

Katy Independent School District

Cimarron Elementary School

2026-2027 Campus Improvement Plan

Accountability Rating: C



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

Climbing to Greatness Together - You Belong Here

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Comprehensive Needs Assessment

Revised/Approved: June 18, 2026

Needs Assessment Overview

Needs Assessment Overview Summary

Needs Assessment Overview Summary

The Campus Advisory Team and several additional personnel met on May 7, 2026 at 3:30 pm in the LGI and May 11, 2026 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
Donielle Clemons Harrison	Assistant Principal/Other School Leader
Shanna Stout	Specialized Instructional Support Personnel
Charlaine Miles	Specialized Instructional Support Personnel
Jennifer Watson	Parent
Alexis Salinas	Parent
Chelsi Burns	Paraprofessional
Ariel Cushing	Paraprofessional
Elaine Medina	Teacher
Eric Childress	Teacher
Jocole Rogers	Community/Business Member
Patricia McCarty	Community/Business Member
John Brucato	Community/Business Member
Stephen Hancock	District Professional
Vivian Muldune	District Administrator
Tiffany White	District Administrator

The following data points were reviewed with the Campus Advisory Team during the May 2026 meetings to determine the 2026-2027 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
- MAP (Measure of Academic Progress) Assessments
- 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 CLI Engage Data
- 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

Prioritized Problem Statements

Problem Statement 1:

Cimarron Elementary has demonstrated growth in differentiated instruction and daily small-group instruction; however, continued focus is needed to ensure all students, including high-performing students, consistently engage in rigorous grade-level learning and demonstrate accelerated academic growth.

Root Cause:

Staff members need continued support in using data to drive instruction, form responsive small groups, and provide targeted interventions and enrichment opportunities that promote student growth.

Problem Statement 2:

Students receiving special education services have demonstrated academic growth; however, continued focus is needed to close achievement gaps and increase access to grade-level standards and rigorous learning opportunities.

Root Cause:

Teachers and support staff need continued training and coaching in specially designed instruction, effective co-teaching practices, and targeted interventions to ensure students receiving special education services achieve high levels of academic growth.

Problem Statement 3:

Student performance data indicates a need to increase the percentage of students achieving Meets and Masters performance levels in Reading, Math, and Science through continued focus on reading proficiency and mathematical problem solving.

Root Cause:

Teachers need continued support in implementing strong Tier 1 instruction, using data to inform instruction, and providing rigorous, research-based instructional practices and differentiated learning experiences that accelerate student achievement in literacy and math.

Problem Statement 4:

Student performance data indicates a need to increase academic achievement and growth across multiple student groups, particularly among Black and White students, to ensure all students are successful and close achievement gaps.

Root Cause:

Teachers need continued support in implementing strong Tier 1 instruction, using data to inform instruction, and providing rigorous, differentiated learning experiences that accelerate student achievement.

Problem Statement 5:

Cimarron Elementary has demonstrated positive growth in student behavior and emotional regulation; however, continued focus is needed to strengthen students' self-regulation, conflict resolution, and positive peer interactions.

Root Cause:

Teachers need continued support in behavior management, restorative practices, and de-escalation strategies. Consistent reinforcement of campus expectations and strong partnerships with families will further support positive student behavior and emotional regulation.

Problem Statement 6:

Cimarron Elementary has seen increased family engagement and participation in school events and PTA involvement; however, continued focus is needed to strengthen partnerships with families and expand opportunities for meaningful involvement in student learning and school decision-making.

Root Cause:

Staff members must continue to provide creative, inclusive, and flexible opportunities for family engagement through a variety of communication methods, volunteer opportunities, and family learning experiences that meet the diverse needs of our community.

Problem Statement 7:

There is a continued need to strengthen family and student ownership of academic achievement, behavior, attendance, and overall student success through increased engagement with grades, assessment data, and academic progress measures.

Root Cause:

Families and students need ongoing access to clear communication, resources, and support systems that help them understand student performance data and actively support learning at home. Continued development of parent-friendly tools and learning opportunities will strengthen shared ownership of student success.

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 2026-2027 school year are as follows: reading, math, science, parent involvement, 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 10, 2026, November 10, 2026, March 16, 2027, April 22, 2027, and May 4, 2027 from 3:30 - 4:30 pm in the Cimarron Parent Engagement Room. 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 approximately 500 students in grades Pre-K through 5th. The campus provides specialized programs including Emergent Bilingual (EB), Structured Life, and Early Childhood Special Education (ECSE).

Enrollment & Demographic Data (Past 5 Years)

	2021 - 2022	2022 - 2023	2023 - 2024	2024 - 2025	2025 - 2026
Enrollment #	606	617	563	523	487
Mobility Rate*	17.8%	14.1%	14.3%	*	*
Race/Ethnicity %					
Hispanic	35.8%	39.71%	40.85%	40.92%	42.09%
Black/African American	14.7%	14.59%	13.32%	13.77%	17.25%
White	38.8%	32.9%	31.44%	30.4%	26.69%
Asian	3.5%	4.86%	5.33%	4.78%	3.90%
Two or More	7.1%	7.62%	8.53%	9.18%	9.86%
American Indian	0.3%	0.3%	0.53%	0.96%	0.21%
Student Statistics					
At Risk	44.4%	55.8%	54.71%	50.29%	63.86%
Economically Disadvantaged	61.1%	60.9%	60.92%	63.29%	64.27%
Special Education (SPED)	20.0%	26.7%	29.13%	32.89%	37.37%
Emergent Bilingual	11.7%	16.2%	18.8%	20.27%	17.25%
Gifted & Talented (GT)	2.5%	1.8%	1.40%	2.10%	1.85%

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

Enrollment at Cimarron Elementary has gradually declined over the past several years as the neighborhood population ages. At the same time, the linguistic needs of our community continue to evolve. Currently, approximately 116 students who reside within the Cimarron attendance boundary receive bilingual services at another campus, representing approximately 18% of school-aged students in our attendance zone. While enrollment has decreased, the overall racial and ethnic demographics of the campus have remained

relatively stable. At the same time, the percentages of emergent bilingual and special education students have increased, reflecting the evolving needs of our student population. Mobility rates have decreased in recent years. The most recently available mobility data indicates that Cimarron's mobility rate remains above the district average but below the state average.

Over the past five years, the campus has experienced notable growth in the number of students receiving Special Education and Emergent Bilingual services. As a result, the campus continues to strengthen instructional systems, intervention supports, and specialized services to meet the diverse needs of all learners.

Staff Demographics

Our teaching staff is 85% female (40 females and 7 males), which is above both the district and state average. Our teaching staff is 14.7% African American, 11.5% Hispanic, 63.3% White, 6.3% Two or More Races, and 4.2% Asian. Cimarron Elementary employs a highly dedicated and experienced staff committed to student success. As we enter the 2026–2027 school year, staff turnover has decreased to approximately 8%, a significant improvement from previous years and evidence of the strong culture and sense of belonging that exists on our campus. Staff members are committed to continuous improvement and work collaboratively to ensure high levels of learning for all students.

Cimarron considers it a high priority to attract and hire highly-qualified teachers and staff 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. New teachers are provided with PBIS, campus procedures including planning guides, and technology training prior to the school year. Each new teacher is paired with a mentor for their first two years of teaching to support them by guiding them to resources and answering their questions. Our Instructional Coach facilitates monthly mentoring meetings and coordinates peer observations to support individual teacher growth and development.

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 the following:

Established Neighborhood School with Strong Community Ties

Cimarron Elementary is a well-established neighborhood school with deep roots in the community. Many current parents attended Cimarron as students, creating a strong tradition of family involvement and support. Despite declining enrollment, family participation remains strong through PTA events, volunteer opportunities, Celebrations of Learning, House activities, and other campus events. Families consistently describe Cimarron as a welcoming school where students are known, valued, and supported.

Strong Sense of Belonging and Positive School Culture

Cimarron's culture is built around the belief that every student belongs and can be successful. Daily Community Circles, the House System, PRIDE expectations, and intentional relationship-building practices create a welcoming environment where students feel connected to both peers and adults. These systems support students' social-emotional growth while fostering a safe and positive learning environment.

Diverse and Evolving Student Population

Cimarron serves a diverse student population that continues to evolve to reflect the changing needs of the community. Over the past five years, the campus has experienced growth in both Emergent Bilingual and Special Education populations. This diversity enriches the learning experience for all students and provides opportunities to develop empathy, collaboration, and respect for others.

Strong Attendance and Student Engagement

Cimarron has demonstrated consistent improvement in student attendance through intentional communication with families and campus-wide attendance initiatives. Student attendance has increased from 93.5% in 2021–2022 to over 95% in 2024–2025 and 2025–2026. The campus continues to emphasize the importance of daily attendance as a critical factor in student success and academic growth.

Supportive Systems for Student Success

Cimarron has strong systems in place to support students academically, behaviorally, and socially. Community Circles, MTSS processes, targeted interventions, the House System, and family engagement opportunities help students build connections quickly and receive the support they need to be successful.

Strong Staff Retention and Stability

Cimarron is home to a highly dedicated and experienced team of educators committed to continuous improvement, collaboration, and ensuring high levels of learning for every student. More than 43% of teachers have over six years of experience, and 33% have more than eleven years of experience. Staff retention has become a significant strength for the campus, with turnover decreasing to approximately 8% as we enter the 2026–2027 school year. This stability allows the campus to maintain strong instructional systems, preserve institutional knowledge, build lasting relationships with students and families, and provide consistency in instruction that supports a strong campus culture.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The percentage of students identified for Gifted and Talented (GT) services at Cimarron Elementary (1.87%) does not fully reflect the potential strengths and abilities of our diverse student population, particularly among economically disadvantaged, emergent bilingual, and underrepresented student groups.

Root Cause: Students from underrepresented populations may be less likely to be identified for GT services due to limited awareness of the referral process, differences in how gifted characteristics are demonstrated, and the need for continued staff training and outreach efforts to ensure equitable identification practices.

Student Learning

Student Learning Summary

Cimarron Elementary continues to focus on accelerating student achievement through strong Tier 1 instruction, targeted interventions, frequent instructional coaching, and extended learning opportunities. While 2026 STAAR accountability results are still pending, multiple measures of student performance indicate positive academic growth and demonstrate the impact of our instructional systems.

During the 2025–2026 school year, students demonstrated strong growth on the NWEA MAP assessment in both reading and mathematics. Fourth grade achieved growth at the 90th percentile nationally in mathematics, while second grade achieved growth at the 74th percentile nationally in reading. Campuswide, students achieved growth above the national average in both reading and mathematics.

STAAR Performance Trends

Cimarron continues to focus on improving student achievement across all tested grade levels. The tables below provide a comparison of campus and district STAAR performance in the Approaches, Meets, and Masters performance levels from 2022–2026.

		Approaches		Meets		Masters	
Grade and Subject	Year	District	Campus	District	Campus	District	Campus
Grade 3 Reading	2026	81%	63%	62%	31%	36%	6%
	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%
Grade 3 Math	2026	75%	46%	54%	21%	31%	6%
	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%
Grade 4 Reading	2026	83%	80%	65%	49%	36%	9%
	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%

		Approaches		Meets		Masters	
Grade 4 Math	2026	76%	72%	60%	54%	35%	22%
	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%
Grade 5 Reading	2026	87%	69%	72%	47%	50%	27%
	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%
Grade 5 Math	2026	82%	62%	61%	30%	33%	14%
	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%
Grade 5 Science	2026	75%	44%	49%	22%	27%	4%
	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%

Oral Reading Fluency: Amira Benchmark (2023–2026)

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		2025 - 2026		2023 - 2024		2024 - 2025		2025 - 2026		2023 - 2024		2024 - 2025		2025 - 2026	
	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY	BOY	EOY
Kindergarten	N/A	74%	N/A	39%			N/A	11%	N/A	34%			N/A	15%	N/A	26%		

	Below Level						Approaching						On Level					
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.

Overall, Amira data indicates improvement in the percentage of students reading on grade level across multiple grade levels, particularly in Kindergarten, third grade, and fifth grade. Continued focus on foundational literacy skills, fluency, and comprehension will remain a campus priority.

MAP (Measure of Academic Progress)

The MAP Assessment is a computer-adaptive, nationally normed test used in schools to measure student achievement and academic growth in reading, math and science. The 2025-2026 year was the first year of implementation at Cimarron. **Note that kindergarten students did not participate in the beginning of year administration of MAP, and will not have BOY scores.

MAP Math Achievement & Growth Summary

	BOY Achievement Percentile	MOY Achievement Percentile	EOY Achievement Percentile	Change from BOY -> EOY	Growth Percentile	BOY % High Achievement (61st+)	EOY % High Achievement (61st+)	Change BOY -> EOY
Kindergarten	N/A	57th	51st	-8	49th	N/A	37%	N/A
Grade 1	58th	58th	47th	-11	40th	46%	39%	-7%
Grade 2	40th	49th	49th	+9	69th	29%	33%	+4%
Grade 3	46th	46th	45th	-1	51st	30%	39%	+9%
Grade 4	50th	56th	68th	+18	90th	35%	58%	+23%
Grade 5	49th	48th	52nd	+3	64th	34%	44%	+10%
Campus Overall	49th	51st	53rd	+4	66th	34%	43%	+9%

In mathematics, Cimarron Elementary increased its overall MAP achievement percentile from the 49th percentile at the beginning of the year to the 53rd percentile at the end of the year while achieving growth at the 66th percentile nationally. Additionally, the percentage of students performing above the 60th percentile increased from 34% to 43%. Fourth grade demonstrated exceptional growth, achieving a 90th percentile growth rate nationally and increasing the percentage of students above the 60th percentile from 35% to 58%.

MAP Reading Achievement & Growth Summary

	BOY Achievement Percentile	MOY Achievement Percentile	EOY Achievement Percentile	Change from BOY -> EOY	Growth Percentile	BOY % High Achievement (61st+)	EOY % High Achievement (61st+)	Change BOY -> EOY
Kindergarten	N/A	39th	55th	+16	55th	N/A	38%	N/A
Grade 1	55th	57th	55th	0	52nd	48%	41%	-7%
Grade 2	48th	52nd	68th	+20	74th	38%	59%	+21%
Grade 3	59th	54th	53rd	-6	45th	45%	40%	-5%
Grade 4	59th	60th	60th	+1	56th	45%	50%	+5%
Grade 5	58th	54th	54th	-4	43rd	44%	45%	+1%
Campus Overall	57th	54th	57th	0	53rd	44%	46%	+2%

In Reading, Cimarron Elementary maintained overall achievement at the 57th percentile from the beginning to the end of the school year while achieving growth at the 53rd percentile nationally. The percentage of students performing above the 60th percentile increased from 44% to 46%. Grade 2 demonstrated exceptional growth, achieving a 74th percentile growth rate nationally and increasing achievement from the 48th percentile to the 68th percentile. Kindergarten also demonstrated significant growth from winter to spring, increasing achievement from the 39th percentile to the 55th percentile. Continued focus on strengthening literacy growth in Grades 3 and 5 will be an area of emphasis moving forward.

MAP Science Achievement & Growth Summary

	BOY Achievement Percentile	MOY Achievement Percentile	EOY Achievement Percentile	Change from BOY -> EOY	Growth Percentile	BOY % High Achievement (61st+)	EOY % High Achievement (61st+)	Change BOY -> EOY
Grade 5	62nd	64th	60th	-2	46th	50%	49%	-1%

In Science, fifth grade students maintained achievement above national norms throughout the school year. Achievement measured at the 62nd percentile in the fall, increased to the 64th percentile in the winter, and concluded the year at the 60th percentile nationally. Approximately half of all students consistently performed above the 60th percentile. While overall achievement remained strong, growth was measured at the 46th percentile nationally, indicating an opportunity to increase student growth while maintaining strong levels of achievement. Continued emphasis on rigorous, standards-aligned science instruction and opportunities for deeper scientific inquiry will support future growth and achievement.

Reflections on Growth

Reading performance data demonstrates areas of both growth and opportunity. Amira results show improvement in the percentage of students reading on grade level in several grade levels, particularly Kindergarten, third grade, and fifth grade. Additionally, MAP Reading data indicates strong growth in second grade and significant gains from winter to spring in Kindergarten. While progress is evident, increasing the percentage of students reading on grade level and accelerating growth in intermediate grades will remain a campus focus.

Mathematics was a significant area of growth during the 2025–2026 school year. Campuswide achievement increased from the 49th percentile to the 53rd percentile nationally, while overall growth reached the 66th percentile. Fourth grade demonstrated exceptional growth, achieving growth at the 90th percentile nationally and increasing the percentage of

students performing above the 60th percentile from 35% to 58%. Continued focus on problem solving, mathematical discourse, and rigorous grade-level instruction as well as the implementation of an HQIM resource for math will support future growth.

For science, our fifth grade students maintained achievement above national norms throughout the school year, with approximately half of all students performing above the 60th percentile nationally. While achievement remained strong, growth data indicates an opportunity to further accelerate learning through continued emphasis on inquiry-based instruction, academic discourse, and standards-aligned science experiences.

Multiple measures of student performance indicate that Cimarron students demonstrated positive academic growth during the 2025–2026 school year. Students achieved above-average growth on MAP assessments in both reading and mathematics, while maintaining achievement levels above national norms in science. While opportunities for improvement remain, the data suggests that the campus's focus on strong Tier 1 instruction, targeted intervention, instructional coaching, and extended learning opportunities is positively impacting student achievement.

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:

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.
- In **2024–2025**, we focused on strengthening Tier 1 instruction through consistent implementation of Katy ISD curriculum resources, access to grade-level materials for all learners, student goal-setting, and accountable academic discourse. Mid-year, we refined our intervention system by implementing targeted pull-out literacy interventions for students requiring Tier 2 and Tier 3 support.

In 2025–2026

, we strengthened our commitment to strong Tier 1 instruction through consistent implementation of district curriculum resources, frequent feedback and coaching, data-driven planning, and a continued emphasis on accountable academic discourse. We also expanded targeted pull-out interventions in both reading and math to provide intensive support for students requiring Tier 2 and Tier 3 services. To accelerate learning for students in tested grades, we provided four after-school tutoring sessions during the fall for students in grades 3–5, focused on reading and math, as well as science for 5th grade, with students identified based on academic data. Additionally, we implemented a 12-week Extended Learning Opportunity for all 4th and 5th grade students, providing two days of instruction each week focused on accelerating growth in reading and math.

Multiple measures of student performance indicate that our targeted instructional supports and focus on student growth have resulted in meaningful academic progress.

Demonstrated Student Growth

Students demonstrated meaningful academic growth during the 2025–2026 school year. On the MAP assessment, students achieved above-average growth nationally in both reading and mathematics. Fourth grade achieved growth at the 90th percentile nationally in mathematics, while second grade achieved growth at the 74th percentile nationally in reading, demonstrating the impact of strong instruction, targeted interventions, and extended learning opportunities.

Comprehensive and Differentiated Intervention Services

Cimarron has developed a comprehensive intervention system that provides timely, targeted support for students requiring acceleration, remediation, or enrichment.

- With state compensatory and Title I funding, we employ one Title I teacher and two academic support teachers to provide targeted pull-out interventions in reading and mathematics for students requiring additional support.
- 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.

Ongoing Progress Monitoring

Teachers consistently utilize formative and summative assessment data to monitor student progress and adjust instruction. Data from MAP, Amira, district assessments, classroom assessments, and progress monitoring tools are regularly reviewed during PLCs and collaborative planning sessions to identify student needs, plan interventions, and measure growth over time.

Collaborative Planning and Professional Learning Communities

Protected collaborative planning time allows teachers, instructional leaders, support staff, and special education case managers to work together to analyze data, internalize lessons, plan instruction, and share effective practices. These collaborative structures ensure consistency of instruction and support continuous improvement across grade levels. Grade-level teams meet regularly to review student performance data and make instructional decisions that support student growth.

Instructional Coaching to Strengthen Pedagogy

Our campus instructional coach supports teachers in implementing effective instructional practices, with a focus 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. In addition, members of the campus leadership team conducted frequent classroom walkthroughs and provided timely feedback focused on celebrating strengths and identifying actionable next steps. Teachers in grades 2–5 received an average of 4–5 classroom visits each week, while teachers in PK–1 and other instructional support staff received 1–2 visits weekly. This consistent coaching and feedback cycle strengthened instructional practices, promoted accountability, and supported continuous improvement across the campus.

Partnership with District Curriculum & Instruction Teams

We maintain strong partnerships with district-level specialists in literacy, mathematics, science, and social studies to ensure alignment with district expectations and access to high-quality professional learning. 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.

Together, these systems create a comprehensive framework that supports continuous improvement and ensures that all students have access to high-quality instruction and targeted support.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student performance data indicates a need to increase academic achievement and growth across multiple student groups, particularly among Black and White students, to ensure all students are successful and close achievement gaps.

Root Cause: Teachers need continued support in implementing strong Tier 1 instruction, using data to inform instruction, and providing rigorous, differentiated learning experiences that accelerate student achievement.

Problem Statement 2 (Prioritized): Student performance data indicates a need to increase the percentage of students achieving Meets and Masters performance levels in Reading, Math, and Science through continued focus on reading proficiency and mathematical problem solving.

Root Cause: Teachers need continued support in implementing strong Tier 1 instruction, using data to inform instruction, and providing rigorous, research-based instructional practices and differentiated learning experiences that accelerate student achievement in literacy and math.

Problem Statement 3 (Prioritized): Students receiving special education services have demonstrated academic growth; however, continued focus is needed to close achievement gaps and increase access to grade-level standards and rigorous learning opportunities.

Root Cause: Teachers and support staff need continued training and coaching in specially designed instruction, effective co-teaching practices, and targeted interventions to ensure students receiving special education services achieve high levels of academic growth.

School Processes & Programs

School Processes & Programs Summary

Curriculum, instruction, and assessment at Cimarron Elementary are aligned to the Texas Essential Knowledge and Skills (TEKS), Katy ISD curriculum resources, district assessments, and guidance from the Curriculum & Instruction and Assessment departments. Our instructional program emphasizes critical thinking, collaboration, communication, problem solving, and academic discourse while ensuring all students have access to rigorous, grade-level learning experiences.

Assessment is a key component of instructional decision-making. Teachers utilize a variety of data sources, including MAP, Amira, district assessments, module assessments, campus-based assessments, TELPAS, CLI Engage, TX-KEA, and classroom formative assessments to monitor student progress and adjust instruction. Grade levels regularly analyze student performance data to identify focus standards, plan targeted instruction, and provide timely intervention and enrichment opportunities.

Professional Learning Communities (PLCs) meet regularly to engage in lesson internalization, collaborative planning, data analysis, formative assessment design, and professional learning. Teachers also participate in ongoing campus-based professional development and peer observations to strengthen instructional practices and learn from one another.

To support instructional excellence, members of the leadership team conduct frequent classroom walkthroughs and provide timely feedback focused on celebrating strengths and identifying actionable next steps. Teachers in grades 2–5 receive an average of 4–5 classroom visits per week, while teachers in PK–1 and instructional support staff receive 1–2 visits weekly. This consistent coaching and feedback cycle promotes continuous growth and refinement of instructional practices.

Student progress is monitored through the Multi-Tiered System of Supports (MTSS) process. MTSS meetings are held throughout the year to review academic and behavioral data, monitor interventions, and determine next steps for students requiring additional support. Cimarron utilizes targeted pull-out intervention models in both literacy and mathematics to provide Tier 2 and Tier 3 support aligned to individual student needs. Quarterly Special Education Kid Chats and regular LPAC Kid Chats further support the monitoring and acceleration of student growth for specialized student populations.

To accelerate learning for students in tested grades, Cimarron provided four data-driven after-school tutoring sessions during the fall for students in grades 3–5 focused on reading, math, and fifth-grade science. Additionally, fourth and fifth grade students participated in a 12-week Extended Learning Opportunity program held twice weekly, providing additional instructional time focused on accelerating growth in reading and mathematics.

All professional learning, instructional systems, interventions, and campus programs are aligned to the needs identified through ongoing analysis of student performance data and the goals outlined in the Campus Improvement Plan.

Cimarron Elementary employs highly qualified teachers and paraprofessionals and prioritizes recruiting and retaining exceptional educators. New staff members participate in district onboarding, campus-based training, monthly mentoring sessions, and individualized support from experienced mentors. These structures provide ongoing job-embedded professional learning focused on instructional practices, classroom management, and student achievement.

At Cimarron, we are committed to creating a culture where every decision, every action, and every resource is focused on student success. Through strong instructional systems, targeted interventions, meaningful professional learning, and a relentless focus on student growth, we strive to ensure that every student grows more than a school year in a school year.

School Processes & Programs Strengths

We have many process/programmatic strengths:

Collaborative Team Planning

Grade-level teams participate in protected collaborative planning time each week alongside assistant principals, special education case managers, and instructional support staff. Teams use this time to internalize lessons, analyze student data, plan instruction, and share effective practices.

Professional Learning and Coaching

Teachers engage in ongoing, job-embedded professional learning focused on lesson planning, data analysis, formative assessment, and research-based instructional practices. Frequent classroom walkthroughs and coaching cycles provide teachers with timely feedback and support for continuous growth. Teachers in grades 2–5 receive 4–5 classroom visits each week, while teachers in PK–1 and instructional support staff receive 1–2 visits weekly.

Strong Tier 1 Instructional Systems

Cimarron maintains a strong focus on rigorous, grade-level instruction for all students through the consistent implementation of district curriculum resources, accountable academic discourse, data-driven decision making, and targeted small-group instruction.

Targeted Intervention and MTSS Processes

A well-established MTSS process supports the identification and monitoring of students requiring additional academic or behavioral support. Targeted pull-out interventions in literacy and mathematics provide intensive support for students receiving Tier 2 and Tier 3 services.

Extended Learning Opportunities

Students have access to additional instructional support beyond the school day through after-school tutorials and extended learning opportunities. During the 2025–2026 school year, students in grades 3–5 participated in targeted fall tutorials, and students in grades 4 and 5 participated in a 12-week Extended Learning Opportunity program focused on accelerating growth in reading and mathematics.

Mentoring and Staff Development

New staff members are supported through structured mentoring, onboarding, and ongoing professional learning. Monthly mentoring sessions, campus-based training, and individualized support help ensure successful transitions and continuous professional growth.

Clear Systems and Expectations

Campus planning guides and established procedures provide staff with clear expectations and consistent practices related to instruction, intervention, communication, student support, and campus operations.

Student-Centered Culture

Cimarron fosters a culture where relationships come first and students feel connected, supported, and valued. Daily Community Circles, social-emotional learning practices, and a strong focus on belonging contribute to a positive learning environment.

House System and School Culture

The Cimarron House System strengthens relationships among students and staff while promoting leadership, teamwork, positive behavior, and school pride. House activities, celebrations, and traditions create a strong sense of belonging and community.

Technology Integration

Technology is integrated across all content areas to enhance instruction, increase student engagement, support creativity and collaboration, and provide access to high-quality learning resources. Students and staff have access to a wide range of instructional technology tools that support teaching and learning.

Safety and Operational Systems

Established safety procedures, regular drills, and clearly defined campus systems contribute to a safe, organized, and supportive learning environment for students and staff.

Strong Community and Family Partnerships

Cimarron maintains a strong family atmosphere where staff, students, and families work together to support student success. Campus traditions, family engagement opportunities, and community partnerships strengthen connections and contribute to a positive school culture.

Commitment to Professional Growth

The campus prioritizes professional learning and invests significant resources in developing teachers, paraprofessionals, and leaders to ensure high-quality instruction and continuous improvement.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Cimarron Elementary has demonstrated growth in differentiated instruction and daily small-group instruction; however, continued focus is needed to ensure all students, including high-performing students, consistently engage in rigorous grade-level learning and demonstrate accelerated academic growth.

Root Cause: Staff members need continued support in using data to drive instruction, form responsive small groups, and provide targeted interventions and enrichment opportunities that promote student growth.

Problem Statement 2 (Prioritized): Cimarron Elementary has demonstrated positive growth in student behavior and emotional regulation; however, continued focus is needed to strengthen students' self-regulation, conflict resolution, and positive peer interactions.

Root Cause: Teachers need continued support in behavior management, restorative practices, and de-escalation strategies. Consistent reinforcement of campus expectations and strong partnerships with families will further support positive student behavior and emotional regulation.

Perceptions

Perceptions Summary

At Cimarron Elementary, we work hard to create a community of lifelong learners by providing a challenging, safe, nurturing, and respectful learning environment. We encourage all students and staff to value hard work, perseverance, and continuous growth. We believe that together we can create a school where every individual feels welcomed, respected, and supported. Our promise to our community is to serve and support all students as they become creative, independent, and critical thinkers.

Our theme this year is **"Climbing to Greatness Together – You Belong Here!"** We believe that every student can achieve at high levels when provided with strong instruction, meaningful relationships, and a supportive environment. Challenges are approached with a positive, respectful, and solution-oriented mindset. Students and staff are held to high expectations and provided the support necessary to achieve success.

Cimarron Elementary is committed to ensuring that every student reaches their fullest potential. Our staff works intentionally to build strong relationships with students and families through open communication and collaboration. Families receive information through phone calls, emails, Canvas, social media, communication folders, newsletters, and family events throughout the year. Open House, Curriculum Night, Celebrations of Learning, and numerous family engagement opportunities allow parents to partner with us in supporting student success.

At Cimarron Elementary, we utilize Positive Behavioral Interventions and Supports (PBIS) and our House System to establish schoolwide expectations and promote a positive learning environment. Staff members receive ongoing training and support to ensure consistent implementation of campus expectations.

Schoolwide expectations are summarized through our PRIDE acronym:

- **P – Purpose**
- **R – Respect**
- **I – Integrity**
- **D – Dependability**
- **E – Effort**

Students are recognized and celebrated for demonstrating PRIDE through House Points, classroom recognition systems, weekly House Meetings, and campus-wide House Rallies. These systems strengthen relationships, encourage positive behavior, and foster a strong sense of belonging among students and staff. As a result of our intentional focus on relationships, restorative practices, and positive behavior supports, campus discipline referrals have continued to decrease.

Relationship-building remains a cornerstone of our campus culture. Every classroom begins the day with a 15-minute Community Circle designed to strengthen connections between students and teachers, build classroom community, and develop students' social-emotional skills. We believe that strong relationships create the foundation for academic success. Our instructional schedule also includes two daily recess opportunities for Kindergarten and first-grade students, recognizing the importance of play, movement, and social development in supporting young learners.

Teachers explicitly teach and reinforce campus-wide PRIDE expectations throughout the year using a common scope and sequence. Expectations are reviewed regularly to ensure consistency across all settings and provide students with a predictable and supportive learning environment.

Special programs and traditions enrich the student experience at Cimarron Elementary. Students participate in Junior Achievement, Career Day, Transformation Day, Field Day, Celebrations of Learning, and a variety of field trips and enrichment opportunities. Fifth-grade students participate in Junior High Day to support their transition to West Memorial Junior High. Students in grades 3–5 may participate in Read Deed Run, while fifth-grade students may participate in Cheetah Choir and fourth- and fifth-grade students may participate in Art Guild. Student leadership opportunities are available through Safety Patrol and House Council, allowing students to develop leadership skills while serving the school community.

Our counselor provides guidance, support, and resources for students and families. Through strong partnerships with organizations such as Compassion Katy, Katy ISD Partners in Education, YMCA, Katy Community Fellowship, and other community organizations, we are able to provide school supplies, food assistance, clothing, holiday support, and additional resources for families in need.

As the inspiration for our students, we understand the importance of family engagement. We actively seek opportunities to involve parents and family members throughout the school year and strive to create meaningful partnerships that support student learning, well-being, and success. Our staff works diligently to honor and celebrate the diverse cultures, languages, and experiences represented within our school community while ensuring that every family feels welcomed and valued.

Perceptions Strengths

Family, Community, and School Strengths

- **Cimarron Elementary maintains a strong neighborhood school atmosphere where students, families, and staff feel connected and valued.** Programs such as the Cheetah PRIDE Pack, Veterans Day Celebration, Community Circles, House System, and family engagement events foster a culture of belonging and support.
- **The campus places a high priority on students' social-emotional well-being.** Daily Community Circles, restorative practices, explicit instruction of PRIDE expectations, two recess opportunities for primary students, and a strong House System help students develop positive relationships, self-regulation skills, and a sense of belonging.
- **Families have numerous opportunities to engage in their child's education and school community.** Events such as Curriculum Night, CE World Tour, Celebrations of Learning, House Rallies, Grandparents Night, Transformation Day, and PTA-sponsored activities encourage meaningful family involvement throughout the school year.
- **Students have access to a variety of leadership, enrichment, and extracurricular opportunities.** Programs such as Read Deed Run, House Council, Safety Patrol, Art Guild, Choir, Junior Achievement, and student leadership opportunities allow students to develop talents, leadership skills, and connections beyond the classroom.
- **The partnership between Cimarron Elementary and the PTA is a significant strength of the campus.** Through volunteerism, fundraising, and event support, the PTA plays an essential role in enhancing student experiences and supporting staff and families.
- **Cimarron benefits from strong community partnerships that directly support students and families.** Organizations such as Katy Community Fellowship, Compassion Katy, Junior Achievement, Cinco Ranch High School PALS, KEYS Mentors, Partners in Education, and numerous campus volunteers provide resources, mentorship, and opportunities that enrich the educational experience for students.
- **The campus culture is built upon the belief that every student belongs and can be successful.** Strong relationships among students, staff, families, and community members contribute to a safe, welcoming, and student-centered learning environment.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Cimarron Elementary has seen increased family engagement and participation in school events and PTA involvement; however, continued focus is needed to strengthen partnerships with families and expand opportunities for meaningful involvement in student learning and school decision-making.

Root Cause: Staff members must continue to provide creative, inclusive, and flexible opportunities for family engagement through a variety of communication methods, volunteer opportunities, and family learning experiences that meet the diverse needs of our community.

Problem Statement 2 (Prioritized): There is a continued need to strengthen family and student ownership of academic achievement, behavior, attendance, and overall student success through increased engagement with grades, assessment data, and academic progress measures.

Root Cause: Families and students need ongoing access to clear communication, resources, and support systems that help them understand student performance data and actively support learning at home. Continued development of parent-friendly tools and learning opportunities will strengthen shared ownership of student success.

Priority Problem Statements

Problem Statement 1: Cimarron Elementary has demonstrated growth in differentiated instruction and daily small-group instruction; however, continued focus is needed to ensure all students, including high-performing students, consistently engage in rigorous grade-level learning and demonstrate accelerated academic growth.

Root Cause 1: Staff members need continued support in using data to drive instruction, form responsive small groups, and provide targeted interventions and enrichment opportunities that promote student growth.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: Students receiving special education services have demonstrated academic growth; however, continued focus is needed to close achievement gaps and increase access to grade-level standards and rigorous learning opportunities.

Root Cause 2: Teachers and support staff need continued training and coaching in specially designed instruction, effective co-teaching practices, and targeted interventions to ensure students receiving special education services achieve high levels of academic growth.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Student performance data indicates a need to increase the percentage of students achieving Meets and Masters performance levels in Reading, Math, and Science through continued focus on reading proficiency and mathematical problem solving.

Root Cause 3: Teachers need continued support in implementing strong Tier 1 instruction, using data to inform instruction, and providing rigorous, research-based instructional practices and differentiated learning experiences that accelerate student achievement in literacy and math.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Student performance data indicates a need to increase academic achievement and growth across multiple student groups, particularly among Black and White students, to ensure all students are successful and close achievement gaps.

Root Cause 4: Teachers need continued support in implementing strong Tier 1 instruction, using data to inform instruction, and providing rigorous, differentiated learning experiences that accelerate student achievement.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Cimarron Elementary has demonstrated positive growth in student behavior and emotional regulation; however, continued focus is needed to strengthen students' self-regulation, conflict resolution, and positive peer interactions.

Root Cause 5: Teachers need continued support in behavior management, restorative practices, and de-escalation strategies. Consistent reinforcement of campus expectations and strong partnerships with families will further support positive student behavior and emotional regulation.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Cimarron Elementary has seen increased family engagement and participation in school events and PTA involvement; however, continued focus is needed to strengthen partnerships with families and expand opportunities for meaningful involvement in student learning and school decision-making.

Root Cause 6: Staff members must continue to provide creative, inclusive, and flexible opportunities for family engagement through a variety of communication methods, volunteer

opportunities, and family learning experiences that meet the diverse needs of our community.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: There is a continued need to strengthen family and student ownership of academic achievement, behavior, attendance, and overall student success through increased engagement with grades, assessment data, and academic progress measures.

Root Cause 7: Families and students need ongoing access to clear communication, resources, and support systems that help them understand student performance data and actively support learning at home. Continued development of parent-friendly tools and learning opportunities will strengthen shared ownership of student success.

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
- Federal Report Card and accountability data
- Results Driven Accountability (RDA)

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility/stability
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility/stability rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends
- Safe and Supportive School Program Team and/or Crisis Team data (Senate Bill 11)
- School Behavioral Threat Assessment Data (Senate Bill 11)

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
- Staff mobility/stability
- Support structures: mentors
- Teacher recruitment/retention rates and other data
- Classroom and school walkthrough data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Parent and community partnership data

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 18, 2026

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: BOY, MOY, and EOY data will demonstrate that at least 70% of students meet or exceed expected annual growth in reading and mathematics. Data-review records will reflect timely adjustments to small-group instruction, intervention, and enrichment.

Evaluation Data Sources: District growth measures, including Amira, MAP, Circle Progress Monitoring, and STAAR Progress Measures.

Strategy 1 Details	Reviews			
Strategy 1: Teachers and instructional teams will review BOY, MOY, and EOY growth data and formative assessment results to establish individual growth goals, form responsive small groups, and provide timely intervention or enrichment. 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 Instructional Coordinator Assistant Principals Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details		Reviews			
Strategy 2: To meet the needs of all students, particularly students identified as at risk, currently not meeting state expectations in any curricular area, utilize Title I 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: Students receiving targeted intervention and tutorials will demonstrate measurable progress toward individual growth goals and grade-level expectations, as evidenced by district assessments, progress-monitoring data, and classroom performance. Staff Responsible for Monitoring: Instructional Coordinator/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, 3 - School Processes & Programs 1 Funding Sources: State Comp Ed Personnel - 199 - State Comp Ed - \$164,025, Title I Personnel - 211 - Title I Part A - \$164,025, - 192 - Special Project - Tutoring Funds - \$6,400, Professional & Paraprofessional Tutoring Support - 211 - Title I Part A - \$9,090, Transportation Funds for Tutorials - 211 - Title I Part A - \$4,000		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student performance data indicates a need to increase academic achievement and growth across multiple student groups, particularly among Black and White students, to ensure all students are successful and close achievement gaps. Root Cause: Teachers need continued support in implementing strong Tier 1 instruction, using data to inform instruction, and providing rigorous, differentiated learning experiences that accelerate student achievement. Problem Statement 2: Student performance data indicates a need to increase the percentage of students achieving Meets and Masters performance levels in Reading, Math, and Science through continued focus on reading proficiency and mathematical problem solving. Root Cause: Teachers need continued support in implementing strong Tier 1 instruction, using data to inform instruction, and providing rigorous, research-based instructional practices and differentiated learning experiences that accelerate student achievement in literacy and math. Problem Statement 3: Students receiving special education services have demonstrated academic growth; however, continued focus is needed to close achievement gaps and increase access to grade-level standards and rigorous learning opportunities. Root Cause: Teachers and support staff need continued training and coaching in specially designed instruction, effective co-teaching practices, and targeted interventions to ensure students receiving special education services achieve high levels of academic growth.

School Processes & Programs

Problem Statement 1: Cimarron Elementary has demonstrated growth in differentiated instruction and daily small-group instruction; however, continued focus is needed to ensure all students, including high-performing students, consistently engage in rigorous grade-level learning and demonstrate accelerated academic growth. **Root Cause:** Staff members need continued support in using data to drive instruction, form responsive small groups, and provide targeted interventions and enrichment opportunities that promote student growth.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: By June 2027, Cimarron Elementary will increase the Overall STAAR average of the Approaches, Meets, and Masters performance by at least 10 percentage points over the 2026 baseline in reading, mathematics, and science, as measured by 2027 STAAR and state accountability data.

Evaluation Data Sources: STAAR data, 2027 Accountability Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
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, math and science TEKS for all students. 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 1, 2, 3 - School Processes & Programs 1 Funding Sources: Instructional Supplies & Materials - 211 - Title I Part A - \$5,595				

Strategy 2 Details		Reviews			
Strategy 2: Literacy vertical team will implement consistent SCR and ECR instructional language and response structures across content areas. During PLCs, teachers will analyze student writing samples and formative assessment data to identify patterns, plan targeted instruction, and monitor progress toward STAAR writing expectations. Strategy's Expected Result/Impact: By spring 2027, student work and district assessment data will demonstrate increased proficiency on SCR and ECR tasks, contributing to improved STAAR reading performance at the Meets and Masters levels. Staff Responsible for Monitoring: Instructional Coach Instructional Coordinator Assistant Principals Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Student performance data indicates a need to increase academic achievement and growth across multiple student groups, particularly among Black and White students, to ensure all students are successful and close achievement gaps. Root Cause: Teachers need continued support in implementing strong Tier 1 instruction, using data to inform instruction, and providing rigorous, differentiated learning experiences that accelerate student achievement.
Problem Statement 2: Student performance data indicates a need to increase the percentage of students achieving Meets and Masters performance levels in Reading, Math, and Science through continued focus on reading proficiency and mathematical problem solving. Root Cause: Teachers need continued support in implementing strong Tier 1 instruction, using data to inform instruction, and providing rigorous, research-based instructional practices and differentiated learning experiences that accelerate student achievement in literacy and math.
Problem Statement 3: Students receiving special education services have demonstrated academic growth; however, continued focus is needed to close achievement gaps and increase access to grade-level standards and rigorous learning opportunities. Root Cause: Teachers and support staff need continued training and coaching in specially designed instruction, effective co-teaching practices, and targeted interventions to ensure students receiving special education services achieve high levels of academic growth.
School Processes & Programs
Problem Statement 1: Cimarron Elementary has demonstrated growth in differentiated instruction and daily small-group instruction; however, continued focus is needed to ensure all students, including high-performing students, consistently engage in rigorous grade-level learning and demonstrate accelerated academic growth. Root Cause: Staff members need continued support in using data to drive instruction, form responsive small groups, and provide targeted interventions and enrichment opportunities that promote student growth.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: HB3 - The percent of Cimarron Elementary 3rd grade students who achieve Meets and above in Reading will increase to 35% by July 2027.

HB3 Goal

Evaluation Data Sources: STAAR Scores, 2027 Accountability Ratings

Strategy 1 Details		Reviews			
Strategy 1: HB3, ESF: Instructional leaders and teachers will use Amira, MAP, math progression, formative assessment, and student-group data to plan and document differentiated small-group instruction in reading and mathematics. Progress will be reviewed during each data cycle, with particular attention to students in identified HB3 focus groups (including Two or More Races and Continuously Enrolled). Strategy's Expected Result/Impact: Small-group records, walkthrough data, and student assessment results will demonstrate consistent use of data-responsive instruction and progress toward the third-grade HB3 targets of 41% Meets or above in reading and 22% Meets or above in mathematics. Staff Responsible for Monitoring: Instructional Coach Instructional Coordinator Assistant Principals Principal TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1		Formative			Summative
		Oct	Feb	Apr	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 1: Student performance data indicates a need to increase academic achievement and growth across multiple student groups, particularly among Black and White students, to ensure all students are successful and close achievement gaps. Root Cause: Teachers need continued support in implementing strong Tier 1 instruction, using data to inform instruction, and providing rigorous, differentiated learning experiences that accelerate student achievement.

Student Learning

Problem Statement 2: Student performance data indicates a need to increase the percentage of students achieving Meets and Masters performance levels in Reading, Math, and Science through continued focus on reading proficiency and mathematical problem solving. **Root Cause:** Teachers need continued support in implementing strong Tier 1 instruction, using data to inform instruction, and providing rigorous, research-based instructional practices and differentiated learning experiences that accelerate student achievement in literacy and math.

Problem Statement 3: Students receiving special education services have demonstrated academic growth; however, continued focus is needed to close achievement gaps and increase access to grade-level standards and rigorous learning opportunities. **Root Cause:** Teachers and support staff need continued training and coaching in specially designed instruction, effective co-teaching practices, and targeted interventions to ensure students receiving special education services achieve high levels of academic growth.

School Processes & Programs

Problem Statement 1: Cimarron Elementary has demonstrated growth in differentiated instruction and daily small-group instruction; however, continued focus is needed to ensure all students, including high-performing students, consistently engage in rigorous grade-level learning and demonstrate accelerated academic growth. **Root Cause:** Staff members need continued support in using data to drive instruction, form responsive small groups, and provide targeted interventions and enrichment opportunities that promote student growth.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 4: HB3: The percent of Cimarron Elementary 3rd grade students who achieve meets and above in math will increase to 23% by July 2027.

HB3 Goal

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 5: SI/ESF: By May 2027, at least 85% of teachers will demonstrate strong Tier 1 first-teach instruction by meeting at least 80% of applicable indicators on the CE School Improvement Walkthrough tool.

Evaluation Data Sources: CE School Improvement Walk Data Points

Strategy 1 Details	Reviews			
Strategy 1: ESF: By August 28, 2026, all teachers will be trained on the CE School Improvement Walkthrough indicators, and campus leaders will complete calibration activities to establish consistent expectations for observing and providing feedback on strong Tier 1 instruction. 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. Leadership 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 to support continuous improvement. Staff Responsible for Monitoring: Instructional Coach Instructional Coordinator 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, 3 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: ESF: Campus leaders will conduct 2-3 walks weekly in PreK-2nd grade and AST/SPED classrooms, and 3-4 walks weekly in 3rd - 5th grade classrooms within established 10-day cycles, provide timely, bite-sized feedback, and review campus trends weekly. At the end of each cycle, the ILT will identify the next instructional focus and determine needed job-embedded professional learning, coaching, or PLC support. Strategy's Expected Result/Impact: Walkthrough data will demonstrate progressive improvement in Tier 1 instruction, resulting in at least 85% of teachers meeting 80% or more of the applicable walkthrough indicators by May 2027. Feedback records and ILT documentation will reflect timely coaching and professional-learning responses to identified trends. 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, 3 - School Processes & Programs 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 1: Student performance data indicates a need to increase academic achievement and growth across multiple student groups, particularly among Black and White students, to ensure all students are successful and close achievement gaps. Root Cause: Teachers need continued support in implementing strong Tier 1 instruction, using data to inform instruction, and providing rigorous, differentiated learning experiences that accelerate student achievement. Problem Statement 2: Student performance data indicates a need to increase the percentage of students achieving Meets and Masters performance levels in Reading, Math, and Science through continued focus on reading proficiency and mathematical problem solving. Root Cause: Teachers need continued support in implementing strong Tier 1 instruction, using data to inform instruction, and providing rigorous, research-based instructional practices and differentiated learning experiences that accelerate student achievement in literacy and math. Problem Statement 3: Students receiving special education services have demonstrated academic growth; however, continued focus is needed to close achievement gaps and increase access to grade-level standards and rigorous learning opportunities. Root Cause: Teachers and support staff need continued training and coaching in specially designed instruction, effective co-teaching practices, and targeted interventions to ensure students receiving special education services achieve high levels of academic growth.
School Processes & Programs
Problem Statement 1: Cimarron Elementary has demonstrated growth in differentiated instruction and daily small-group instruction; however, continued focus is needed to ensure all students, including high-performing students, consistently engage in rigorous grade-level learning and demonstrate accelerated academic growth. Root Cause: Staff members need continued support in using data to drive instruction, form responsive small groups, and provide targeted interventions and enrichment opportunities that promote student growth.

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 6: 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. 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	Formative			Summative
	Oct	Feb	Apr	June
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. 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	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: 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: By June 2027, Cimarron Elementary will reduce each identified achievement gap between each monitored student group and the overall campus population by at least 5 percentage points in reading, mathematics, and science, as measured by applicable STAAR, MAP, and Circle Progress Monitoring data. Progress will be monitored at least quarterly through disaggregated data reviews, with documented instructional responses to ensure equitable access to rigorous, grade-level learning experiences for all students.

Evaluation Data Sources: Circle Progress Monitoring, MAP Scores, STAAR Scores, 2027 STAAR Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Conduct regular classroom walkthroughs and lesson-plan reviews to monitor EBL students' academic and linguistic progress; ensure fidelity to district-approved language program models; and verify that ELPs, PLDs, and aligned differentiated instructional practices are implemented across all grade levels and content areas. Strategy's Expected Result/Impact: EBL students will demonstrate measurable academic and linguistic growth through consistent access to differentiated, language-rich, grade-level instruction aligned with their proficiency levels and the district-approved language program model. Walkthrough and lesson-plan data will show increased fidelity of implementation across all grade levels and content areas. Staff Responsible for Monitoring: EB Specialist 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 - School Processes & Programs 1				

Strategy 2 Details	Reviews			
Strategy 2: General education teachers, special education teachers, and intervention staff will participate in quarterly collaborative Kid Chats to review academic, behavioral, and linguistic progress for students receiving special education, ESL, and academic support services; evaluate their response to instruction and interventions; and determine whether adjustments to interventions, accommodations, services, or consideration of IEP updates are needed. Strategy's Expected Result/Impact: Students receiving special education, ESL, and academic support services will demonstrate increased academic, behavioral, and linguistic progress through consistent monitoring, timely instructional adjustments, and coordinated support. Kid Chat documentation will reflect quarterly data reviews and identified next steps for each student discussed. Staff Responsible for Monitoring: Special Education Team Leaders EB Specialist Instructional Coordinator Assistant Principals Principal Title I: 2.51 - 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, 3 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Use EB student language proficiency and academic data to identify instructional needs and plan targeted, differentiated grade level instruction incorporating appropriate second language acquisition supports. Strategy's Expected Result/Impact: Increase in English language proficiency and academic performance, as evidenced by measurable growth in TELPAS and/or STAAR scores. Staff Responsible for Monitoring: EB Specialist Instructional Coordinator Instructional Coach Assistant Principals Principal Problem Statements: Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Oct	Feb	Apr	June

Strategy 4 Details		Reviews			
Strategy 4: 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: One hundred percent of GT students will meet or exceed applicable progress measures, and implementation records will document direct support for students' identified social-emotional needs. Staff Responsible for Monitoring: GT Facilitator Principal ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Learning 2 - School Processes & Programs 1		Formative			Summative
		Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: Student performance data indicates a need to increase academic achievement and growth across multiple student groups, particularly among Black and White students, to ensure all students are successful and close achievement gaps. Root Cause: Teachers need continued support in implementing strong Tier 1 instruction, using data to inform instruction, and providing rigorous, differentiated learning experiences that accelerate student achievement.
Problem Statement 2: Student performance data indicates a need to increase the percentage of students achieving Meets and Masters performance levels in Reading, Math, and Science through continued focus on reading proficiency and mathematical problem solving. Root Cause: Teachers need continued support in implementing strong Tier 1 instruction, using data to inform instruction, and providing rigorous, research-based instructional practices and differentiated learning experiences that accelerate student achievement in literacy and math.
Problem Statement 3: Students receiving special education services have demonstrated academic growth; however, continued focus is needed to close achievement gaps and increase access to grade-level standards and rigorous learning opportunities. Root Cause: Teachers and support staff need continued training and coaching in specially designed instruction, effective co-teaching practices, and targeted interventions to ensure students receiving special education services achieve high levels of academic growth.
School Processes & Programs
Problem Statement 1: Cimarron Elementary has demonstrated growth in differentiated instruction and daily small-group instruction; however, continued focus is needed to ensure all students, including high-performing students, consistently engage in rigorous grade-level learning and demonstrate accelerated academic growth. Root Cause: Staff members need continued support in using data to drive instruction, form responsive small groups, and provide targeted interventions and enrichment opportunities that promote student growth.

Goal 2: 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 improve their overall Average Daily Attendance (ADA) rate from 94.82% in the 2025-26 school year to 95.30% in the 2026-27 school year.

Evaluation Data Sources: ADA rates

Strategy 1 Details	Reviews			
Strategy 1: Following each progress-report and grading period, the Attendance Improvement Committee will review students whose absence rate exceeds 10%, identify contributing factors, develop individualized attendance-improvement plans, and monitor the effectiveness of supports at each subsequent meeting. Strategy's Expected Result/Impact: Students whose absence rate exceeds 10% will receive individualized supports based on identified barriers. Attendance records and plan-review documentation will demonstrate whether each student's attendance improves following intervention. Staff Responsible for Monitoring: AP over attendance TEA Priorities: Improve low-performing schools	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Strategic Design Goal 6: Katy ISD will attract, develop, support, and retain high quality staff members.

Performance Objective 1: By May 2027, Cimarron Elementary will recruit, develop, and retain high-quality staff by filling 100% of campus vacancies with qualified candidates, ensuring 100% of eligible new teachers complete required mentoring supports, and retaining at least 90% of effective staff members who are eligible to return for the 2027-28 school year.

Evaluation Data Sources: Vacancy and hiring records, mentor meeting and observation documentation, TTESS Data, ESL certification records, Staff retention data

Strategy 1 Details	Reviews			
Strategy 1: All new teachers with zero to one year of experience will participate in a two-year campus mentoring program that includes assignment to the same campus mentor for two consecutive years, weekly mentor meetings, monthly collaborative sessions with the campus lead mentor, and two 15-20-minute peer observations per semester facilitated by the instructional coach. These supports will provide ongoing opportunities to learn effective instructional strategies, ask questions, receive feedback, and build professional relationships within a supportive campus culture. Strategy's Expected Result/Impact: One hundred percent of eligible new teachers will complete the required mentoring activities and demonstrate professional growth through T-TESS, coaching, and mentor-feedback evidence. New-teacher retention will meet or exceed the campus retention target. Staff Responsible for Monitoring: Instructional Coach Title I: 2.52 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture Problem Statements: School Processes & Programs 1, 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: CE Admin Team and ILT representatives for the following school year will participate in the Katy ISD Job Fair. Strategy's Expected Result/Impact: Campus participation in the district job fair will result in a documented pool of qualified candidates to support the timely filling of budgeted campus vacancies. Staff Responsible for Monitoring: Principal TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 3: Positive School Culture	Formative			Summative
	Oct	Feb	Apr	June

Strategy 3 Details	Reviews			
Strategy 3: Monitor and track ESL certification status for all Literacy teachers to ensure completion of ESL certification requirements. Strategy's Expected Result/Impact: 100% of Literacy teachers will obtain ESL certification within one year of their hire date, ensuring teachers are appropriately certified and equipped to meet the linguistic and academic needs of EB students. Staff Responsible for Monitoring: EB Specialist Principal TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing	Formative			Summative
	Oct	Feb	Apr	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Cimarron Elementary has demonstrated growth in differentiated instruction and daily small-group instruction; however, continued focus is needed to ensure all students, including high-performing students, consistently engage in rigorous grade-level learning and demonstrate accelerated academic growth. Root Cause: Staff members need continued support in using data to drive instruction, form responsive small groups, and provide targeted interventions and enrichment opportunities that promote student growth.
Problem Statement 2: Cimarron Elementary has demonstrated positive growth in student behavior and emotional regulation; however, continued focus is needed to strengthen students' self-regulation, conflict resolution, and positive peer interactions. Root Cause: Teachers need continued support in behavior management, restorative practices, and de-escalation strategies. Consistent reinforcement of campus expectations and strong partnerships with families will further support positive student behavior and emotional regulation.

Goal 4: 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: By May 2027, Cimarron Elementary will increase parent and family engagement by providing academic, social-emotional, wellness, and community-building opportunities that support the whole child. Success will be measured by a 10% increase over the 2025-26 baseline in total volunteer hours, an increase in Cheetah PRIDE Pack volunteers from 54 to at least 60, and documented family participation in each category of engagement opportunity.

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

Strategy 1 Details	Reviews			
Strategy 1: Cimarron Elementary will collaborate with PTA and community partners to recruit, train, and engage volunteers in classroom, campus, and family-engagement activities. Strategy's Expected Result/Impact: Volunteer records will reflect a 10% increase in total volunteer hours and an increase in Cheetah PRIDE Pack volunteers from 54 to at least 60. Staff Responsible for Monitoring: Principal TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1, 2	Formative			Summative
	Oct	Feb	Apr	June

Strategy 2 Details	Reviews			
Strategy 2: Cimarron Elementary will use Title I funds to provide academic family-learning events and training sessions at varied times and in accessible formats to help families understand grade-level expectations, student progress, and strategies for supporting learning at home. Strategy's Expected Result/Impact: Sign-in sheets and participant feedback will document family participation in academic learning opportunities and increased understanding of how to support student learning. Staff Responsible for Monitoring: Principal Title I: 2.51, 2.52, 2.53 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 1, 2 Funding Sources: Contracted Services - 211 - Title I Part A - \$5,000, Reading Materials - 211 - Title I Part A - \$10,500, Professional and Paraprofessional Extra Duty - 211 - Title I Part A - \$6,366, Printing for Parent Materials - 211 - Title I Part A - \$400, General Supplies for Parent Engagement Activities - 211 - Title I Part A - \$1,000	Formative			Summative
	Oct	Feb	Apr	June
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. Strategy's Expected Result/Impact: Participation and registration data will demonstrate increased family understanding of kindergarten expectations and successful completion of transition activities. Staff Responsible for Monitoring: PreK Teachers Principal Problem Statements: Perceptions 1, 2	Formative			Summative
	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. Strategy's Expected Result/Impact: Students and families will demonstrate increased understanding of course selection, programs, and junior-high expectations through participation and completed registration materials. Staff Responsible for Monitoring: Counselor 5th Grade Teachers Problem Statements: Perceptions 1, 2	Formative			Summative
	Oct	Feb	Apr	June

Strategy 5 Details	Reviews			
Strategy 5: Advertise Title III: Parent Engagement Events using CE eNews and flyers to emerging bilingual families. Strategy's Expected Result/Impact: EB families will receive timely information in accessible formats, resulting in documented participation in district and campus Title III family-engagement opportunities. Staff Responsible for Monitoring: Principal TEA Priorities: Build a foundation of reading and math, Improve low-performing schools Problem Statements: Perceptions 1, 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Cimarron Elementary has seen increased family engagement and participation in school events and PTA involvement; however, continued focus is needed to strengthen partnerships with families and expand opportunities for meaningful involvement in student learning and school decision-making. Root Cause: Staff members must continue to provide creative, inclusive, and flexible opportunities for family engagement through a variety of communication methods, volunteer opportunities, and family learning experiences that meet the diverse needs of our community. Problem Statement 2: There is a continued need to strengthen family and student ownership of academic achievement, behavior, attendance, and overall student success through increased engagement with grades, assessment data, and academic progress measures. Root Cause: Families and students need ongoing access to clear communication, resources, and support systems that help them understand student performance data and actively support learning at home. Continued development of parent-friendly tools and learning opportunities will strengthen shared ownership of student success.

Goal 5: 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: By May 2027, Cimarron Elementary will strengthen students' emotional well-being and positive behavior by a minimum five-percentage-point increase from the 2025-26 baseline in favorable student responses related to belonging and emotional well-being in the 3rd-5th grade survey and a 10% reduction from the 2025-26 baseline in discipline referrals involving physical contact and noncompliance.

Evaluation Data Sources: Discipline Referrals, Classroom Observation Data, MTSS, student survey results

Strategy 1 Details		Reviews			
Strategy 1: Cimarron Elementary will implement schoolwide preventive supports, including Community Circles, PRIDE expectations, the House System, restorative practices, and social-emotional learning. Staff will receive ongoing, job-embedded professional learning to support a well-rounded education for the needs of all students, particularly at-risk students, including trauma-informed practices, relationship building, de-escalation, and proactive classroom management. Strategy's Expected Result/Impact: Walkthrough and implementation data will demonstrate consistent use of preventive supports, student survey results will show increased belonging and emotional well-being, and discipline data will show fewer referrals for physical contact and noncompliance. Staff Responsible for Monitoring: Counselor TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: School Processes & Programs 2		Formative			Summative
		Oct	Feb	Apr	June
Strategy 2 Details		Reviews			
Strategy 2: 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 toward 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, fewer 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

Strategy 3 Details	Reviews			
Strategy 3: 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, 2	Formative			Summative
	Oct	Feb	Apr	June
Strategy 4 Details	Reviews			
Strategy 4: 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. Strategy's Expected Result/Impact: Committee minutes will document six-week reviews of campus trends, identified student needs, assigned supports, family or agency partnerships, and follow-up on the effectiveness of individual support plans. 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, 2	Formative			Summative
	Oct	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Cimarron Elementary has demonstrated positive growth in student behavior and emotional regulation; however, continued focus is needed to strengthen students' self-regulation, conflict resolution, and positive peer interactions. Root Cause: Teachers need continued support in behavior management, restorative practices, and de-escalation strategies. Consistent reinforcement of campus expectations and strong partnerships with families will further support positive student behavior and emotional regulation.

Perceptions

Problem Statement 1: Cimarron Elementary has seen increased family engagement and participation in school events and PTA involvement; however, continued focus is needed to strengthen partnerships with families and expand opportunities for meaningful involvement in student learning and school decision-making. **Root Cause:** Staff members must continue to provide creative, inclusive, and flexible opportunities for family engagement through a variety of communication methods, volunteer opportunities, and family learning experiences that meet the diverse needs of our community.

Problem Statement 2: There is a continued need to strengthen family and student ownership of academic achievement, behavior, attendance, and overall student success through increased engagement with grades, assessment data, and academic progress measures. **Root Cause:** Families and students need ongoing access to clear communication, resources, and support systems that help them understand student performance data and actively support learning at home. Continued development of parent-friendly tools and learning opportunities will strengthen shared ownership of student success.

State Compensatory

Budget for Cimarron Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Personnel for Cimarron Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
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 May 7, 2026 at 3:30 pm in the LGI and May 11, 2026 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
Donielle Clemons Harrison	Assistant Principal/Other School Leader
Shanna Stout	Specialized Instructional Support Personnel
Charlaine Miles	Specialized Instructional Support Personnel
Jennifer Watson	Parent
Alexis Salinas	Parent
Chelsi Burns	Paraprofessional
Ariel Cushing	Paraprofessional
Elaine Medina	Teacher
Eric Childress	Teacher
Jocole Rogers	Community/Business Member
Patricia McCarty	Community/Business Member
John Brucato	Community/Business Member
Stephen Hancock	District Professional
Vivian Muldune	District Administrator
Tiffany White	District Administrator

The following data points were reviewed with the Campus Advisory Team during the May 2026 meetings to determine the 2026-2027 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
- MAP (Measure of Academic Progress) Assessments
- 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 CLI Engage Data
- 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

Prioritized Problem Statements

Problem Statement 1:

Cimarron Elementary has demonstrated growth in differentiated instruction and daily small-group instruction; however, continued focus is needed to ensure all students, including high-performing students, consistently engage in rigorous grade-level learning and demonstrate accelerated academic growth.

Root Cause:

Staff members need continued support in using data to drive instruction, form responsive small groups, and provide targeted interventions and enrichment opportunities that promote student growth.

Problem Statement 2:

Students receiving special education services have demonstrated academic growth; however, continued focus is needed to close achievement gaps and increase access to grade-level standards and rigorous learning opportunities.

Root Cause:

Teachers and support staff need continued training and coaching in specially designed instruction, effective co-teaching practices, and targeted interventions to ensure students receiving special education services achieve high levels of academic growth.

Problem Statement 3:

Student performance data indicates a need to increase the percentage of students achieving Meets and Masters performance levels in Reading, Math, and Science through continued focus on reading proficiency and mathematical problem solving.

Root Cause:

Teachers need continued support in implementing strong Tier 1 instruction, using data to inform instruction, and providing rigorous, research-based instructional practices and differentiated learning experiences that accelerate student achievement in literacy and math.

Problem Statement 4:

Student performance data indicates a need to increase academic achievement and growth across multiple student groups, particularly among Black and White students, to ensure all students are successful and close achievement gaps.

Root Cause:

Teachers need continued support in implementing strong Tier 1 instruction, using data to inform instruction, and providing rigorous, differentiated learning experiences that accelerate student achievement.

Problem Statement 5:

Cimarron Elementary has demonstrated positive growth in student behavior and emotional regulation; however, continued focus is needed to strengthen students' self-regulation, conflict resolution, and positive peer interactions.

Root Cause:

Teachers need continued support in behavior management, restorative practices, and de-escalation strategies. Consistent reinforcement of campus expectations and strong partnerships with families will further support positive student behavior and emotional regulation.

Problem Statement 6:

Cimarron Elementary has seen increased family engagement and participation in school events and PTA involvement; however, continued focus is needed to strengthen partnerships with families and expand opportunities for meaningful involvement in student learning and school decision-making.

Root Cause:

Staff members must continue to provide creative, inclusive, and flexible opportunities for family engagement through a variety of communication methods, volunteer opportunities, and family learning experiences that meet the diverse needs of our community.

Problem Statement 7:

There is a continued need to strengthen family and student ownership of academic achievement, behavior, attendance, and overall student success through increased engagement with grades, assessment data, and academic progress measures.

Root Cause:

Families and students need ongoing access to clear communication, resources, and support systems that help them understand student performance data and actively support learning at home. Continued development of parent-friendly tools and learning opportunities will strengthen shared ownership of student success.

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 2026-2027 school year are as follows: reading, math, science, parent involvement, 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 10, 2026, November 10, 2026, March 16, 2027, April 22, 2027, and May 4, 2027 from 3:30 - 4:30 pm in the Cimarron Parent Engagement Room. 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 May 7, 2026 at 3:30 pm in the LGI and May 11, 2026 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 2026-2027 school year on Thursday, September 10, 2026.

2.2: Stakeholders 1114(b)(2)

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

Lindsey Chase	Principal
Jedidiah Boggs	Assistant Principal/Other School Leader
Lora Hodges	Assistant Principal/Other School Leader

Lindsey Chase	Principal
Donielle Clemons Harrison	Assistant Principal/Other School Leader
Shanna Stout	Specialized Instructional Support Personnel
Charlaine Miles	Specialized Instructional Support Personnel
Jennifer Watson	Parent
Alexis Salinas	Parent
Chelsi Burns	Paraprofessional
Ariel Cushing	Paraprofessional
Elaine Medina	Teacher
	Teacher
Jocole Rogers	Community/Business Member
Patricia McCarty	Community/Business Member
John Brucato	Community/Business Member
Stephen Hancock	District Professional
Vivian Muldune	District Administrator
Tiffany White	District Administrator

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

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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
1	1	2		Tutoring Funds	\$6,400.00
Sub-Total					\$6,400.00
199 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	State Comp Ed Personnel		\$164,025.00
Sub-Total					\$164,025.00
211 - Title I Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Title I Personnel		\$164,025.00
1	1	2	Transportation Funds for Tutorials		\$4,000.00
1	1	2	Professional & Paraprofessional Tutoring Support		\$9,090.00
1	2	1	Instructional Supplies & Materials		\$5,595.00
4	1	2	Contracted Services		\$5,000.00
4	1	2	Professional and Paraprofessional Extra Duty		\$6,366.00
4	1	2	General Supplies for Parent Engagement Activities		\$1,000.00
4	1	2	Reading Materials		\$10,500.00
4	1	2	Printing for Parent Materials		\$400.00
Sub-Total					\$205,976.00



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%	34%			
		State Rate	46%	49%	50%			
		Met State Rate	No	No	No			
		Internal Goal	-	33%	41%	35%	36%	37%
		Met Internal Goal	-	Yes	No			

MET 2029 Goal in 2025

			# 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
Cimarron: Targets	3rd Grade Reading Meets or Above	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 Actual	7	29%	34	38%	24	50%	1	0%	1	0%	0		10	30%	24	8%	49	31%	18	39%
		2026 Target														40%		18%				
		2026 Actual	14	29%	30	27%	18	50%	0		1	100%	0		5	20%	20	5%	46	20%	12	17%
		Met Target															N		N			
		2027 Target																15%				27%

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

			# 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
Cimarron: Targets	3rd Grade Math Meets or Above	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 Actual	6	17%	34	18%	24	25%	1	0%	1	0%	0		10	0%	24	13%	48	15%	18	17%
		2026 Target						35%								10%						
		2026 Actual	14	21%	30	17%	18	28%	0		1	100%	0		5	0%	20	5%	46	11%	12	0%
		Met Target						N								N						
		2027 Target						38%														10%