Katy Independent School District

Cimarron Elementary School

2022-2023 Campus Improvement Plan

Mission Statement

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

Vision

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

Motto

Our time to shine!

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Comprehensive Needs Assessment

Revised/Approved: June 24, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

Needs Assessment Overview Summary

The following data points were reviewed with the Campus Advisory Team during the June 2022 meeting to determine the 2022-2023 focus areas:

Improvement Planning Data:

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

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance and rates of progress between groups
- Special programs data, including numbers of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged/Non-economically disadvantaged performance and participation data
- Male/Female performance, progress and participation data
- Special Education/Non-Special Education population including discipline, progress and participation data
- Migrant/Non-Migrant population including performance, progress, discipline, attendance and mobility data
- At-Risk/Non-At-Risk Population including performance, progress, discipline, attendance and mobility data
- EL/Non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity and gender data
- Section 504 data
- McKinney-Vento Act data

- Gifted and Talented data
- Dyslexia data
- Multi-Tiered Systems of Support (MTSS) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

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

After looking at many pieces of data it was determined that the four highest leverage areas for the 2022-2023 school year are as follows: social/emotional learning, reading, math and science. 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: October 18, 2022, December 6, 2022, January 31, 2023, and April 11, 2023. A priority is to communicate campus needs with all families and community members. This will be accomplished by making the Campus Needs Assessment, Campus Improvement Plan and Parent/Family Engagement Policy and Compact available to all stakeholders in both English and Spanish. These items will be placed in the lobby of Cimarron Elementary and on the campus website. The locations of the documents will be communicated to Cimarron parents during the annual Title I Meetings and through campus eNews.

Demographics

Demographics Summary

Student Demographics

Cimarron Elementary is a neighborhood school established in 1980. The campus provides education for 600+ students from Pre-Kindergarten through 5th grade, including Emerging Bilinguals (EB) and Early Childhood Special Education (ECSE). According to the our most recent data, our demographic breakdowns for the past 5 years are as follows:

	2017 - 2018	2018 - 2019	2019 - 2020	2020 - 2021	2021 - 2022
Enrollment #	654	624	631	610	606
Race/Ethnicity %					
Hispanic	34.1%	36.1%	38.5%	35.6%	34.9%
African American	10.2%	9.5%	9.7%	13.4%	15.6%
White	46.6%	45.8%	40.4%	39.8%	37.9%
Asian	3.1%	1.9%	3.8%	3.4%	3.8%
Two or More	5.8%	6.6%	7.6%	7.7%	7.3%
Pacific Islander	0%	0%	0%	0%	0%
American Indian	0.2%	0.2%	0.3%	0%	0.3%
Student Groups %					
At Risk	47.9%	49.8%	45.3%	40.2%	44%
Eco Dis	41.7%	45%	46.4%	51.3%	61.1%
SPED	14.5%	18.4%	19%	22.0%	20.0%
Emerging Bilingual	12.7%	12.7%	13.9%	13.6%	12%
GT	--	--	2.2%	2.1%	2.7%

Our enrollment at the campus continues to shrink over the past few years. Our ethnic demographics have remained stable over the past few years, but our student groups have experienced some changes. Specifically, our economically disadvantaged percentage of students continues to climb, while our At Risk population has decreased. Our mobility rate for the 2019-2020 school year had decreased from previous years to 13.9%, which is above the district (9.9%) and at the level of the state average (13.8%).

Staff Demographics

Our teaching staff is 93.3% female (42 females and 3 males) which is well above the district and state average. Our teaching staff is 22.4% African American, 6.7% Hispanic, 64.2% White, and 6.7% Asian.

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

Demographics Strengths

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

1. We are a neighborhood campus that is well established with a rich and strong family history. Many of our parents were Cimarron students as children. Our families value education, and we have families who are actively involved in their children's education. We know this as our attendance at family engagement events and PTA events is high. Our families have shared that the campus is welcoming to new students and families given its size as students know all teachers and it's very comfortable.

2. Our campus represents a diverse population for Katy ISD. Cimarron is growing in its diversity and, as a result, becoming more reflective of society as a whole. Cimarron students are developing basic but enduring skills of collaboration, teamwork and acceptance regardless of race, ethnicity, or ability.

3. Our attendance rate continues to climb. In the 2019-2020 school year, we averaged 98.8% attendance. Our Cheetahs love attending school!

4. Our mobility rate has decreased in recent years, allowing us to form relationships with students to better meet their academic needs throughout the year. This also allows us to form relationships with families, and even extended family, in our community. Our families move to the Cimarron area seeking excellent education, and when they attend our school they find not only an amazing educational opportunity but a loving family atmosphere.

5. Almost 50% of our teaching staff has more than 6 years of experience. Specifically, 36.8% of our teaching staff has more than 11 years of experience. Our teachers are invested in education, and their love for children is evident.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Only 2.7% of students enrolled at Cimarron are identified as being GT. **Root Cause:** Teachers and parents need more information about understanding how to identify the characteristics of a GT student in economically disadvantaged and at-risk conditions.

Problem Statement 2 (Prioritized): The needs of our students are changing as our percentage of economically disadvantaged students increases. We need to ensure that we are meeting the needs (academic, social and emotional) of our changing demographics. **Root Cause:** Our staff needs strategies and tools to effectively implement instruction for a diverse population to meet individual student needs - both academically and social-emotionally.

Student Learning

Student Learning Summary

All schools in Texas must meet standards and receive an A-F overall rating based on data from three domain areas. For the 2019 Texas Accountability Rating (which is the most recent due to COVID), our campus met all three targets of state accountability:

Domain 1 – Student Achievement – 79
Domain 2 – Student Progress – 75
Domain 3 – Closing the Gaps - 79

The above scores resulted in Cimarron Elementary receiving a 2019 Texas Accountability Rating Met Standard rating, with an overall letter grade of "C". Unfortunately, we currently hold no distinctions.

We were proud to have met the state standard in 2019. However, there is much more work to be done. As seen below, our state assessment scores for all grade levels show the percentage at Approaches, Meets and Masters Grade Level standards:

		Approaches		**Meets**		**Masters**	
Grade and Subject	Year	District	Campus	District	Campus	District	Campus
Grade 3 Reading	2022		84%		57%		34%
	2021	85%	78%	58%	39%	33%	22%
	2019	89%	81%	61%	44%	41%	26%
Grade 3 Math	2022		70%		33%		15%
	2021	80%	62%	49%	25%	27%	8%
	2019	88%	86%	62%	52%	37%	26%
Grade 4 Reading	2022		83%		60%		29%
	2021	81%	79%	56%	58%	32%	23%
	2019	88%	78%	62%	48%	36%	20%
Grade 4 Math	2022		65%		29%		11%
	2019	78%	73%	59%	45%	41%	13%
	2019	87%	82%	64%	52%	44%	27%
Grade 5 Reading	2022		82%		62%		31%
	2021	88%	73%	66%	43%	49%	32%
	2019	94%	85%	72%	56%	45%	28%
Grade 5 Math	2022		72%		32%		8%
	2021	86%	68%	66%	37%	45%	22%
	2019	96%	90%	73%	52%	53%	24%
Grade 5 Science	2022		62%		29%		14%
	2021	81%	72%	52%	39%	26%	10%
	2019	88%	76%	68%	47%	39%	22%

In our Primary grades, reading instruction is a high priority. According to End of Year Fountas & Pinnell Independent Reading data,

	Above Grade Level	On Grade Level	Below Grade Level
Kindergarten	15%	27%	58%
1st Grade	21%	29%	50%
2nd Grade	21%	39%	40%
3rd Grade	18%	33%	50%
4th Grade	13%	13%	73%
5th Grade	44%	12%	44%

Student Learning Strengths

Student success at Cimarron is attributed to many factors.

1. We have a strong focus on meeting the needs of every student through quality first teach instruction in the classroom. We seek to provide best-practice strategies and structures, and invest heavily in professional development for our teaching staff. In the 2021-2022 school year, we focused on the implementation of the workshop model in all content areas as well as a key focus on small group instruction. This focus led to many wins in all grade levels in the area of Reading, and improvement in math in both 3rd and 5th grade.

2. When students require additional instruction, we provide many different targeted interventions to ensure student success. Students in Grades 1-5 benefit from 45 minutes of PAW Time reteaching or extension intervention for Math and/or Reading, while students in Kindergarten participate in 30 minutes of PAW time. Through state comp ed and federal Title One funds, we employ 2 Title One Teachers and 2 Academic Support teachers who provide direct instructional service to students in pull out intervention. Our ESL and Special Education students benefit from a collaborative teaching model as well as pull out intervention. Our gifted and talented students attend our Challenge program once per week on campus to meet their needs. We also offer before or after school tutorials to students in all academic areas which are funded through General Education, Title One and Title Three funds.

3. Teachers have ongoing progress monitoring structures for ensuring all students demonstrate academic growth throughout the school year.

4. Our campus has three instructional coaches to support teachers in strong curriculum and instruction. One coach focuses on primary instruction, PreK, Kinder and 1st grade. Another coach focuses on 2nd - 5th grade Literacy and Social Studies, and our third coach focuses on 2nd - 5th grade Math and Science.

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2 (Prioritized): Our Reading STAAR scores have increased, however there is continued growth needed. We want to see our percentage of students who meet

expected standards in the area of reading increase. **Root Cause:** Quality first teach in literacy along with small group interventions continue to be needed to grow our students. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.

Problem Statement 3 (Prioritized): Our Math STAAR scores have increased in 3rd and 5th grade, but decreased in 4th grade. There is continued growth needed in all grade levels. **Root Cause:** The impact from COVID continues as we work to fill gaps in learning in the area of math. Quality first teach in math along with small group interventions are needed to grow our students. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.

Problem Statement 4 (Prioritized): Our 5th grade science STAAR scores continued to decline this year. **Root Cause:** Quality first teach in science along with small group interventions continues to be an area in which professional development and materials, resources and time are needed for teachers K-5. Students need significant opportunities to participate in hands on instruction in the science classroom and to translate those experiences into the classroom, as well as receive targeted vocabulary instruction.

Problem Statement 5 (Prioritized): Our special education students are performing significantly below all other student groups in all areas. **Root Cause:** There is a need to provide additional training in differentiated instruction for SPED resource teachers and in class support staff. Also, far too often, students receiving special education services to fill gaps in learning often miss current content instruction, causing them to fall farther behind.

Problem Statement 6 (Prioritized): Approximately 50% or more of our students are reading below grade level. **Root Cause:** Students need a balanced approach to literacy, including a focus on phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. Our classroom teachers need continued professional development to ensure we are meeting our students' literacy needs, while also having access to the most up-to-date resources that support these practices. Our students also need access to books at home.

School Processes & Programs

School Processes & Programs Summary

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

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

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

- Fountas and Pinnell Assessments
- iStation
- Math Progressions
- DreamBox
- Math Running Records
- TELPAS
- DLAs
- Campus-Based Assessments.

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

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

Student progress is monitored either as prescribed by the intervention or at six-week intervals, depending on the needs of the student. MTSS committee meetings are held four times per year for both academics and behavior and are held during professional learning time/collaboratives. The data from campus assessments are used to identify students that are performing below standard. Questions are continually asked about what is being done to meet our struggling students' needs. Are they making progress? What interventions are being used? What parent communication is being conducted? MTSS meetings are scheduled by the MTSS coordinator (Instructional Liaison), and are attended by the grade level teachers, the interventionists, and the instructional coaches. Cimarron utilizes Extended Learning Time (PAW Time) for the majority of interventions, and also offers before or after school tutorials.

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

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

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

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

Cimarron has access to all of the latest technological hardware and software. All students, teachers, administrators, and staff members have access to computers, iPads, Smartboards, document cameras, and laptops/Chromebooks. Wireless access points have been installed all over the building. There is a primary and intermediate computer lab with 25 computers each. The labs are used for a variety of teaching and learning programs. Additionally, there are computers in the library for student and staff use. Ozobots are also available on campus for students to learn more about coding. Students are encouraged to use a variety of programs and apps using iPads and computers. The majority of teachers are accustomed to integrating use of Smartboard technology, including document camera, into their daily activities and lessons. We also maintain active social media accounts in order to share all of the amazing learning and experiences happening at Cimarron daily.

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

School Processes & Programs Strengths

We have many process/programmatic strengths:

Team Planning - Grade levels can expect 2-3 protected days each week for team planning, free of meetings, ARDS, parent conferences, etc. During this time and led by the Instructional Coaches, our teachers review materials, plan instruction, analyze data, and share best practices.

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

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

Mentoring - We support every teacher new to CE with a mentor, whether or not they are new to teaching. New Hires are offered district and campus-based PD before school starts. All teachers who are new to CE participate in a monthly new teacher mentoring session led by our instructional liaison. These sessions cover a wide variety of topics, including effective instructional strategies, classroom management techniques, and just in time information such as how to enter grades. Every teacher new to CE has a one-on-one mentor, and this provides targeted, job-embedded professional learning.

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

Master Schedule - Our master schedule maximizes instructional time for each grade level, while still being responsive to developmental needs of young children. We place large

blocks of uninterrupted time together as much as possible, and also provide every grade level with two recess periods. Students need opportunities to play, and when given multiple opportunities to do so will decrease distractions in the classroom and allow deeper learning to occur.

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

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

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

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

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

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

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our campus needs to continue to focus on differentiating instruction and assessments for students with a wide range of abilities. **Root Cause:** Our staff needs additional professional development and a focus on effectively using data to plan lessons, forming small groups, differentiating instruction and creating common assessments.

Problem Statement 2 (Prioritized): PAW Time (extended learning time) has not been implemented with fidelity for mid to high performing students. **Root Cause:** Formative assessment data has not been utilized to inform PAW time student groups and interventions for mid to high performing students.

Problem Statement 3 (Prioritized): As students and families continue to transition from two school years affected by COVID, we continue to see students with difficulties regulating emotions. **Root Cause:** Teachers are in need of additional behavior training, including de-escalation strategies. In addition, we need to fully implement our schoolwide behavior system and ensure that teachers are trained in campus expectations as well as students. Finally, we will continue to partner with parents to support students in regulating emotions.

Perceptions

Perceptions Summary

At Cimarron Elementary, we are working very hard to create a community of life-long learners by providing a challenging, safe, nurturing and respectful learning environment. We encourage individuals to respect and value hard work each and every day. We believe that together we can provide a safe, school environment where all individuals feel welcomed and respected. Our promise to our community is to serve and support all students as they become creative, independent, and critical thinkers.

Our motto this year is "Our Time to Shine" at Cimarron Elementary. Problems are approached with a positive, respectful, solution-based mindset. All students and staff are held to a high standard and given the tools to achieve excellence.

Cimarron Elementary is committed to providing students with dutiful staff, ensuring that all members of our school reach their fullest potential. Our teachers have created an environment where families feel free to engage with our staff and provide information through open lines of communication. We establish this by communicating in a variety of ways: phone calls, emails, planners, Canvas, social media, Thursday folders, etc. Open House Nights and curriculum nights scheduled during the year give parents an opportunity to find out more about what their children are learning and how they can help them at home.

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

Schoolwide expectations are summarized in the acronym PRIDE

P – Purpose

R – Respect

I – Integrity

D – Dependability

E – Effort

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

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

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

Special programs make learning fun at Cimarron! Every day begins with televised announcements on CE-TV that spotlights happenings around campus. Students at all grade levels participate in Junior Achievement, field days and the end-of-school celebrations of learning. We offer Read Deed Run, a program focused on literacy, community service, and running, to our 3rd - 5th grade students. Fourth and fifth graders can participate in Cheetah Choir and Art Club. In fifth grade, special programs including House Council and Safety Patrol make the final year at Cimarron an extra-special one. Our staff works hard to accommodate our families and their different cultures and languages. Our front office staff greets

visitors to our campus in a warm, inviting, and friendly manner.

Our counselor provides the guidance and support for students and families in need. Each year, we work with our community to recruit school supplies, backpacks, and food donations from Compassion Katy and other community partners. KISD Police Santa Cops donated toys with the help of the community, YMCA donated gift cards for families in need, and through our district's program Food for Families we were able to assist those in need.

As the inspiration of our students, we understand the importance of parent and extended family participation. Due to this, we provide a myriad of events and programs throughout the entire school year for both students and parent involvement. Our staff works hard to accommodate our families and their different cultures and languages.

Perceptions Strengths

Cimarron Elementary School celebrates these family, community, and school strengths:

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

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2 (Prioritized): There is a need to increase teacher efficacy for classroom management. Many students are struggling with emotional regulation after two years of COVID. **Root Cause:** Teachers are in need of de-escalation strategies and a continued focus on campus wide behavior expectations. Explicit teaching for both staff and students is needed, along with weekly reinforcement of expectations.

Priority Problem Statements

Problem Statement 13: Only 2.7% of students enrolled at Cimarron are identified as being GT.

Root Cause 13: Teachers and parents need more information about understanding how to identify the characteristics of a GT student in economically disadvantaged and at-risk conditions.

Problem Statement 13 Areas: Demographics

Problem Statement 8: We are currently slated as a School Improvement Campus.

Root Cause 8: Two student groups - White students and Hispanic students - are not performing at expected levels. Our teachers need continued training in small group instruction and differentiating instruction for various student groups.

Problem Statement 8 Areas: Student Learning

Problem Statement 3: Our campus needs to continue to focus on differentiating instruction and assessments for students with a wide range of abilities.

Root Cause 3: Our staff needs additional professional development and a focus on effectively using data to plan lessons, forming small groups, differentiating instruction and creating common assessments.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 12: There is a continued need to increase parental involvement at school events and within involvement for the Cimarron PTA. We know that when families are engaged, children's learning improves.

Root Cause 12: Our staff must be creative and think outside the box when it comes to parent involvement. Different forms of communication need to be used to reach parents regarding volunteer or community engagement opportunities. Cimarron needs to offer different opportunities both during the day and the evening.

Problem Statement 12 Areas: Perceptions

Problem Statement 1: The needs of our students are changing as our percentage of economically disadvantaged students increases. We need to ensure that we are meeting the needs (academic, social and emotional) of our changing demographics.

Root Cause 1: Our staff needs strategies and tools to effectively implement instruction for a diverse population to meet individual student needs - both academically and social-emotionally.

Problem Statement 1 Areas: Demographics

Problem Statement 7: Our Reading STAAR scores have increased, however there is continued growth needed. We want to see our percentage of students who meet expected standards in the area of reading increase.

Root Cause 7: Quality first teach in literacy along with small group interventions continue to be needed to grow our students. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.

Problem Statement 7 Areas: Student Learning

Problem Statement 9: PAW Time (extended learning time) has not been implemented with fidelity for mid to high performing students.

Root Cause 9: Formative assessment data has not been utilized to inform PAW time student groups and interventions for mid to high performing students.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: There is a need to increase teacher efficacy for classroom management. Many students are struggling with emotional regulation after two years of COVID.

Root Cause 10: Teachers are in need of de-escalation strategies and a continued focus on campus wide behavior expectations. Explicit teaching for both staff and students is needed, along with weekly reinforcement of expectations.

Problem Statement 10 Areas: Perceptions

Problem Statement 6: Our Math STAAR scores have increased in 3rd and 5th grade, but decreased in 4th grade. There is continued growth needed in all grade levels.

Root Cause 6: The impact from COVID continues as we work to fill gaps in learning in the area of math. Quality first teach in math along with small group interventions are needed to grow our students. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.

Problem Statement 6 Areas: Student Learning

Problem Statement 11: As students and families continue to transition from two school years affected by COVID, we continue to see students with difficulties regulating emotions.

Root Cause 11: Teachers are in need of additional behavior training, including de-escalation strategies. In addition, we need to fully implement our schoolwide behavior system and ensure that teachers are trained in campus expectations as well as students. Finally, we will continue to partner with parents to support students in regulating emotions.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 5: Our 5th grade science STAAR scores continued to decline this year.

Root Cause 5: Quality first teach in science along with small group interventions continues to be an area in which professional development and materials, resources and time are needed for teachers K-5. Students need significant opportunities to participate in hands on instruction in the science classroom and to translate those experiences into the classroom, as well as receive targeted vocabulary instruction.

Problem Statement 5 Areas: Student Learning

Problem Statement 4: Our special education students are performing significantly below all other student groups in all areas.

Root Cause 4: There is a need to provide additional training in differentiated instruction for SPED resource teachers and in class support staff. Also, far too often, students receiving special education services to fill gaps in learning often miss current content instruction, causing them to fall farther behind.

Problem Statement 4 Areas: Student Learning

Problem Statement 2: Approximately 50% or more of our students are reading below grade level.

Root Cause 2: Students need a balanced approach to literacy, including a focus on phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. Our classroom teachers need continued professional development to ensure we are meeting our students' literacy needs, while also having access to the most up-to-date resources that support these practices. Our students also need access to books at home.

Problem Statement 2 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: August 31, 2022

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

Performance Objective 1: Every student at Cimarron Elementary will demonstrate at least one year's worth of growth in Reading within the KISD reading expectations, as measured by Fountas and Pinnell Benchmark Assessment System.

Evaluation Data Sources: Fountas & Pinnell Benchmark Assessment System, Running Records, TPRI

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Teachers will establish BOY, MOY and EOY Reading Level goals for each student to effectively measure progress and provide appropriate intervention. **Strategy's Expected Result/Impact:** More effective and timely closure of gaps in reading levels across a school year. **Staff Responsible for Monitoring:** Primary Instructional Coach ELA Instructional Coach - Grades 2-5 Assistant Principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 6 - School Processes & Programs 1	35%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The needs of our students are changing as our percentage of economically disadvantaged students increases. We need to ensure that we are meeting the needs (academic, social and emotional) of our changing demographics. **Root Cause**: Our staff needs strategies and tools to effectively implement instruction for a diverse population to meet individual student needs - both academically and social-emotionally.

Student Learning

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

Problem Statement 2: Our Reading STAAR scores have increased, however there is continued growth needed. We want to see our percentage of students who meet expected standards in the area of reading increase. **Root Cause**: Quality first teach in literacy along with small group interventions continue to be needed to grow our students. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.

Problem Statement 6: Approximately 50% or more of our students are reading below grade level. **Root Cause**: Students need a balanced approach to literacy, including a focus on phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. Our classroom teachers need continued professional development to ensure we are meeting our students' literacy needs, while also having access to the most up-to-date resources that support these practices. Our students also need access to books at home.

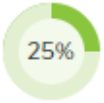
School Processes & Programs

Problem Statement 1: Our campus needs to continue to focus on differentiating instruction and assessments for students with a wide range of abilities. **Root Cause**: Our staff needs additional professional development and a focus on effectively using data to plan lessons, forming small groups, differentiating instruction and creating common assessments.

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

Performance Objective 2: The overall STAAR Reading Average %AMM (Approaches, Meets, Masters) will improve from 58% in 2022 to 68% in 2023.

Evaluation Data Sources: STAAR data, 2023 Accountability Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Provide instructional materials, online resources, technology devices, professional development, tutorials, and targeted intervention by classroom and instructional support teachers to ensure the mastery of required literacy TEKS for all sub-populations. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Primary Instructional Coach ELA Instructional Coach - Grades 2-5 **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1, 2, 6 - School Processes & Programs 1, 2 **Funding Sources:** - 199 - State Comp Ed, - 211 - Title I Part A - $18,124				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: We are currently slated as a School Improvement Campus. **Root Cause**: Two student groups - White students and Hispanic students - are not performing at expected levels. Our teachers need continued training in small group instruction and differentiating instruction for various student groups.
Problem Statement 2: Our Reading STAAR scores have increased, however there is continued growth needed. We want to see our percentage of students who meet expected standards in the area of reading increase. **Root Cause**: Quality first teach in literacy along with small group interventions continue to be needed to grow our students. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.
Problem Statement 6: Approximately 50% or more of our students are reading below grade level. **Root Cause**: Students need a balanced approach to literacy, including a focus on phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. Our classroom teachers need continued professional development to ensure we are meeting our students' literacy needs, while also having access to the most up-to-date resources that support these practices. Our students also need access to books at home.
School Processes & Programs
Problem Statement 1: Our campus needs to continue to focus on differentiating instruction and assessments for students with a wide range of abilities. **Root Cause**: Our staff needs additional professional development and a focus on effectively using data to plan lessons, forming small groups, differentiating instruction and creating common assessments.

School Processes & Programs

Problem Statement 2: PAW Time (extended learning time) has not been implemented with fidelity for mid to high performing students. **Root Cause**: Formative assessment data has not been utilized to inform PAW time student groups and interventions for mid to high performing students.

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

Performance Objective 3: The overall STAAR Math Average %AMM (Approaches Meets Masters) will improve from 37% in 2022 to 45% in 2023.

Evaluation Data Sources: STAAR results, Accountability information for 2022-2023.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Provide instructional materials, online resources, technology devices, professional development, and targeted intervention by classroom and instructional support teachers to ensure the mastery of required math TEKS for all sub populations. **Strategy's Expected Result/Impact:** Increase in student achievement. **Staff Responsible for Monitoring:** Primary Instructional Coach Math/Science Instructional Coach - Grades 2-5 **TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1, 2 **Funding Sources:** - 199 - State Comp Ed, - 211 - Title I Part A - $18,124	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

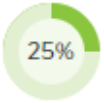
Demographics
Problem Statement 2: The needs of our students are changing as our percentage of economically disadvantaged students increases. We need to ensure that we are meeting the needs (academic, social and emotional) of our changing demographics. **Root Cause**: Our staff needs strategies and tools to effectively implement instruction for a diverse population to meet individual student needs - both academically and social-emotionally.
Student Learning
Problem Statement 1: We are currently slated as a School Improvement Campus. **Root Cause**: Two student groups - White students and Hispanic students - are not performing at expected levels. Our teachers need continued training in small group instruction and differentiating instruction for various student groups.
Problem Statement 3: Our Math STAAR scores have increased in 3rd and 5th grade, but decreased in 4th grade. There is continued growth needed in all grade levels. **Root Cause**: The impact from COVID continues as we work to fill gaps in learning in the area of math. Quality first teach in math along with small group interventions are needed to grow our students. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.
School Processes & Programs
Problem Statement 1: Our campus needs to continue to focus on differentiating instruction and assessments for students with a wide range of abilities. **Root Cause**: Our staff needs additional professional development and a focus on effectively using data to plan lessons, forming small groups, differentiating instruction and creating common assessments.

School Processes & Programs
Problem Statement 2: PAW Time (extended learning time) has not been implemented with fidelity for mid to high performing students. **Root Cause**: Formative assessment data has not been utilized to inform PAW time student groups and interventions for mid to high performing students.

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

Performance Objective 4: The overall STAAR Science Average %AMM (Approaches, Meets, Masters) will improve from 35% in 2022 to 42% in 2023.

Evaluation Data Sources: STAAR data, 2022 Accountability Report

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Provide instructional materials, online resources, technology devices, professional development and targeted intervention by classroom and instructional support teachers to ensure the mastery of required science TEKS for all sub populations. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Primary Instructional Coach Math/Science Instructional Coach - Grades 2-5 **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 4 - School Processes & Programs 1, 2 **Funding Sources:** - 211 - Title I Part A - $13,123				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 2: The needs of our students are changing as our percentage of economically disadvantaged students increases. We need to ensure that we are meeting the needs (academic, social and emotional) of our changing demographics. **Root Cause**: Our staff needs strategies and tools to effectively implement instruction for a diverse population to meet individual student needs - both academically and social-emotionally.
Student Learning
Problem Statement 1: We are currently slated as a School Improvement Campus. **Root Cause**: Two student groups - White students and Hispanic students - are not performing at expected levels. Our teachers need continued training in small group instruction and differentiating instruction for various student groups.
Problem Statement 4: Our 5th grade science STAAR scores continued to decline this year. **Root Cause**: Quality first teach in science along with small group interventions continues to be an area in which professional development and materials, resources and time are needed for teachers K-5. Students need significant opportunities to participate in hands on instruction in the science classroom and to translate those experiences into the classroom, as well as receive targeted vocabulary instruction.
School Processes & Programs
Problem Statement 1: Our campus needs to continue to focus on differentiating instruction and assessments for students with a wide range of abilities. **Root Cause**: Our staff needs additional professional development and a focus on effectively using data to plan lessons, forming small groups, differentiating instruction and creating common assessments.

School Processes & Programs

Problem Statement 2: PAW Time (extended learning time) has not been implemented with fidelity for mid to high performing students. **Root Cause**: Formative assessment data has not been utilized to inform PAW time student groups and interventions for mid to high performing students.

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

Performance Objective 5: HB3 - The percent of Cimarron Elementary 3rd grade students who achieve Meets and above in Reading will increase from 57% to 58% by July 2023.

HB3 Goal

Evaluation Data Sources: STAAR Scores, 2022-2023 Accountability Ratings

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: HB3, ESF: Administrators and ICs will monitor small group instruction in each classroom and review data by student groups to ensure that our focus groups (White, Hispanic) are progressing. **Strategy's Expected Result/Impact:** Increased reaching achievement by students, consistent implementation of small group instruction by teachers **Staff Responsible for Monitoring:** Primary Instructional Coach ELA Instructional Coach - Grades 2-5 Assistant Principals Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 5 - School Processes & Programs 2	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: HB3, ESF: Teachers will keep anecdotal records in a data binder, documenting Guided Reading groups and strategy group instruction. Teachers will demonstrate the use of various data with student selection for groups, formative assessment strategies and targeted instruction. **Strategy's Expected Result/Impact:** Increase in reading achievement, reduced disparity between sub-populations. **Staff Responsible for Monitoring:** Primary Instructional Coach ELA Instructional Coach - Grades 2-5 Instructional Liaison Assistant Principals Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2 - School Processes & Programs 1, 2 **Funding Sources:** Supplies - 211 - Title I Part A - $1,000	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 2: The needs of our students are changing as our percentage of economically disadvantaged students increases. We need to ensure that we are meeting the needs (academic, social and emotional) of our changing demographics. **Root Cause**: Our staff needs strategies and tools to effectively implement instruction for a diverse population to meet individual student needs - both academically and social-emotionally.

Student Learning

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

Problem Statement 2: Our Reading STAAR scores have increased, however there is continued growth needed. We want to see our percentage of students who meet expected standards in the area of reading increase. **Root Cause**: Quality first teach in literacy along with small group interventions continue to be needed to grow our students. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.

Problem Statement 5: Our special education students are performing significantly below all other student groups in all areas. **Root Cause**: There is a need to provide additional training in differentiated instruction for SPED resource teachers and in class support staff. Also, far too often, students receiving special education services to fill gaps in learning often miss current content instruction, causing them to fall farther behind.

School Processes & Programs

Problem Statement 1: Our campus needs to continue to focus on differentiating instruction and assessments for students with a wide range of abilities. **Root Cause**: Our staff needs additional professional development and a focus on effectively using data to plan lessons, forming small groups, differentiating instruction and creating common assessments.

Problem Statement 2: PAW Time (extended learning time) has not been implemented with fidelity for mid to high performing students. **Root Cause**: Formative assessment data has not been utilized to inform PAW time student groups and interventions for mid to high performing students.

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

Performance Objective 6: HB3 - The percent of Cimarron Elementary 3rd grade students who achieve Meets and above in Math will increase from 33% to 51% by July 2022.

HB3 Goal

Evaluation Data Sources: Comparison of the 2022 to 2023 STAAR Scores for Math

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: HB3, ESF: Administrators and ICs will monitor small group instruction in each classroom and review data by student groups to ensure that our focus groups (White, Hispanic) are progressing. **Strategy's Expected Result/Impact:** Increased math achievement by students, consistent implementation of small group instruction by teachers **Staff Responsible for Monitoring:** Primary Instructional Coach Math/Science Instructional Coach - Grades 2-5 Assistant Principals Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1, 2	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: HB3, ESF: Teachers will keep anecdotal records in a data binder for small group instruction. Teachers will demonstrate the use of various data, including DreamBox, with student selection for groups, formative assessment strategies and targeted instruction. **Strategy's Expected Result/Impact:** Improved math performance by students **Staff Responsible for Monitoring:** Primary Instructional Coach Math/Science Instructional Coach - Grades 2-5 Instructional Liaison Assistant Principals Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 3 - School Processes & Programs 1, 2 **Funding Sources:** Supplies - 211 - Title I Part A - $1,000	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 2: The needs of our students are changing as our percentage of economically disadvantaged students increases. We need to ensure that we are meeting the needs (academic, social and emotional) of our changing demographics. **Root Cause**: Our staff needs strategies and tools to effectively implement instruction for a diverse population to meet individual student needs - both academically and social-emotionally.

Student Learning

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

Problem Statement 3: Our Math STAAR scores have increased in 3rd and 5th grade, but decreased in 4th grade. There is continued growth needed in all grade levels. **Root Cause**: The impact from COVID continues as we work to fill gaps in learning in the area of math. Quality first teach in math along with small group interventions are needed to grow our students. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.

School Processes & Programs

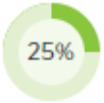
Problem Statement 1: Our campus needs to continue to focus on differentiating instruction and assessments for students with a wide range of abilities. **Root Cause**: Our staff needs additional professional development and a focus on effectively using data to plan lessons, forming small groups, differentiating instruction and creating common assessments.

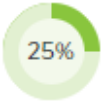
Problem Statement 2: PAW Time (extended learning time) has not been implemented with fidelity for mid to high performing students. **Root Cause**: Formative assessment data has not been utilized to inform PAW time student groups and interventions for mid to high performing students.

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

Performance Objective 7: The percent of students demonstrating Meets or Exceeds Progress levels on STAAR Reading and STAAR Math will increase by 10% for each subject as compared to the 2022 progress measures.

Evaluation Data Sources: STAAR data, 2022 State Accountability

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: (GT) Support the social and emotional needs of gifted students by addressing these needs through direct instruction and through professional development for staff to support the needs of gifted students. **Strategy's Expected Result/Impact:** Increase in achievement and progress of GT students, 100% of GT students will Meet or Exceed Progress Measures **Staff Responsible for Monitoring:** GT Facilitator Principal **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: To meet the needs of students currently not meeting state expectations in any curricular area, utilize Title One funds and State Compensatory Education funds to employ specialists in each curricular area who can work with small groups of at-risk children during PAW (Extended Learning) Time and during before or after school tutorials. **Strategy's Expected Result/Impact:** Increase in student achievement of At-Risk Students **Staff Responsible for Monitoring:** Instructional Liaison ALC Coordinator Principal **Title I:** 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 2 **Funding Sources:** State Comp Ed Personnel - 199 - State Comp Ed - $195,000, Title I Personnel - 211 - Title I Part A - $195,000, - 192 - Special Project - Tutoring Funds - $15,000				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Utilize a weekly planning and biweekly PLC structure to allow teachers to analyze data, create common assessments, and road map effective instruction for upcoming units based on disaggregation of data for student groups. **Strategy's Expected Result/Impact:** Increase in student achievement by students in all sub-populations. **Staff Responsible for Monitoring:** Primary Instructional Coach ELA Instructional Coach - Grades 2-5 Math/Science Instructional Coach - Grades 2-5 Instructional Liaison **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2	25%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: Build teacher capacity to provide Sheltered Instruction to students with limited language development, ensuring that every EBL demonstrates progress during the 22-23 school year. Review KISD's English Learner 3 Phase Professional Development Plan and identify grade level teachers to enroll and complete phases 1-3. Collaborate with Office of Other Languages after each campus visit to discuss trends and adjustments. **Strategy's Expected Result/Impact:** EBL's increased achievement on: 2023 TELPAS results, 2023 STAAR results, 2023 Accountability Report **Staff Responsible for Monitoring:** ESL ISSTs LPAC Administrator Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 1 **Funding Sources:** - 211 - Title I Part A - $1,500	15%			

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5: ESF: Teachers will attend quarterly MTSS Kid Chats during the school year to monitor progress of students receiving ESL and Academic support interventions. **Strategy's Expected Result/Impact:** Teachers will collaborate about all student's academic performance. **Staff Responsible for Monitoring:** MTSS Coordinator **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 1 - School Processes & Programs 1, 2	0%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 7 Problem Statements:

Demographics
Problem Statement 2: The needs of our students are changing as our percentage of economically disadvantaged students increases. We need to ensure that we are meeting the needs (academic, social and emotional) of our changing demographics. **Root Cause**: Our staff needs strategies and tools to effectively implement instruction for a diverse population to meet individual student needs - both academically and social-emotionally.

Student Learning
Problem Statement 1: We are currently slated as a School Improvement Campus. **Root Cause**: Two student groups - White students and Hispanic students - are not performing at expected levels. Our teachers need continued training in small group instruction and differentiating instruction for various student groups.
Problem Statement 2: Our Reading STAAR scores have increased, however there is continued growth needed. We want to see our percentage of students who meet expected standards in the area of reading increase. **Root Cause**: Quality first teach in literacy along with small group interventions continue to be needed to grow our students. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.
Problem Statement 3: Our Math STAAR scores have increased in 3rd and 5th grade, but decreased in 4th grade. There is continued growth needed in all grade levels. **Root Cause**: The impact from COVID continues as we work to fill gaps in learning in the area of math. Quality first teach in math along with small group interventions are needed to grow our students. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.
Problem Statement 4: Our 5th grade science STAAR scores continued to decline this year. **Root Cause**: Quality first teach in science along with small group interventions continues to be an area in which professional development and materials, resources and time are needed for teachers K-5. Students need significant opportunities to participate in hands on instruction in the science classroom and to translate those experiences into the classroom, as well as receive targeted vocabulary instruction.

School Processes & Programs
Problem Statement 1: Our campus needs to continue to focus on differentiating instruction and assessments for students with a wide range of abilities. **Root Cause**: Our staff needs additional professional development and a focus on effectively using data to plan lessons, forming small groups, differentiating instruction and creating common assessments.

School Processes & Programs
Problem Statement 2: PAW Time (extended learning time) has not been implemented with fidelity for mid to high performing students. **Root Cause**: Formative assessment data has not been utilized to inform PAW time student groups and interventions for mid to high performing students.

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

Performance Objective 8: ESF: 75% of Cimarron Elementary teachers will exhibit small group lessons at the Level 3 and Level 4 indicators from our CE Instructional Roadmap.

Evaluation Data Sources: Instructional RoadMap Data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: ESF: All teachers will be trained in the CE Instructional Roadmap for whole group and small group instruction by October 1, 2022. **Strategy's Expected Result/Impact:** Teachers will understand the roadmap and be able to identify key whole and small group elements. **Staff Responsible for Monitoring:** Instructional Coaches Assistant Principals Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1	100%	100%	100%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: ESF: Administrative team will calibrate in the use of the CE Instructional Roadmap by October 7, 2022. **Strategy's Expected Result/Impact:** Administrative team will effectively identify key whole and small group elements in classrooms and be able to provide consistent bite-sized feedback to staff. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	100%	100%	100%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: ESF: Administrative Team will perform weekly walkthroughs in all CE PK-5 classrooms using the CE Instructional Roadmap, and provide bite-sized actionable feedback to teachers, beginning the week of October 3, 2022. **Strategy's Expected Result/Impact:** Teachers will receive bite-sized, actionable feedback Data collection will occur on a regular basis **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	25%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: ESF: Administrative team will review data and feedback from the CE Instructional Roadmap twice monthly to determine patterns and needs for job-embedded professional development. **Strategy's Expected Result/Impact:** Enhanced ability to provide just in time training and support for teachers to improve small group instruction. **Staff Responsible for Monitoring:** Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 8 Problem Statements:

Demographics
Problem Statement 2: The needs of our students are changing as our percentage of economically disadvantaged students increases. We need to ensure that we are meeting the needs (academic, social and emotional) of our changing demographics. **Root Cause**: Our staff needs strategies and tools to effectively implement instruction for a diverse population to meet individual student needs - both academically and social-emotionally.

Student Learning
Problem Statement 1: We are currently slated as a School Improvement Campus. **Root Cause**: Two student groups - White students and Hispanic students - are not performing at expected levels. Our teachers need continued training in small group instruction and differentiating instruction for various student groups.

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

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

Evaluation Data Sources: IEP Progress Reports, STAAR Performance

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: General Education Teachers, Special Education Teachers and Special Education Paraprofessionals will participate in regular training regarding effective instructional strategies for special education students. **Strategy's Expected Result/Impact:** Improved performance in goal attainment and progress for students, and improved performance on STAAR by Special Education sub-population **Staff Responsible for Monitoring:** Special Education Team Leaders Instructional Liaison Assistant Principals Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5 **Funding Sources:** Training - 211 - Title I Part A - $3,000	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: General Education Teachers and Special Education Teachers will participate in quarterly SPED Kid Chats to review student progress and consider possible updates to student IEPs as needed. **Strategy's Expected Result/Impact:** Improved performance in goal attainment and progress for students and a more proactive approach to ensuring that we meet student needs. **Staff Responsible for Monitoring:** Special Education Team Leaders Instructional Liaison Assistant Principals Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5 **Funding Sources:** Substitutes - 211 - Title I Part A - $1,500	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Special Education Teachers and Paraprofessionals will partner with district special education instructional officers in order to increase effective development of individual education plans and increase the effectiveness of instruction in both resource and in class support environments. **Strategy's Expected Result/Impact:** Improved performance in goal attainment and progress for students and a more proactive approach to ensuring that we meet student needs. **Staff Responsible for Monitoring:** Special Education Team Leaders Assistant Principals Principal **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 5	15%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 9 Problem Statements:

Student Learning

Problem Statement 5: Our special education students are performing significantly below all other student groups in all areas. **Root Cause**: There is a need to provide additional training in differentiated instruction for SPED resource teachers and in class support staff. Also, far too often, students receiving special education services to fill gaps in learning often miss current content instruction, causing them to fall farther behind.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
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	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
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	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 1: Increase student's access to technology at home and school by utilizing the Digital Divide program and utilizing various technological devices, software and applications to increase personalized learning.

Evaluation Data Sources: Checkout of devices for home use

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: The instructional liaison and librarian will identify students in need of technology at home and specifically target families, especially at risk families, to check out a Chromebook from the Digital Divide program for home use. **Strategy's Expected Result/Impact:** Students will have increased access to supports at home including Canvas, Dreambox, MyOn, and more. **Staff Responsible for Monitoring:** Instructional Liaison Librarian **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **Problem Statements:** Demographics 2 - Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The needs of our students are changing as our percentage of economically disadvantaged students increases. We need to ensure that we are meeting the needs (academic, social and emotional) of our changing demographics. **Root Cause**: Our staff needs strategies and tools to effectively implement instruction for a diverse population to meet individual student needs - both academically and social-emotionally.

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

Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 2: Teachers are informed of the English language proficiency levels of the English learners in their classrooms, and teams actively utilize the ELPs to provide meaningful opportunities for EBLs to develop social and academic English proficiency in listening, speaking, reading and writing.

Evaluation Data Sources: Planning agendas, lesson plans

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Monitor EBL's academic and linguistic progress by ensuring that the ELPs and PLDs are implemented in all content areas in all grades (differentiation evident in lesson planning and walkthroughs). **Strategy's Expected Result/Impact:** Increase in LEP student achievement **Staff Responsible for Monitoring:** LPAC Administrator EST ISSTs	20%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Train all EBL staff and administrators on state compliance items, including initial LPAC training, qualification tests, STAAR and TELPAS. **Strategy's Expected Result/Impact:** Increase in LEP student achievement **Staff Responsible for Monitoring:** LPAC Administrator ESL ISSTs **Title I:** 2.4, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction	10%			

No Progress | Accomplished | Continue/Modify | Discontinue

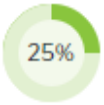
Goal 2: Katy ISD will develop systems where customized resources will ensure equity in response to the needs of a growing district with rapidly changing demographics.

Performance Objective 3: Cimarron Elementary will more effectively identify Gifted students and better serve their needs in the elementary K-5 classroom.

Evaluation Data Sources: GT Testing data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Teachers will receive effective training in understanding and identifying the characteristics of a GT student in economically disadvantaged and at-risk conditions. **Strategy's Expected Result/Impact:** Teachers will be able to more effectively identify students to refer for GT evaluation, and participation in GT will increase **Staff Responsible for Monitoring:** GT Facilitator Principal **Title I:** 2.6 **Problem Statements:** Demographics 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Parents will be informed of all GT identification timelines and processes, and encouraged to attend district GT information meetings. **Strategy's Expected Result/Impact:** Parents will be adequately informed of all GT times and participation in GT testing will increase **Staff Responsible for Monitoring:** GT Facilitator Principal **Title I:** 2.6 **Problem Statements:** Demographics 1				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Teachers will be informed of the GT training offerings from Katy ISD and other providers, and will participate in the 30 hour GT training and the 6 hour annual update. **Strategy's Expected Result/Impact:** 50% of classroom teachers K-5 will receive their GT hours and update them annually **Title I:** 2.6 **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Only 2.7% of students enrolled at Cimarron are identified as being GT. **Root Cause**: Teachers and parents need more information about understanding how to identify the characteristics of a GT student in economically disadvantaged and at-risk conditions.

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

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

Evaluation Data Sources: DLAs, CBAs, STAAR

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Intermediate students will set academic goals and analyze their performance to ensure that everyone makes at least one year's growth. **Strategy's Expected Result/Impact:** Increase in student ownership of learning and performance **Staff Responsible for Monitoring:** ELA Instructional Coach - Grades 2-5 Math/Science Instructional Coach - Grades 2-5 Assistant Principals **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Working with instructional coaches, teams of teachers will meet on a weekly basis for planning instruction and the creation/analysis of common assessments. Results will drive future instruction and enable teachers to adjust and provide reteaching where needed. **Strategy's Expected Result/Impact:** Consistent assessment across grade levels; increased student performance **Staff Responsible for Monitoring:** Primary Instructional Coach ELA Instructional Coach - Grades 2-5 Math/Science Instructional Coach - Grades 2-5 **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: HB3: Teachers will administer the Fountas and Pinnell Benchmark Assessment with fidelity and show evidence of F&P data driven instruction in lesson plans, data binders and lesson delivery. **Strategy's Expected Result/Impact:** Increased reading achievement **Staff Responsible for Monitoring:** Primary Instructional Coach ELA Instructional Coach - Grades 2-5 **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 2, 6 - School Processes & Programs 1	35%			

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: HB3: Instructional Coach will train and support teachers in utilizing DreamBox student/class/grade level data in PLCs to identify students in need of reteach, support, or extension. Data will be used by teachers to create small group instruction plans. **Strategy's Expected Result/Impact:** Increased student performance in Math **Staff Responsible for Monitoring:** Primary Instructional Coach Math/Science Instructional Coach - Grades 2-5 **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Student Learning 3 - School Processes & Programs 1	25%			

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5: ESF: Performance data for CBAs, DLAs, F&P Benchmark Assessments, and DreamBox data will be reviewed by the Admin Team to determine effectiveness of first teach and small group instruction K-5. **Strategy's Expected Result/Impact:** Increased teacher implementation of small group instruction, progress demonstrated by all student groups. **Staff Responsible for Monitoring:** Primary Instructional Coach ELA Instructional Coach - Grades 2-5 Math/Science Instructional Coach - Grades 2-5 Instructional Liaison Assistant Principals Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3, 4 - School Processes & Programs 1, 2	20%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 2: The needs of our students are changing as our percentage of economically disadvantaged students increases. We need to ensure that we are meeting the needs (academic, social and emotional) of our changing demographics. **Root Cause**: Our staff needs strategies and tools to effectively implement instruction for a diverse population to meet individual student needs - both academically and social-emotionally.

Student Learning

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

Problem Statement 2: Our Reading STAAR scores have increased, however there is continued growth needed. We want to see our percentage of students who meet expected standards in the area of reading increase. **Root Cause**: Quality first teach in literacy along with small group interventions continue to be needed to grow our students. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.

Problem Statement 3: Our Math STAAR scores have increased in 3rd and 5th grade, but decreased in 4th grade. There is continued growth needed in all grade levels. **Root Cause**: The impact from COVID continues as we work to fill gaps in learning in the area of math. Quality first teach in math along with small group interventions are needed to grow our students. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.

Problem Statement 4: Our 5th grade science STAAR scores continued to decline this year. **Root Cause**: Quality first teach in science along with small group interventions continues to be an area in which professional development and materials, resources and time are needed for teachers K-5. Students need significant opportunities to participate in hands on instruction in the science classroom and to translate those experiences into the classroom, as well as receive targeted vocabulary instruction.

Student Learning

Problem Statement 6: Approximately 50% or more of our students are reading below grade level. **Root Cause**: Students need a balanced approach to literacy, including a focus on phonemic awareness, phonics, vocabulary, fluency, comprehension, and writing. Our classroom teachers need continued professional development to ensure we are meeting our students' literacy needs, while also having access to the most up-to-date resources that support these practices. Our students also need access to books at home.

School Processes & Programs

Problem Statement 1: Our campus needs to continue to focus on differentiating instruction and assessments for students with a wide range of abilities. **Root Cause**: Our staff needs additional professional development and a focus on effectively using data to plan lessons, forming small groups, differentiating instruction and creating common assessments.

Problem Statement 2: PAW Time (extended learning time) has not been implemented with fidelity for mid to high performing students. **Root Cause**: Formative assessment data has not been utilized to inform PAW time student groups and interventions for mid to high performing students.

Goal 3: Katy ISD will develop meaningful, effective assessments that inspire and inform students and educators toward continuous improvement.

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

Evaluation Data Sources: Math Inventory, F&P Testing, Counselor Personal Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Math teachers will administer a math screener to gain baseline math data within 5 days of a new student enrollment. Kinder students will complete the Pre-Assessment within 5 days of a new student enrollment. **Strategy's Expected Result/Impact:** Interventions will be more specifically tailored to student needs. **Staff Responsible for Monitoring:** Primary Instructional Coach Math/Science Instructional Coach - Grades 2-5 Instructional Liaison **Title I:** 2.4, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 3 - School Processes & Programs 1	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Literacy teachers will administer F&P Testing within 5 days of a new student enrollment. Kinder students will complete the Pre-Assessment within 5 days of a new student enrollment. **Strategy's Expected Result/Impact:** Interventions will be more specifically tailored to student needs. **Staff Responsible for Monitoring:** Primary Instructional Coach ELA Instructional Coach - Grades 2-5 Instructional Liaison **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - Student Learning 2 - School Processes & Programs 1	0%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: The school counselor will meet with new students, conduct a personal interview and communicate information gathered with all staff who work with the student within 5 days of student enrollment. Counselor will also participate in Buddy Lunches with all new students within 1-2 weeks of student enrollment. **Strategy's Expected Result/Impact:** The counselor will build a relationship with new students and teachers can better relate to their new students proactively. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: The needs of our students are changing as our percentage of economically disadvantaged students increases. We need to ensure that we are meeting the needs (academic, social and emotional) of our changing demographics. **Root Cause**: Our staff needs strategies and tools to effectively implement instruction for a diverse population to meet individual student needs - both academically and social-emotionally.
Student Learning
Problem Statement 2: Our Reading STAAR scores have increased, however there is continued growth needed. We want to see our percentage of students who meet expected standards in the area of reading increase. **Root Cause**: Quality first teach in literacy along with small group interventions continue to be needed to grow our students. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus. **Problem Statement 3**: Our Math STAAR scores have increased in 3rd and 5th grade, but decreased in 4th grade. There is continued growth needed in all grade levels. **Root Cause**: The impact from COVID continues as we work to fill gaps in learning in the area of math. Quality first teach in math along with small group interventions are needed to grow our students. Our teachers continue to need additional training and resources that address and accommodate the different learning needs of the students on our campus.
School Processes & Programs
Problem Statement 1: Our campus needs to continue to focus on differentiating instruction and assessments for students with a wide range of abilities. **Root Cause**: Our staff needs additional professional development and a focus on effectively using data to plan lessons, forming small groups, differentiating instruction and creating common assessments.

Goal 4: Katy ISD will create and sustain best-in-class infrastructure to securely accommodate the current and next generation of digital content and tools for all stakeholders.

Performance Objective 1: Technology will be implemented effectively in all classrooms to enhance the learning experience and improve technological skills of all students.

Evaluation Data Sources: Lesson plans, walk-throughs, BrightBytes Survey

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Provide hardware, software, and technology training opportunities to build teacher capacity to effectively integrate technology tools relevant to the digital learner and promote positive digital citizenship **Strategy's Expected Result/Impact:** Increase in effective use of technology as observed in walkthroughs and observations, increased use of the Canvas platform, increase in positive digital citizenship and a decrease in the student survey results related to cyber bullying **Staff Responsible for Monitoring:** Librarian Classroom Technology Designer Principal **Funding Sources:** Technology - 211 - Title I Part A - $53,500	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Job-embedded professional development will be provided with support from the classroom technology designer assigned to our campus. **Strategy's Expected Result/Impact:** Teachers will effectively use technology to increase student communication, collaboration and creativity **Staff Responsible for Monitoring:** Classroom Technology Designer Assistant Principals Principal **Title I:** 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The needs of our students are changing as our percentage of economically disadvantaged students increases. We need to ensure that we are meeting the needs (academic, social and emotional) of our changing demographics. **Root Cause**: Our staff needs strategies and tools to effectively implement instruction for a diverse population to meet individual student needs - both academically and social-emotionally.

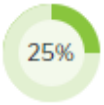
Goal 5: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

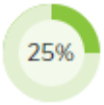
Performance Objective 1: New Teachers will be supported professionally before, during, and/or after school to meet their individual needs and increase student achievement.

Evaluation Data Sources: Retention rate, TTESS

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: All new teachers (0 to 1 years experience) will be provided the same campus mentor for two consecutive years. They will meet with their assigned mentor once a week. **Strategy's Expected Result/Impact:** New teachers will be supported and retained **Staff Responsible for Monitoring:** Instructional Liaison **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: New teachers (0 to 1 years experience) will meet with the campus lead mentor once per month to learn strategies, ask questions, and build rapport and a climate of support with others. **Strategy's Expected Result/Impact:** New teachers will be supported and retained **Staff Responsible for Monitoring:** Instructional Liaison **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: New teachers (0 to 1 years experience) will observe their campus mentor or another teacher of their choosing two times per semester, lasting 15-20 minutes, with support from the instructional coach. **Strategy's Expected Result/Impact:** New teachers will identify strategies and best practices to implement in their classroom. **Staff Responsible for Monitoring:** Primary Instructional Coach ELA Instructional Coach - Grades 2-5 Math/Science Instructional Coach - Grades 2-5 Instructional Liaison **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: New to Cimarron Teachers (with greater than 2 years experience) will be assigned a buddy for their first year at Cimarron Elementary and will meet with this buddy once per week. **Strategy's Expected Result/Impact:** New to Cimarron teachers will be supported and retained **Staff Responsible for Monitoring:** Instructional Liaison **TEA Priorities:** Recruit, support, retain teachers and principals				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

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

Evaluation Data Sources: EOY Conference data

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Appraisers will meet with staff to establish Student Learning Objectives, set professional development goals, conduct walkthroughs and formal observations in order to provide feedback regarding areas of reinforcement and refinement. **Strategy's Expected Result/Impact:** Increase in teacher retention, increase in student achievement **Staff Responsible for Monitoring:** Assistant Principals Principal **Title I:** 2.4, 2.5, 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: ESF: Instructional Coaches will engage in coaching cycles with at least 2 teachers per semester, focusing on improving first teach instruction and small group instruction. **Strategy's Expected Result/Impact:** Student learning will increase **Staff Responsible for Monitoring:** Primary Instructional Coach ELA Instructional Coach - Grades 2-5 Math Instructional Coach - Grades 2-5 Assistant Principals Principal **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math **- ESF Levers:** Lever 5: Effective Instruction	20%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: ESF: Campus Admin Team will engage in Learning Walks with staff, tracking data related to effective classroom and small group instruction using our campus form. Data will be reviewed monthly and plans made to provide professional development and targeted support to staff as needed. **Strategy's Expected Result/Impact:** Adult behaviors with relation to classroom and small group instruction will improve, and as a result student learning will improve. **Staff Responsible for Monitoring:** Assistant Principals Principal **Title I:** 2.6 **- TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction	25%			

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

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

Evaluation Data Sources: Talent Ed Requisitions, New Hire Credentials

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: CE Admin Team and Team Leaders for the following school year will participate in the Katy ISD Job Fair. **Strategy's Expected Result/Impact:** Hiring of highly qualified teaching staff **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 3: Positive School Culture	0%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: All English learners with parent approval for ESL program participation minimally receive English Language Arts and Reading (ELAR) instruction by teachers who are certified in ESL, along with ELAR certification for the appropriate grade levels. **Strategy's Expected Result/Impact:** Increase in TELPAS scores, exit from the ESL program **Staff Responsible for Monitoring:** ESL ISSTs **Title I:** 2.4 **- TEA Priorities:** Recruit, support, retain teachers and principals - **Problem Statements:** Demographics 2	25%			

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Problem Statements:

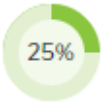
Demographics
Problem Statement 2: The needs of our students are changing as our percentage of economically disadvantaged students increases. We need to ensure that we are meeting the needs (academic, social and emotional) of our changing demographics. **Root Cause**: Our staff needs strategies and tools to effectively implement instruction for a diverse population to meet individual student needs - both academically and social-emotionally.

Goal 5: Katy ISD will attract and support high quality staff members to optimize their impact on student learning and create a culture of staff retention.

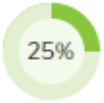
Performance Objective 4: Cimarron Elementary will have a positive and supportive climate and culture for all staff

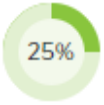
Evaluation Data Sources: Pulse surveys, Reflection Forms

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Planning Guides will be provided to all staff in the areas of Instruction and Assessment (Literacy, Social Studies, Math, Science, ESL), Community (Communication, CE Discipline/Conduct, Counseling, Attendance, Arrival/Dismissal, Front Office), Intervention (MTSS, PAW Time/Academic Support, Special Education) and the Big Picture (Principal Vision, Faculty Handbook) in order to provide clear expectations and procedures across the campus. **Strategy's Expected Result/Impact:** Staff will know and understand expectations and campus procedures clearly **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 1: Strong School Leadership and Planning				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Team Leaders will participate in a monthly "Next Steps" chalk talk to share positive and constructive feedback and develop plans as a team to support the campus. **Strategy's Expected Result/Impact:** Staff climate and culture will be positive and concerns will be addressed with a proactive, staff developed plan **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: Team Leaders will participate in two End of Year Reflections Meetings in April to discuss Add/Change/Delete/Keep suggestions from staff in developing and planning the following school year. **Strategy's Expected Result/Impact:** Staff climate and culture will be positive and the following school year plans will be developed with teacher feedback **Staff Responsible for Monitoring:** Principal **TEA Priorities:** Recruit, support, retain teachers and principals				

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

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

 No Progress Accomplished Continue/Modify Discontinue

Goal 6: Katy ISD will address flaws in the state finance and student assessment systems in order to regain local control.

Goal 7: Katy ISD will develop intentional strategic partnerships which capitalize on the strengths, resources and talents of all stakeholders in order to engage the entire community.

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

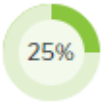
Evaluation Data Sources: Parent sign in sheets, Parent volunteer hours

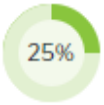
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Recruit new volunteers at campus events such as Meet the Teacher, Curriculum Night and Parent Engagement events. Collaborate with Cimarron Elementary PTA, high school PALS and volunteer organizations such as NHS to provide volunteers for events including parent and family engagement events, classroom volunteer opportunities, PTA events and more. **Strategy's Expected Result/Impact:** Increase in volunteer base and parent participation. **Staff Responsible for Monitoring:** Principal **Problem Statements:** Perceptions 1	25%			

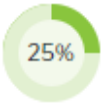
Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: Promote family and community engagement by hosting academic nights and training sessions at varying times to assist parents in learning how to support their child. **Strategy's Expected Result/Impact:** Parent Attendance at events, increase in family partnerships, increase in student learning **Staff Responsible for Monitoring:** Principal Title I Teachers **Title I:** 2.4, 2.6, 4.2 **Problem Statements:** Perceptions 1 **Funding Sources:** - 211 - Title I Part A - $5,000	35%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
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:** Increased PreK/Kindergarten registration **Staff Responsible for Monitoring:** Principal **Title I:** 4.2 **Problem Statements:** Perceptions 1				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
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:** Increased interest in and awareness of available JH programming, increased registration in PreAP classes at JH. **Staff Responsible for Monitoring:** Counselor **Title I:** 2.5, 2.6				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5: Develop and distribute the parent and family engagement policy and compact as well as utilize Canvas, the campus website and CE eNews to spotlight achievements, resources, and upcoming events to the parent community. **Strategy's Expected Result/Impact:** Parents will be well informed **Staff Responsible for Monitoring:** Principal **Title I:** 4.1, 4.2 **Problem Statements:** Perceptions 1				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6: Provide quarterly Cheetah Coalitions with parents and admin team to provide parents with the ability to ask questions and offer positive and constructive feedback for schoolwide programs and processes. **Strategy's Expected Result/Impact:** Increased parent involvement and engagement with the school community **Staff Responsible for Monitoring:** Principal **Title I:** 4.2 **Problem Statements:** Perceptions 1 **Funding Sources:** - 211 - Title I Part A - $1,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7: The Campus Advisory Team - including teachers, administrators,staff members, parents and community members - will collaborate and coordinate planning efforts and implementation of staff development to build ties between home and school. **Strategy's Expected Result/Impact:** Increase in student achievement **Staff Responsible for Monitoring:** Principal **Problem Statements:** Perceptions 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

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

Goal 8: Katy ISD will actively support the emotional well-being of all learners.

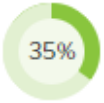
Performance Objective 1: Cimarron Elementary will utilize preventive strategies to increase the emotional well-being of students through positive support systems (ie House System, Community Circles and the implementation of school-wide social emotional learning programs) and continuing tiered levels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

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

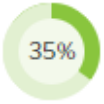
Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 1: Staff will be provided opportunities to participate in ongoing, job-embedded professional development to support social emotional learning, including trauma-informed classroom instruction. **Strategy's Expected Result/Impact:** Increase connections and relationships, decreased discipline referrals **Staff Responsible for Monitoring:** Counselor **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Training fees and materials - 211 - Title I Part A - $14,500				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 2: ESF: All staff will be explicitly trained in the Cimarron PRIDE expectations for all common areas and classrooms on campus. Teachers will explicitly train students in the Cimarron PRIDE expectations for all common areas and classrooms on campus. Teachers will explicitly review Cimarron PRIDE expectations on a weekly basis for all common areas and classrooms on campus. Assistant Principals will tie behavior referrals and reinforcement of expected behaviors to Cimarron PRIDE expectations. **Strategy's Expected Result/Impact:** Students will exhibit Purpose, Responsibility, Integrity, Dependability and Effort in all common areas and classrooms on campus; Decreased discipline referrals **Staff Responsible for Monitoring:** Assistant Principals **Title I:** 2.5 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction				

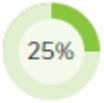
Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 3: All staff will be trained in de-escalation strategies and utilize these strategies to support students on an as-needed basis. **Strategy's Expected Result/Impact:** Decrease in discipline referrals, fewer student removals from class **Staff Responsible for Monitoring:** Counselor Assistant Principals **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 3 - Perceptions 2				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 4: ESF: Teachers will be trained on effective Community Circles and provided resources for daily classroom questions involving the use of the PurposeFull People Curriculum. Every homeroom class will hold a daily 15 minute community circle. **Strategy's Expected Result/Impact:** Effective Community Circles will happen with fidelity and discipline referrals will decrease **Staff Responsible for Monitoring:** Counselor Assistant Principals Principal **Title I:** 2.6 **- TEA Priorities:** Recruit, support, retain teachers and principals **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - School Processes & Programs 3 - Perceptions 2 **Funding Sources:** Supplies - 211 - Title I Part A - $1,000				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 5: ESF: Staff will be trained in Capturing Kids Hearts and will implement learning through the use of classroom contracts and other strategies. **Strategy's Expected Result/Impact:** Increase connections and relationships, decreased discipline referrals **Staff Responsible for Monitoring:** Counselor Assistant Principals Principal **Title I:** 2.5, 2.6 **- TEA Priorities:** Improve low-performing schools **- ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - School Processes & Programs 3 - Perceptions 2 **Funding Sources:** Training - 211 - Title I Part A - $15,000				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 6: The House System will be implemented to increase positive behavior support and community relationships by creating a welcoming and supporting culture for students and staff. **Strategy's Expected Result/Impact:** Students will form connections and relationships with other students across grade levels and staff, decreased discipline referrals **Staff Responsible for Monitoring:** House Committee Counselor Assistant Principals Principal **Title I:** 2.5, 2.6 **- ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** - 211 - Title I Part A - $30,000				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 7: Utilize tiered levels of identification and interventions (SpeakUp, Bullying investigation procedures, threat assessment process, MTSS behavioral collaboratives, small group/individual counseling, behavior interventionist) to monitor, assist and reduce the number of students who exhibit harmful behaviors towards self or others. Campus leadership team will coordinate implementation of preventative strategies, consistent documentation and individualized responses to match the needs of the student/situation. **Strategy's Expected Result/Impact:** Decrease in discipline referrals, few student removals from class, reduced bullying accusations/investigations **Staff Responsible for Monitoring:** Counselor Assistant Principals **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** Demographics 2 - School Processes & Programs 3 - Perceptions 2				

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Apr	June
Strategy 8: Information on violence prevention and bullying prevention will be provided to parents, students and teachers. **Strategy's Expected Result/Impact:** Parents, students and teachers will be aware of warning signs of violent behavior or bullying and be able to proactively address these concerns to prevent violence and bullying on campus. **Staff Responsible for Monitoring:** Counselor Assistant Principals **ESF Levers:** Lever 5: Effective Instruction **Problem Statements:** School Processes & Programs 3 - Perceptions 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: The needs of our students are changing as our percentage of economically disadvantaged students increases. We need to ensure that we are meeting the needs (academic, social and emotional) of our changing demographics. **Root Cause**: Our staff needs strategies and tools to effectively implement instruction for a diverse population to meet individual student needs - both academically and social-emotionally.

School Processes & Programs
Problem Statement 3: As students and families continue to transition from two school years affected by COVID, we continue to see students with difficulties regulating emotions. **Root Cause**: Teachers are in need of additional behavior training, including de-escalation strategies. In addition, we need to fully implement our schoolwide behavior system and ensure that teachers are trained in campus expectations as well as students. Finally, we will continue to partner with parents to support students in regulating emotions.

Perceptions

Problem Statement 2: There is a need to increase teacher efficacy for classroom management. Many students are struggling with emotional regulation after two years of COVID.
Root Cause: Teachers are in need of de-escalation strategies and a continued focus on campus wide behavior expectations. Explicit teaching for both staff and students is needed, along with weekly reinforcement of expectations.

State Compensatory

Budget for Cimarron Elementary School

Total SCE Funds: $0.00
Total FTEs Funded by SCE: 2
Brief Description of SCE Services and/or Programs

Personnel for Cimarron Elementary School

Name	Position	FTE
Janice Scharr	Reading Academic Support Teacher	1
Katherine Davis	Math Academic Support Teacher	1

Title I

1. Comprehensive Needs Assessment (CNA)

1.1: Comprehensive Needs Assessment

An invite was sent out to Campus Advisory Team members soliciting volunteers to serve on our Campus Needs Assessment Team. This group of individuals included administrators, counselor, instructional coaches, teachers, paraprofessionals, parents, business owners and community members. The committee used a list of guiding questions to ensure we focused on areas of need around campus. In the area of student achievement, the committee used archived STAAR data, DLAs (district learning assessments), COAs (common objective assessments), F&P scores (Fountas and Pinnell reading levels), etc. The committee then went on to analyze the needs of our students that were failing, or at-risk of failing, state standards. STAAR data and F&P reading levels were used for this data analysis because those are the forms of measure that are reported to the state annually. Lastly, the committee made sure to analyze any barriers for educators, students, and/or parents. A parent survey, employee engagement survey, and other informal forms of data were used to determine what these barriers might be, and possible root causes. The Campus Advisory Team met and reviewed feedback during the summer and revisions to our CNA were discussed. The CNA was reviewed/revised through meetings and feedback, with the final meeting held on June 22, 2022.

2. Campus Improvement Plan

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

The Campus Advisory Team has four meetings listed on the calendar each year to review the progress of the Campus Improvement Plan, and to evaluate our current programs/strategies and academic achievement of our students in grades PK-5. At the end of each meeting, it is discussed if another meeting is needed before the next scheduled one, due to possible challenges, concerns, etc. The Campus Improvement Plan will be reviewed and monitored in an on-going manner.

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

2.3: Available to parents and community in an understandable format and language

The Campus Improvement Plan will be available electronically to parents and community members via a link on the campus website. The Campus Improvement Plan can be accessed from the directory page on the Katy ISD webpage, as well as under the Quick Links tab on our homepage. In addition, a hard copy will be available in the front office for parents and community members to view and/or request a copy. Our Campus Improvement Plan is currently only available in English and Spanish. We can make it available in other languages upon request.

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

2.4: Opportunities for all children to meet State standards

In an effort to meet the needs of all students in achieving mastery of State standards, teachers will work in collaborative teams to analyze student data for all of our subpopulations (i.e. economically disadvantaged, gifted & talented, etc.) and determine next steps to ensure that all students are making adequate progress and meeting State standards. Professional development will be provided in the areas of greatest need (based upon school-wide and grade level data) in an effort to strengthen first-teach instruction and determine how to fill in the educational gaps that might exist in students struggling academically. Targeted PAW Time interventions and after-school tutorials (weekdays) will be offered to all students not meeting standards. In addition, we have a Title 1 Reading teacher and a Title 1 Math teacher to provide interventions to struggling students in grades K-5.

2.5: Increased learning time and well-rounded education

The master schedule was reviewed to limit the amount of transitions and "lost" instructional minutes in the daily schedule. This includes Extra Learning Time (ELT) which the campus refers to as "PAW" time for daily intervention. Programs are held on campus to ensure that we maximize instructional time and focus on academic achievement, as well as social-emotional development and the arts. The current schedule allows the counselor the opportunity to provides guidance counseling lessons to students. Instructional walks will be conducted by administration and instructional coaches to ensure quality of learning in classes using our CE Instructional Roadmap as a guide. As needed, teachers will have an opportunity to observe in experienced teachers classrooms in an effort to learn from each other and strengthen our instructional best practices and pedagogy. Furthermore, collaborative planning sessions will occur on a weekly basis with instructional staff and teachers. Periodically, job-embedded professional development will be provided to assist teachers in implementing lessons that meet the needs of all learners.

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

Our Professional Learning Communities will meet every other week to analyze pertinent data for at-risk students (formal and informal assessments, DLA's, anecdotal notes, etc.) to monitor the progress of students. This concerted time will allow our teachers to more effectively utilize PAW Time (our schoolwide extended learning time) to meet the diverse needs of learners. In addition, discussions about reteach methods and ways to improve quality instruction are held at these times to enhance student learning. More in depth and broader data compilations are discussed periodically in Wednesday PLC meetings to analyze trends throughout a unit, and with individual students, so that teachers can discuss root causes to commonly missed concepts, and devise a plan to reduce misconceptions or misunderstandings and improve comprehension. MTSS meetings are held with each grade level once a grading period to access student growth and struggles in order to place students on the proper tier, and determine if more guided/pull out intervention is warranted. Progress monitoring occurs in class with teachers during small group time and upon assessment to determine students individual strengths and weaknesses, and through intervention (PAW time) with additional teachers (Academic Support Teachers) or other interventionists as needed.

3. Annual Evaluation

3.1: Annually evaluate the schoolwide plan

The CIP is formally reviewed quarterly, with a summative review occuring at the end of each school year.

4. Parent and Family Engagement (PFE)

4.1: Develop and distribute Parent and Family Engagement Policy

The campus worked with parents and family members to create a Parent and Family Engagement Policy, and this policy was updated with Campus Advisory Team feedback in the Spring of 2022. The Policy will be offered to parents/families during parent-teacher conferences during the Fall Semester. It is also on our website.

The Parent and Family Engagement Policy will be available electronically to parents and community members via a link on the campus website under Quick Links. In addition, a hard

copy will be available in the front office for parents and community members to view and/or request a copy. Our Parent and Family Engagement Policy is currently only available in English and Spanish. It can be made available in any language upon request. In addition, the Parent and Family Engagement Policy will be available for parents and community members to request throughout the entire school year. There will be instructions on how to access the Parent and Family Engagement in our weekly CE enews.

4.2: Offer flexible number of parent involvement meetings

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

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

5. Targeted Assistance Schools Only

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

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

Title I Personnel

Name	Position	Program	FTE
Dawn Wiedeman	Title I Teacher	ELAR	1
Stephanie Sanders	Title I Teacher	Math	1

Campus Advisory Team

Committee Role	Name	Position
Administrator	Kevin Newsom	
Administrator	Lindsey Chase	
Non-classroom Professional	Stephanie Sanders	
Parent	Gloria Barton	
Parent	Morgan Williams	
Parent	Irfana Hussain	
Parent	Amanda Morris-Luedecke	
Parent	Brian Williams	
Business Representative	Kris Colquette	
Business Representative	James Thornock	
Community Representative	Deanna McCarthy	
Community Representative	Patricia McCarty	
Classroom Teacher	Nicole Bennett	
Classroom Teacher	Kelley Anderson	
Classroom Teacher	Suzy Matias-Fitzgerald	
Paraprofessional	Natalie McCarthy	
District-level Professional	Tremia Polk	

Campus Funding Summary

192 - Special Project					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	7	2		Tutoring Funds	$15,000.00
				Sub-Total	$15,000.00

199 - State Comp Ed					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$0.00
1	3	1			$0.00
1	7	2	State Comp Ed Personnel		$195,000.00
				Sub-Total	$195,000.00

211 - Title I Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	2	1			$18,124.00
1	3	1			$18,124.00
1	4	1			$13,123.00
1	5	2	Supplies		$1,000.00
1	6	2	Supplies		$1,000.00
1	7	2	Title I Personnel		$195,000.00
1	7	4			$1,500.00
1	9	1	Training		$3,000.00
1	9	2	Substitutes		$1,500.00
4	1	1	Technology		$53,500.00
7	1	2			$5,000.00
7	1	6			$1,000.00
8	1	1	Training fees and materials		$14,500.00
8	1	4	Supplies		$1,000.00
8	1	5	Training		$15,000.00
8	1	6			$30,000.00
				Sub-Total	$372,371.00

Addendums

Texas Education Agency
2019 Accountability Ratings Overall Summary
CIMARRON EL (101914107) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		79	C
Student Achievement		79	C
STAAR Performance	52	79	
College, Career and Military Readiness			
Graduation Rate			
School Progress		75	C
Academic Growth	72	75	C
Relative Performance (Eco Dis: 45.0%)	52	75	C
Closing the Gaps	84	79	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Texas Education Agency
2019 Accountability Ratings Overall Summary
CIMARRON EL (101914107) - KATY ISD

Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		79	C
Student Achievement		79	C
STAAR Performance	52	79	
College, Career and Military Readiness			
Graduation Rate			
School Progress		75	C
Academic Growth	72	75	C
Relative Performance (Eco Dis: 45.0%)	52	75	C
Closing the Gaps	84	79	C

Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

Distinction Designations

ELA/Reading	Not Earned
Mathematics	Not Earned
Science	Not Earned
Social Studies	Not Eligible
Comparative Academic Growth	Not Earned
Postsecondary Readiness	Not Earned
Comparative Closing the Gaps	Not Earned

Katy Independent School District

House Bill 3
Board Approved Goals

Elementary Grade 3 Reading Proficiency

Elementary Grade 3 Mathematics Proficiency

High School College, Career, Military Readiness

Katy Independent School District

Elementary Grade 3 Proficiency

Reading Meets and Masters Performance

The percent of **Katy ISD** Elementary 3rd grade students who achieve Meets and above in Reading will increase **59%** to **68%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**60%**	**62%**	**67%**	**68%**
Actual	**60%**	**59%**	**57%**	**66%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Katy ISD	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	652	44%	2,043	48%	2,154	64%	20	60%	971	80%	8	50%	201	63%	738	29%	1,977	40%	2,022	53%
		2021 Actual	706	43%	2,042	45%	1,790	68%	7	71%	918	73%	9	67%	265	60%	863	26%	1,971	39%	1,943	52%
		2022 Target		49%		48%		64%		60%		80%		50%		63%		39%		45%		53%
		2022 Actual	859	54%	2,319	57%	1,894	74%	15	87%	1,036	84%	10	80%	300	68%	1,062	34%	2,646	51%	1,961	60%
		Met Target		Y		Y		Y		Y		Y		Y		Y		N		Y		Y
		2023		49%		48%		64%		60%		80%		50%		63%		**44%**		**61%**		53%
		2024		49%		53%		64%		60%		80%		50%		63%		44%		61%		53%

The percent of **Alexander** Elementary 3rd grade students who achieve Meets and above in Reading will increase **78%** to **85%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**79%**	**81%**	**83%**	**85%**
Actual	**64%**	**78%**	**62%**	**77%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Alexander	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	7	57%	17	76%	63	68%	0		71	90%	0		6	67%	18	50%	8	25%	48	79%
		2021 Actual	8	63%	17	29%	60	58%	0		50	76%	1	100%	6	67%	17	35%	25	40%	54	59%
		2022 Target		57%		76%		78%				90%				67%		50%		25%		89%
		2022 Actual	6	50%	27	85%	45	67%	0		64	83%	0		11	82%	27	37%	30	53%	52	71%
		Met Target		N		Y		N				N				Y		N		Y		N
		2023		57%		76%		**77%**				**93%**				67%		50%		25%		94%
		2024		57%		76%		77%				93%				67%		50%		25%		94%

The percent of **Bear Creek** Elementary 3rd grade students who achieve Meets and above in Reading will increase **28%** to **49%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**29%**	**31%**	**48%**	**49%**
Actual	**40%**	**28%**	**25%**	**47%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Bear Creek	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	13	23%	70	26%	14	29%	0		4	75%	0		1	100%	16	6%	78	29%	56	30%
		2021 Actual	12	8%	83	23%	13	54%	0		0		0		0		23	4%	87	21%	61	26%
		2022 Target		23%		41%		29%				75%				100%		6%		34%		35%
		2022 Actual	11	27%	70	41%	12	92%	0		2	100%	0		2	50%	22	36%	92	45%	48	42%
		Met Target		Y		Y		Y				Y				N		Y		Y		Y
		2023		23%		**51%**		29%				75%				100%		6%		39%		**52%**
		2024		23%		51%		29%				75%				100%		6%		44%		52%

The percent of **Bethke** Elementary 3rd grade students who achieve Meets and above in Reading will increase **42%** to **63%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**43%**	**45%**	**62%**	**63%**
Actual	**45%**	**42%**	**41%**	**61%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Bethke	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	43	28%	104	36%	64	56%	0		25	52%	1	100%	9	44%	37	16%	96	28%	75	35%
		2021 Actual	17	53%	58	24%	25	64%	0		11	55%	0		8	50%	14	21%	42	26%	39	26%
		2022 Target		33%		36%		56%				72%		100%		44%		16%		33%		35%
		2022 Actual	32	50%	72	51%	37	70%	0		17	94%	0		10	70%	25	36%	71	56%	35	54%
		Met Target		Y		Y		Y				Y				Y		Y		Y		Y
		2023		**60%**		36%		61%				72%		100%		44%		**46%**		33%		35%
		2024		60%		41%		61%				77%		100%		44%		46%		33%		35%

The percent of **Bryant** Elementary 3rd grade students who achieve Meets and above in Reading will increase **58%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**59%**	**61%**	**69%**	**70%**
Actual	**68%**	**58%**	**48%**	**68%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Bryant	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	18	67%	34	53%	74	55%	0		8	88%	0		2	50%	20	25%	20	55%	12	50%
		2021 Actual	14	43%	52	37%	78	53%	0		13	54%	2	50%	13	69%	28	18%	35	34%	23	30%
		2022 Target		67%		63%		65%				88%				50%		25%		55%		50%
		2022 Actual	45	56%	49	65%	82	74%	1	100%	27	78%	3	100%	14	57%	30	33%	50	48%	28	54%
		Met Target		N		Y		Y				N				Y		Y		N		Y
		2023		67%		68%		70%				**88%**				50%		**43%**		55%		50%
		2024		67%		73%		75%				88%				50%		43%		55%		50%

The percent of **Campbell** Elementary 3rd grade students who achieve Meets and above in Reading will increase **64%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**65%**	**67%**	**75%**	**76%**
Actual		**64%**	**72%**	**74%**		
Met Goal			Y	Y		

			# 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	# LEP	% LEP
Campbell	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	7	57%	45	60%	45	64%	1	100%	24	67%	0		3	100%	20	35%	18	61%	50	64%
		2021 Actual	17	76%	94	73%	59	73%	0		32	66%	0		10	70%	23	52%	36	67%	94	71%
		2022 Target		57%		70%		69%		100%		67%				100%		35%		61%		69%
		2022 Actual	21	71%	86	62%	88	78%	0		63	86%	0		9	78%	44	34%	53	55%	85	67%
		Met Target		Y		N		Y				Y				N		N		N		N
		2023		57%		70%		74%		100%		67%				100%		**44%**		**65%**		74%
		2024		57%		75%		74%		100%		67%				100%		44%		65%		79%

The percent of **Cimarron** Elementary 3rd grade students who achieve Meets and above in Reading will increase **41%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**42%**	**44%**	**58%**	**59%**
Actual	**54%**	**41%**	**37%**	**57%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Cimarron	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	11	18%	29	34%	45	47%	0		1	100%	0		5	60%	11	0%	32	44%	12	50%
		2021 Actual	8	25%	31	35%	31	42%	0		0		0		11	36%	11	0%	40	35%	15	33%
		2022 Target		18%		44%		62%				100%				60%		0%		44%		50%
		2022 Actual	12	50%	35	51%	42	67%	0		2	100%	0		5	20%	20	30%	54	52%	7	43%
		Met Target		Y		Y		Y				Y				N				Y		N
		2023		18%		**61%**		**77%**				100%				60%		0%		49%		50%
		2024		18%		61%		77%				100%				60%		0%		54%		50%

The percent of **Creech** Elementary 3rd grade students who achieve Meets and above in Reading will increase **61%** to **78%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**62%**	**64%**	**77%**	**78%**
Actual	**64%**	**61%**	**66%**	**76%**		
Met Goal			Y	Y		

			# 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	# LEP	% LEP
Creech	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	17	53%	42	60%	58	62%	0		20	75%	2	0%	5	60%	14	29%	37	54%	37	59%
		2021 Actual	19	42%	36	61%	51	78%	0		14	79%	0		5	40%	17	41%	43	51%	39	67%
		2022 Target		53%		65%		62%				75%		0%		60%		29%		64%		64%
		2022 Actual	23	65%	44	66%	60	80%	1	100%	20	95%	0		2	100%	19	53%	50	68%	43	72%
		Met Target		Y		Y		Y				Y				Y		Y		Y		Y
		2023		53%		**76%**		67%				75%		0%		60%		29%		**78%**		64%
		2024		53%		76%		67%				75%		0%		60%		29%		78%		69%

The percent of **Davidson** Elementary 3rd grade students who achieve Meets and above in Reading will increase **64%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**65%**	**67%**	**82%**	**83%**
Actual	**65%**	**64%**	**60%**	**81%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Federal Targets				32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Davidson	3rd Grade Reading At Meets or Above	2019 Actual	18	72%	33	64%	60	47%	0		77	79%	0		5	20%	15	33%	15	47%	72	63%
		2021 Actual	17	53%	27	59%	41	59%	0		63	62%	0		15	60%	18	22%	14	57%	51	57%
		2022 Target		72%		69%		62%				79%				20%		33%		47%		68%
		2022 Actual	14	64%	32	69%	50	88%	1	100%	77	83%	1	100%	15	80%	24	42%	31	77%	48	85%
		Met Target		N		Y		Y				Y				Y		Y		Y		Y
		2023		72%		**79%**		67%				**93%**				20%		33%		47%		73%
		2024		72%		79%		72%				93%				20%		33%		47%		73%

The percent of **Exley** Elementary 3rd grade students who achieve Meets and above in Reading will increase **64%** to **74%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**65%**	**67%**	**73%**	**74%**
Actual	**66%**	**64%**	**70%**	**72%**		
Met Goal			Y	Y		

			# 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	# LEP	% LEP
Federal Targets				32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Exley	3rd Grade Reading At Meets or Above	2019 Actual	17	59%	40	55%	68	60%	1	100%	38	79%	0		10	70%	20	35%	51	53%	74	55%
		2021 Actual	9	44%	21	62%	60	68%	1	100%	39	82%	0		4	75%	14	43%	27	59%	58	76%
		2022 Target		59%		60%		60%		100%		79%				70%		35%		63%		60%
		2022 Actual	13	62%	44	66%	47	77%	0		35	71%	0		13	92%	22	23%	60	67%	58	67%
		Met Target		Y		Y		Y				N				Y		N		Y		Y
		2023		59%		**76%**		65%		100%		**81%**				70%		35%		63%		60%
		2024		59%		76%		65%		100%		81%				70%		35%		68%		65%

The percent of **Fielder** Elementary 3rd grade students who achieve Meets and above in Reading will increase **59%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**60%**	**62%**	**82%**	**83%**
Actual	**58%**	**59%**	**65%**	**81%**		
Met Goal			Y	Y		

			# 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	# LEP	% LEP
Fielder	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	7	43%	72	60%	63	57%	0		8	88%	0		6	50%	22	36%	45	49%	71	59%
		2021 Actual	10	40%	64	64%	56	75%	0		16	50%	1	0%	7	71%	20	30%	40	58%	64	63%
		2022 Target		43%		60%		62%				88%				50%		36%		59%		64%
		2022 Actual	10	90%	46	87%	67	78%	1	100%	20	85%	0		4	25%	28	68%	48	81%	44	82%
		Met Target		Y		Y		Y				N				N		Y		Y		Y
		2023		43%		65%		**88%**				88%				50%		**78%**		64%		64%
		2024		43%		65%		88%				88%				50%		78%		69%		64%

The percent of **Franz** Elementary 3rd grade students who achieve Meets and above in Reading will increase **44%** to **51%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**45%**	**47%**	**49%**	**51%**
Actual	**43%**	**44%**	**32%**	**40%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Franz	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	28	46%	84	42%	24	46%	0		7	71%	0		1	0%	19	16%	101	38%	74	43%
		2021 Actual	31	26%	84	31%	13	54%	2	0%	8	38%	2	50%	4	25%	37	14%	103	27%	75	35%
		2022 Target		46%		47%		46%				71%				0%		16%		48%		48%
		2022 Actual	29	45%	83	37%	9	67%	0		5	40%	0		3	0%	21	14%	107	43%	67	45%
		Met Target		N		N		Y				N						N		N		N
		2023		51%		**47%**		46%				71%				0%		16%		**53%**		48%
		2024		51%		47%		46%				71%				0%		16%		53%		53%

The percent of **Golbow** Elementary 3rd grade students who achieve Meets and above in Reading will increase **52%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**53%**	**55%**	**57%**	**59%**
Actual	**40%**	**52%**	**41%**	**53%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Golbow	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	38	47%	38	47%	35	63%	0		8	50%	0		2	50%	22	14%	70	51%	26	58%
		2021 Actual	29	31%	49	39%	26	54%	0		11	55%	0		2	0%	26	23%	69	33%	34	38%
		2022 Target		52%		57%		63%				50%				50%		14%		56%		58%
		2022 Actual	38	47%	57	49%	23	65%	1	0%	17	71%	1	0%	3	33%	27	15%	104	50%	48	48%
		Met Target		N		N		Y				Y				N		Y		N		N
		2023		**57%**		57%		63%				50%				50%		**25%**		61%		58%
		2024		57%		62%		63%				50%				50%		25%		61%		58%

The percent of **Griffin** Elementary 3rd grade students who achieve Meets and above in Reading will increase **84%** to **91%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**85%**	**87%**	**89%**	**91%**
Actual	**65%**	**84%**	**75%**	**80%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Griffin	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	3	100%	27	85%	61	82%	0		30	83%	0		12	92%	9	100%	8	100%	40	88%
		2021 Actual	8	75%	21	67%	57	79%	0		32	72%	1	100%	7	86%	26	54%	12	75%	34	71%
		2022 Target		100%		90%		92%				88%				92%		100%		100%		88%
		2022 Actual	8	63%	21	86%	50	80%	0		28	89%	0		8	50%	18	28%	12	75%	24	92%
		Met Target		N		N		N				Y				N		N		N		Y
		2023		100%		90%		**90%**				**95%**				92%		100%		100%		93%
		2024		100%		95%		90%				95%				92%		100%		100%		93%

The percent of **Hayes** Elementary 3rd grade students who achieve Meets and above in Reading will increase **62%** to **74%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**63%**	**65%**	**73%**	**74%**
Actual	**55%**	**62%**	**62%**	**72%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Hayes	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	5	0%	24	42%	39	69%	0		18	89%	0		4	75%	10	20%	25	36%	32	63%
		2021 Actual	10	30%	26	58%	31	68%	0		17	65%	0		8	88%	14	43%	27	48%	35	57%
		2022 Target		0%		42%		69%				89%				75%		20%		46%		73%
		2022 Actual	8	75%	25	64%	32	72%	0		22	77%	0		2	100%	15	47%	36	58%	24	58%
		Met Target				Y		Y				N				Y		Y		Y		N
		2023		0%		**74%**		74%				89%				75%		20%		**68%**		73%
		2024		0%		74%		74%				89%				75%		20%		68%		78%

The percent of **Holland** Elementary 3rd grade students who achieve Meets and above in Reading will increase **69%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**70%**	**72%**	**74%**	**76%**
Actual	**72%**	**69%**	**74%**	**72%**		
Met Goal			Y	Y		

			# 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	# LEP	% LEP
Holland	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	16	38%	30	57%	57	67%	0		69	83%	0		3	100%	20	35%	35	46%	66	59%
		2021 Actual	9	44%	26	73%	45	78%	0		52	73%	0		7	100%	14	29%	21	57%	58	74%
		2022 Target		38%		62%		67%				83%				100%		35%		56%		64%
		2022 Actual	9	78%	37	62%	43	70%	0		49	82%	0		3	67%	24	33%	31	45%	61	69%
		Met Target		Y		Y		Y				N				N		N		N		Y
		2023		38%		67%		67%				**92%**				100%		35%		**55%**		64%
		2024		38%		67%		67%				92%				100%		35%		55%		69%

The percent of **Hutsell** Elementary 3rd grade students who achieve Meets and above in Reading will increase **45%** to **52%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**46%**	**48%**	**50%**	**52%**
Actual	**50%**	**45%**	**47%**	**43%**		
Met Goal			Y	N		

			# 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	# LEP	% LEP
Hutsell	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	7	57%	72	40%	29	52%	1	100%	0		0		1	100%	29	14%	85	36%	57	35%
		2021 Actual	6	50%	73	42%	30	57%	0		0		0		1	100%	28	21%	63	40%	55	38%
		2022 Target		57%		40%		62%		100%						100%		24%		36%		35%
		2022 Actual	5	40%	81	38%	27	59%	0		0		1	0%	2	50%	28	11%	78	41%	53	38%
		Met Target		N		N		N								N		N		Y		Y
		2023		57%		40%		**69%**		100%						100%		**21%**		36%		40%
		2024		57%		40%		69%		100%						100%		21%		41%		40%

The percent of **Jenks** Elementary 3rd grade students who achieve Meets and above in Reading will increase **71%** to **79%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**72%**	**74%**	**78%**	**79%**
Actual	**62%**	**71%**	**67%**	**77%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Jenks	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	11	73%	73	59%	58	71%	0		69	83%	0		5	100%	22	41%	23	74%	103	65%
		2021 Actual	23	57%	69	57%	41	63%	1	100%	69	80%	0		13	85%	32	34%	38	58%	105	58%
		2022 Target		73%		69%		71%				83%				100%		41%		74%		75%
		2022 Actual	21	71%	64	69%	48	77%	3	67%	59	88%	2	100%	10	70%	21	38%	31	65%	86	71%
		Met Target		N		N		Y				Y				N		N		N		N
		2023		73%		**79%**		76%				83%				100%		41%		**75%**		75%
		2024		73%		79%		76%				83%				100%		41%		75%		80%

The percent of **Katy** Elementary 3rd grade students who achieve Meets and above in Reading will increase **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**67%**	**69%**	**71%**	**73%**
Actual	**61%**	**66%**	**57%**	**63%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Katy	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	4	50%	26	50%	79	71%	0		1	0%	1	100%	4	100%	16	25%	19	58%	13	46%
		2021 Actual	6	33%	15	40%	70	63%	1	100%	3	67%	0		1	0%	18	28%	13	8%	5	40%
		2022 Target		50%		60%		81%				0%		100%		100%		25%		58%		46%
		2022 Actual	6	17%	22	73%	68	62%	0		0		1	100%	2	100%	25	40%	27	41%	4	50%
		Met Target		N		Y		N						Y		Y		Y		N		Y
		2023		50%		65%		**72%**				0%		100%		100%		25%		**51%**		46%
		2024		50%		70%		72%				0%		100%		100%		25%		51%		46%

The percent of **Kilpatrick** Elementary 3rd grade students who achieve Meets and above in Reading will increase **82%** to **89%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**83%**	**85%**	**87%**	**89%**
Actual	**78%**	**82%**	**74%**	**81%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Kilpatrick	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	6	67%	37	84%	70	70%	0		71	92%	0		6	100%	18	56%	16	69%	68	84%
		2021 Actual	10	50%	40	55%	55	80%	0		51	88%	0		5	60%	20	50%	12	17%	62	66%
		2022 Target		67%		89%		80%				92%				100%		56%		69%		89%
		2022 Actual	4	75%	41	78%	50	78%	0		59	85%	0		20	85%	32	63%	28	71%	56	75%
		Met Target		Y		N		N				N				N		Y		Y		N
		2023		67%		94%		85%				92%				100%		**73%**		**81%**		89%
		2024		67%		94%		90%				92%				100%		73%		81%		94%

The percent of **King** Elementary 3rd grade students who achieve Meets and above in Reading will increase **47%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**48%**	**50%**	**58%**	**59%**
Actual	**41%**	**47%**	**37%**	**57%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
King	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	23	52%	84	40%	43	56%	2	50%	3	67%	1	0%	6	50%	15	0%	88	38%	61	34%
		2021 Actual	19	32%	85	33%	21	43%	0		9	67%	0		3	67%	20	0%	74	32%	54	44%
		2022 Target		52%		40%		61%		50%		67%		0%		50%		0%		43%		44%
		2022 Actual	20	45%	72	60%	22	64%	1	100%	9	44%	1	100%	4	50%	24	17%	78	55%	48	50%
		Met Target		N		Y		Y		Y		N				Y				Y		Y
		2023		52%		45%		61%		50%		67%		0%		50%		0%		**65%**		**60%**
		2024		52%		50%		61%		50%		67%		0%		50%		0%		65%		60%

The percent of **Leonard** Elementary 3rd grade students who achieve Meets and above in Reading will increase **40%** to **59%** by July 2024.

	2021	2022	2023	2024
Goals		**41%**	**58%**	**59%**
Actual	**40%**	**57%**		
Met Goal		Y		

			# 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	# LEP	% LEP
Leonard	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2021 Actual	43	37%	52	38%	21	43%	0		8	75%	0		3	0%	19	0%	65	37%	28	36%
		2022 Target		37%		38%		43%				75%				0%		0%		42%		41%
		2022 Actual	74	55%	93	56%	26	54%	0		18	78%	0		7	57%	44	20%	137	50%	66	59%
		Met Target		Y		Y		Y				Y								Y		Y
		2023		42%		43%		**64%**				75%				0%		**30%**		42%		41%
		2024		42%		43%		64%				75%				0%		30%		47%		46%

The percent of **Mayde Creek** Elementary 3rd grade students who achieve Meets and above in Reading will increase **38%** to **52%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**39%**	**41%**	**51%**	**52%**
Actual	**47%**	**38%**	**36%**	**50%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Mayde Creek	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	35	34%	70	36%	21	52%	1	0%	7	43%	0		3	33%	23	26%	100	33%	51	27%
		2021 Actual	26	46%	40	20%	15	53%	0		10	50%	0		5	40%	19	16%	63	32%	27	26%
		2022 Target		34%		41%		52%		0%		43%				33%		26%		38%		37%
		2022 Actual	49	43%	43	44%	14	64%	0		8	75%	0		3	100%	24	25%	92	46%	25	56%
		Met Target		Y		Y		Y				Y				Y		N		Y		Y
		2023		**53%**		**54%**		52%		0%		43%				33%		26%		38%		42%
		2024		53%		54%		52%		0%		43%				33%		26%		43%		42%

The percent of **McElwain** Elementary 3rd grade students who achieve Meets and above in Reading will increase **54%** to **59%** by July 2024.

	2021	2022	2023	2024
Goals		**55%**	**57%**	**59%**
Actual	**54%**	**55%**		
Met Goal		Y		

			# 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	# LEP	% LEP
McElwain	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2021 Actual	28	64%	60	45%	19	63%	0		5	40%	0		2	100%	15	20%	44	57%	33	42%
		2022 Target		64%		50%		63%				40%				100%		20%		57%		47%
		2022 Actual	33	48%	78	46%	28	68%	0		14	79%	0		17	65%	25	8%	74	42%	33	33%
		Met Target		N		N		Y				Y				N		N		N		N
		2023		64%		55%		63%				40%				100%		**18%**		57%		**43%**
		2024		64%		60%		63%				40%				100%		18%		57%		43%

The percent of **McRoberts** Elementary 3rd grade students who achieve Meets and above in Reading will increase **50%** to **64%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**51%**	**53%**	**63%**	**64%**
Actual	**48%**	**50%**	**37%**	**62%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
McRoberts	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	23	52%	67	51%	18	39%	1	100%	2	50%	0		2	50%	12	17%	80	48%	48	50%
		2021 Actual	20	45%	65	34%	12	42%	0		1	100%	0		1	0%	15	13%	73	32%	50	30%
		2022 Target		52%		56%		39%		100%		50%				50%		17%		58%		55%
		2022 Actual	19	58%	79	62%	5	60%	0		4	100%	0		2	50%	15	40%	88	60%	60	57%
		Met Target		Y		Y		Y				Y				Y		Y		Y		Y
		2023		52%		61%		39%		100%		50%				50%		17%		**70%**		**67%**
		2024		52%		61%		39%		100%		50%				50%		17%		70%		67%

The percent of **Memorial Parkway** Elementary 3rd grade students who achieve Meets and above in Reading will increase **53%** to **60%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**54%**	**56%**	**58%**	**60%**
Actual	**57%**	**53%**	**54%**	**51%**		
Met Goal			Y	N		

			# 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	# LEP	% LEP
Memorial Parkway	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	8	25%	91	56%	24	58%	0		5	40%	0		2	0%	17	24%	73	47%	78	55%
		2021 Actual	12	42%	96	55%	19	58%	0		4	75%	0		2	50%	17	24%	80	50%	81	52%
		2022 Target		25%		61%		58%				40%				0%		24%		57%		60%
		2022 Actual	5	60%	94	48%	23	61%	0		3	33%	0		8	63%	13	15%	107	48%	82	49%
		Met Target		Y		N		Y				N						N		N		N
		2023		25%		**58%**		58%				40%				0%		24%		**58%**		65%
		2024		25%		58%		58%				40%				0%		24%		58%		65%

The percent of **Morton Ranch** Elementary 3rd grade students who achieve Meets and above in Reading will increase **37%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**38%**	**40%**	**58%**	**59%**
Actual	**49%**	**37%**	**43%**	**57%**		
Met Goal			Y	Y		

			# 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	# LEP	% LEP
Morton Ranch	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	28	43%	74	31%	33	45%	2	0%	11	45%	0		2	0%	20	5%	96	26%	76	28%
		2021 Actual	34	35%	87	41%	15	47%	0		8	63%	0		4	75%	23	9%	92	35%	69	42%
		2022 Target		43%		36%		60%		0%		45%				0%		5%		31%		28%
		2022 Actual	36	44%	117	57%	18	72%	0		9	78%	0		6	50%	19	26%	127	52%	94	57%
		Met Target		Y		Y		Y				Y						Y		Y		Y
		2023		**54%**		36%		60%		0%		45%				0%		5%		**62%**		33%
		2024		54%		41%		60%		0%		45%				0%		5%		62%		38%

The percent of **Nottingham** Elementary 3rd grade students who achieve Meets and above in Reading will increase **57%** to **65%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**58%**	**60%**	**64%**	**65%**
Actual	**61%**	**57%**	**68%**	**63%**		
Met Goal			Y	Y		

			# 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	# LEP	% LEP
Nottingham	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	11	27%	21	52%	78	56%	0		15	87%	0		5	60%	25	40%	30	27%	25	52%
		2021 Actual	11	73%	22	45%	75	77%	0		12	58%	1	100%	4	25%	17	41%	34	50%	18	50%
		2022 Target		27%		52%		61%				87%				60%		45%		37%		52%
		2022 Actual	9	22%	21	67%	71	63%	0		5	100%	0		5	80%	24	33%	30	50%	4	75%
		Met Target		N		Y		Y				Y				Y		N		Y		Y
		2023		27%		52%		**73%**				87%				60%		50%		**60%**		52%
		2024		27%		52%		73%				87%				60%		55%		60%		52%

The percent of **Pattison** Elementary 3rd grade students who achieve Meets and above in Reading will increase **78%** to **85%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**79%**	**81%**	**83%**	**85%**
Actual	**82%**	**78%**	**83%**	**81%**		
Met Goal			Y	Y		

			# 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	# LEP	% LEP
Pattison	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	9	33%	21	67%	102	85%	0		50	76%	0		6	83%	8	25%	28	50%	52	58%
		2021 Actual	10	70%	29	83%	71	86%	0		47	79%	0		8	100%	18	67%	23	74%	51	71%
		2022 Target		33%		67%		85%				76%				83%		25%		60%		68%
		2022 Actual	13	62%	36	72%	89	85%	0		49	86%	0		7	71%	24	46%	38	66%	62	76%
		Met Target		Y		Y		Y				Y				N		Y		Y		Y
		2023		33%		**82%**		85%				76%				83%		25%		**76%**		73%
		2024		33%		82%		85%				76%				83%		25%		76%		78%

The percent of **Randolph** Elementary 3rd grade students who achieve Meets and above in Reading will increase **77%** to **84%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**78%**	**80%**	**82%**	**84%**
Actual	**78%**	**77%**	**70%**	**80%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Randolph	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	8	88%	16	75%	116	72%	1	100%	22	91%	0		13	100%	15	60%	7	86%	16	75%
		2021 Actual	4	25%	33	76%	102	67%	0		28	89%	0		19	58%	22	36%	12	67%	22	68%
		2022 Target		88%		75%		82%		100%		91%				100%		60%		86%		75%
		2022 Actual	8	75%	29	76%	102	81%	0		24	83%	0		11	73%	38	55%	14	57%	13	69%
		Met Target		N		Y		N				N				N		N		N		N
		2023		88%		**86%**		87%		100%		91%				100%		**65%**		86%		75%
		2024		88%		86%		92%		100%		91%				100%		65%		86%		75%

The percent of **Rhoads** Elementary 3rd grade students who achieve Meets and above in Reading will increase **41%** to **48%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**42%**	**44%**	**46%**	**48%**
Actual	**42%**	**41%**	**34%**	**34%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Rhoads	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	23	39%	101	35%	17	59%	0		9	67%	1	0%	3	100%	18	22%	117	37%	92	37%
		2021 Actual	22	32%	66	30%	18	39%	0		4	100%	0		6	33%	21	0%	87	31%	55	31%
		2022 Target		39%		45%		59%				67%		0%		100%		22%		42%		42%
		2022 Actual	21	43%	79	28%	12	50%	1	100%	3	67%	0		3	33%	27	11%	97	31%	52	31%
		Met Target		Y		N		N				Y				N		N		N		N
		2023		39%		**38%**		59%				67%		0%		100%		**21%**		47%		47%
		2024		39%		38%		59%				67%		0%		100%		21%		52%		47%

The percent of **Robertson** Elementary 3rd grade students who achieve Meets and above in Reading will increase **58%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**59%**	**61%**	**69%**	**70%**
Actual	**68%**	**58%**	**48%**	**68%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Robertson	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	18	67%	34	53%	74	55%	0		8	88%	0		2	50%	20	25%	20	55%	12	50%
		2021 Actual	14	43%	52	37%	78	53%	0		13	54%	2	50%	13	69%	28	18%	35	34%	23	30%
		2022 Target		67%		63%		65%				88%				50%		25%		55%		50%
		2022 Actual	45	56%	49	65%	82	74%	1	100%	27	78%	3	100%	14	57%	30	33%	50	48%	28	54%
		Met Target		N		Y		Y				N				Y		Y		N		Y
		2023		67%		68%		70%				**88%**				50%		**43%**		55%		50%
		2024		67%		73%		75%				88%				50%		43%		55%		50%

The percent of **Rylander** Elementary 3rd grade students who achieve Meets and above in Reading will increase **66%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**67%**	**69%**	**75%**	**76%**
Actual	**63%**	**66%**	**69%**	**74%**		
Met Goal			Y	Y		

			# 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	# LEP	% LEP
Rylander	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	19	58%	36	58%	76	74%	0		29	69%	0		7	43%	19	32%	39	49%	38	61%
		2021 Actual	12	58%	32	63%	47	81%	0		36	69%	0		10	50%	23	35%	42	57%	49	61%
		2022 Target		58%		58%		74%				79%				43%		32%		59%		61%
		2022 Actual	12	67%	63	71%	56	73%	0		21	90%	0		7	71%	24	33%	70	66%	61	67%
		Met Target		Y		Y		N				Y				Y		Y		Y		Y
		2023		58%		63%		74%				79%				43%		32%		**76%**		**77%**
		2024		58%		68%		74%				79%				43%		32%		76%		77%

The percent of **Schmalz** Elementary 3rd grade students who achieve Meets and above in Reading will increase **33%** to **55%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**34%**	**36%**	**54%**	**55%**
Actual	**43%**	**33%**	**36%**	**53%**		
Met Goal			Y	Y		

			# 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	# LEP	% LEP
Schmalz	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	45	20%	98	37%	29	41%	1	0%	17	29%	0		5	40%	20	20%	130	28%	87	31%
		2021 Actual	42	33%	81	32%	21	62%	0		13	31%	0		11	27%	21	14%	108	30%	68	28%
		2022 Target		30%		37%		56%		0%		29%				40%		20%		33%		31%
		2022 Actual	68	49%	96	54%	23	61%	1	100%	7	43%	0		9	56%	25	16%	160	49%	73	52%
		Met Target		Y		Y		Y				Y				Y		N		Y		Y
		2023		35%		37%		61%		0%		29%				40%		**26%**		**59%**		31%
		2024		35%		42%		61%		0%		29%				40%		26%		59%		31%

The percent of **Shafer** Elementary 3rd grade students who achieve Meets and above in Reading will increase **73%** to **81%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**74%**	**76%**	**80%**	**81%**
Actual	**79%**	**73%**	**76%**	**79%**		
Met Goal			Y	Y		

			# 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	# LEP	% LEP
Shafer	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	19	58%	37	70%	72	67%	1	100%	57	91%	0		9	44%	14	29%	21	57%	56	71%
		2021 Actual	16	75%	22	73%	64	77%	0		54	74%	1	100%	6	100%	15	33%	30	67%	53	72%
		2022 Target		58%		75%		77%		100%		91%				44%		29%		57%		76%
		2022 Actual	24	63%	22	73%	69	75%	0		68	91%	0		17	71%	29	52%	41	46%	52	73%
		Met Target		Y		N		N				N				Y		Y		N		N
		2023		58%		80%		77%		100%		91%				44%		**62%**		**56%**		81%
		2024		58%		85%		82%		100%		91%				44%		62%		56%		81%

The percent of **Stanley** Elementary 3rd grade students who achieve Meets and above in Reading will increase **76%** to **84%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**77%**	**79%**	**83%**	**84%**
Actual	**76%**	**76%**	**77%**	**82%**		
Met Goal			Y	Y		

			# 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	# LEP	% LEP
Stanley	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	5	100%	37	62%	58	69%	0		53	89%	0		4	100%	15	47%	10	80%	36	69%
		2021 Actual	5	60%	19	74%	64	84%	1	100%	52	77%	0		10	50%	20	35%	12	42%	36	69%
		2022 Target		100%		72%		74%				89%				100%		47%		80%		74%
		2022 Actual	5	80%	26	85%	48	73%	0		53	91%	0		5	60%	16	50%	16	50%	30	83%
		Met Target		N		Y		N				Y				N		Y		N		Y
		2023		100%		77%		**83%**				89%				100%		47%		80%		**93%**
		2024		100%		82%		83%				89%				100%		47%		80%		93%

The percent of **Stephens** Elementary 3rd grade students who achieve Meets and above in Reading will increase **40%** to **60%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**41%**	**43%**	**59%**	**60%**
Actual	**46%**	**40%**	**53%**	**58%**		
Met Goal			Y	Y		

			# 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	# LEP	% LEP
	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Stephens	3rd Grade Reading At Meets or Above	2019 Actual	13	15%	76	41%	11	64%	3	33%	4	50%	0		2	50%	19	26%	78	36%	52	38%
		2021 Actual	15	60%	56	46%	14	64%	1	100%	7	71%	0		1	0%	26	23%	66	48%	51	47%
		2022 Target		15%		46%		64%		33%		50%				50%		26%		46%		43%
		2022 Actual	10	50%	62	50%	11	73%	1	100%	7	100%	0		1	100%	25	28%	67	46%	51	53%
		Met Target		Y		Y		Y		Y		Y				Y		Y		Y		Y
		2023		15%		51%		64%		33%		50%				50%		**38%**		**56%**		48%
		2024		15%		51%		64%		33%		50%				50%		38%		56%		53%

The percent of **Sundown** Elementary 3rd grade students who achieve Meets and above in Reading will increase **41%** to **48%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**42%**	**44%**	**46%**	**48%**
Actual	**44%**	**41%**	**29%**	**44%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Sundown	3rd Grade Reading At Meets or Above	2019 Actual	11	64%	74	36%	14	36%	1	0%	4	75%	0		2	50%	26	19%	85	38%	61	43%
		2021 Actual	16	31%	76	26%	12	42%	0		2	50%	0		3	33%	31	16%	85	28%	51	25%
		2022 Target		64%		41%		36%		0%		75%				50%		29%		43%		43%
		2022 Actual	17	47%	75	40%	9	56%	1	100%	2	100%	0		0		31	39%	83	36%	48	33%
		Met Target		N		N		Y				Y						Y		N		N
		2023		64%		**50%**		36%		0%		75%				50%		34%		**46%**		43%
		2024		64%		50%		36%		0%		75%				50%		39%		46%		48%

The percent of **West Memorial** Elementary 3rd grade students who achieve Meets and above in Reading will increase **52%** to **59%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**53%**	**55%**	**57%**	**59%**
Actual	**41%**	**52%**	**30%**	**45%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Federal Targets				32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
West Memorial	3rd Grade Reading At Meets or Above	2019 Actual	25	36%	48	46%	54	65%	0		9	67%	0		6	33%	13	23%	67	42%	33	55%
		2021 Actual	28	18%	46	22%	22	41%	0		11	64%	0		7	43%	18	0%	65	26%	30	37%
		2022 Target		46%		51%		65%				67%				33%		23%		47%		55%
		2022 Actual	31	42%	54	44%	30	53%	0		7	43%	0		9	33%	24	21%	85	40%	38	42%
		Met Target		N		N		N				N				Y		N		N		N
		2023		51%		51%		**63%**				67%				33%		23%		**50%**		55%
		2024		56%		56%		63%				67%				33%		23%		50%		55%

The percent of **Williams** Elementary 3rd grade students who achieve Meets and above in Reading will increase **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**67%**	**69%**	**71%**	**73%**
Actual	**76%**	**66%**	**63%**	**67%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Federal Targets				32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
Williams	3rd Grade Reading At Meets or Above	2019 Actual	7	43%	46	52%	67	75%	0		15	87%	0		4	50%	11	27%	33	48%	48	56%
		2021 Actual	5	20%	53	60%	60	63%	0		14	86%	0		7	57%	16	6%	39	44%	55	60%
		2022 Target		43%		57%		75%				87%				50%		27%		58%		61%
		2022 Actual	2	50%	49	49%	70	83%	0		10	70%	0		7	43%	22	36%	46	48%	48	44%
		Met Target		Y		N		Y				N				N		Y		N		N
		2023		43%		62%		75%				87%				50%		27%		**58%**		**54%**
		2024		43%		67%		75%				87%				50%		27%		58%		54%

The percent of **Wilson** Elementary 3rd grade students who achieve Meets and above in Reading will increase **74%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**75%**	**77%**	**82%**	**83%**
Actual	**74%**	**74%**	**73%**	**81%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Wilson	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	9	89%	37	76%	62	66%	1	100%	37	81%	1	100%	5	80%	15	47%	10	50%	39	72%
		2021 Actual	16	44%	29	72%	51	73%	0		39	82%	0		4	100%	12	50%	15	47%	36	64%
		2022 Target		89%		81%		76%		100%		81%		100%		80%		47%		50%		77%
		2022 Actual	17	65%	70	77%	55	85%	1	100%	55	87%	0		3	33%	24	54%	38	66%	68	78%
		Met Target		N		N		Y		Y		Y				N		Y		Y		Y
		2023		89%		**87%**		81%		100%		81%		100%		80%		47%		**76%**		82%
		2024		89%		87%		81%		100%		86%		100%		80%		47%		76%		82%

The percent of **Winborn** Elementary 3rd grade students who achieve Meets and above in Reading will increase **40%** to **47%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**41%**	**43%**	**45%**	**47%**
Actual	**47%**	**40%**	**34%**	**44%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Winborn	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	13	31%	44	41%	43	44%	0		6	50%	0		12	25%	17	6%	55	31%	24	50%
		2021 Actual	14	29%	35	40%	28	32%	0		5	40%	0		3	0%	15	0%	43	23%	10	20%
		2022 Target		31%		41%		59%				50%				25%		6%		41%		50%
		2022 Actual	23	30%	45	42%	26	42%	1	100%	4	75%	0		6	83%	33	12%	70	33%	14	29%
		Met Target		N		Y		N				Y				Y		Y		N		N
		2023		31%		41%		**52%**				50%				25%		**22%**		46%		50%
		2024		31%		46%		52%				50%				25%		22%		51%		50%

The percent of **Wolfe** Elementary 3rd grade students who achieve Meets and above in Reading will increase **48%** to **55%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**49%**	**51%**	**54%**	**55%**
Actual	**30%**	**48%**	**43%**	**53%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Wolfe	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	15	40%	12	25%	15	73%	0		2	100%	0		2	0%	5	60%	20	25%	4	25%
		2021 Actual	16	31%	22	23%	20	70%	0		2	100%	0		0		11	27%	32	31%	12	42%
		2022 Target		40%		25%		73%				100%				0%		60%		25%		25%
		2022 Actual	11	45%	25	36%	15	73%	0		5	60%	0		3	100%	12	25%	37	35%	15	27%
		Met Target		Y		Y		Y				N						N		Y		Y
		2023		40%		**46%**		73%				100%				0%		60%		**45%**		25%
		2024		40%		46%		73%				100%				0%		60%		45%		25%

The percent of **Wolman** Elementary 3rd grade students who achieve Meets and above in Reading will increase **76%** to **83%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**77%**	**79%**	**81%**	**83%**
Actual	**69%**	**76%**	**77%**	**79%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Wolman	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	5	20%	20	80%	114	75%	1	100%	11	91%	1	100%	4	75%	20	65%	6	50%	13	77%
		2021 Actual	9	44%	19	53%	103	82%	0		14	100%	0		4	50%	25	52%	14	57%	14	86%
		2022 Target		20%		80%		85%		100%		91%		100%		75%		65%		50%		77%
		2022 Actual	13	92%	23	83%	114	75%	0		15	87%	0		5	80%	24	75%	17	65%	15	87%
		Met Target		Y		Y		N				N				Y		Y		Y		Y
		2023		20%		80%		**85%**		100%		91%		100%		75%		65%		50%		77%
		2024		20%		80%		85%		100%		91%		100%		75%		65%		50%		77%

The percent of **WoodCreek** Elementary 3rd grade students who achieve Meets and above in Reading will increase **68%** to **87%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goals			**69%**	**71%**	**86%**	**87%**
Actual	**72%**	**68%**	**73%**	**85%**		
Met Goal			Y	Y		

			# 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	# LEP	% LEP
WoodCreek	Federal Targets			32%		37%		60%		43%		74%		45%		56%		19%		33%		29%
	3rd Grade Reading At Meets or Above	2019 Actual	22	55%	36	56%	81	67%	2	100%	54	85%	0		7	57%	33	27%	22	23%	46	65%
		2021 Actual	20	65%	31	65%	54	74%	0		52	79%	0		15	80%	24	46%	26	35%	29	76%
		2022 Target		55%		66%		67%		100%		85%				57%		37%		23%		65%
		2022 Actual	24	83%	32	75%	78	83%	0		70	90%	0		17	88%	24	46%	41	73%	38	82%
		Met Target		Y		Y		Y				Y				Y		Y		Y		Y
		2023		55%		**85%**		67%		100%		85%				57%		42%		**83%**		70%
		2024		55%		85%		67%		100%		85%				57%		47%		83%		70%

Katy Independent School District

Elementary Grade 3 Proficiency

Mathematics Meets and Masters Performance

The percent of **Katy ISD** Elementary 3rd grade students who achieve Meets and above in Math will increase from **60%** to **67%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**61%**	**63%**	**65%**	**67%**
Actual	**62%**	**60%**	**48%**	**56%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Katy ISD	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	654	42%	2,047	46%	2,154	67%	20	65%	973	87%	8	25%	201	61%	739	28%	1,979	40%	2,027	57%
		2021 Actual	707	28%	2,047	33%	1,792	60%	7	29%	922	72%	9	33%	265	51%	866	22%	1,973	27%	1,947	45%
		2022 Target		47%		46%		67%		65%		87%		25%		61%		38%		45%		57%
		2022 Actual	859	38%	2,320	44%	1,895	64%	15	60%	1,037	82%	10	60%	301	59%	1,064	26%	2,649	38%	1,964	53%
		Met Target		N		N		N		N		N		Y		N		N		N		N
		2023		47%		46%		67%		65%		**92%**		25%		61%		43%		**48%**		57%
		2024		47%		51%		67%		65%		92%		25%		61%		48%		48%		57%

The percent of **Alexander** Elementary 3rd grade students who achieve Meets and above in Math will increase from **79%** to **86%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**80%**	**82%**	**84%**	**86%**
Actual	**73%**	**79%**	**61%**	**75%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Alexander	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	7	57%	17	71%	63	70%	0		71	92%	0		6	67%	18	44%	8	38%	48	85%
		2021Actual	8	50%	17	24%	60	55%	0		50	80%	1	100%	6	67%	17	47%	25	32%	54	63%
		2022 Target		57%		71%		80%				92%				67%		44%		38%		95%
		2022 Actual	6	50%	27	63%	45	69%	0		64	86%	0		11	82%	27	33%	30	53%	52	77%
		Met Target		N		N		N				N				Y		N		Y		N
		2023		57%		71%		85%				**95%**				67%		**43%**		38%		95%
		2024		57%		71%		90%				95%				67%		43%		38%		95%

The percent of **Bear Creek** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **24%** to **31%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**25%**	**27%**	**29%**	**31%**
Actual	**30%**	**24%**	**16%**	**26%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Bear Creek	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	13	23%	70	20%	14	21%	0		4	75%	0		1	100%	16	6%	78	24%	56	25%
		2021 Actual	12	0%	83	16%	13	31%	0		0		0		0		23	4%	87	13%	61	20%
		2022 Target		23%		40%		21%				75%				100%		6%		34%		35%
		2022 Actual	11	18%	70	23%	12	42%	0		2	100%	0		2	0%	22	14%	92	23%	48	27%
		Met Target		N		N		Y				Y				N		Y		N		N
		2023		23%		**33%**		21%				75%				100%		6%		**33%**		40%
		2024		23%		33%		21%				75%				100%		6%		33%		40%

The percent of **Bethke** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **39%** to **46%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**40%**	**42%**	**45%**	**46%**
Actual	**53%**	**39%**	**37%**	**44%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Bethke	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	43	30%	104	33%	64	53%	0		25	48%	1	0%	9	44%	37	24%	96	26%	75	33%
		2021 Actual	17	18%	58	26%	25	64%	0		11	64%	0		8	38%	14	7%	42	21%	39	18%
		2022 Target		30%		38%		53%				68%		0%		44%		24%		31%		33%
		2022 Actual	32	31%	72	33%	37	59%	0		17	76%	0		10	50%	25	8%	71	39%	35	40%
		Met Target		Y		N		Y				Y				Y		N		Y		Y
		2023		30%		**43%**		53%				78%		0%		44%		**18%**		31%		38%
		2024		30%		43%		58%				78%		0%		44%		18%		36%		38%

The percent of **Bryant** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **54%** to **61%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**55%**	**57%**	**60%**	**61%**
Actual	**67%**	**54%**	**45%**	**59%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Bryant	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	18	61%	34	41%	74	58%	0		8	75%	0		2	0%	20	25%	20	60%	12	33%
		2021 Actual	14	14%	52	42%	79	48%	0		14	57%	2	50%	13	54%	28	11%	34	26%	23	35%
		2022 Target		61%		51%		68%				75%				0%		25%		60%		33%
		2022 Actual	45	49%	49	55%	82	57%	1	100%	27	74%	3	33%	14	93%	30	20%	50	44%	28	50%
		Met Target		N		Y		N				N						N		N		Y
		2023		61%		56%		73%				**84%**				0%		**30%**		60%		33%
		2024		61%		61%		78%				84%				0%		30%		60%		33%

The percent of **Campbell** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **65%** to **72%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**66%**	**68%**	**70%**	**72%**
Actual		**65%**	**56%**	**51%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Campbell	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	7	71%	45	44%	45	73%	1	100%	24	79%	0		3	100%	20	50%	18	56%	50	54%
		2021 Actual	17	47%	94	54%	59	59%	0		32	66%	0		10	40%	23	35%	36	47%	94	60%
		2022 Target		71%		54%		73%		100%		79%				100%		50%		56%		64%
		2022 Actual	21	38%	86	38%	88	49%	0		63	75%	0		9	44%	44	14%	53	23%	85	47%
		Met Target		N		N		N				N				N		N		N		N
		2023		71%		59%		**59%**		100%		79%				100%		50%		**33%**		69%
		2024		71%		64%		59%		100%		79%				100%		50%		33%		74%

The percent of **Cimarron** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **46%** to **53%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**47%**	**49%**	**51%**	**53%**
Actual	**53%**	**46%**	**21%**	**33%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Cimarron	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	11	18%	29	48%	45	49%	0		1	100%	0		5	60%	11	9%	32	38%	12	58%
		2021 Actual	8	13%	31	19%	31	23%	0		0		0		11	27%	11	9%	40	18%	15	27%
		2022 Target		18%		48%		64%				100%				60%		9%		48%		58%
		2022 Actual	12	25%	34	26%	42	43%	0		2	100%	0		5	0%	20	15%	54	28%	7	29%
		Met Target		Y		N		N				Y				N		Y		N		N
		2023		18%		**36%**		**53%**				100%				60%		9%		53%		58%
		2024		18%		36%		53%				100%				60%		9%		58%		58%

The percent of **Creech** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**67%**	**69%**	**71%**	**73%**
Actual	**56%**	**66%**	**58%**	**63%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Creech	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	17	53%	42	64%	57	67%	0		20	85%	2	0%	5	80%	14	36%	37	62%	37	70%
		2021 Actual	19	32%	36	47%	51	73%	0		14	79%	0		5	40%	17	29%	43	51%	39	59%
		2022 Target		53%		69%		72%				85%		0%		80%		36%		72%		70%
		2022 Actual	23	48%	44	59%	60	63%	1	100%	20	85%	0		2	100%	19	32%	50	46%	43	58%
		Met Target		N		N		N				Y				Y		N		N		N
		2023		53%		74%		**73%**				85%		0%		80%		36%		**56%**		75%
		2024		53%		74%		73%				85%		0%		80%		36%		56%		75%

The percent of **Davidson** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **60%** to **77%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**61%**	**63%**	**76%**	**77%**
Actual	**69%**	**60%**	**56%**	**75%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Davidson	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	18	72%	33	61%	60	30%	0		77	82%	0		5	20%	15	33%	15	40%	72	75%
		2021 Actual	17	24%	27	48%	41	54%	0		63	70%	0		15	53%	18	17%	14	57%	51	63%
		2022 Target		72%		66%		50%				87%				20%		33%		40%		75%
		2022 Actual	14	57%	32	59%	50	70%	1	100%	77	87%	1	100%	15	80%	24	38%	31	68%	48	81%
		Met Target		N		N		Y				Y				Y		Y		Y		Y
		2023		72%		**69%**		55%				**95%**				20%		33%		40%		75%
		2024		72%		69%		60%				95%				20%		33%		40%		75%

The percent of **Exley** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **70%** to **77%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**71%**	**73%**	**75%**	**77%**
Actual	**74%**	**70%**	**57%**	**62%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Exley	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	17	53%	40	53%	68	75%	1	100%	38	84%	0		10	80%	20	30%	51	51%	74	59%
		2021 Actual	9	0%	21	52%	60	53%	1	100%	39	74%	0		4	75%	14	29%	27	30%	58	66%
		2022 Target		53%		63%		75%		100%		84%				80%		30%		61%		59%
		2022 Actual	14	57%	44	43%	47	68%	0		35	80%	0		13	62%	22	14%	61	56%	58	59%
		Met Target		Y		N		N				N				N		N		N		N
		2023		53%		**53%**		75%		100%		**90%**				80%		30%		66%		64%
		2024		53%		53%		75%		100%		90%				80%		30%		66%		69%

The percent of **Fielder** Elementary 3rd grade students who achieve Meets and above in Math will increase from **62%** to **71%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**63%**	**65%**	**70%**	**71%**
Actual	**54%**	**62%**	**55%**	**69%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Fielder	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	7	43%	72	61%	63	63%	0		8	88%	0		6	50%	22	27%	45	47%	71	63%
		2021 Actual	10	50%	65	42%	56	68%	0		16	69%	1	0%	7	71%	21	19%	41	37%	64	48%
		2022 Target		43%		66%		63%				88%				50%		27%		57%		68%
		2022 Actual	10	70%	46	72%	67	67%	1	100%	20	75%	0		4	25%	28	46%	48	63%	44	73%
		Met Target		Y		Y		Y				N				N		Y		Y		Y
		2023		43%		66%		**77%**				88%				50%		**56%**		62%		68%
		2024		43%		71%		77%				88%				50%		56%		67%		68%

The percent of **Franz** Elementary 3rd grade students who achieve Meets and above in Math will increase from **42%** to **49%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**43%**	**45%**	**47%**	**49%**
Actual	**36%**	**42%**	**26%**	**37%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Franz	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	28	32%	84	40%	24	46%	0		7	86%	0		1	100%	19	5%	101	39%	74	49%
		2021 Actual	31	16%	84	26%	13	46%	2	0%	9	44%	2	0%	4	25%	37	11%	103	25%	76	33%
		2022 Target		42%		45%		46%				86%				100%		5%		44%		49%
		2022 Actual	29	34%	83	34%	9	89%	0		5	40%	0		3	0%	21	14%	107	36%	67	45%
		Met Target		N		N		Y				N				N		Y		N		N
		2023		47%		**44%**		46%				86%				100%		5%		**46%**		49%
		2024		52%		44%		46%				86%				100%		5%		46%		49%

The percent of **Golbow** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **49%** to **56%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**50%**	**52%**	**54%**	**56%**
Actual	**47%**	**49%**	**27%**	**35%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Golbow	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	38	47%	38	37%	35	57%	0		8	75%	0		2	50%	22	9%	70	49%	26	62%
		2021 Actual	29	28%	49	12%	26	46%	0		11	55%	0		2	0%	26	8%	69	26%	34	32%
		2022 Target		52%		47%		62%				75%				50%		9%		49%		62%
		2022 Actual	37	38%	57	26%	23	48%	1	0%	17	53%	1	0%	3	0%	26	19%	103	32%	48	33%
		Met Target		N		N		N				N				N		Y		N		N
		2023		52%		**36%**		62%				75%				50%		9%		54%		**43%**
		2024		57%		36%		62%				75%				50%		9%		54%		43%

The percent of **Griffin** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**74%**	**76%**	**78%**	**80%**
Actual	**72%**	**73%**	**57%**	**75%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Griffin	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	3	100%	27	56%	61	72%	0		30	93%	0		12	58%	9	56%	8	75%	40	78%
		2021 Actual	8	50%	21	52%	57	61%	0		32	59%	1	0%	7	43%	26	42%	12	58%	34	62%
		2022 Target		100%		66%		82%				93%				58%		56%		75%		78%
		2022 Actual	8	75%	21	67%	50	76%	0		28	86%	0		8	50%	18	22%	12	50%	24	83%
		Met Target		N		Y		N				N				N		N		N		Y
		2023		100%		71%		**86%**				**95%**				58%		56%		75%		83%
		2024		100%		76%		86%				95%				58%		56%		75%		83%

The percent of **Hayes** Elementary 3rd grade students who achieve Meets and above in Math will increase from **66%** to **73%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**67%**	**69%**	**71%**	**73%**
Actual	**56%**	**66%**	**54%**	**57%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Hayes	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	5	0%	24	54%	39	72%	0		18	89%	0		4	50%	10	20%	25	44%	32	63%
		2021 Actual	10	20%	26	42%	31	71%	0		17	53%	0		8	75%	14	43%	27	37%	35	54%
		2022 Target		0%		54%		72%				89%				50%		20%		54%		73%
		2022 Actual	8	63%	25	40%	32	59%	0		22	68%	0		2	100%	15	33%	36	36%	24	63%
		Met Target				N		N				N				Y		Y		N		N
		2023		0%		54%		**69%**				89%				50%		20%		**46%**		73%
		2024		0%		54%		69%				89%				50%		20%		46%		78%

The percent of **Holland** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**74%**	**76%**	**78%**	**80%**
Actual	**75%**	**73%**	**70%**	**70%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Holland	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	16	25%	31	61%	57	70%	0		70	91%	0		3	100%	20	30%	36	47%	68	76%
		2021 Actual	9	44%	26	58%	44	70%	0		52	77%	0		7	86%	14	36%	21	48%	57	74%
		2022 Target		25%		71%		70%				91%				100%		30%		57%		76%
		2022 Actual	9	89%	37	62%	43	60%	0		49	84%	0		3	33%	24	21%	31	58%	61	70%
		Met Target		Y		N		N				N				N		N		Y		N
		2023		25%		71%		**70%**				**94%**				100%		30%		62%		76%
		2024		25%		76%		70%				94%				100%		30%		67%		76%

The percent of **Hutsell** Elementary 3rd grade students who achieve Meets and above in Math will increase from **46%** to **53%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**47%**	**49%**	**51%**	**53%**
Actual	**51%**	**46%**	**25%**	**39%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Hutsell	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	7	43%	73	44%	29	48%	1	100%	0		0		1	100%	29	21%	86	41%	58	47%
		2021 Actual	6	17%	73	19%	30	43%	0		0		0		1	0%	28	7%	63	21%	55	18%
		2022 Target		43%		44%		63%		100%						100%		31%		41%		47%
		2022 Actual	5	0%	81	31%	27	67%	0		0		1	100%	2	50%	28	4%	78	36%	53	40%
		Met Target		N		N		Y								N		N		N		N
		2023		43%		**41%**		63%		100%						100%		**14%**		46%		47%
		2024		43%		41%		63%		100%						100%		14%		46%		47%

The percent of **Jenks** Elementary 3rd grade students who achieve Meets and above in Math will increase from **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**74%**	**76%**	**78%**	**80%**
Actual	**64%**	**73%**	**66%**	**69%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Jenks	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	11	64%	73	53%	58	76%	0		69	93%	0		5	80%	22	45%	23	74%	103	69%
		2021 Actual	23	52%	69	45%	41	66%	1	0%	70	90%	0		13	77%	32	38%	38	39%	105	58%
		2022 Target		64%		63%		76%				93%				80%		45%		74%		79%
		2022 Actual	21	67%	64	52%	48	67%	3	67%	59	88%	2	100%	10	70%	21	33%	31	52%	86	65%
		Met Target		Y		N		N				N				N		N		N		N
		2023		64%		68%		**77%**				**95%**				80%		45%		74%		79%
		2024		64%		73%		77%				95%				80%		45%		74%		84%

The percent of **Katy** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **63%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**64%**	**66%**	**68%**	**70%**
Actual	**62%**	**63%**	**50%**	**49%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Katy	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	4	50%	26	31%	79	73%	0		1	0%	1	100%	4	100%	16	19%	19	37%	13	38%
		2021 Actual	6	33%	15	33%	70	54%	1	0%	3	67%	0		1	100%	18	22%	13	15%	5	60%
		2022 Target		50%		41%		83%				0%		100%		100%		19%		37%		38%
		2022 Actual	6	17%	22	45%	68	53%	0		0		1	100%	2	50%	25	28%	27	33%	4	25%
		Met Target		N		Y		N						Y		N		Y		N		N
		2023		50%		46%		**63%**				0%		100%		100%		19%		**43%**		38%
		2024		50%		51%		63%				0%		100%		100%		19%		43%		38%

The percent of **Kilpatrick** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **88%** to **95%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**89%**	**91%**	**93%**	**95%**
Actual	**85%**	**88%**	**77%**	**80%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Kilpatrick	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	6	67%	37	84%	70	83%	0		71	97%	0		6	83%	18	61%	16	75%	68	93%
		2021 Actual	11	64%	40	63%	55	82%	0		51	88%	0		5	40%	21	52%	12	33%	62	76%
		2022 Target		67%		94%		93%				97%				83%		61%		75%		93%
		2022 Actual	4	50%	41	71%	50	82%	0		60	90%	0		20	70%	33	70%	29	62%	57	77%
		Met Target		N		N		N				N				N		Y		N		N
		2023		67%		94%		95%				**95%**				83%		61%		**72%**		95%
		2024		67%		95%		95%				95%				83%		61%		72%		95%

The percent of **King** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **43%** to **50%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**44%**	**46%**	**48%**	**50%**
Actual	**36%**	**43%**	**29%**	**33%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
King	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	23	39%	84	35%	43	56%	2	100%	3	100%	1	0%	6	33%	15	13%	88	36%	61	26%
		2021 Actual	19	21%	85	26%	21	29%	0		9	78%	0		3	33%	20	10%	74	31%	54	35%
		2022 Target		39%		40%		61%		100%		100%		0%		33%		13%		36%		41%
		2022 Actual	20	40%	72	25%	22	41%	1	0%	9	56%	1	0%	4	50%	24	4%	78	27%	48	19%
		Met Target		Y		N		N		N		N				Y		N		N		N
		2023		39%		**35%**		61%		100%		100%		0%		33%		13%		41%		**29%**
		2024		39%		35%		61%		100%		100%		0%		33%		13%		46%		29%

The percent of **Leonard** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **34%** to **39%** by July 2024.

	2021	2022	2023	2024
Goal		**35%**	**38%**	**39%**
Actual	**34%**	**37%**		
Met Goal		Y		

			# 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	# LEP	% LEP
Leonard	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2021 Actual	43	23%	52	35%	21	43%	0		8	75%	0		3	0%	19	11%	65	23%	28	39%
		2022 Target		28%		35%		43%				75%				0%		11%		33%		39%
		2022 Actual	74	31%	93	35%	26	38%	0		18	78%	0		7	14%	44	14%	137	30%	66	42%
		Met Target		Y		Y		N				Y						Y		N		Y
		2023		28%		40%		**48%**				75%				0%		**24%**		38%		39%
		2024		33%		40%		48%				75%				0%		24%		38%		44%

The percent of **Mayde Creek** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **22%** to **29%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**23%**	**25%**	**27%**	**29%**
Actual	**52%**	**22%**	**24%**	**21%**		
Met Goal			Y	N		

			# 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	# LEP	% LEP
Mayde Creek	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	35	23%	70	14%	21	38%	1	0%	7	57%	0		3	0%	23	13%	100	17%	51	20%
		2021 Actual	26	15%	40	10%	15	60%	0		10	50%	0		5	20%	19	11%	63	17%	27	26%
		2022 Target		23%		34%		38%		0%		57%				0%		13%		27%		30%
		2022 Actual	49	16%	43	21%	14	29%	0		8	25%	0		3	33%	24	13%	92	14%	25	8%
		Met Target		N		N		N				N						N		N		N
		2023		23%		34%		38%		0%		57%				0%		13%		**24%**		**18%**
		2024		28%		39%		38%		0%		57%				0%		13%		24%		18%

The percent of **McElwain** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **25%** to **39%** by July 2024.

	2021	2022	2023	2024
Goal		**3%**	**38%**	**39%**
Actual	**25%**	**37%**		
Met Goal		Y		

			# 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	# LEP	% LEP
McElwain	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2021 Actual	28	36%	60	15%	19	42%	0		5	0%	0		2	50%	15	13%	44	18%	33	21%
		2022 Target		36%		25%		42%				0%				50%		13%		18%		31%
		2022 Actual	33	33%	78	28%	28	39%	0		14	71%	0		17	53%	25	4%	74	23%	33	24%
		Met Target		N		Y		N								Y		N		Y		N
		2023		36%		35%		**49%**				0%				50%		**14%**		28%		31%
		2024		36%		35%		49%				0%				50%		14%		33%		36%

The percent of **McRoberts** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **59%** to **66%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**60%**	**62%**	**64%**	**66%**
Actual	**57%**	**59%**	**31%**	**54%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
McRoberts	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	23	39%	67	61%	18	72%	1	100%	2	100%	0		2	50%	12	33%	80	58%	48	65%
		2021 Actual	20	30%	65	28%	12	50%	0		1	100%	0		1	0%	15	7%	73	29%	50	24%
		2022 Target		39%		66%		72%		100%		100%				50%		33%		68%		70%
		2022 Actual	19	53%	79	53%	5	60%	0		4	75%	0		2	50%	15	40%	88	50%	60	47%
		Met Target		Y		N		N				N				Y		Y		N		N
		2023		39%		71%		72%		100%		100%				50%		33%		**60%**		**57%**
		2024		39%		76%		72%		100%		100%				50%		33%		60%		57%

The percent of **Memorial Parkway** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **33%** to **42%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**34%**	**36%**	**41%**	**42%**
Actual	**43%**	**33%**	**28%**	**40%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Memorial Parkway	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	8	25%	91	31%	24	42%	0		5	40%	0		2	50%	17	12%	73	27%	78	29%
		2021 Actual	12	17%	95	26%	20	35%	0		4	50%	0		2	50%	17	12%	80	24%	80	25%
		2022 Target		25%		41%		42%				40%				50%		12%		32%		39%
		2022 Actual	5	40%	94	32%	23	65%	0		3	33%	0		8	63%	13	8%	107	36%	82	34%
		Met Target		Y		N		Y				N				Y		N		Y		N
		2023		25%		**42%**		42%				40%				50%		12%		37%		**44%**
		2024		25%		42%		42%				40%				50%		12%		42%		44%

The percent of **Morton Ranch** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **45%** to **52%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**46%**	**48%**	**50%**	**52%**
Actual	**53%**	**45%**	**30%**	**49%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Morton Ranch	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	28	46%	74	41%	33	52%	2	50%	11	64%	0		2	0%	20	5%	96	33%	76	41%
		2021 Actual	34	26%	88	30%	15	33%	0		8	50%	0		4	0%	23	13%	92	24%	70	34%
		2022 Target		46%		41%		62%		50%		64%				0%		5%		43%		41%
		2022 Actual	36	31%	118	50%	17	65%	0		9	67%	0		6	67%	18	17%	128	48%	95	49%
		Met Target		N		Y		Y				Y						Y		Y		Y
		2023		**41%**		46%		62%		50%		64%				0%		5%		43%		**59%**
		2024		41%		51%		62%		50%		64%				0%		5%		48%		59%

The percent of **Nottingham** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **56%** to **63%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**57%**	**59%**	**61%**	**63%**
Actual	**51%**	**56%**	**54%**	**53%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Nottingham	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	11	27%	21	38%	78	60%	0		15	87%	0		5	40%	25	40%	30	30%	25	56%
		2021 Actual	11	45%	22	41%	75	56%	0		12	67%	1	100%	4	50%	17	18%	34	41%	18	50%
		2022 Target		27%		38%		60%				87%				40%		50%		40%		56%
		2022 Actual	9	11%	21	67%	71	51%	0		5	100%	0		5	60%	24	21%	30	37%	4	50%
		Met Target		N		Y		N				Y				Y		N		N		N
		2023		27%		38%		**61%**				87%				40%		55%		**47%**		56%
		2024		27%		38%		61%				87%				40%		60%		47%		56%

The percent of **Pattison** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **81%** to **88%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**82%**	**84%**	**86%**	**88%**
Actual	**86%**	**81%**	**63%**	**77%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Pattison	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	11	36%	22	73%	103	83%	0		50	88%	0		6	83%	8	50%	28	61%	53	72%
		2021 Actual	10	20%	29	48%	73	66%	0		47	77%	0		8	75%	18	50%	24	29%	52	56%
		2022 Target		36%		73%		83%				88%				83%		50%		71%		82%
		2022 Actual	13	46%	36	64%	90	83%	0		49	82%	0		7	86%	24	58%	38	53%	62	76%
		Met Target		Y		N		N				N				Y		Y		N		N
		2023		36%		73%		83%				**92%**				83%		50%		**63%**		87%
		2024		36%		73%		88%				92%				83%		50%		63%		87%

The percent of **Randolph** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **86%** to **93%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**87%**	**89%**	**91%**	**93%**
Actual	**78%**	**86%**	**71%**	**75%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Randolph	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	8	88%	16	94%	116	82%	1	100%	22	91%	0		13	100%	15	73%	7	100%	16	94%
		2021 Actual	4	50%	33	76%	101	67%	0		28	75%	0		19	79%	22	41%	12	67%	22	73%
		2022 Target		88%		94%		92%		100%		91%				100%		73%		100%		94%
		2022 Actual	8	88%	29	79%	102	71%	0		24	88%	0		11	73%	38	47%	14	64%	13	77%
		Met Target		Y		N		N				N				N		N		N		N
		2023		88%		94%		**81%**		100%		91%				100%		**57%**		100%		94%
		2024		88%		94%		81%		100%		91%				100%		57%		100%		94%

The percent of **Rhoads** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **38%** to **45%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**39%**	**41%**	**43%**	**45%**
Actual	**51%**	**38%**	**24%**	**31%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Rhoads	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	23	30%	101	37%	17	47%	0		9	44%	1	0%	3	100%	18	11%	117	34%	92	34%
		2021 Actual	22	23%	67	19%	18	33%	0		4	50%	0		6	33%	22	5%	88	17%	55	24%
		2022 Target		30%		42%		47%				44%		0%		100%		11%		39%		44%
		2022 Actual	21	19%	79	30%	12	58%	1	0%	3	0%	0		3	67%	27	4%	97	25%	52	37%
		Met Target		N		N		Y				N				N		N		N		N
		2023		30%		47%		47%				44%		0%		100%		**14%**		**35%**		44%
		2024		30%		47%		47%				44%		0%		100%		14%		35%		49%

The percent of **Robertson** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **54%** to **61%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**55%**	**57%**	**60%**	**61%**
Actual	**67%**	**54%**	**45%**	**59%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Robertson	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	18	61%	34	41%	74	58%	0		8	75%	0		2	0%	20	25%	20	60%	12	33%
		2021 Actual	14	14%	52	42%	79	48%	0		14	57%	2	50%	13	54%	28	11%	34	26%	23	35%
		2022 Target		61%		51%		68%				75%				0%		25%		60%		33%
		2022 Actual	45	49%	49	55%	82	57%	1	100%	27	74%	3	33%	14	93%	30	20%	50	44%	28	50%
		Met Target		N		Y		N				N						N		N		Y
		2023		61%		56%		73%				**84%**				0%		**30%**		60%		33%
		2024		61%		61%		78%				84%				0%		30%		60%		33%

The percent of **Rylander** Elementary 3rd grade students who achieve Meets and above in Math will increase from **69%** to **76%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**70%**	**72%**	**74%**	**76%**
Actual	**70%**	**69%**	**57%**	**67%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Rylander	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	19	53%	36	50%	76	75%	0		29	90%	0		7	57%	19	26%	39	51%	38	74%
		2021 Actual	12	25%	32	47%	47	70%	0		36	61%	0		10	50%	23	22%	42	40%	49	59%
		2022 Target		53%		60%		75%				90%				57%		26%		61%		74%
		2022 Actual	12	58%	64	63%	56	71%	0		21	71%	0		7	71%	25	20%	71	58%	62	61%
		Met Target		Y		Y		N				N				Y		N		N		N
		2023		53%		65%		75%				90%				57%		**30%**		**68%**		74%
		2024		53%		70%		75%				90%				57%		30%		68%		74%

The percent of **Schmalz** Elementary 3rd grade students who achieve Meets and above in Math will increase from **35%** to **42%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**36%**	**38%**	**40%**	**42%**
Actual	**43%**	**35%**	**21%**	**34%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Schmalz	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	45	18%	98	34%	29	59%	1	0%	17	47%	0		5	40%	20	15%	130	30%	87	38%
		2021 Actual	42	12%	81	21%	21	52%	0		13	8%	0		11	18%	21	10%	108	19%	68	21%
		2022 Target		33%		39%		59%		0%		47%				40%		15%		35%		38%
		2022 Actual	68	25%	96	39%	24	33%	1	0%	7	43%	0		9	44%	26	12%	160	26%	73	38%
		Met Target		N		N		N				N				Y		N		N		Y
		2023		33%		44%		59%		0%		47%				40%		**22%**		**36%**		43%
		2024		33%		44%		64%		0%		47%				40%		22%		36%		43%

The percent of **Shafer** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **79%** to **86%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**80%**	**82%**	**84%**	**86%**
Actual	**81%**	**79%**	**75%**	**80%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Shafer	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	19	68%	37	73%	72	74%	1	100%	57	96%	0		9	67%	14	14%	21	76%	56	84%
		2021 Actual	16	63%	22	59%	64	84%	0		55	75%	1	0%	6	83%	15	40%	30	60%	54	65%
		2022 Target		68%		83%		84%		100%		96%				67%		14%		76%		84%
		2022 Actual	24	58%	22	73%	69	77%	0		68	94%	0		17	76%	29	59%	41	76%	52	81%
		Met Target		N		N		N				N				Y		Y		N		N
		2023		68%		88%		89%		100%		96%				67%		**69%**		**86%**		84%
		2024		68%		93%		89%		100%		96%				67%		69%		86%		89%

The percent of **Stanley** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **84%** to **91%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**85%**	**87%**	**89%**	**91%**
Actual	**83%**	**84%**	**75%**	**77%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Stanley	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	5	80%	37	70%	58	81%	0		53	96%	0		4	100%	15	53%	10	70%	36	83%
		2021 Actual	5	40%	20	65%	64	80%	1	100%	52	79%	0		10	60%	20	40%	12	42%	36	72%
		2022 Target		80%		80%		86%				96%				100%		53%		70%		88%
		2022 Actual	5	60%	26	65%	48	67%	0		53	96%	0		5	60%	16	50%	16	50%	30	83%
		Met Target		N		N		N				Y				N		N		N		N
		2023		80%		**75%**		**77%**				96%				100%		53%		70%		88%
		2024		80%		75%		77%				96%				100%		53%		70%		93%

The percent of **Stephens** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **40%** to **47%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**41%**	**43%**	**45%**	**47%**
Actual	**50%**	**40%**	**45%**	**43%**		
Met Goal			Y	Y		

			# 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	# LEP	% LEP
Stephens	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	13	15%	76	45%	11	45%	3	0%	4	75%	0		2	0%	19	21%	78	38%	52	52%
		2021 Actual	15	40%	56	45%	14	50%	1	0%	7	57%	0		1	0%	26	8%	66	42%	51	49%
		2022 Target		15%		55%		45%		0%		75%				0%		21%		48%		52%
		2022 Actual	10	30%	62	44%	11	45%	1	100%	7	57%	0		1	0%	25	20%	67	37%	51	49%
		Met Target		Y		N		Y				N						N		N		N
		2023		15%		55%		45%		0%		75%				0%		**30%**		**47%**		57%
		2024		15%		60%		45%		0%		75%				0%		30%		47%		57%

The percent of **Sundown** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **39%** to **46%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**40%**	**42%**	**44%**	**46%**
Actual	**43%**	**39%**	**17%**	**31%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Sundown	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	11	55%	74	35%	14	43%	1	0%	4	75%	0		2	0%	26	15%	85	36%	61	49%
		2021 Actual	16	31%	76	13%	12	25%	0		2	50%	0		3	0%	31	3%	85	15%	51	12%
		2022 Target		55%		40%		43%		0%		75%				0%		25%		41%		49%
		2022 Actual	17	12%	75	28%	9	78%	1	100%	2	50%	0		0		31	23%	83	29%	48	29%
		Met Target		N		N		Y				N						N		N		N
		2023		55%		**38%**		43%		0%		75%				0%		30%		41%		**39%**
		2024		55%		38%		43%		0%		75%				0%		35%		46%		39%

The percent of **West Memorial** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **58%** to **65%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**59%**	**61%**	**63%**	**65%**
Actual	**38%**	**58%**	**18%**	**38%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
West Memorial	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	25	48%	47	55%	54	61%	0		9	89%	0		6	50%	13	23%	66	53%	33	64%
		2021 Actual	28	11%	46	17%	22	18%	0		11	36%	0		7	14%	18	0%	65	14%	30	33%
		2022 Target		58%		60%		61%				89%				50%		23%		58%		64%
		2022 Actual	31	16%	54	43%	30	57%	0		7	57%	0		9	11%	24	21%	85	27%	38	47%
		Met Target		N		N		N				N				N		N		N		N
		2023		**26%**		60%		61%				89%				50%		23%		**37%**		64%
		2024		26%		65%		66%				89%				50%		23%		37%		64%

The percent of **Williams** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **63%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**64%**	**66%**	**68%**	**70%**
Actual	**75%**	**63%**	**44%**	**54%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Williams	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	7	0%	47	47%	67	75%	0		15	93%	0		4	50%	11	27%	34	44%	49	55%
		2021 Actual	5	0%	53	38%	60	48%	0		14	79%	0		7	14%	16	13%	39	23%	55	45%
		2022 Target		0%		57%		75%				93%				50%		27%		54%		55%
		2022 Actual	2	0%	49	37%	70	66%	0		10	60%	0		7	57%	22	32%	46	37%	48	42%
		Met Target				N		N				N				Y		Y		N		N
		2023		0%		**47%**		75%				93%				50%		27%		**47%**		60%
		2024		0%		47%		75%				93%				50%		27%		47%		60%

The percent of **Wilson** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **80%** to **87%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**81%**	**83%**	**85%**	**87%**
Actual	**84%**	**80%**	**81%**	**84%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Wilson	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	9	89%	37	89%	62	68%	1	100%	37	95%	1	0%	5	60%	15	40%	10	70%	39	90%
		2021 Actual	16	75%	31	74%	51	78%	0		39	90%	0		4	100%	12	83%	15	67%	38	71%
		2022 Target		89%		94%		78%		100%		95%		0%		60%		40%		70%		95%
		2022 Actual	17	65%	70	77%	55	87%	1	100%	55	98%	0		4	25%	25	64%	38	79%	68	81%
		Met Target		N		N		Y		Y		Y				N		Y		Y		N
		2023		89%		**87%**		83%		100%		95%		0%		60%		**74%**		70%		95%
		2024		89%		87%		88%		100%		95%		0%		60%		74%		70%		95%

The percent of **Winborn** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **34%** to **41%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**35%**	**37%**	**39%**	**41%**
Actual	**41%**	**34%**	**29%**	**37%**		
Met Goal			N	Y		

			# 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	# LEP	% LEP
Winborn	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	13	31%	44	34%	43	30%	0		6	67%	0		12	33%	17	6%	55	33%	24	33%
		2021 Actual	14	14%	35	23%	28	39%	0		5	60%	0		3	33%	15	7%	43	14%	10	30%
		2022 Target		31%		39%		50%				67%				33%		6%		38%		33%
		2022 Actual	23	26%	45	33%	26	50%	1	0%	4	75%	0		6	33%	33	15%	70	24%	14	29%
		Met Target		N		N		N				Y				Y		Y		N		N
		2023		31%		44%		**60%**				67%				33%		6%		**34%**		33%
		2024		31%		44%		60%				67%				33%		6%		34%		33%

The percent of **Wolfe** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **63%** to **70%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**64%**	**66%**	**68%**	**70%**
Actual	**35%**	**63%**	**28%**	**39%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Wolfe	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	15	40%	12	50%	15	93%	0		2	100%	0		2	50%	5	40%	20	30%	4	25%
		2021 Actual	16	13%	22	14%	20	55%	0		2	50%	0		0		11	18%	32	13%	12	25%
		2022 Target		40%		50%		93%				100%				50%		40%		30%		25%
		2022 Actual	11	18%	25	8%	15	73%	0		5	100%	0		3	100%	12	33%	37	22%	15	27%
		Met Target		N		N		N				Y				Y		N		N		Y
		2023		40%		**18%**		93%				100%				50%		40%		**32%**		25%
		2024		40%		18%		93%				100%				50%		40%		32%		25%

The percent of **Wolman** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **80%** to **87%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**81%**	**83%**	**85%**	**87%**
Actual	**78%**	**80%**	**72%**	**79%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
Wolman	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	5	60%	20	85%	114	79%	1	100%	12	83%	1	100%	4	75%	20	60%	6	50%	13	85%
		2021 Actual	9	22%	19	58%	103	77%	0		14	86%	0		4	75%	25	52%	14	50%	14	71%
		2022 Target		60%		85%		89%		100%		83%		100%		75%		60%		50%		85%
		2022 Actual	13	77%	23	87%	114	77%	0		15	80%	0		5	80%	24	50%	17	59%	15	80%
		Met Target		Y		Y		N				N				Y		N		Y		N
		2023		60%		85%		**87%**		100%		83%		100%		75%		60%		50%		85%
		2024		60%		85%		87%		100%		83%		100%		75%		60%		50%		85%

The percent of **WoodCreek** Elementary 3rd grade students who achieve Meets and above in Math will increase fror **73%** to **80%** by July 2024.

	2018	2019	2021	2022	2023	2024
Goal			**74%**	**76%**	**78%**	**80%**
Actual	**79%**	**73%**	**61%**	**73%**		
Met Goal			N	N		

			# 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	# LEP	% LEP
WoodCreek	Federal Targets			31%		40%		59%		45%		82%		50%		54%		23%		36%		40%
	3rd Grade Math At Meets or Above	2019 Actual	22	64%	37	65%	81	72%	2	100%	54	85%	0		7	71%	34	38%	22	32%	46	76%
		2021 Actual	20	45%	31	55%	54	63%	0		52	69%	0		15	60%	24	29%	26	23%	29	52%
		2022 Target		64%		75%		72%		100%		85%				71%		48%		32%		76%
		2022 Actual	24	71%	32	66%	78	67%	0		70	83%	0		17	76%	24	33%	41	59%	38	79%
		Met Target		Y		N		N				N				Y		N		Y		Y
		2023		64%		75%		**77%**		100%		**93%**				71%		53%		32%		76%
		2024		64%		80%		77%		100%		93%				71%		58%		32%		76%

Katy Independent School District

High School

College, Career, and Military Readiness

The percent of **Katy ISD** High School students who achieve the CCMR target will increase fror **74%** to **81%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		75%	77%	79%	81%
Goal Scaled		94	94	95	95
Actual Component	74%	72%	76%		
Actual Scaled	94	93	94		
Met Goal		N	N		

* Data source Domain 1

			# 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	# LEP	% LEP
Katy ISD	Federal Targets			31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	CCMR	2019 Actual	591	56%	1,901	64%	2,121	78%	16	66%	706	92%	8	75%	171	74%	366	30%	1,540	57%	384	57%
		2021 Actual	725	54%	2,121	63%	1,981	76%	18	44%	837	90%	13	62%	159	74%	453	72%	1,884	55%	665	53%
		2022 Target		61%		64%		78%		66%		92%		75%		74%		40%		57%		62%
		2022 Actual	750	53%	2226	67%	2039	80%	13	85%	910	91%	9	89%	164	71%	545	70%	1981	59%	820	58%
		Met Target		N		Y		Y		Y		N		Y		N		Y		Y		N
		2023 Target		**63%**		64%		78%		66%		92%		75%		74%		45%		62%		**68%**
		2024 Target		63%		64%		78%		66%		92%		75%		74%		45%		62%		68%

* Data source Domain 3

The percent of **Cinco Ranch** High School students who achieve the CCMR target will increase fror **85%** to **92%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		86%	88%	90%	92%
Goal Scaled		97	97	98	98
Actual Component	85%	82%	82%		
Actual Scaled	96	96	96		
Met Goal		N	N		

* Data source Domain 1

			# 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	# LEP	% LEP
Cinco Ranch	Federal Targets			31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	CCMR	2019 Actual	69	68%	170	81%	375	87%	1	50%	118	95%	2	50%	35	71%	40	30%	174	77%	48	71%
		2021 Actual	60	73%	231	74%	355	83%	2	50%	135	90%	2	0%	27	85%	44	43%	156	70%	91	62%
		2022 Target		73%		81%		87%		50%		95%		50%		71%		40%		77%		76%
		2022 Actual	59	59%	244	78%	320	82%	1	100%	138	93%	1	0%	37	81%	65	72%	184	70%	122	65%
		Met Target		N		N		N		Y		N		N		Y		Y		N		N
		2023 Target		**69%**		81%		87%		50%		95%		50%		76%		45%		77%		**75%**
		2024 Target		69%		81%		87%		50%		95%		50%		76%		45%		77%		75%

* Data source Domain 3

The percent of **Jordan** High School students who achieve the CCMR target will increase fror **84%** to **94%** by July 2024.

	2022	2023	2024
Goal Component		92%	94%
Goal Scaled		98	99
Actual Component	84%		
Actual Scaled	96		

* Data source Domain 1

			# 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	# LEP	% LEP
Jordan	Federal Targets			31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	CCMR	2022 Actual	100	75%	250	78%	390	82%	1	0%	211	94%			22	68%	72	64%	113	66%	63	59%
		2023 Target		75%		84%		86%		100%		94%		100%		90%		**74%**		73%		**69%**
		2024 Target																				

* Data source Domain 3

The percent of **Katy** High School students who achieve the CCMR target will increase fror **69%** to **83%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		70%	72%	82%	83%
Goal Scaled		93	93	96	96
Actual Component	69%	72%	81%		
Actual Scaled	92	93	95		
Met Goal		Y	Y		

* Data source Domain 1

			# 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	# LEP	% LEP
Katy	Federal Targets			31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	CCMR	2019 Actual	74	53%	279	63%	395	72%	2	100%	33	79%			29	71%	83	36%	213	58%	28	45%
		2021 Actual	64	53%	277	63%	390	77%	5	40%	38	84%	2	100%	31	68%	79	84%	246	59%	70	56%
		2022 Target		53%		63%		72%		100%		79%				71%		46%		58%		55%
		2022 Actual	77	65%	287	70%	358	85%	1	100%	39	87%	2	100%	19	68%	94	74%	258	69%	89	62%
		Met Target		Y		Y		Y		Y		Y				N		Y		Y		Y
		2023 Target		**75%**		63%		72%		100%		79%		100%		71%		51%		58%		**72%**
		2024 Target		75%		63%		72%		100%		79%		100%		71%		51%		58%		72%

* Data source Domain 3

The percent of **Mayde Creek** High School students who achieve the CCMR target will increase fror **57%** to **64%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		58%	60%	62%	64%
Goal Scaled		88	90	91	91
Actual Component	57%	52%	59%		
Actual Scaled	87	83	89		
Met Goal		N	N		

* Data source Domain 1

			# 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	# LEP	% LEP
Mayde Creek	Federal Targets			31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	CCMR	2019 Actual	95	43%	362	53%	116	63%	3	67%	35	83%	1	100%	9	56%	64	16%	333	53%	60	43%
		2021 Actual	137	40%	400	53%	111	47%	2	0%	58	74%	1	0%	11	45%	70	74%	455	49%	112	36%
		2022 Target		48%		53%		63%		67%		83%		100%		56%		26%		53%		48%
		2022 Actual	143	36%	395	58%	95	62%	5	80%	60	72%	2	100%	15	73%	73	55%	460	53%	164	45%
		Met Target		N		Y		N		Y		N		Y		Y		Y		Y		N
		2023 Target		48%		53%		**72%**		67%		**82%**		100%		56%		31%		53%		53%
		2024 Target		48%		53%		72%		67%		82%		100%		56%		31%		53%		53%

* Data source Domain 3

The percent of **Morton Ranch** High School students who achieve the CCMR target will increase fror **58%** to **65%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		59%	61%	63%	65%
Goal Scaled		89	90	91	91
Actual Component	58%	51%	51%		
Actual Scaled	88	82	82		
Met Goal		N	N		

* Data source Domain 1

			# 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	# LEP	% LEP
Morton Ranch	Federal Targets			31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	CCMR	2019 Actual	165	47%	454	57%	149	58%			54	81%	1	100%	23	57%	69	28%	460	54%	93	50%
		2021 Actual	124	41%	363	48%	101	53%			39	74%	2	50%	10	60%	71	79%	391	48%	107	35%
		2022 Target		52%		57%		58%				81%		100%		57%		38%		54%		55%
		2022 Actual	114	40%	336	49%	97	52%	2	100%	35	60%			10	30%	65	78%	358	49%	119	41%
		Met Target		N		N		N				N				N		Y		N		N
		2023 Target		57%		57%		**62%**		100%		**70%**		100%		57%		43%		54%		55%
		2024 Target		57%		57%		62%		100%		70%		100%		57%		43%		54%		55%

* Data source Domain 3

The percent of **Paetow** High School students who achieve the CCMR target will increase fror **55%** to **64%** by July 2024.

	2021	2022	2023	2024
Goal Component		56%	63%	64%
Goal Scaled		87	91	91
Actual Component	55%	62%		
Actual Scaled	86	91		
Met Goal		Y		

* Data source Domain 1

		# 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	# LEP	% LEP
Federal Targets			31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
Paetow	2021 Actual	126	49%	200	53%	73	59%	2	50%	28	79%	1	100%	6	50%	26	85%	249	52%	58	55%
	2022 Target		54%		53%		59%		50%		79%		100%		50%		85%		57%		55%
	2022 Actual	123	50%	271	62%	102	68%			29	79%			9	22%	60	83%	268	55%	81	62%
	Met Target		N		Y		**Y**				**Y**				N		N		N		Y
	2023 Target		**60%**		58%		59%		50%		**89%**		100%		50%		85%		57%		55%
	2024 Target		60%		58%		59%		50%		89%		100%		50%		85%		57%		55%

* Data source Domain 3

The percent of **Seven Lakes** High School students who achieve the CCMR target will increase fror **89%** to **95%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		90%	92%	94%	95%
Goal Scaled		98	98	99	99
Actual Component	89%	89%	91%		
Actual Scaled	97	97	98		
Met Goal		N	N		

* Data source Domain 1

		# 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	# LEP	% LEP
Federal Targets			31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
Seven Lakes	2019 Actual	57	89%	205	84%	336	87%	3	100%	221	96%			20	95%	36	47%	93	74%	50	73%
	2021 Actual	71	75%	220	87%	305	88%	3	100%	220	95%			23	96%	59	92%	100	74%	76	75%
	2022 Target		89%		84%		87%		100%		96%				95%		57%		79%		78%
	CCMR 2022 Actual	58	71%	247	85%	343	90%	2	100%	271	100%	2	100%	25	84%	52	77%	134	73%	102	80%
	Met Target		N		Y		Y		Y		N				N		Y		N		Y
	2023 Target		**81%**		84%		87%		100%		96%		100%		95%		62%		**83%**		83%
	2024 Target		81%		84%		87%		100%		96%		100%		95%		62%		83%		83%

* Data source Domain 3

The percent of **Taylor** High School students who achieve the CCMR target will increase fror **82%** to **89%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		83%	85%	87%	89%
Goal Scaled		96	96	97	97
Actual Component	82%	72%	77%		
Actual Scaled	96	93	94		
Met Goal		N	N		

* Data source Domain 1

			# 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	# LEP	% LEP
Taylor	Federal Targets			31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	CCMR	2019 Actual	48	68%	170	69%	367	83%	6	33%	117	92%	2	100%	23	76%	38	29%	145	67%	59	53%
		2021 Actual	65	57%	195	63%	297	71%	2	0%	119	90%	3	67%	24	75%	53	62%	193	59%	83	51%
		2022 Target		68%		69%		83%		33%		92%		100%		76%		39%		67%		63%
		2022 Actual	76	47%	196	69%	334	79%	1	100%	127	89%	2	100%	27	81%	64	61%	206	58%	80	61%
		Met Target		N		Y		N				N		Y		Y		Y		N		N
		2023 Target		**57%**		69%		83%		33%		92%		100%		76%		44%		**68%**		68%
		2024 Target		57%		69%		83%		33%		92%		100%		76%		44%		68%		68%

* Data source Domain 3

The percent of **Tompkins** High School students who achieve the CCMR target will increase fror **87%** to **94%** by July 2024.

	2019	2021	2022	2023	2024
Goal Component		88%	90%	92%	94%
Goal Scaled		97	98	98	99
Actual Component	87%	84%	84%		
Actual Scaled	97	96	96		
Met Goal		N	N		

* Data source Domain 1

			# 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	# LEP	% LEP
Tompkins	Federal Targets			31%		41%		58%		42%		76%		39%		53%		27%		39%		30%
	CCMR	2019 Actual	58	70%	185	84%	318	86%	1	100%	126	94%	1	100%	30	90%	25	34%	42	63%	35	83%
		2021 Actual	78	69%	235	77%	349	83%	2	50%	200	97%	2	100%	27	74%	51	49%	94	56%	68	74%
		2022 Target		70%		84%		86%		100%		94%		100%		90%		44%		73%		83%
		2022 Actual	100	75%	250	78%	390	82%	1	0%	211	94%			22	68%	72	64%	113	66%	63	59%
		Met Target		Y		N		N		N		Y		Y		N		Y		N		N
		2023 Target		75%		84%		86%		100%		94%		100%		90%		**74%**		73%		**69%**
		2024 Target		75%		84%		86%		100%		94%		100%		90%		74%		73%		69%

* Data source Domain 3