

Galena Park Independent School District
Cimarron Elementary School
2023-2024 Comprehensive Needs Assessment



Board Approval Date: August 1, 2023

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: It is kind of fun, to do the impossible.

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: June 19, 2023

Demographics

Demographics Summary

Cimarron Elementary is one of fifteen elementary campuses in the Galena Park Independent School District. Cimarron Elementary opened its doors in 1954 and served predominantly economically disadvantaged families. Cimarron Elementary serves about 682 students in grades pre-kindergarten to grade five. Cimarron Elementary has Pk-1st grade self-contained classrooms, and 2nd-5th grade team teachers/departmentalized classrooms. Cimarron Elementary hosts Structured Learning, Life Skills, and Focus Programs for GPISD.

Our student population is approximately 93.5% Hispanic. We serve 91.5% of Economically Disadvantaged students. We serve 15.3% serviced in Special Education. We serve 50.3 % of Emergent Bilinguals. We serve 5.3% in the Gifted and Talented Program. The staff population is 12.6% African-American, 22.1% White, 63.1% Hispanic, 10.5% male, and 89.5% female with an average of 11.8 years of experience. The overall mobility rate for the campus is approximately 8.3%. Students' average daily attendance rate was about 94% during the 2022-2023 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 include attendance incentives and reinforcement to grow our overall student attendance. Our teachers feel that relationships with our stakeholders, specifically parents, are strong and meaningful for student success. We receive support from outside community organizations to provide our students with varying opportunities and exposure. Our school has implemented a compliment program and class rallies to encourage student engagement and academic growth. Our teachers also feel supported and remain on our campus due to a positive school climate and culture which includes administrative and coaching support. Our teachers enjoy working on our campus because they are growing with their teams and faculty both as instructional leaders and supported personally by each other. Our committee feels that our areas of need are increased opportunities for emergent bilingual students to build their linguistic capacity to exit the program. We also feel an area of need would be safer dismissal processes to ensure student safety. Lastly, the committee feels that more consistent implementation of student incentive programs would benefit our school.

Demographics Strengths

- Attendance Contracts
- Attendance Parties
- Attendance folders
- Parent-Staff Communication
- Parent - Staff Relationships
- Early Act First Knights
- COLT Compliment Card
- COLT Trophy Award
- School-Wide Discipline System - S.T.E.P.S.
- Clubs - Girls/Boys Club, UIL, Baseball Clinics, Soccer Club, Basketball Club, 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, Read Across America Week, Coffee with the Principal and Counselor, Kids Day, Trunk or Treat, PTA Performances/Meetings, Book Fair twice per year, Beanstack Parties, Math/Reading Night,
- Counselor Support/Intervention
- New Teacher Mentorship Program
- Observation Forms for New Teachers when conducting observations

- Woot Woot Wagon - teacher morale
- Observations for teachers in need of support
- Actively Updating Social Media
- Class Rallies
- RTI Paperwork and meetings are easier and more clear for teachers to complete and understand
- Classroom headphones/microphones for the 2023-2024 school year.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The student demographic committee looked at our incentive programs to promote discipline, achievement, kindness and attendance. Currently the implementation of incentive programs is inconsistent and lacks student buy-in. **Root Cause:** The root cause may be due to the lack of promotion and consistent reminder for student buy in.

Problem Statement 2: The student demographic committee looked at our Emergent Bilingual data and want to improve our linguistic supports to effectively exit students before they leave elementary school. **Root Cause:** The root cause may be due to the lack implementation of the K-12 Summit Program and linguistic accommodations to help students effectively transition to English language assessments.

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 2022-2023, our students performed as such:

CIM STAAR Data (Reading/Language Arts)*

	3 rd	4 th	5 th
Preliminary (Likely to pass (2023)	69.51%	50%	60%
Historical Overall Data (3 rd -5 th)			
	2022	2021	2019
Approaches	76%	59%	78%
Meets	47%	28%	48%
Masters	24%	12%	24%

*No 2020 data due to Covid-19 pandemic

CIM STAAR Data (Math)*

	3 rd	4 th	5 th
Preliminary (Likely to pass (2023)	65.80%	55%	60.55%
Historical Overall Data (3 rd -5 th)			
	2022	2021	2019
Approaches	70%	63%	87%
Meets	33%	33%	52%
Masters	16%	19%	30%

*No 2020 data due to Covid-19 pandemic

CIM STAAR Data (Science)*

	3 rd	4 th	5 th
Preliminary (Likely to pass (2023)	N/A	N/A	33.03%
Historical Overall Data (5 th Grade Only)			
	2022	2021	2019
Approaches	53%	51%	80%
Meets	26%	16%	47%
Masters	8%	3%	12%

*No 2020 data due to Covid-19 pandemic

The student achievement committee analyzed current DA and previous STAAR data for the last three years, and as a result, we found that by focusing on small group instruction, writing, typing, intervention, and enrichment opportunities, we can improve our overall student performance and achievement in the 2023-2024 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, 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
- Consistency on testing programs (AWARE, etc)
- Building competent/confident teachers in all grade levels (increased peer walkthroughs)

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 limited student growth from year to year. We determined that by focusing on targeted guided math, and interventions based on each grade level's scope and sequence, and TEKS we can increase our scores. **Root Cause:** Lack of foundational skills, math fluency, comprehension, and experience with new STAAR item types.

Problem Statement 2: The student learning committee looked at district and state assessment scores in Reading, and we noticed a lack of student growth in reading levels based on our progress monitoring sheets which impacts writing. Due to STAAR redesign, we determined that by focusing on teacher/student engagement, targeted small group instruction for Reading & Writing, DDI, and interventions we can improve. **Root Cause:** Lack of students being on grade level, comprehension, vocabulary and written responses to open ended questions.

Problem Statement 3: The student learning committee looked at the TAPR scores in Science for Special Education students, and we noticed a significant drop from 50% to 7% approaches. We determined that by focusing on teacher/student engagement, targeted vocabulary skills, emphasis on use of supplemental aids, and redesign question type practice in Aware we can increase the scores of our special education population. **Root Cause:** Lack of emphasis on science instruction campus wide.

School Processes & Programs

School Processes & Programs Summary

The Processes and Programs Committee feels that our strengths are collaboration/vertical alignment, knowledge of students, DDI/team planning, 3rd-5th clubs, and think 30/tutorials/interventions. The committee also found that we need to continue to grow in the areas of integrating clubs for lower-grade students, RTI identification and monitoring, teacher collaboration with Life Skills/SLC/resource/speech for student schedules, and communication regarding schedule changes (conference times, assemblies, etc.).

School Processes & Programs Strengths

- Collaboration/vertical alignment
- Knowledge of students
- DDI/team planning
- 3rd-5th clubs
- Think 30/tutorials/interventions

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The processes and programs committee discussed that there is a need to improve RTI identification and monitoring. **Root Cause:** Reading levels and classroom grades are not aligned which makes it difficult for students to qualify, or stay in the RTI program.

Problem Statement 2: The processes and programs committee discussed that there is a need to improve communication across campus regarding schedules. **Root Cause:** There is a lack of access to each other's schedules and not a way to communicate changes to everyone across campus.

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, 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 regard to student clubs and extracurricular activities provided by staff for our students. The campus new teacher mentoring program has provided guidance and support for incoming teachers. Overall in-school safety has improved due to our campus SRO and procedures. Staff and team planning is an effective role in student and campus success. There are some areas of improvement when discussing dismissal procedures and safety. Attendance in all grades continues to be a concern despite all efforts being made by teachers and staff. We would love to see improvement in dismissal procedures through our Foundations committee, as well as student attendance.

Perceptions Strengths

- Overall In-School Safety
- New teacher mentor program
- Student clubs and extracurricular activities
- Staff/team planning

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The perceptions committee met and discussed dismissal safety procedures. We determined by focusing on this procedure that students and staff will feel safer this upcoming school year. **Root Cause:** We need consistent dismissal procedures and all teacher and staff participation.

Problem Statement 2: The perceptions committee met and discussed our attendance data. We determined that by having incentives, we can encourage better attendance in all grade levels. **Root Cause:** Need more incentives to get students excited about coming to school