

Galena Park Independent School District
Cimarron Elementary School
2022-2023 Comprehensive Needs Assessment



Board Approval Date: August 8, 2022

Mission Statement

To prepare diverse learners to be caring, respectful, and responsible in order to become positive, lifelong learners.

Vision

To strive towards academic excellence through the development of the whole child, while team building within the school and community.

Theme: If you can Dream it, you can Do It.

Core Beliefs

Faculty and students recite the following pledge daily:

Cimarron Colts are...
Caring for Each Other
Outstanding Citizens
Life Long Learners
Tolerant, Trustworthy and
Successful

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Comprehensive Needs Assessment

Revised/Approved: May 16, 2022

Demographics

Demographics Summary

Cimarron Elementary is one of fifteen elementary campuses in Galena Park Independent School District. Cimarron Elementary opened its doors in 1954 and served predominantly economically disadvantaged families. Cimarron Elementary serves about 691 students in grades pre-kindergarten to grade five. Cimarron Elementary has Pk-1st grade self-contained classrooms, and 2nd-5th grades team teach/departmentalized classrooms. Cimarron Elementary hosts Structured Learning, Life Skills, and Focus Programs for GPISD.

Our student population is approximately 93.53% Hispanic. We serve 91.5% of Economically Disadvantaged students. We serve 15.4% serviced in Special Education. We serve 51.2 % Emergent Bilinguals. We serve 5.12% in the Gifted and Talented Program. The staff population is 10.7% African-American, 29.9% White, 57.3% Hispanic, 14.9% male, and 85.1% female with an average of 12.1 years of experience. The overall mobility rate for the campus is approximately 8.3%. Students' average daily attendance rate was about 94% during the 2021-2022 school year. Cimarron Elementary has an assistant principal and a counselor to provide discipline and social and emotional student support.

The Demographics committee feels that our strengths are support from many different organizations to provide our students with a range of experiences, including Brighter Bites, Soccer, and Baseball Partnerships, North Shore Rotary, and their support for EAFK as well as many others. Our teachers also feel supported and remain on our campus due to support from our counselor, administration, and campus specialists. Our teachers feel that DDI is helping them ensure that students are learning and growing through the DDI process. Our committee feels that our areas of need are overall attendance and historically low enrollment. Lastly, our committee feels that our dismissal procedures are resulting in an increased risk of student discipline issues. The committee feels that currently there are not enough teachers to maintain the number of students while teachers wait for the rest of the students to be dismissed from the classroom. Overall, Cimarron enrollment has decreased due to Covid. We have a 94% attendance rate and our enrollment has dropped. We will continue to focus on improving in the areas of sharing staff strengths and observing colleagues and implementing consistent intervention across grade levels.

Demographics Strengths

- Admin/constable home visits
- Attendance folders
- Parent-Staff Communication
- Parent - Staff Relationships (Attendance)
- Classroom Attendance Incentives
- School-Wide Attendance Incentives
- Early Act First Knights
- Teacher - Student/Family Relationships (Discipline)
- School-Wide Discipline System - S.T.E.P.S.
- Clubs - Girls/Boys Club, UIL, Baseball/Soccer Clinics, Honor Society, FlyKidz, Robotics, Tech Squad, Art Club, Safety Patrol, Book Club, Dual Language Academic Competition
- Community Events - National Night Out, Talent Show, See You at the Pole, Jingle Jog, Grandparents Day, Multiple photo opportunities, Brighter Bites
- Counselor Support/Intervention
- New Teacher Mentorship Program
- Observation Forms for New Teachers when conducting observations
- Woot Woot Wagon - teacher morale
- Kicks for Kids - Dynamo/Dash partnership
- Observations for teachers in need of support

Problem Statements Identifying Demographics Needs

Problem Statement 1: The student demographic committee looked at student attendance, 94%, this is significantly below our 5 year average. **Root Cause:** Our parents and students are under the impression that COVID virtual procedures are still an option for attendance. Need improved communication between administration and parents to support attendance.

Problem Statement 2: The student demographic committee noted student achievement of special education students has been consistently low and concerning. Based on our Results Driven Achievement report our SPED students are nowhere near meeting the overall goal set forth by TEA. **Root Cause:** Sped student achievement is challenging due to scheduling conflicts, lack of attendance in school whether arriving late or leaving early, SPED goals and STAAR achievement goals are not aligned, and improved communication on supports, supplemental aids and other information that is imperative to student success with staff.

Student Learning

Student Learning Summary

Cimarron Elementary provides a variety of learning opportunities for students through targeted Tier 1 instruction, small group interventions, and enrichment activities. Preliminary 2021-2022 STAAR results showed growth in reading as our students surpassed 2021 scores and were only a percentage point away from approaches and masters level in 2019. We made some growth in math compared to our 2021 scores as we improved by 5%, however, we will still work purposefully to reach our 2019 scores.

Based on the preliminary STAAR scores received for 2021-2022, our students performed as such:

STAAR Reading 2022

Approaches: 77% (2021= 59%, 2019= 78%)

Meets: 47% (2021= 28%, 2019= 48%)

Masters: 25% (2021= 12%, 2019= 24%)

STAAR Math 2022

Approaches: 68% (2021= 63%, 2019= 87%)

Meets: 43% (2021= 33%, 2019= 52%)

Masters: 18% (2021= 19%, 2019= 30%)

STAAR Science 2022

Approaches: 52% (2021= 51%, 2019= 73%)

Meets: 26% (2021= 16%, 2019= 47%)

Masters: 8% (2021= 3%, 2019= 12%)

The student achievement committee analyzed DA and STAAR data for the last three years, and as a result, we found that by focusing on small group instruction, intervention, and enrichment opportunities, we can improve our overall student performance and achievement in the 2022-2023 state assessments.

Student Learning Strengths

- Closing the gaps through DDI to focus our instruction
- Teaching across the curriculum (Integration of Enrichment classes: Art, Library, PE, and Music)
- Small group Guided MATH and Reading, individualized instruction, push in, and push out
- Relationship building with students
- College tutors and community engagement/involvement
- Guided Reading instruction

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The student learning committee looked at district and state assessment scores in Math, and we noticed a lack of student growth from year to year. We determined that by focusing on teacher/student engagement, targeted small group instruction, guided math, enrichment, and interventions we can increase the students' scores by at least 10 points in Approaches and Meets. **Root Cause:** Lack of foundational skills, math fluency, and comprehension

Problem Statement 2: The student learning committee looked at district and state assessment scores in Reading and we noticed a lack of student growth from year to year. We determined that by focusing on teacher/student engagement, targeted small group instruction, guided reading, enrichment, and interventions we can increase the students' scores by at least 10 points in Approaches and Meets. **Root Cause:** Lack of foundational skills, social skills for oral language development, comprehension, and vocabulary

School Processes & Programs

School Processes & Programs Summary

The Processes and Programs Committee feels that our strengths are support from CIC's, tutors, district interventionists, etc. blended learning, academic RTI, DDI, and planning days. We feel that our district provides a well throughout scope and sequence that facilitates grade-level team planning. Through the scope and sequence and DDI, our teachers gain a deeper understanding of the TEKS and what students need to be successful. Although we have improved in the area of incorporating vertical alignment, the committee feels this is an area that we can continue to grow by focusing on TEKS based vertical alignment. The committee also found that we need to continue to grow in the areas of family/community outreach, the FOCUS program and providing more information for teachers, an overall process for identifying students for Dyslexia, and other services, and we can improve our participation in afterschool programs by staff and students.

School Processes & Programs Strengths

- Support from CIC's, tutors, district interventionists, etc.
- Blended Learning (Seesaw, Google Classroom, iReady, etc.)
- Academic RTI
- DDI
- Planning days

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The processes and programs committee discussed that there is a need to improve family/community outreach in order to make connections with parents and students. **Root Cause:** The recent restrictions impeding parents from coming to the school have caused a decrease in parent involvement. Virtual opportunities were offered but there was still low involvement. Another reason is that sometimes there is no care for other children or their jobs keep them from participating.

Problem Statement 2: The processes and programs committee discussed that there is a need to improve communication between Gen. Ed and Special Programs. **Root Cause:** One of the reasons that we feel that there is a lack of communication is that there is limited understanding of what the signs are for various disabilities. There was a lack of exposure due to COVID.

Perceptions

Perceptions Summary

Based on survey data, Cimarron is a very safe and welcoming school for staff, students, and parents. The staff's priority is academic and social student success. At Cimarron Elementary, teachers and administrators communicate with parents via the School Status, campus website, Facebook, monthly school newsletter, the marquee, and the call-out system. Our campus Foundations team has implemented procedures for safety on campus that include expectations for students in common areas (STEPS). Character education is promoted and students are celebrated for exhibiting positive character traits during our EAFK ceremonies.

Overall, Cimarron is a strong school in regards to student, staff, and parent engagement. We are doing a great job of motivating our students to come to school despite the challenges of Covid-19. We have approximately 700 students attending school. According to our data, we are struggling in grades Pre-K - 5. There are some areas of improvement when it comes to overall attendance, providing incentives throughout the year will help us achieve attendance and overall morale with our students. We would love to improve our parental involvement even more because some areas are struggling. We want parents to be involved in students' learning and that starts by building relationships with our parents. Having parents be involved in sponsoring groups/clubs throughout the school year helps build those relationships.

Perceptions Strengths

- Family/School Events
- Safety Procedures-Foundations
- Teacher/Parent Relationships
- Communication
- EAFK

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The perceptions committee met and discussed family involvement. We determined that by focusing on family centered activities we will be successful in engaging our families. **Root Cause:** Need more extra curricular activities/groups for teachers to sponsor and help merge home life with school life.

Problem Statement 2: The perceptions committee met and discussed our attendance data. We determined that by providing incentives and pep rallies, we can encourage better attendance in all grade levels. **Root Cause:** Need to improve demonstrating the value of attendance and uncertainty of post Covid.