2025 to 2026

    Evaluation Data Sources: STAAR data, 2026 Accountability Report

Strategy 1 Details		Reviews			
Strategy 1: 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 students.		**Formative**			**Summative**
		Oct	Feb	Apr	June

Strategy's Expected Result/Impact: Increase in student achievement
    Staff Responsible for Monitoring: Instructional Coach
 	
    Title I:
2.51, 2.52, 2.53
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction
    Problem Statements: Student Learning 2, 3, 4 - School Processes & Programs 1
    Funding Sources: - 211 - Title I Part A - $1,500					

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 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, use of district provided assessments, and data-based small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction, and experience access to grade level appropriate assignments.
Problem Statement 3: Our special education students are performing below our campus achievement overall. **Root Cause**: There is a need to provide additional training in differentiated instruction and a focus on effective coteaching models for SPED resource teachers and in class support staff. Students receiving special education services need a balance of support to close gaps in learning and learn current content instruction

Student Learning

Problem Statement 4: 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

Problem Statement 1: 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 should continue to be 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 3: The overall STAAR Math Average %AMM (Approaches Meets Masters) will improve 13 percentage points from 2025 to 2026.

Evaluation Data Sources: STAAR results, Accountability information for 2026

Strategy 1 Details	Reviews			
Strategy 1: 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 students.	**Formative**			**Summative**
	Oct	Feb	Apr	June
Strategy's Expected Result/Impact: Increase in student achievement. **Staff Responsible for Monitoring:** Instructional Coach **Title I:** 2.51, 2.52, 2.53 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3, 4 **Funding Sources:** - 211 - Title I Part A - $2,903				
○ No Progress ◯ Accomplished → Continue/Modify ✖ Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 2: 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, use of district provided assessments, and data-based small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction, and experience access to grade level appropriate assignments.
Problem Statement 3: Our special education students are performing below our campus achievement overall. **Root Cause**: There is a need to provide additional training in differentiated instruction and a focus on effective coteaching models for SPED resource teachers and in class support staff. Students receiving special education services need a balance of support to close gaps in learning and learn current content instruction

Student Learning

Problem Statement 4: 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.

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 18 percentage points from 2025 to 2026.

Evaluation Data Sources: STAAR data, 2026 Accountability Report

Strategy 1 Details	Reviews			
Strategy 1: 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 students.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Instructional Coach **Title I:** 2.51, 2.52, 2.53 - **ESF Levers:** Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 3, 4 **Funding Sources:** - 211 - Title I Part A - $1,500				
◯ No Progress ◯ Accomplished ➡ Continue/Modify ✖ Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 2: 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, use of district provided assessments, and data-based small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction, and experience access to grade level appropriate assignments.
Problem Statement 3: Our special education students are performing below our campus achievement overall. **Root Cause**: There is a need to provide additional training in differentiated instruction and a focus on effective coteaching models for SPED resource teachers and in class support staff. Students receiving special education services need a balance of support to close gaps in learning and learn current content instruction

Student Learning

Problem Statement 4: 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.

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 41% by July 2026.

HB3 Goal

Evaluation Data Sources: STAAR Scores, 2026 Accountability Ratings

Strategy 1 Details	Reviews			
Strategy 1: 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, African American, Continuously Enrolled, Economically Disadvantaged) are progressing.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased reaching achievement by students, consistent implementation of small group instruction by teachers **Staff Responsible for Monitoring:** Instructional Coach Instructional Liaison Assistant Principals Principal **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: 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, including Amira and Literacy MAP, with student selection for groups, formative assessment strategies and targeted instruction.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in reading achievement, reduced disparity between sub-populations. **Staff Responsible for Monitoring:** Instructional Coach Instructional Liaison Assistant Principals Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: We are currently slated as a School Improvement Campus.   **Root Cause**: Our black and 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: 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, use of district provided assessments, and data-based small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction, and experience access to grade level appropriate assignments.

School Processes & Programs
Problem Statement 1: 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 should continue to be 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 6: HB3 - The percent of Cimarron Elementary 3rd grade students who achieve Meets and above in Math will increase to 22% by July 2026.

HB3 Goal

Evaluation Data Sources: STAAR Scores, 2026 Accountability Ratings

Strategy 1 Details	Reviews			
Strategy 1: 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, African American, Continuously Enrolled, Economically Disadvantaged) are progressing.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased math achievement by students, consistent implementation of small group instruction by teachers **Staff Responsible for Monitoring:** Instructional Coach Instructional Liaison Assistant Principals Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: HB3, ESF: Teachers will keep anecdotal records in a data binder for small group instruction. Teachers will demonstrate the use of various data, including Math MAP and math progressions, with student selection for groups, formative assessment strategies and targeted instruction.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved math performance by students **Staff Responsible for Monitoring:** Instructional Coach Instructional Liaison Assistant Principals Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 1: We are currently slated as a School Improvement Campus.   **Root Cause**: Our black and 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: 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, use of district provided assessments, and data-based small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction, and experience access to grade level appropriate assignments.

School Processes & Programs
Problem Statement 1: 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 should continue to be 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 2025 progress measures.

    Evaluation Data Sources: STAAR data, 2026 State Accountability

Strategy 1 Details	Reviews			

Strategy 1: (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.
 	
    Strategy's Expected Result/Impact: Increase in achievement and progress of GT students, 100% of GT students will Meet or Exceed Progress Measures
    Staff Responsible for Monitoring: GT Facilitator
Principal
 	
    ESF Levers:
Lever 5: Effective Instruction
    Problem Statements: School Processes & Programs 1
	Formative			**Summative**

	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			

Strategy 2: To meet the needs of all students, particularly at-risk 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.
 	
    Strategy's Expected Result/Impact: Increase in student achievement of At-Risk Students
    Staff Responsible for Monitoring: Instructional Liaison/ALC Coordinator
Counselor/ALC Coordinator
Principal
 	
    Title I:
2.51, 2.52, 2.53
 - **TEA Priorities:**
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Student Learning 1, 2 - School Processes & Programs 1
    Funding Sources: 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 - $6,400
	Formative			**Summative**

	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Utilize a weekly planning and biweekly Monday Learning Meeting structure and PLC 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.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in student achievement by students in all sub-populations. **Staff Responsible for Monitoring:** Instructional Coach Instructional Liaison **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 4 - School Processes & Programs 1				

Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: EBL's increased achievement on: 2026 TELPAS results, 2026 STAAR results, 2026 Accountability Report **Staff Responsible for Monitoring:** ESL ISSTs LPAC Administrator Principal **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

Strategy 5 Details	Reviews			
Strategy 5: ESF: Teachers will attend quarterly MTSS Kid Chats during the school year to monitor progress of students receiving ESL and Academic support interventions.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Teachers will collaborate about all student's academic performance.
    Staff Responsible for Monitoring: MTSS Coordinator
 	
    TEA Priorities:
Build a foundation of reading and math, Improve low-performing schools
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Student Learning 1, 2 - School Processes & Programs 1				

○ No Progress　　◯ Accomplished　　➡ Continue/Modify　　✗ Discontinue

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 1: We are currently slated as a School Improvement Campus.　**Root Cause**: Our black and 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: 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, use of district provided assessments, and data-based small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction, and experience access to grade level appropriate assignments.
Problem Statement 4: 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
Problem Statement 1: 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 should continue to be 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 8: SI/ESF: By May 2026, 85% of teachers will provide strong first teach instruction as evidenced by our CE school improvement walk data points at 80% or better.

Evaluation Data Sources: CE School Improvement Walk Data Points

Strategy 1 Details	Reviews			
Strategy 1: ESF: All teachers will be trained in the CE School Improvement Walkthrough Forms for instruction by August 13, 2025.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will understand the walkthrough form and be able to identify key math, literacy, science, and support elements for both small group and whole group instruction. **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: ESF: Administrative team will calibrate in the use of the CE School Improvement Walkthrough Forms by August 29, 2025.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Administrative team will effectively identify key math, literacy, science, and support elements for both small group and whole group instruction and provide bite-sized feedback and actions for staff. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
Strategy 3: ESF: Administrative Team will perform 3 walkthroughs weekly in PreK-2nd grade and AST/SPED classrooms, and 5 walkthroughs weekly in 3rd - 5th grade classrooms using the CE School Improvement Walkthrough forms, and provide bite-sized actionable feedback to teachers in 2-3 week cycles, beginning the week of August 18, 2025.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will receive bite-sized, actionable feedback Data collection will occur on a regular basis **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

Strategy 4 Details	Reviews			
Strategy 4: ESF: Administrative team will review data and feedback from the CE School Improvement Walkthroughs weekly and at the end of each data cycle to determine patterns and needs for job-embedded professional development through Monday Learning Meetings and morning PLCs.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Enhanced ability to provide just in time training and support for teachers to improve small group instruction. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

No Progress   Accomplished   Continue/Modify   Discontinue

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 1: We are currently slated as a School Improvement Campus.   **Root Cause**: Our black and 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.

Student Learning

Problem Statement 2: 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, use of district provided assessments, and data-based small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction, and experience access to grade level appropriate assignments.

School Processes & Programs

Problem Statement 1: 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 should continue to be 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 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			
Strategy 1: General Education Teachers, Special Education Teachers and Special Education Paraprofessionals will participate in regular training regarding effective instructional strategies for special education students.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved performance in goal attainment and progress for students, and improved performance on STAAR by Special Education sub-population **Staff Responsible for Monitoring:** Special Education Team Leaders Instructional Liaison Assistant Principals Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved performance in goal attainment and progress for students and a more proactive approach to ensuring that we meet student needs. **Staff Responsible for Monitoring:** Special Education Team Leaders Instructional Liaison Assistant Principals Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				

Strategy 3 Details	Reviews			
Strategy 3: 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.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Improved performance in goal attainment and progress for students and a more proactive approach to ensuring that we meet student needs. **Staff Responsible for Monitoring:** Special Education Team Leaders Assistant Principals Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3				
○ No Progress ◎ Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 9 Problem Statements:

Student Learning
Problem Statement 3: Our special education students are performing below our campus achievement overall.   **Root Cause**: There is a need to provide additional training in differentiated instruction and a focus on effective coteaching models for SPED resource teachers and in class support staff. Students receiving special education services need a balance of support to close gaps in learning and learn current content instruction

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			
Strategy 1: 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.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. **Staff Responsible for Monitoring:** Principal Physical Education Teacher Cafeteria Manager				

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 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. **Staff Responsible for Monitoring:** Principal Physical Education Teachers				

⬤ No Progress　　⬤ Accomplished　　➡ Continue/Modify　　✖ Discontinue

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			
Strategy 1: 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.		**Formative**			**Summative**
		Oct	Feb	Apr	June
Strategy's Expected Result/Impact: Students will have greater access to fine arts education and the ability to participate and competitively represent Cimarron Elementary in district art competitions. **Staff Responsible for Monitoring:** Art teacher **TEA Priorities:** Improve low-performing schools					

Strategy 2 Details		Reviews			
Strategy 2: 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.		**Formative**			**Summative**
		Oct	Feb	Apr	June
Strategy's Expected Result/Impact: Students will have greater access to fine arts education and the ability to participate and competitively represent Cimarron Elementary in district music competitions. **Staff Responsible for Monitoring:** Music teacher **TEA Priorities:** Improve low-performing schools					

No Progress   Accomplished   Continue/Modify   ✕ Discontinue

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

Performance Objective 12: At Cimarron Elementary, 70% of students in grades 3-5 will be scored as correct on their Short Constructed Response answers on the RLA 2026 STAAR test.

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers and students in all grades will use consistent language and structure across grade levels and content areas. Reading ASTs and ESL ISSTs will also be familiar with this structure to ensure consistent implementation.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Across content areas and grade levels, students will have the same protocols for SCR.
    Staff Responsible for Monitoring: Assistant Principals
Principal
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Student Learning 1, 2, 4 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Kindergarten students will use oral rehearsal to formulate thoughts about a text with evidence with adult assistance, such as sentence stems and modeling.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: 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.
    Staff Responsible for Monitoring: Assistant Principals
Principal
 	
    TEA Priorities:
Build a foundation of reading and math
 - **ESF Levers:**
Lever 5: Effective Instruction
    Problem Statements: Student Learning 1, 2, 4 - School Processes & Programs 1				

No Progress   Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 12 Problem Statements:

Student Learning
Problem Statement 1: We are currently slated as a School Improvement Campus. **Root Cause**: Our black and 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: 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, use of district provided assessments, and data-based small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction, and experience access to grade level appropriate assignments.
Problem Statement 4: 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
Problem Statement 1: 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 should continue to be 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 13: At Cimarron Elementary, at least 50% 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 65% 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			
Strategy 1: Teachers and students will utilize consistent language and structure across grade levels and content areas. Reading ASTs and ESL ISSTs will also be familiar with this structure to ensure consistent implementation.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Across content areas and grade levels, students will have the same protocols for SCR.
    Staff Responsible for Monitoring: Assistant Principals
 Principal
 	
    TEA Priorities:
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 5: Effective Instruction
    Problem Statements: Student Learning 1, 2, 4 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Vertical alignment PLCs will be held 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.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Specific areas of support needed by students at CE will be identified and addressed in small group instruction
    Staff Responsible for Monitoring: Assistant Principals
 Principal
 	
    TEA Priorities:
 Build a foundation of reading and math
  - **ESF Levers:**
 Lever 5: Effective Instruction
    Problem Statements: Student Learning 1, 2, 4 - School Processes & Programs 1				

⬤ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✕ Discontinue

Performance Objective 13 Problem Statements:

Student Learning
Problem Statement 1: We are currently slated as a School Improvement Campus. **Root Cause**: Our black and 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: 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, use of district provided assessments, and data-based small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction, and experience access to grade level appropriate assignments.
Problem Statement 4: 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
Problem Statement 1: 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 should continue to be utilized to inform small groups and interventions for mid to high performing students.

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			
Strategy 1: 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).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in LEP student achievement	Oct	Feb	Apr	June
Staff Responsible for Monitoring: LPAC Administrator EST ISSTs				
TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Train all EBL staff and administrators on state compliance items, including initial LPAC training, qualification tests, STAAR and TELPAS.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in LEP student achievement	Oct	Feb	Apr	June
Staff Responsible for Monitoring: LPAC Administrator ESL ISSTs				
TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs

Problem Statement 1: 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 should continue to be utilized to inform small groups and interventions for mid to high performing students.

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			
Strategy 1: Teachers will receive effective training in understanding and identifying the characteristics of a GT student in economically disadvantaged and at-risk conditions.		**Formative**			**Summative**
		Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Teachers will be able to more effectively identify students to refer for GT evaluation, and participation in GT will increase **Staff Responsible for Monitoring:** GT Facilitator Principal **Problem Statements:** School Processes & Programs 1					

Strategy 2 Details		Reviews			
Strategy 2: Parents will be informed of all GT identification timelines and processes, and encouraged to attend district GT information meetings.		**Formative**			**Summative**
		Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Parents will be adequately informed of all GT times and participation in GT testing will increase **Staff Responsible for Monitoring:** GT Facilitator Principal					

Strategy 3 Details		Reviews			
Strategy 3: 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.		**Formative**			**Summative**
		Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: 50% of classroom teachers K-5 will receive their GT hours and update them annually **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 1					

No Progress   Accomplished   Continue/Modify   ✖ Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: 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 should continue to be utilized to inform small groups and interventions for mid to high performing students.

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 95.11% in the 2024-25 school year to 95.30% in the 2025-26 school year.

Evaluation Data Sources: ADA rates

Strategy 1 Details				Reviews			
Strategy 1: CE will post the district provided attendance posters in multiple locations on the CE campus as well as in our weekly CE eNews.				**Formative**			**Summative**
				Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Parents will be aware of the impact of missing school for students.							
Staff Responsible for Monitoring: Principal							
TEA Priorities: Improve low-performing schools							

Strategy 2 Details				Reviews			
Strategy 2: 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.				**Formative**			**Summative**
				Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students whose absences exceed greater than 10% in the reporting time period will receive individualized, customized support to improve their attendance.							
Staff Responsible for Monitoring: Lora Hodges, AP over attendance							
TEA Priorities: Improve low-performing schools							
Problem Statements: Perceptions 1							

⬤ No Progress	⬤ Accomplished	➡ Continue/Modify	✖ Discontinue

Performance Objective 3 Problem Statements:

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 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			
Strategy 1: Intermediate students will set academic goals and analyze their performance to ensure that everyone makes at least one year's growth.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in student ownership of learning and performance **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2				

Strategy 2 Details	Reviews			
Strategy 2: Teams of teachers will meet on a weekly basis for planning instruction and the analysis of common assessments. Results will drive future instruction and enable teachers to adjust and provide reteaching where needed.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Consistent assessment across grade levels; increased student performance **Staff Responsible for Monitoring:** Assistant Principals Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

Strategy 3 Details	Reviews			
Strategy 3: HB3: Teachers will administer the Amira and Reading MAP assessments and show evidence of data driven instruction in lesson plans, data binders and lesson delivery.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased reading achievement **Staff Responsible for Monitoring:** Assistant Principals Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 4 - School Processes & Programs 1				

Strategy 4 Details	Reviews			
Strategy 4: HB3: Teachers will utilize the Math MAP Assessment 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.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased student performance in Math **Staff Responsible for Monitoring:** Assistant Principals Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

Strategy 5 Details	Reviews			
Strategy 5: ESF: Performance data for CBAs, Amira data, Reading/Math/Science MAP data, and KLA data will be reviewed by the Admin Team to determine effectiveness of first teach and small group instruction K-5.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increased teacher implementation of small group instruction, progress demonstrated by all student groups. **Staff Responsible for Monitoring:** Instructional Coach Instructional Liaison Assistant Principals Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 4 - School Processes & Programs 1				

○ No Progress   ◯ Accomplished   → Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: We are currently slated as a School Improvement Campus. **Root Cause**: Our black and 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: 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, use of district provided assessments, and data-based small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction, and experience access to grade level appropriate assignments.
Problem Statement 4: 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
Problem Statement 1: 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 should continue to be utilized to inform small groups and interventions for mid to high performing students.

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			
Strategy 1: 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	**Formative**			**Summative**
	Oct	Feb	Apr	June
Strategy's Expected Result/Impact: 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 **Staff Responsible for Monitoring:** Librarian Classroom Technology Designer Principal **Problem Statements:** Student Learning 2, 4 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: Job-embedded professional development will be provided with support from the classroom technology designer assigned to our campus.	**Formative**			**Summative**
	Oct	Feb	Apr	June
Strategy's Expected Result/Impact: Teachers will effectively use technology to increase student communication, collaboration and creativity **Staff Responsible for Monitoring:** Classroom Technology Designer Assistant Principals Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2 - School Processes & Programs 1				

Strategy 3 Details		Reviews			
Strategy 3: Staff will teach and model technology PRIDE expectations explicitly, focusing on digital citizenship, and ensure students follow technology expectations.		**Formative**			**Summative**
		Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will engage in digital citizenship and effectively use technology. **Staff Responsible for Monitoring:** Classroom Technology Designer Assistant Principals Principal **TEA Priorities:** Improve low-performing schools					

○ No Progress   ◯ Accomplished   → Continue/Modify   ✕ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 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, use of district provided assessments, and data-based small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction, and experience access to grade level appropriate assignments.
Problem Statement 4: 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
Problem Statement 1: 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 should continue to be utilized to inform small groups and interventions for mid to high performing students.

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			
Strategy 1: 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.			**Formative**			**Summative**
			Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: New teachers will be supported and retained **Staff Responsible for Monitoring:** Instructional Coach Instructional Liaison **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 2 - School Processes & Programs 1			Some Progress			

Strategy 2 Details			Reviews			
Strategy 2: 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.			**Formative**			**Summative**
			Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: New teachers will be supported and retained **Staff Responsible for Monitoring:** Instructional Coach Instructional Liaison **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** Student Learning 2 - School Processes & Programs 1			Some Progress			

Strategy 3 Details	Reviews			

Strategy 3: 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.
 	
    Strategy's Expected Result/Impact: New teachers will identify strategies and best practices to implement in their classroom.
    Staff Responsible for Monitoring: Instructional Coach
Instructional Liaison
 	
    TEA Priorities:
Recruit, support, retain teachers and principals
    Problem Statements: Student Learning 2 - School Processes & Programs 1
	Formative			Summative

	Oct	Feb	Apr	June
	Some Progress			

No Progress   Accomplished   ➡ Continue/Modify   ✖ Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 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, use of district provided assessments, and data-based small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction, and experience access to grade level appropriate assignments.

School Processes & Programs
Problem Statement 1: 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 should continue to be utilized to inform small groups and interventions for mid to high performing students.

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			
Strategy 1: 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.		**Formative**			**Summative**
		Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in teacher retention, increase in student achievement **Staff Responsible for Monitoring:** Assistant Principals Principal **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1					

Strategy 2 Details		Reviews			
Strategy 2: ESF: Instructional Coach will engage in coaching cycles with at least 4 teachers per semester, focusing on improving first teach instruction and small group instruction.		**Formative**			**Summative**
		Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Student learning will increase **Staff Responsible for Monitoring:** Instructional Coach **TEA Priorities:** Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1		Some Progress			

Strategy 3 Details	Reviews			
Strategy 3: 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 with the Instructional Leadership Team in 2-3 week cycles and plans made to provide professional development and targeted support to staff as needed.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Adult behaviors with relation to classroom and small group instruction will improve, and as a result student learning will improve. **Staff Responsible for Monitoring:** Assistant Principals Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1				

Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Staff will receive just in time personalized professional development based on their own needs and preferences. **Staff Responsible for Monitoring:** Instructional Coach Assistant Principals Principal **TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 4 - School Processes & Programs 1, 2				

Strategy 5 Details	Reviews			
Strategy 5: Cimarron Admin Team will attend training to support their abilities to effectively lead the campus.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Staff will receive supportive feedback to increase their ability to educate students. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 1: Strong School Leadership and Planning **Problem Statements:** Student Learning 1, 2 - School Processes & Programs 1	**Oct**	**Feb**	**Apr**	**June**

◯ No Progress   ◯ Accomplished   ➡ Continue/Modify   ✕ Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: We are currently slated as a School Improvement Campus.   **Root Cause**: Our black and 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: 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, use of district provided assessments, and data-based small group interventions continue to be needed to grow our students. Students need significant opportunities to participate in hands on instruction, and experience access to grade level appropriate assignments.
Problem Statement 4: 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
Problem Statement 1: 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 should continue to be utilized to inform small groups and interventions for mid to high performing students.
Problem Statement 2: Some students struggle with difficulties regulating emotions, including physical contact and inappropriate language.   **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 and controlling impulsivity.

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			
Strategy 1: CE Admin Team and ILT representatives for the following school year will participate in the Katy ISD Job Fair.	**Formative**			**Summative**
	Oct	Feb	Apr	June
Strategy's Expected Result/Impact: Hiring of highly qualified teaching staff **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing, Lever 3: Positive School Culture				

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Oct	Feb	Apr	June
Strategy's Expected Result/Impact: Increase in TELPAS scores, exit from the ESL program **Staff Responsible for Monitoring:** ESL ISSTs LPAC Administrator **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Strategic Staffing				

⬤ No Progress	⬤ Accomplished	➡ Continue/Modify	✖ Discontinue

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			
Strategy 1: Planning Guides will be provided to all staff in the areas of Instruction and Assessment (ESL, Grading & Assessment), Community (Communication, CE Discipline/Conduct, Counseling, Attendance, Arrival/Dismissal, Front Office, ILT, 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.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Staff will know and understand expectations and campus procedures clearly
    Staff Responsible for Monitoring: Principal
 	
    TEA Priorities:
Improve low-performing schools
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**

Strategy's Expected Result/Impact: Staff climate and culture will be positive and concerns will be addressed with a proactive, staff developed plan
    Staff Responsible for Monitoring: Principal
 	
    TEA Priorities:
Recruit, support, retain teachers and principals				

Strategy 3 Details		Reviews			
Strategy 3: 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.		**Formative**			**Summative**
		Oct	Feb	Apr	June
Strategy's Expected Result/Impact: Staff climate and culture will be positive and the following school year plans will be developed with teacher feedback **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals					

Strategy 4 Details		Reviews			
Strategy 4: Staff will be encouraged to participate in Pulse Surveys on a six week cycle through a district email and a reminder sent to the staff vox group.		**Formative**			**Summative**
		Oct	Feb	Apr	June
Strategy's Expected Result/Impact: 50% or more of staff will complete surveys **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals					

Strategy 5 Details		Reviews			
Strategy 5: Admin Team will monitor staff pulse survey results on a six week cycle and develop plans as needed to address concerns		**Formative**			**Summative**
		Oct	Feb	Apr	June
Strategy's Expected Result/Impact: Staff concerns will be addressed effectively **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals					

No Progress   Accomplished   Continue/Modify   Discontinue

Goal 7: 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			
Strategy 1: Recruit new volunteers at campus events such as Meet the Teacher, Curriculum Night and Parent Engagement events.			**Formative**			**Summative**
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.			**Oct**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in volunteer base and parent participation. **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Improve low-performing schools **Problem Statements:** Perceptions 1						

Strategy 2 Details			Reviews			
Strategy 2: 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.			**Formative**			**Summative**
			Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Parent Attendance at events, increase in family partnerships, increase in student learning **Staff Responsible for Monitoring:** Principal **Title I:** 2.51, 2.52, 2.53, 2.535 **Problem Statements:** Perceptions 1 **Funding Sources:** - 211 - Title I Part A - $4,870						

Strategy 3 Details					Reviews			

Strategy 3 Details	Reviews			
Strategy 3: Develop transition strategies for PK students to aid in the transition to Kindergarten and assist with parental involvement and parental understanding.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased PreK/Kindergarten registration **Staff Responsible for Monitoring:** PreK Teachers Principal **Problem Statements:** Perceptions 1	**Oct**	**Feb**	**Apr**	**June**

Strategy 4 Details	Reviews			
Strategy 4: 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased interest in and awareness of available JH programming, increased registration in PreAP classes at JH. **Staff Responsible for Monitoring:** Counselor 5th Grade Teachers **Problem Statements:** Perceptions 1	**Oct**	**Feb**	**Apr**	**June**

Strategy 5 Details	Reviews			
Strategy 5: 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will be well informed **Staff Responsible for Monitoring:** Principal **Problem Statements:** Perceptions 1	**Oct**	**Feb**	**Apr**	**June**

Strategy 6 Details	Reviews			
Strategy 6: 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased parent involvement and engagement with the school community **Staff Responsible for Monitoring:** Principal **Problem Statements:** Perceptions 1	**Oct**	**Feb**	**Apr**	**June**

Strategy 7 Details		**Reviews**			
Strategy 7: 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.		**Formative**			**Summative**
		Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase in student achievement **Staff Responsible for Monitoring:** Principal					

Strategy 8 Details		**Reviews**			
Strategy 8: Advertise Title III: Parent Engagement Events using CE eNews and flyers to emerging bilingual families.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Parents will participate in offerings from the district **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools		**Oct**	**Feb**	**Apr**	**June**

⚪ No Progress　　🟢 Accomplished　　➡️ Continue/Modify　　❌ Discontinue

Performance Objective 1 Problem Statements:

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 8: 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			
Strategy 1: 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.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase connections and relationships, decreased discipline referrals **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Recruit, support, retain teachers and principals **Problem Statements:** School Processes & Programs 2	Considerable			

Strategy 2 Details	Reviews			
Strategy 2: 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.	**Formative**			**Summative**
	Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Students will exhibit Purpose, Responsibility, Integrity, Dependability and Effort in all common areas and classrooms on campus; Decreased discipline referrals **Staff Responsible for Monitoring:** Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2				

Strategy 3 Details		Reviews			
Strategy 3: All staff will be trained in de-escalation strategies and utilize these strategies to support students on an as-needed basis.		**Formative**			**Summative**
		Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Decrease in discipline referrals, fewer student removals from class **Staff Responsible for Monitoring:** Counselor Assistant Principals **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2		Moderate Progress			

Strategy 4 Details		Reviews			
Strategy 4: 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.		**Formative**			**Summative**
		Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Effective Community Circles will happen with fidelity and discipline referrals will decrease **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2		Considerable			

Strategy 5 Details		Reviews			
Strategy 5: ESF: Staff will be trained in relationship building strategies and will implement learning through the use of classroom contracts and other strategies.		**Formative**			**Summative**
		Oct	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Increase connections and relationships, decreased discipline referrals **Staff Responsible for Monitoring:** Counselor Assistant Principals **TEA Priorities:** Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 2		Considerable			

Strategy 6 Details		Reviews			

Strategy 6: 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.
    Strategy's Expected Result/Impact: Students will form connections and relationships with other students across grade levels and staff, decreased discipline referrals
    Staff Responsible for Monitoring: House Committee
Counselor
Assistant Principals
 	
    ESF Levers:
Lever 5: Effective Instruction
    Problem Statements: School Processes & Programs 2
		Formative			**Summative**

		Oct	Feb	Apr	June

Strategy 7 Details		Reviews			

Strategy 7: 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.
    Strategy's Expected Result/Impact: Decrease in discipline referrals, few student removals from class, reduced bullying accusations/investigations
    Staff Responsible for Monitoring: Counselor
Instructional Liaison
Assistant Principals
 	
    ESF Levers:
Lever 5: Effective Instruction
    Problem Statements: School Processes & Programs 2
		Formative			**Summative**

		Oct	Feb	Apr	June
		Moderate Progress			

Strategy 8 Details		Reviews			

Strategy 8: Information on violence prevention and bullying prevention will be provided to parents, students and teachers.
    Strategy's Expected Result/Impact: 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.
    Staff Responsible for Monitoring: Counselor
Assistant Principals
 	
    ESF Levers:
Lever 5: Effective Instruction
    Problem Statements: School Processes & Programs 2 - Perceptions 1
		Formative			**Summative**

		Oct	Feb	Apr	June
		Accomplished			

Strategy 9 Details		Reviews			
Strategy 9: 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.		**Formative**			**Summative**
		Oct	Feb	Apr	June
Strategy's Expected Result/Impact: Student support will be in place for students as well as a proactive process to identify supports. **Staff Responsible for Monitoring:** Counselor School Psychologist Social Worker Assistant Principals Principal **TEA Priorities:** Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture **Problem Statements:** School Processes & Programs 2 - Perceptions 1					

Strategy 10 Details		Reviews			
Strategy 10: The school counselor will meet with new students and reach out to new families within 5 days of student enrollment. The school counselor will share information gathered in these meetings with all staff who work with the student within one week of the student enrolling.		**Formative**			**Summative**
		Oct	Feb	Apr	June
Strategy's Expected Result/Impact: The counselor will build a relationship with new students and families, and teachers can better relate to their new students proactively. **Staff Responsible for Monitoring:** Counselor Principal **Problem Statements:** Perceptions 1		Considerable			

No Progress	Accomplished	Continue/Modify	Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Some students struggle with difficulties regulating emotions, including physical contact and inappropriate language.   **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 and controlling impulsivity.

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.

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

Name	Position	FTE
Amy Ritter	Reading Academic Support Teacher	1
Katherine Davis	Math Academic Support Teacher	1

Title I

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

1.1: Description of CNA Process

Needs Assessment Overview Summary

The Campus Advisory Team and several additional personnel met on April 22, 2025 at 3:30 pm in the LGI and May 12, 2025 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:

Lindsey Chase	Principal
Jedidiah Boggs	Assistant Principal/Other School Leader
Lora Hodges	Assistant Principal/Other School Leader
Melissa Kampwerth	Assistant Principal/Other School Leader
Charlaine Miles	Specialized School Support (Counselor)
Justin Lefoll	Specialized School Support (Librarian)
Stephen Hancock	District Representative
Vivian Muldune	District Representative
Melody Pohla	Teacher
Jose Hernandez	Teacher
Emerson Gallegos	Paraprofessional
Brenda Curtis	Paraprofessional
Haley Truesdell	Parent Member
Laura Benson	Parent Member
Brittney Hataway	Parent Member
Joy Nwachukwu	Parent Member
Elizabeth Salinas	Parent Member
Shellie Scott	Parent Member
Dara Korede	Parent Member
Sarah McKinley	Parent Member

Lindsey Chase	Principal
Stephanie Scott	Parent Member
Mario Fuentes	Business Member
Cayce Corley	Business Member
Patricia McCarty	Community Member
Jean Edgmond	Community Member
Presley Slauson	Community Member

The following data points were reviewed with the Campus Advisory Team during the April and May 2025 meetings to determine the 2025-2026 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

Focus Areas

After looking at many pieces of data and conducting a root cause analysis it was determined that the four highest leverage areas for the 2025-2026 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 9, 2025, November 3, 2025, February 2, 2026, May 4, 2026, and May 11, 2026 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.

1.2: Location for Evidence of Multiple Meetings Held

The Campus Advisory Team and several additional personnel met on April 22, 2025 at 3:30 pm in the LGI and May 12, 2025 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.

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

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

The Campus Improvement Plan was developed with the input and approval of many stakeholders. The Campus Improvement Plan was reviewed, finalized and approved at our 1st Campus Advisory Team Meeting for the 2025-2026 school year on Tuesday, September 9, 2025.

2.2: Stakeholders 1114(b)(2)

The following members of the Campus Advisory Team reviewed, finalized and approved our Campus Improvement Plan:

Role	Name
Principal	Lindsey Chase
Other School Leader	Jedidiah Boggs
Other School Leader	Lora Hodges
Other School Leader	Melissa Kampwerth
Katy Improvement Council Representative	Donielle Clemons Harrison
Specialized Instructional Support Personnel	Charlaine Miles, Counselor
Specialized Instructional Support Personnel	Shanna Stout, Diagnostician
Teacher	Elaine Medina
Teacher	Barbara Rosales
Paraprofessional	Chelsi Burns
Paraprofessional	Ariel Cushing
Parent	Jennifer Watson
Parent	Alexis Salinas
Business Member	John Brucato
Business Member	Jocole Rogers
Community Member	Patricia McCarty
District Representative	Stephen Hancock
District Administrator	Vivian Muldune
District Administrator	Tiffany White

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

The Campus Needs Assessment, Campus Improvement Plan and Parent/Family Engagement Policy and Compact are 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.

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

Any strategy in which Title one funds are listed as a funding source also incorporate all appropriate title one elements.

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

3.1: Location and Confirmation for Evaluation of Program Effectiveness Documentation

All notes are in the Formative Reviews quarterly for program effectiveness. All notes for annual evaluation of the Schoolwide program plan are in the Summative Review. All documentation and data analyzed is aligned with required Schoolwide program evaluation processes, and all Schoolwide program evaluation is included in the CNA process for next school year.

Title I Personnel

Name	Position	Program	FTE
Barbara Rosales	Reading Academic Support Teacher	ELAR	1
Ryan Newton	Math Academic Support Teacher	Math	1

Campus Funding Summary

192 - Special Project					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	7	2		Tutoring Funds	$6,400.00
				Sub-Total	$6,400.00
199 - State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
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			$1,500.00
2	3	1			$2,903.00
2	4	1			$1,500.00
2	7	2	Title I Personnel		$155,423.00
7	1	2			$4,870.00
				Sub-Total	$166,196.00

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%	40%				
State Rate	46%	49%				
Met State Rate	No	No				
Internal Goal	-	33%	41%	42%	43%	44%
Met Internal Goal	-	Yes				

MET in 2025

Cimarron: Targets

3rd Grade Reading Meets or Above

	# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Federal Targets		34%		39%		59%		44%		73%		46%		55%		26%		35%		37%
2024 Actual	16	13%	44	30%	25	28%	1	0%	7	71%	0		11	55%	37	8%	61	23%	12	25%
2025 Target		23%				38%														
2025 Actual	7	29%	34	38%	24	50%	1	0%	1	0%	0		10	30%	24	8%	49	31%	18	39%
Met Target		Y				Y														
2026 Target														40%		18%				

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%	18%				
State Rate	40%	44%				
Met State Rate	No	No				
Internal Goal	-	21%	22%	23%	24%	25%
Met Internal Goal	-	No				

Cimarron: Targets

3rd Grade Math Meets or Above

	# African American	% African American	# Hispanic	% Hispanic	# White	% White	# American Indian	% American Indian	# Asian	% Asian	# Pacific Islander	% Pacific Islander	# Two or More	% Two or More	# Special Ed	% Special Ed	# Eco Dis	% Eco Dis	# EB	% EB
Federal Targets		33%		44%		60%		47%		82%		51%		55%		29%		40%		45%
2024 Actual	16	13%	44	18%	25	20%	1	0%	7	43%	0		11	27%	37	11%	61	11%	12	33%
2025 Target						30%												21%		
2025 Actual	6	17%	34	18%	24	25%	1	0%	1	0%	0		10	0%	24	13%	48	15%	18	17%
Met Target						N												N		
2026 Target						35%										10%				