

Galena Park Independent School District
Cimarron Elementary School
2025-2026 Comprehensive Needs Assessment



Board Approval Date: August 11, 2025

Mission Statement

To prepare diverse learners to be caring, creative, and responsible individuals and foster unique talents through arts and academics.

Vision

Our vision is to provide a creative environment where students can be successful academically, emotionally and socially.

Theme: Your story, your stage, your success.

Faculty and students recite the following pledge daily:

Cimarron Colts are...

Caring for Each Other
Outstanding Citizens
Life Long Learners
Tolerant, Trustworthy and
Successful

Value Statement

History

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. During that time, there have been several principals who have served on the campus. Dr. Janie Jimenez is currently serving as principal since 2020.

School Profile

Cimarron Elementary enrollment reached 701 students in grades pre-kindergarten to grade five. Our student population is approximately 95% Hispanic. We serve 91% of Economically Disadvantaged students. Our Special Education population is 18% being served. We serve 50.67 % of Emergent Bilinguals. We serve 4.48% in the Gifted and Talented Program. The staff population is 9.1% African-American, 18.2% White, 63.2% Hispanic, 10% male, and 90% female, with an average of 11.8 years of experience. The overall mobility rate for the campus is approximately 8.5%. Students' average daily attendance rate was about 95.1% during the 2024-2025 school year. Cimarron Elementary has an assistant principal and a counselor to provide discipline and social and emotional student support.

Where We Are

Cimarron Elementary is a Fine Arts Academy. Cimarron Elementary has Pk-1st grade self-contained classrooms and 2nd-5th grade team teachers/departmentalized classrooms. In addition, Cimarron Elementary hosts many programs, including Structured Life Skills, Structured Learning Classroom, Behavior Emotional Social Skills Teaching (BEST) Program and the One-Way Dual Language Program for GPISD. Also, there are many extracurricular activities after school, such as Communities in School After School Centers on Education (CIS-ACE), Boys Club, Girls Club, Soccer, Baile Folklorico, CIM Highsteppers and Robotics.

Where We're Going

Cimarron Elementary will focus on improving our campus behavior and incentive program, our academic instruction and achievement in Math and Reading for all students, and the Fine Arts Academy implementation for K-5 students in the 2024-2025 school year. We will also continue to improve our data-driven instructional planning to meet the instructional needs of our students in reading, math and science. Cimarron Elementary will continue to develop and support the behavioral needs within our Structured Life Skills, Structured Learning Classroom, and BEST program.

Survey Data

We had a total of 57 staff members complete the Needs Assessment Survey. The staff feels more focus needs to be placed on our campus behavior and incentive program, math problem solving, differentiation, writing, and critical thinking skills next year. Also, we had 131 parents complete our parent survey. Most parents feel welcomed at our campus, 92% conferenced with their child's teacher, and 68% use Skyward Family Access to monitor student's grades and attendance. Lastly, we had 45 fifth grade students complete a student survey during their class. A majority, 86.77%, felt proud to be a part of our school community and felt the work they did at school was important.

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Comprehensive Needs Assessment

Revised/Approved: June 16, 2025

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 700 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 is a Fine Arts Academy and hosts many programs including Structured Life Skills, Structured Learning Classroom, Behavior Emotional Social Skills Teaching (BEST) Program, and the One-Way Dual Language Program for GPISD. This year, we did see an increase of students considered homeless on our campus.

Our student population is approximately 95% Hispanic. We serve 50.67 % of Emergent Bilinguals. We serve 4.48% in the Gifted and Talented Program. The staff population is 9.1% African-American, 18.2% White, 63.2% Hispanic, 10% male, and 90% female with an average of 11.8 years of experience. The overall mobility rate for the campus is approximately 8.5%. Students' average daily attendance rate was about 95.1% during the 2024-2025 school year. Cimarron Elementary has an assistant principal and a counselor to provide discipline and social and emotional student support.

Demographics Strengths

- School-wide participation in the attendance program where each class adds a letter to the word **“ATTENDANCE”** if they had perfect attendance that day, and receives a class reward when word is completed.
- Staff participation in the attendance committee with the support of the Assistant principal to ensure incentive programs are followed and also implement events to reward students with perfect attendance.
- Attendance Contracts
- Attendance Parties
- Parent-Staff Communication (School Status)
- Parent - Staff Relationships
- Super Colt Trophy Award
- CIS (ACE)
- Community Events - National Night Out, Talent Show, See You at the Pole, 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, Math/Reading Night,
- Counselor Support/Intervention
- New Teacher Mentorship Program
- Woot Woot Wagon - teacher morale

- Actively Updating Social Media
- Class Rallies

Problem Statements Identifying Demographics Needs

Problem Statement 1: The student demographic committee looked at our attendance rate data and want to improve our daily attendance rate to promote academic achievement.

Root Cause: The root cause may be due to the lack of motivation and illness.

Problem Statement 2: The student demographic committee looked at our SPED achievement data and want to improve our SPED achievement in Math for 4th and 5th.

Root Cause: The root cause may be due to the learning gaps in Math.

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 2024-2025 STAAR results showed growth in math for 3rd grade as our math scores improved in meets from the previous year. and was consistent for 3rd grade reading from the previous year. We did not make meets growth in fourth and fifth grade math and reading compared to our previous scores. However, we will still work purposefully to help our students make academic growth from the previous year.

Based on the preliminary STAAR scores received for 2024-2025, our students performed as such:

CIM STAAR Data (Reading/Language Arts)*

	3 rd	4 th	5 th
Preliminary (Approaches %/Meets %/Masters %)	75%/48%/19%	77%/51%/22%	82%/55%/20%
Historical Overall Data (3 rd -5 th)			
	2024	2023	2022
Approaches	82%	74%	76%
Meets	57%	46%	47%
Masters	25%	18%	24%

CIM STAAR Data (Math)*

	3 rd	4 th	5 th
Preliminary (Approaches %/Meets %/Masters %)	74%/51%/20%	60%/35%/13%	75%/54%/21%
Historical Overall Data (3 rd -5 th)			
	2024	2023	2022
Approaches	75%	80%	70%
Meets	50%	53%	33%
Masters	16%	16%	33%

CIM STAAR Data (Science-5th Grade Only)*

	2025 (Preliminary)	2024	2023	2022
Approaches	67%	61%	53%	40%
Meets	23%	17%	16%	20%
Masters	7%	2%	3%	0%

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 consistent small group instruction, writing, typing, real world connections, problem solving, intervention, and enrichment opportunities, we can improve our overall student performance and achievement in the 2025-2026 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
- Consistency on testing programs (AWARE, etc)
- Test taking strategies (Test preparation skills/online testing)
- Implementing Fast on Facts (2nd Grade)
- Vertical Alignment
- Intervention
- Iready Tracking

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The student learning committee looked at district and state assessment scores in Math and noticed that our scores have dropped 5% in Approaches and 3% in the Meets categories. We feel that our students' scores could improve if we focus on number sense and real-world connections.

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 noticed that our scores are improving, however our students are not able to respond with complete answers and lack evidence to support answers to open-ended questions appropriately to the rigor of the TEKS.

Root Cause: Students are unable to answer questions to the rigor of the STAAR test because they lack exposure and experience. Students lack comprehension and oral and academic language vocabulary.

Problem Statement 3: The student learning committee looked at district and state assessment scores in Science and noticed that our scores have dropped by 7% in Approaches and 5% in Meets. The committee determined that if we focus on the new TEKS implementation and be consistent with planning and instruction we could increase our Science STAAR scores.

Root Cause: A lack of focus on science instruction across all grade levels compared to math during planning and instruction, and lack of hands-on activities has contributed to the lower scores. The committee believes that if we focus on science vertical alignment we will see an improvement in scores.

School Processes & Programs

School Processes & Programs Summary

Cimarron Elementary is composed of high-quality teachers that are assigned to classrooms and subjects based on student needs and teacher strengths. To tackle the root causes of low performance, Cimarron implements vertical alignment meetings, monthly RTI meetings, data-driven instruction (DDI), grade-level planning sessions, district professional development, and guided reading/math meetings. An array of Fine Arts, Athletic, and Academic programs are provided for students and are aligned with our school's vision, mission, goals, and values.

Programs

- Fine Arts Support: The following programs are available at our school to support Fine Arts:
 - Ballet Folklorico
 - High Steppers
 - Cheerleaders
 - Art Club
 - Choir/Honor Choir
 - Author's Society
- Athletic Support: The following programs support athletics:
 - Girls on the Run
 - Soccer
 - Softball
 - Softball Clinics
- Academic Programs: Our academic offerings include:
 - Honor Society
 - Gifted & Talented
 - Student Council (25-26)
 - UIL
 - Robotics
 - Resource
 - BEST
 - MTSS
 - Life Skills/SLC
 - Speech
 - 504
 - LPAC
 - ACE

Procedures

- Performance Tracking: Systems in place to address needs and track progress include:
 - Progress Monitoring Sheets for reading levels
 - Behavioral Point Sheets
 - Daily Behavior Tracker (Google Form)
 - SPED Progress Reports
 - RtI Meetings
 - I-Ready Goals/Tracking Sheets
 - Behavior Intervention Plans (BIPs)

- Discipline Procedures in place to reduce discipline referrals include:
 - STEPS
 - G.R.E.A.T.

School Processes & Programs Strengths

- Collaboration/Vertical Alignment
- Array of Diverse Extracurricular Activities
- Knowledge of Students
- DDI/Team Planning
- Tutorials/Interventions
- Professional Development
- Parent Engagement

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The processes and programs committee found that the referral process and qualifications for SPED/Speech, GT and RtI are not widely known

Root Cause: There is not a central location for the information to be referenced.

Problem Statement 2: The processes and programs committee found that there is a need for one behavior system to be implemented across all grade levels that include rewards and consequences.

Root Cause: There is a lack of consistency, buy-in, and follow-through.

Perceptions

Perceptions Summary

Based on survey data, Cimarron is a 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 School Status, the campus website, Facebook, the 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 Colt Character ceremonies.

Overall, Cimarron is a strong school in regard to student clubs and extracurricular activities provided by the staff for our students. The campus's 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 opportunities for enhancing our dismissal procedures and safety measures. Attendance across all grades remains a focus, reflecting the commitment of our teachers and staff to support student success. The perceptions committee has identified family engagement and behavioral instructional strategies as key areas for growth, which can further strengthen our community and learning environment.

Perceptions Strengths

- In-School Safety
- New Teacher Mentor Program
- Student Clubs and Extracurricular Activities
- Staff/Team Planning
- Building Relationships between Teachers and Students
- Language Inclusion for Parents
- Parent Engagement
- Parent/ Teacher Communication
- Family Nights/ PTA Performances/ Dance Showcases
- ACE Program Meetings
- Attendance QR Code

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The Perceptions Committee concluded a concern for our school is student attendance and the consequences attached to excessive absences.

Root Cause: Parents are not concerned with their child's attendance, because of limited consequences at school.

Problem Statement 2: The perceptions committee met and discussed the need for resources and school-wide programs to target student behavior and teacher-implemented intervention strategies and techniques.

Root Cause: Students are having issues with social-emotional skills such as coping skills, conflict-resolution, and identifying conflicts vs. bullying. Consequences are not effective due to students being aware of the limit to consequences being enforced at school.