

Katy Independent School District
Cimarron Elementary School
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Top 25% Closing Performance Gaps



Mission Statement

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

Vision

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

Motto

Painting a brighter future...

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cimarron Elementary is a neighborhood school nestled in the heart of the Cimarron community. The campus was established in 1980 and has a mobility rate around 13%. For the 2016-2017 school year, Cimarron had an average of 679 students in grades PK-5th grade. The ethnic demographic breakdowns were: 49% White, 32% Hispanic, 9% African-American, 5% two or more races, and 4% Asian. The campus gender breakdown is 51% female and 49% male.

Our special education population is 11%, ESL is 15%, and GT is 3.6% (below the district and the state at 7.3% and 7.7% respectively). Over the past few years, the campus has been in the mid to upper 30% range for free and reduced lunch numbers. This past school year, the campus reached 42% and will be in transition to become designated as a Title 1 campus.

The 12.3% mobility rate is above the district average (10.5%) and lower than the state average (16.5%). The campus attendance rate has remained steady for the past two years (96.6%), which is lower than the district average (96.9%) and higher than the state average (95.7%). The campus has 45.3% of students identified as at-risk.

Our campus consists of 46 teachers, including grade level, special education, ancillary, and academic support personnel. Overall, our teachers have an average of 13 years of experience, which is above the district and state averages. All teachers for the 2016-2017 school year were highly-qualified according to NCLB requirements; however, we ended the school year with 3 long-term subs (2 for teachers on FMLA and 1 for an early resignation). For the 2017-2018 school year, there will be 10 new teachers joining the Cimarron family. Of these 10, there are two teachers who are beginning their teaching career.

One is fully certified from a 4-year university program, and the other is an alternative certification teacher who will be in her internship year.

Demographics Strengths

Our campus demographics show a diverse population for Katy ISD. Being a neighborhood school with a relatively low mobility rate allows for us to meet the academic needs of our students without a lot of students enrolling and withdrawing throughout the school year. In addition, our teachers are able to build relationships with students and their parents because they have time to get to know the families (siblings, parents, even grandparents) in our community. The campus will be going through the process of being identified as Title 1 this year, which will provide the campus with additional funding and resources to meet the needs of the students.

Student Academic Achievement

Student Academic Achievement Summary

STAAR scores for 2017 show an increase in all overall scores. The table below shows the overall comparison scores on STAAR for the campus.

Subjects	2016	2017	Difference
Math	80%	87%	+7%
Reading	79%	84%	+5%
Science	68%	78%	+10%
Writing	61%	74%	+13%

Student Academic Achievement Strengths

The campus has grown academically in all overall areas according to STAAR testing.

- The campus grew in all subject areas for all students
- Reading grew 5% points (district average growth/decrease was -2%)
- Math grew 7% points (district average growth/decrease was 0%)
- Writing grew 13% points (district average growth/decrease was -6%)
- Science grew 10% points (district average growth/decrease was +1%)

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: According to 2017 STAAR scores, CE 5th grade students performed 9% below the district average on science STAAR despite a 10% increase from last year. **Root Cause:** Teachers need more instructional strategies/best practices to utilize during dedicated and sacred time for science instruction in lower grades to adequately fill in the instructional gaps for all students.

Problem Statement 2: According to 2017 STAAR scores, CE 4th grade students scored 74% on writing STAAR, which is a 13% increase but still below the district average. **Root Cause:** Teachers need more instructional strategies/best practices for writing instruction to adequately fill in the instructional gaps for all students.

School Processes & Programs

School Processes & Programs Summary

Cimarron is a PBIS (Positive Behavior and Intervention Supports) school, which focuses on a positive approach to teaching expectations on campus and shaping student behaviors.

Instructionally, grade-level teachers plan weekly with instructional coaches to develop daily lesson plans in line with the district's scope and sequence. Each grading period, common objective assessments (COAs) were administered to students based on appropriate grade-level TEKS. COAs were given in the areas of reading (grades 1-5), math (grades 1-5), writing (grades 3-4), and science (grades 4-5). The campus extended learning time (ELT), known as PAW Time, is scheduled in each grade level to provide opportunities for targeted reteach and/or enrichment for students. No new learning occurs during this time of the school day.

A Campus Climate Committee was formed on campus to provide social activities for teachers and to enhance the overall campus climate.

School Processes & Programs Strengths

Our dedicated time for extended learning weekly is a strength on our campus. A minimum of 4 days per week, we dedicate time to meet the individual needs of our students. Whether reteaching or enriching, our focus is on how to meet the needs of each individual student. In addition, we understand that these needs are fluid (ever changing) depending on the current content. Flexibility and data disaggregation are essential!

Perceptions

Perceptions Summary

Cimarron is a neighborhood school that has been in the community for over 30 years! Many of our students have siblings that attend school here. In addition, some of our parents were students at Cimarron. Our veterans are an integral part of our school community as well. Each year, our Veterans Day Program is a huge event and anticipated yearly by many. Family is an integral part of the CE culture, and we work diligently to provide an inviting campus for parent volunteers. We believe that education extends far past STAAR testing. Our students are our focus, and we make decisions based on the well-being of the whole child...not just the academics.

Perceptions Strengths

Our community considers Cimarron an integral part of the community! We are the beacon for the community, and we are perceived as the "constant" in an ever-changing society. While our community demographics are shifting, our campus is has the same level of high expectations for all of our students.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- 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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Federal Report Card Data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.

- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Goals

Goal 1: Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Katy ISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.







Performance Objective 1: Overall student achievement, as measured by the STAAR test, in the area of writing will improve to 85% by the end of the 17-18 school year.

At least 85% of our students in grades 2-5 will attain a minimum of "on target" on EOY writing sample.

Evaluation Data Source(s) 1: Comparison of 2017 and 2018 Writing STAAR Scores; Writing DLA/writing samples at EOY

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) ELA teachers in grades K-5 will effectively implement Writers' Workshop and utilize on-going writing conferences with students.</p>	<p>ELA Instructional Coach</p>	<p>Students will meet individual writing goals and exhibit evidence of growth in their writing portfolios.</p>				
<p>Problem Statements: Student Academic Achievement 2</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will participate in observations of colleagues (internal and external) to enhance personal toolbox of instructional best practices focused on improving student writing</p>	<p>ELA Instructional Coach</p>	<p>Teacher surveys will show an overall increase of skill level in teaching writing and conferencing with students for ELA teachers</p>				
<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 199 - General Fund - \$5,000.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>3) Teachers will participate in vertical, collaborative meetings to discuss grade level expectations for writing and develop consistent brainstorming pre-writing strategies for the campus.</p>	<p>ELA Instructional Coach</p>	<p>Writing samples across grade levels will show consistency with brainstorming strategies for students.</p>				
<p>Problem Statements: Student Academic Achievement 2</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) ELA teachers will participate in Professional Learning Communities and dedicated planning sessions to analyze student data to drive instruction, plan engaging lessons aligned to the TEKS, and group students according to need for PAW time interventions/enrichment.</p>	<p>ELA Instructional Coach</p>	<p>Report card grades and assessment data should show growth in overall student achievement and individual student progress.</p>				
<p>Problem Statements: Student Academic Achievement 2</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

<p>Student Academic Achievement</p>
<p>Problem Statement 2: According to 2017 STAAR scores, CE 4th grade students scored 74% on writing STAAR, which is a 13% increase but still below the district average. Root Cause 2: Teachers need more instructional strategies/best practices for writing instruction to adequately fill in the instructional gaps for all students.</p>

Goal 1: Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Katy ISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 2: Overall student achievement, as measured by the STAAR test, in the area of science will improve to 85% by the end of the 17-18 school year.

Evaluation Data Source(s) 2: Comparison of the 2017-2018 Science STAAR scores; Science scores on EOY DLA testing in grades 3-5

Summative Evaluation 2: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Teachers will utilize the science lab on a regularly scheduled basis to ensure students gain hands-on exposure with experiments and apply the scientific method to problem-solving efforts.</p>	Math/Science Instructional Coach	Students will increase application knowledge of science concepts.				
<p>Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - General Fund - \$2,000.00</p>						
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Science teachers will participate in vertical, collaborative meetings focused on increasing student understanding of appropriate science vocabulary.</p>	Math/Science Instructional Coach	Science vocabulary word walls will have alignment across grade levels; students will demonstrate increased depth of understanding related to science vocabulary				
<p>Problem Statements: Student Academic Achievement 1</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Science teachers will participate in Professional Learning Communities and dedicated planning sessions to analyze student data to drive instruction, plan engaging lessons aligned to the TEKS, and group students according to need for PAW time interventions/enrichment.</p>	Math/Science Instructional Coach	Report card grades and assessment data should show growth in overall student achievement and individual student progress.				
<p>Problem Statements: Student Academic Achievement 1</p>						
<p>Critical Success Factors CSF 4</p> <p>4) Campus instructional minutes will be analyzed on an on-going basis to ensure the appropriate amount of time is available for in-depth exploration into science content across all grade levels.</p>	Administration and instructional coaches	Increased achievement on processing standards from exposure to hands-on labs				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 2 Problem Statements:

Student Academic Achievement

Problem Statement 1: According to 2017 STAAR scores, CE 5th grade students performed 9% below the district average on science STAAR despite a 10% increase from last year. **Root Cause 1:** Teachers need more instructional strategies/best practices to utilize during dedicated and sacred time for science instruction in lower grades to adequately fill in the instructional gaps for all students.







Goal 1: Student Growth and Success: Each student will be provided engaging, relevant, and meaningful learning experiences which foster the acquisition of the Katy ISD Instructional Cornerstone Skills (collaboration, communication, creative thinking, critical thinking, information literacy, problem solving and social contribution) that lead to student success.

Performance Objective 3: Improve student achievement, as measured by STAAR testing, in the area of reading and math for special education students to 60% by the end of the 16-17 school year.

Evaluation Data Source(s) 3: Comparison of the 2016 - 2017 STAAR scores in reading and math

Summative Evaluation 3: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 1) Team of campus staff will participate in Lead4Ward training geared toward using data to drive instruction	Administration, Instructional Coaches, In-Class Support Teachers	Lead4Ward surveys, Action plan implementation, EOY scores				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 2) Teachers will identify, monitor progress, and provide supplemental instructional support and resources to struggling students	Administration, Special Education Teachers	Report card grades, EOY assessment scores				
System Safeguard Strategy PBMAS Critical Success Factors CSF 1 CSF 7 3) On-going professional development will be provided to all content and in-class support staff members to support special education students in the general education setting.	Administration, Instructional Coaches, Special Education Team Leader	Academic achievement of special education students will increase; teachers will feel more confident in support special education students in the general education classroom				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 2: Safe and Orderly Learning and Working Environment: A safe, orderly, positive and quality learning and working environment will be provided for students and staff.

Performance Objective 1: Student discipline referrals will decrease by 10% from the previous school year.

Evaluation Data Source(s) 1: Discipline referrals from eSchool Plus

Summative Evaluation 1: Met Performance Objective


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Staff will implement PBIS framework campus-wide to teach and positively reinforce school expectations.	Administration	Discipline referrals will decrease				
Critical Success Factors CSF 6 2) Campus discipline/PBIS committee will meet monthly to analyze campus-wide discipline data and evaluate PBIS school-wide implementation and incentives.	Assistant principal	School climate will increase and discipline referrals will decrease				
Critical Success Factors CSF 6 3) Teachers will utilize behavior interventions and individualized behavior charts for students displaying inappropriate behaviors that are interfering with their learning or the learning of others.	Administration	Discipline referrals will decrease				
Critical Success Factors CSF 6 4) A social skills curriculum will be implemented targeting specific students.	Special education teachers; Assistant principal	Decrease in office referrals				

Goal 2: Safe and Orderly Learning and Working Environment: A safe, orderly, positive and quality learning and working environment will be provided for students and staff.

Performance Objective 2: Campus will comply with and pass all safety requirements for the campus.

Evaluation Data Source(s) 2: Safety Management Binder; Fire Marshall Inspection

Summative Evaluation 2: Met Performance Objective







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Campus will conduct fire drills each month (obstructed or unobstructed) with a debrief after each to evaluate systems.	Assistant principal/safety liaison	Quick and safe evacuation of the school building to prepare for a "real" emergency				
2) Campus will conduct random walks to inspect compliance with fire code regulations.	Assistant principal/safety liaison	Safe and orderly learning environment				
3) Campus AED and allergy team will meet quarterly to discuss campus needs and assess protocols and risk management.	Nurse	Effective and timely response to major medical issues that may arise on campus.				
						

Goal 3: Community Engagement: Parents and Community members are provided with a variety of opportunities for active, collaborative involvement which supports student success.

Performance Objective 1: Campus will increase opportunities for parental involvement on campus both during and after school.

Evaluation Data Source(s) 1: School calendar; parental surveys/evaluations

Summative Evaluation 1: Met Performance Objective







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Campus will hold programs each month that include parents and community members and provide the opportunity to participate collaboratively in the school environment.</p>	Principal	Increase parental involvement in, and opinion of, the school environment				
<p>Critical Success Factors CSF 5</p> <p>2) Campus will provide monthly volunteer opportunities for parents and community members to support teachers and students.</p>	Counselor	Increase parental involvement in the school and support teachers in their work				
<p>Critical Success Factors CSF 5</p> <p>3) Student organizations, such as Read, Deed, Run and Student Council, will work jointly with parent volunteers and community members/organizations more frequently.</p>	Student organization sponsors	Increase parental involvement in, and opinion of, the school environment				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Effective and Efficient Operations: Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

Performance Objective 1: The campus will utilize school funding to enhance student exposure to learning experiences outside of the campus environment for all students.

Evaluation Data Source(s) 1: School calendar, field trips, student surveys

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 6</p> <p>1) Each grade level (K-5) will participate in at least one field trip to gain exposure to science-based, cultural arts, or real-life experience activities.</p>	<p>Team Leaders and Instructional Coaches</p>	<p>Increase student engagement</p>				
<p>Funding Sources: 199 - General Fund - \$2,500.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Goal 4: Effective and Efficient Operations: Resources are allocated in an efficient manner to facilitate quality learning experiences and a positive and effective work environment.

Performance Objective 2: The campus will utilize school funding to provide opportunities to provide interventions and enrichment opportunities to students outside of the regular school day.

Evaluation Data Source(s) 2: Intervention logs, school club membership lists, campus and district-based assessments

Summative Evaluation 2: Met Performance Objective







Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Targeted students will participate in intervention and/or enrichment programs before and after school that meet student needs.</p>	Instructional Liaison	Students making adequate progress on district and campus-based assessments				
Funding Sources: 192 - Special Project - \$5,000.00						

Goal 5: Organizational Improvement: Strategic data points and shared agreements are utilized to make decisions regarding planning, evaluation, and performance needs.

Performance Objective 1: The campus will work in collaborative teams (representing all grade levels) to analyze various data points (academic, behavior, attendance, etc.) to determine best practices to increase student achievement.

Evaluation Data Source(s) 1: PLC agendas, committee meeting sign-in sheets and agendas,

Summative Evaluation 1: Met Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Campus will form Professional Learning Communities that meet every other week to provide sustained time for data disaggregation and planning for first/reteach instruction</p>	Instructional Coaches	Increased student achievement on district, campus, and state-based assessments				
<p>Critical Success Factors CSF 2 CSF 3 CSF 6</p> <p>2) Committees will meet in mixed grade-level teams (at least one person from each grade level) to analyze various forms of data and use that data to improve the campus environment.</p>	Administrative leadership team	Enhance school climate, increase school-wide attendance rate, decrease school-wide discipline referrals				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	3	1	Team of campus staff will participate in Lead4Ward training geared toward using data to drive instruction
1	3	2	Teachers will identify, monitor progress, and provide supplemental instructional support and resources to struggling students
1	3	3	On-going professional development will be provided to all content and in-class support staff members to support special education students in the general education setting.

State Compensatory

Personnel for Cimarron Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Marsha Alexander-Brown	Teacher	Academic Support	1
Simone Wiechec	Teacher	Academic Support	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Shawna Hunt	Principal
Administrator	Deedria Bourgeois	Assistant Principal
Instructional Coach	Amy Lancaster	Instructional Coach
Instructional Coach	Dana Dorsett	Instructional Coach
Counselor	Elizabeth Kratz	Counselor
Classroom Teacher	Marie Garcia	PPCD Teacher

Campus Funding Summary

192 - Special Project					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Supplemental Pay		\$5,000.00
Sub-Total					\$5,000.00
199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Subs for Teachers doing Observations		\$5,000.00
1	2	1	Science lab materials, science lab schedule		\$2,000.00
4	1	1	Transportation		\$2,500.00
Sub-Total					\$9,500.00
Grand Total					\$14,500.00

Addendums

TEXAS EDUCATION AGENCY

2017 Accountability Summary

CIMARRON EL (101914107) - KATY ISD

Accountability Rating

Met Standard

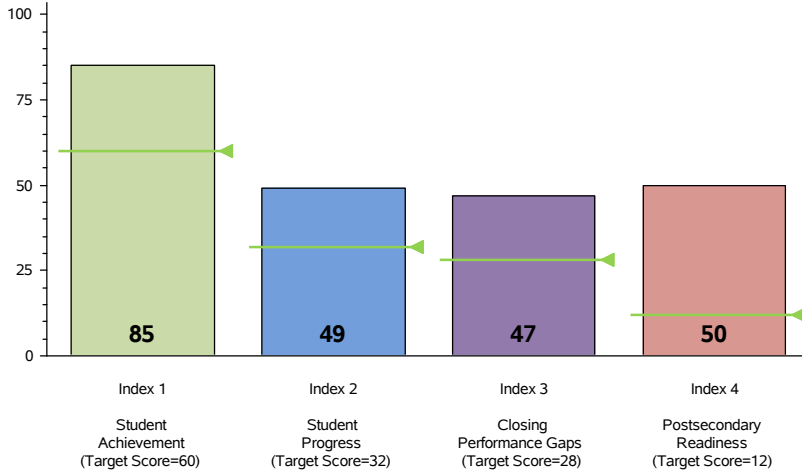
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE
In 2017, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.	

Distinction Designation



Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	NO DISTINCTION EARNED
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	677 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	37.7
Percent English Language Learners	15.8
Mobility Rate	9.8
Percent Served by Special Education	14.2
Percent Enrolled in an Early College High School Program	0.0

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	696	820	85
2 - Student Progress	584	1,200	49
3 - Closing Performance Gaps	748	1,600	47
4 - Postsecondary Readiness			
STAAR Score	50.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		50

System Safeguards

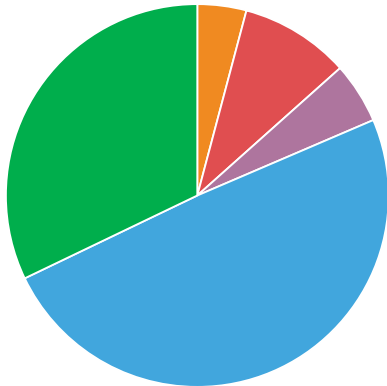
Number and Percentage of Indicators Met

Performance Rates	17 out of 20 = 85%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	31 out of 34 = 91%

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

107 - Cimarron Elementary

Student Profile



Student Statistics

Total Enrollment	679
At-Risk	46.98%
Low Income	36.08%
Limited English Proficient	15.76%
Special Education	14.73%
Career Technology Educat..	0.00%
Bilingual	0.00%
ESL	14.87%
Gifted/Talented	3.24%
Title I	0.59%
Attendance Rate	95.99%

Race/Ethnicity	#	%
White	335	49.34%
Hispanic	218	32.11%
Asian	28	4.12%
Black/African American	63	9.28%
Two or More Races	35	5.15%

Source: PEIMS Snapshot demographic data for 2016-2017. Attendance from 2016-2017.