

Katy Independent School District
Cimarron Elementary School
2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Cimarron Elementary is a PK-5th grade campus that was founded in 1980. Our campus is nestled in the neighborhood of _____.

Although this improvement plan focuses on the 2016-2017 school year, the data is based on information available in May 2016. CE currently has a student population of ____ students. May enrollment data showed that the student body was comprised of _____ White, _____ Asian, _____ Hispanic, and _____ African-American.

Our campus has a mobility rate of _____%, which is below the state average of _____%. Cimarron has identified _____ students who are ESL. The attendance rate is _____%, which is below the district rate. The campus has a strong partnership with parents and a focus on high-quality education. The campus is predominately a neighborhood school, with about _____ of the students walking home or riding a bicycle. There are ____ bus routes serving the school. Training Elementary's student groups include 17% English Language Learners (ELLs), 8% Gifted and Talented, and 12% Special Education. Additionally, 80% are economically disadvantaged, 51% are identified as at-risk.

Student Achievement

Student Achievement Needs

There will always be student achievement needs until every student achieves 100% mastery of the TEKS. From our data analysis, we have identified the following as the most current, critical student achievement needs. They are listed in priority order:

1. 2016 STAAR data reveals that 4th grade writing scores were 61%, which was in Quintile 5 among the district elementary campuses. The root cause is...

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
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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: Improve student achievement, as measured by the STAAR test, in the area of writing to 75% by the end of the 16-17 school year. At least 85% of our students in grades 2-5 will attain a "2" in writing by the end of the 16-17 school year.

Evaluation Data Source(s) 1: Comparison of 2016 and 2017 Writing STAAR Scores; Writing DLA/writing samples at EOY

Summative Evaluation 1:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>1) Improve writing achievement in all students in grades K-5 through effective implementation of writers' workshop and having on-going writing conferences with students</p>	ELA Instructional Coach; Teachers	Classroom walk-throughs; COA, DLA, and STAAR scores				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will participate in observations of colleagues both inside and outside of the campus to improve writing instruction and implementation of the writers' workshop model.</p>	ELA Instructional Coach, Administration	Feedback form from observations; classroom walk-throughs and formal observations;				
		Funding Sources: 199 - General Fund - \$0.00				

<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>3) Teachers will participate in vertical meetings to discuss grade level expectations for writing and develop consistent brainstorming strategies for the campus.</p>	<p>ELA Instructional Coach, Administration, Teachers</p>	<p>Agendas, writing samples/portfolios</p>				
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>4) Teachers will participate in Time for Teachers and dedicated planning sessions to plan engaging lessons aligned to the TEKS</p>	<p>ELA Instructional Coach, Teachers, Administration</p>	<p>Agendas, lesson plans, walk-throughs and formal observations</p>				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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: Improve student achievement, as measured by the STAAR test, in the area of science to 85% by the end of the 16-17 school year.

Evaluation Data Source(s) 2: Comparison of the 2016-2017 Science STAAR scores; Science scores on EOY DLA testing

Summative Evaluation 2:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1</p> <p>1) Teachers will utilize the science lab to ensure students gain real-world experience with experiments and understand the scientific method.</p>	Math/Science Instructional Coach; Teachers	Lesson plans, classroom walk-throughs and formal observations				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Fifth grade teachers will participate in collaborative meetings with feeder elementary and middle school science teachers to increase appropriate science vocabulary.</p>	Math/Science Instructional Coach, Teachers, Administration	Classroom walk-throughs and formal observations; COA, DLA, and STAAR testing				
<p>Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>3) Teachers will participate in Time for Teachers and dedicated planning sessions to plan engaging lessons aligned to the TEKS</p>	Math/Science Instructional Coach, Teachers, Administration	Agendas, lesson plans, classroom walk-throughs and formal observations				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </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 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:

Strategy Description	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>1) Team of campus staff will participate in Lead4Ward training geared toward using data to drive instruction</p>	Administration, Instructional Coaches, In-Class Support Teachers	Lead4Ward surveys, Action plan implementation, EOY scores				
<p>State System Safeguard Strategy Federal System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>2) Teachers will identify, monitor progress, and provide supplemental instructional support and resources to struggling students</p>	Administration, Special Education Teachers	Report card grades, EOY assessment scores				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>						

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.

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

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.

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

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Improve writing achievement in all students in grades K-5 through effective implementation of writers' workshop and having on-going writing conferences with students
1	1	2	Teachers will participate in observations of colleagues both inside and outside of the campus to improve writing instruction and implementation of the writers' workshop model.
1	1	3	Teachers will participate in vertical meetings to discuss grade level expectations for writing and develop consistent brainstorming strategies for the campus.
1	1	4	Teachers will participate in Time for Teachers and dedicated planning sessions to plan engaging lessons aligned to the TEKS
1	2	1	Teachers will utilize the science lab to ensure students gain real-world experience with experiments and understand the scientific method.
1	2	2	Fifth grade teachers will participate in collaborative meetings with feeder elementary and middle school science teachers to increase appropriate science vocabulary.
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

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Improve writing achievement in all students in grades K-5 through effective implementation of writers' workshop and having on-going writing conferences with students
1	1	2	Teachers will participate in observations of colleagues both inside and outside of the campus to improve writing instruction and implementation of the writers' workshop model.
1	1	3	Teachers will participate in vertical meetings to discuss grade level expectations for writing and develop consistent brainstorming strategies for the campus.
1	1	4	Teachers will participate in Time for Teachers and dedicated planning sessions to plan engaging lessons aligned to the TEKS
1	2	1	Teachers will utilize the science lab to ensure students gain real-world experience with experiments and understand the scientific method.
1	2	2	Fifth grade teachers will participate in collaborative meetings with feeder elementary and middle school science teachers to increase appropriate science vocabulary.
1	2	3	Teachers will participate in Time for Teachers and dedicated planning sessions to plan engaging lessons aligned to the TEKS
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

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	Youshawna Hunt	Principal
Administrator	DeEdria Bourgeois	Assistant Principal

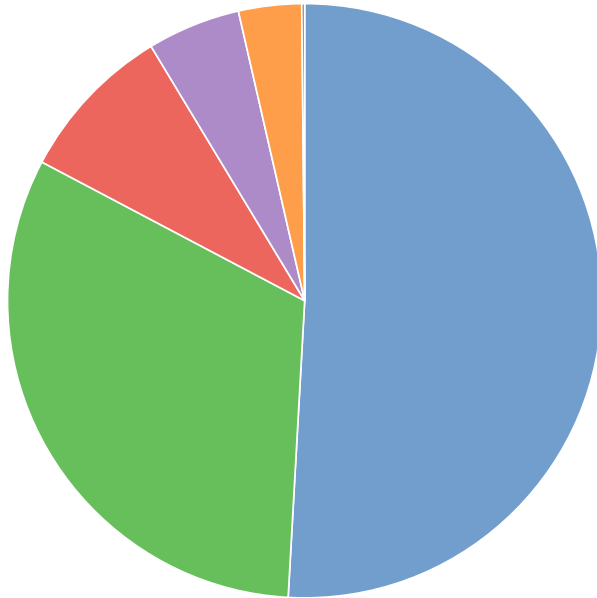
Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Time and Subs for Outside Observations		\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00

Addendums

Cimarron Elementary

Student Profile



Student Statistics

Total Enrollment	672
At-Risk	46.3%
Low Income	33.2%
Limited English Proficient	13.2%
Special Education	11.3%
Career Technology Education	-
Bil/English as a Second Language	12.8%
Gifted/Talented	4.5%
Title I	0.9%
Attendance Rate (2013-14)	96.6%

' * ' indicates the number was masked by TEA. ' - ' indicates zero students.
 Source: PEIMS snapshot demographic data for 2015-16. Attendance from 2014-15 TAPR.

Race/Ethnicity	#	%
White	342	50.9%
Hispanic	214	31.8%
Black or African American	58	8.6%
Two or More Races	34	5.1%
Asian	23	3.4%
Other	1	0.1%

Other includes student groups whose counts were masked by TEA, where applicable.

TEXAS EDUCATION AGENCY

2016 Accountability Summary

CIMARRON EL (101914107) - KATY ISD

Accountability Rating

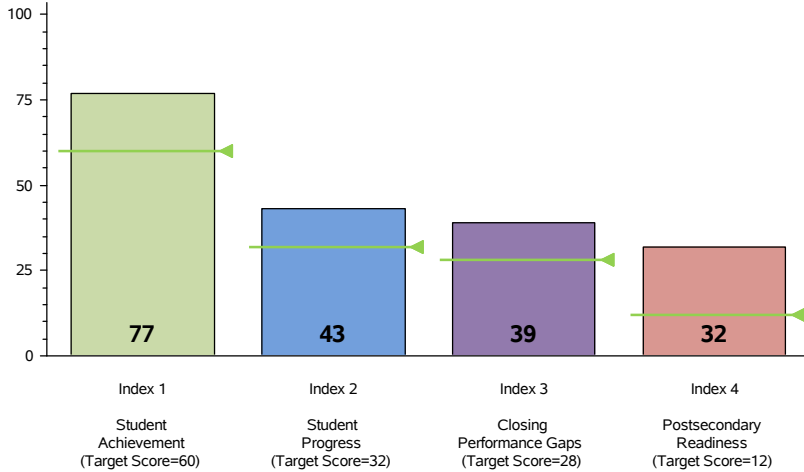
Met Standard

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 2016, 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	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	669 Students
Grade Span	EE - 05
Percent Economically Disadvantaged	33.0
Percent English Language Learners	13.3
Mobility Rate	12.3

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	647	837	77
2 - Student Progress	510	1,200	43
3 - Closing Performance Gaps	776	2,000	39
4 - Postsecondary Readiness			
STAAR Score	32.0		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		32

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	17 out of 22 = 77%
Participation Rates	14 out of 14 = 100%
Graduation Rates	N/A
Total	31 out of 36 = 86%

For further information about this report, please see the Performance Reporting Division website at <https://rptsvr1.tea.texas.gov/perfreport/account/2016/index.html>

Cimarron Elementary - Math

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	316	254	80%	130	41%	53	17%	85%
Black/African American	28	20	71%	7	25%	2	7%	78%
Am Indian/Alaskan Native	1	*	*	*	*	*	*	*
Asian	14	11	79%	8	57%	3	21%	85%
Hispanic	94	71	76%	29	31%	10	11%	81%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	*
White	163	136	83%	75	46%	36	22%	89%
Two or More Races	16	15	94%	10	63%	2	13%	98%
Economically Disadvantaged	109	78	72%	36	33%	11	10%	78%
Special Education	26	9	35%	5	19%	2	8%	60%
English Language Learner	31	21	68%	10	32%	3	10%	75%

Cimarron Elementary - Reading

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	316	250	79%	133	42%	71	22%	85%
Black/African American	28	17	61%	10	36%	6	21%	70%
Am Indian/Alaskan Native	1	*	*	*	*	*	*	*
Asian	14	12	86%	6	43%	3	21%	90%
Hispanic	94	67	71%	32	34%	15	16%	76%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	*
White	163	139	85%	76	47%	42	26%	90%
Two or More Races	16	14	88%	9	56%	5	31%	92%
Economically Disadvantaged	109	78	72%	33	30%	18	17%	78%
Special Education	26	8	31%	4	15%	1	4%	60%
English Language Learner	31	19	61%	9	29%	4	13%	70%

Cimarron Elementary - Science

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	92	63	68%	34	37%	7	8%	75%
Black/African American	9	5	56%	0	0%	0	0%	65%
Am Indian/Alaskan Native	0	*	*	*	*	*	*	*
Asian	4	*	*	*	*	*	*	*
Hispanic	28	16	57%	5	18%	1	4%	65%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	*
White	43	32	74%	22	51%	5	12%	80%
Two or More Races	8	6	75%	3	38%	0	0%	80%
Economically Disadvantaged	32	17	53%	7	22%	1	3%	65%
Special Education	10	2	20%	2	20%	0	0%	60%
English Language Learner	2	*	*	*	*	*	*	*

Cimarron Elementary - Writing

	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2015-2016	2016-2017
	Total Students Tested	Level II Satisfactory Academic Student Standard #	Level II Satisfactory Academic Student Standard %	Level II Satisfactory Academic Performance (Final) #	Level II Satisfactory Academic Performance (Final) %	Level III Advanced Academic Performance #	Level III Advanced Academic Performance %	Target
All	120	73	61%	33	28%	10	8%	70%
Black/African American	8	6	75%	3	38%	1	13%	80%
Am Indian/Alaskan Native	1	*	*	*	*	*	*	*
Asian	7	5	71%	2	29%	1	14%	77%
Hispanic	37	18	49%	9	24%	4	11%	60%
Native Hawaiian Pacific Islander	0	*	*	*	*	*	*	*
White	64	40	63%	17	27%	4	6%	70%
Two or More Races	3	*	*	*	*	*	*	*
Economically Disadvantaged	37	19	51%	10	27%	1	3%	65%
Special Education	12	4	33%	1	8%	0	0%	60%
English Language Learner	10	1	10%	1	10%	0	0%	60%