

# Galena Park Independent School District Normandy Crossing Elementary School Campus Improvement Plan

2013-2014

## Section 1- Introduction

1. **School: Normandy Crossing Elementary School**

2. **Location: 12500 Normandy Crossing Drive  
Houston, Texas 77015**

3. **Budget Manager: David Pierson, Principal**

4. **Current School Advisory Team Members:**

David Pierson, Principal	Lindy Robertson, Assistant Principal
Jacquelyn Sanchez Warren – Parent Member	Otto Myers – Community Member
Darrell McWhorter – GPISD Member	Diana Rodriguez – School Staff Member
Anna McKee – Specials’ Representative	Erica Christ – First Grade Representative
Alexandria Bitzel – Special Education Representative	Alan Leith – Second Grade Representative
Stephanie Chavez – Specialist Team Representative	Cassie Reescano – Third Grade Representative
Ashleigh Barrett – Instructional Support Team Representative	Helecia Williams – Fourth Grade Representative
Paula Mena – PK Representative	Erik Esparza – Fifth Grade Representative
Angel Herring – Kindergarten Representative	

5. **Campus Mission/Vision Statement:**

**Motto:** Building Life Long Learners

**Mission:** Normandy Crossing Elementary School will provide every student with the opportunity to experience success. All students can and will learn to the best of their abilities. Each student will obtain the necessary skills so that they can become productive citizens in society.

## **Section 2 - Comprehensive Needs Assessment**

### **1. Where We Have Been:**

#### **A. History of Campus and Important Changes**

Normandy Crossing Elementary was named in honor of all those who served and who contributed to the victory in World War II. On June 6, 1944, the largest invasion force in history prepared to land on the beaches of Normandy, France. Over 4,000 ships carrying 100,000 men crossed 100 miles of the English Channel to face the armies fighting along the Atlantic Wall.

When Normandy Crossing Elementary opened in the 2002-2003 school year, the school had an initial enrollment of 541 students. Normandy Crossing Elementary services students from Pre-Kindergarten through Fifth Grade. Special programs offered at Normandy Crossing Elementary included Life Skills, PPCD, a PASS unit and an Autism Unit that was added in the 2005-2006 school year. Students are afforded the opportunities to experience science laboratory activities, physical education, computer literacy, music, and library.

For the 2011-2012 school year, Normandy Crossing Elementary was identified as a Texas Education Agency Recognized Campus. Normandy Crossing Elementary maintained the Recognized Campus rating for the 2012-2013 school year.

## B. Attendance/Dropout/ Completion Rate, College

Readiness Data

### Attendance Rate according to 2010-2011 TEA School Report Card:

2011-2012 To be completed upon receipt of 2012-2013 AEIS Report

2010-2011: 96.7

2009-2010: 96.7%

2008-09: 96.3%

2007-08: 96.5%

2006-07: 96.7%

### Retention Rates according to 2011-2012 AEIS report:

Kindergarten	1.2%
Grade 1	5.4%
Grade 2	6.2%
Grade 3	5.7%
Grade 4	1.3%
Grade 5	0%

## C. AYP for 2011-12: Met Standard

## D. STAAR Demographic Data for Campus and Feeder Grade

Data	3 <sup>rd</sup> -5th Reading 11-12	3 <sup>rd</sup> -5th Reading 12-13	4 <sup>th</sup> Writing 11-12	4 <sup>th</sup> Writing 12-13	3 <sup>rd</sup> -5th Math 11-12	3 <sup>rd</sup> -5th Math 12-13	5th Science 11-12	5th Science 12-13
Asians	100		50		0		0	
African American	77		62		63		80	
Hispanic	74		63		66		70	
White	76		50		71		60	
Eco. Disadvantaged	73		57		63		74	
LEP	69		52		56		60	
Special Ed.	50		62		56		20	

## 2. Where We Are Now:

Normandy Crossing Elementary  
Comprehensive Needs Assessment

Normandy Crossing Elementary is one of fifteen elementary campuses in Galena Park Independent School District. Normandy Crossing Elementary opened its doors in 2002 and serves predominantly economically disadvantaged families. Normandy Crossing Elementary serves 648 students in grades pre-kindergarten to grade five. Five years ago, 550 students were served by the campus, which is an increase of 17%. Normandy Crossing Elementary is made up of a combination of self-contained and team teaching classrooms. Normandy Crossing hosts the Structured Learning: Autistic Unit along with one unit of PASS Student Behavior Program for GPISD.

The student population is 35% African-American, 5% White, 2% Asian, 56% Hispanic, Two or More Races 2%, 53% male and 47% female with a low socioeconomic status of 77.5%. The staff population is 46% African-American, 26% White, 2% American Indian, 4% Asian, 22% Hispanic, 17% male and 83% female with an average of 6 years of experience. 100% of Highly Qualified teachers and 100% of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately 19%. The average daily attendance rate for students is 96.5%. The average daily attendance rate based on the Galena Park ISD Report for staff is 98%.

**Discipline Referral History according to SKYWARD:**

Grade	Number of Referrals for 2011-2012	Number of Referrals for 2012-2013	Decrease or Increase
Kindergarten	2	1	-1
Grade 1	9	5	-4
Grade 2	56	18	-38
Grade 3	26	20	-6
Grade 4	4	11	+7
Grade 5	18	8	-10

There are a total of 63 discipline referrals this year. The campus discipline plan with the counselor step is assisting in lessening the number of referrals. Also, the campus behavior specialist has been helpful in reducing the number of referrals.

*Normandy Crossing* serves 469 English Language Learner students, 38 students in the Gifted and Talented program, 53% males, 47% females, and 31% LEP), 21 students identified for 504 services, 62 RtI Tier I students, 47 Tier II students, 33 Tier III students, 69 students served through special education services (10%) and 0 students tested, but not qualified for special education services.

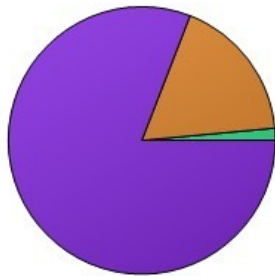
## Survey Data

### Summary Report

All

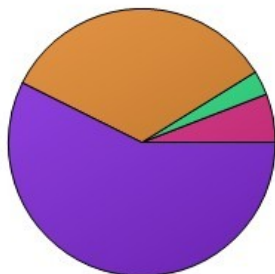
June 7, 2013 1:25 P

I feel very welcomed at my Child's school.



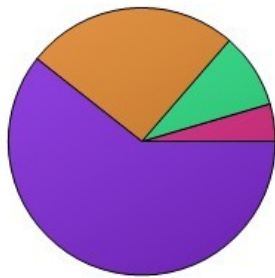
	Count	Percentage
3	55	80.88%
2	12	17.65%
1	1	1.47%
N/A	0	0%
<b>Total</b>	<b>68</b>	<b>100%</b>

Phone calls are returned in a timely manner.



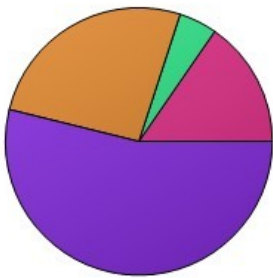
	Count	Percentage
3	39	57.35%
2	23	33.82%
1	2	2.94%
N/A	4	5.88%
<b>Total</b>	<b>68</b>	<b>100%</b>

Administrators



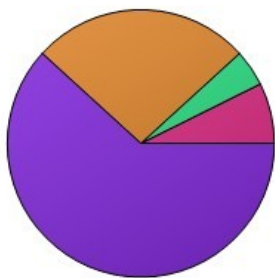
	Count	Percentage
3	40	60.61%
2	17	25.76%
1	6	9.09%
N/A	3	4.55%
<b>Total</b>	<b>66</b>	<b>100%</b>

Counselor



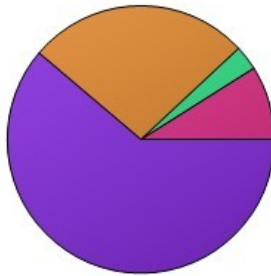
	Count	Percentage
3	35	53.85%
2	17	26.15%
1	3	4.62%
N/A	10	15.38%
<b>Total</b>	<b>65</b>	<b>100%</b>

Parent Meetings/Topics



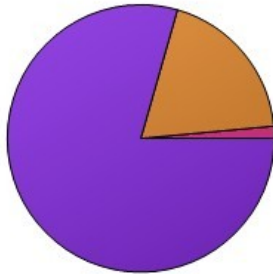
	Count	Percentage
3	42	61.76%
2	18	26.47%
1	3	4.41%
N/A	5	7.35%
<b>Total</b>	<b>68</b>	<b>100%</b>

## Parent Meetings/Time of Day



	Count	Percentage
3	41	61.19%
2	18	26.87%
1	2	2.99%
N/A	6	8.96%
<b>Total</b>	<b>67</b>	<b>100%</b>

## Communications from teachers



	Count	Percentage
3	54	79.41%
2	13	19.12%
1	0	0%
N/A	1	1.47%
<b>Total</b>	<b>68</b>	<b>100%</b>

Compliments, concerns or suggestions. Please include topic you would like to see at future parent meetings.

I am very happy with Dominic teachers and all the staff.

I 'am Really happy with my sons teachers. They are awesome & the school is also awesome....

Me gustaría que nos hablaran en español en las Juntas Generales.

## Parent Involvement Rates:

Topic	Date	Number of Parents/Guardians Attending
Meet the Teacher	8/24/12	442
Donuts for Dad	11/30/12	172
Family/Science Night	2/7/13	221
Muffins for Mom	3/1/13	240
PTA Meetings	10/16/13,12/18/12,3/21/13	172 approx
9 Weeks Awards	10/29/12,10/30/12,1/28/13,1/29/13,4/12/13	125 approx

## Special Programs

Our School-wide Title I program consists of parent involvement activities, extended day tutorials for math and reading, professional development activities, and specialists focused on meeting students' needs (dyslexia, early intervention, reading, and math). Our bilingual/ESL program is a transitional program that strives to successfully transition students before sixth grade. Normandy Crossing developed and implemented the following programs to enrich students' elementary experience.

*Morning Academy, Science Club, Honor Choir,*



*And Recorders*

**3. Where We Are Going:**

**A. Comprehensive Needs Assessment Process**

The campus/district needs assessment process is described below. The site-based decision-making team formed subcommittees to evaluate the previous years' data. The committees evaluated program evaluations, survey results, and the following data: Benchmarks, DRA, STAAR, Attendance (students and staff), and discipline referrals. Committee members reviewed the data listed above to identify areas of strengths and needs. The strengths and needs charts under each heading below indicate common areas that the site-based decision making team discussed.

**Student Achievement:**

Strengths	Qualified Teachers, Response to Intervention[RTI], 9 Week Awards Ceremonies, Guided Reading and Math Instruction, Interventions
Needs	Administer small group instruction earlier in the year, vertical alignment, parent involment,

**Instruction, Curriculum and Assessment:**

Strengths	District Staff Development,RTI, Tutorial program, Daily Read Alouds, Accessible Campus Specialists, Available technology, Vertical
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	alignment
Needs	Science Specialist, Professional development for guided reading and math, Professional development for ongoing vertical alignment throughout the year,

Family and Community Involvement:

Strengths	Family night, PTA programs highlighting grade levels, Book Fairs, 9 Week Awards Ceremonies, Outdoor Classroom Project, Muffins for Moms, Donuts for Dads
Needs	Family outreach, Family education, Parent volunteers

Staff Quality:

Strengths	Attendance, Affirmations, Lunch Socials, Specialists, Great communication along staff
Needs	Accountability for duties, Staff trained on Co teaching, team work

School Culture and Climate:

Strengths	School atmosphere, Kid friendly, Welcoming, Diverse
Needs	Customer service training, Anti-bullying program

School Organization:

Strengths	UIL Academic team, Honor Choir, Cafeteria Reward, Career Day, Attendance Incentive Reward
Needs	Student Safety Patrol, Extracurricular after school programs

## Summary of Identified Needs and Related Strategies

Based on the Needs Assessment, the following goals and objectives have been approved for the 2013-2014 school year:

- 1:** The campus will provide a safe and productive learning environment for students and employees.  
(District Goals 1 & 9)

**Objective 1.1:** Make students aware of and involved in the appreciation and respect of the social and cultural norms of their peers.

**Objective 1.2:** Prevention of unwanted physical or verbal aggression, sexual harassment, and bullying will be integrated into the Champs behavior management program.

**Objective 1.3:** Maintain a safe, healthy, and orderly environment (CATCH)

**Objective 1.4:** Provide TBSI training for campus instructional staff (Core Team).

**Objective 1.5:** Maintain and consistently enforce a campus-wide discipline plan that focuses on safety and positive self-esteem using the Foundations Program.

**Objective 1.6:** Develop a Crisis Management team that will conduct table top discussions to ensure a safe learning environment.

**2:**           **The campus will provide opportunities and information to assist students in preparing for college and careers.**  
                  *(District Goal 2)*

**Objective 2.1:** Increase involvement in activities and programs that build character and leadership through instruction, modeling, and the arts in preparation for higher education.

**Objective 2.2:** To offer opportunities to explore options for higher education and training.

**3:**           **The campus will define and implement measures by which student success for all subgroups can be determined, relative to the tested, foundation areas of curriculum in mathematics, social studies, science, English/ Language Arts and Instructional Technology and report results to the BOT annually.**  
                  *(District Goal 3)*

**Objective 3.1:** All students groups will meet (including Special Education, 504, At-Risk, and Dyslexia) will achieve mastery on appropriate assessments through the utilization of effective instructional/programs designated to meet their academic and social needs.

**Objective 3.2:** Ensure smooth transitions of students from Pre-K to Kindergarten and fifth grade to sixth grade.

**Objective 3.3:** Improve student’s achievement and decrease retention through the use of several intensive accelerated instructional programs.

**Objective 3.4:** Students will be provided opportunities to interact with current technology to enhance learning.

**Objective 3.5:** Use district assessment and RTI data to monitor student progress.

**Objective 3.6:** Provide timely assistance to struggling students and decrease retention through the use of accelerated instruction programs and Response to Intervention.

**4: The campus will implement strategies to meet Adequate Yearly Progress (AYP) standards.  
(District Goal 4)**

**Objective 4.1:** To meet or exceed state and district goals for the third, fourth, and fifth graders in every sub-population on all sections of the STARR test.

**Objective 4.2:** Ensure correct placement and programming for all students (including LEP, Bilingual, Special Education, Early Childhood, Gifted and Talented, AT-Risk, Migrant, Homeless).

**5: The campus will define and implement measures by which student success can be determined for enrichment and extracurricular areas not tested by the State of Texas Assessment of Academic Readiness assessment, which includes art, music, theater, dance and physical education and report results to the BOT annually.  
(District Goal 5)**

**Objective 5.1:** All students will have the opportunity to participate in cultural and enrichment activities.

**Objective 5.2:** PSE will define and implement measures by which students success can be determined for enrichment and extracurricular areas not tested by

STAAR which include which include art, music, and theater, dance and physical education and report results as appropriate.

**6: The campus will improve counseling services.  
(District Goal 6)**

**Objective 6.1:** To develop and implement a counseling program which addresses self esteem, anger management, bullying, harassment, character education and family issues.

**Objective 6.2:** Provide services for homeless and migrant students.

**Objective 6.3:** Provide services for victims, witnesses and those who engage in the act of bullying/harassment.

**7: The campus will have a 96.5% or higher student attendance rate and 79% or higher teacher attendance rate.  
(District Goals 7 &10)**

**Objective 7.1:** Provide incentives for perfect attendance each nine weeks (Field trips, Park, Skating, Movie, Dance, and Lunch Crew).

**Objective 7.2:** Implement preventive measures to deter excessive absences (phone calls, parent conferences, written communication).

**Objective 7.3:** Provide teacher/faculty incentives for perfect attendance each nine weeks and for perfect attendance all year.

**8: The campus will increase parental involvement opportunities.**

***(District Goal 8)***

**Objective 8.1:** Provide a consistent and informative communication network that will inform and encourage parental involvement. (Parent Education Program)

**9: The campus will provide professional development opportunities for staff to improve instruction and skill sets for their respective positions.**

***(District Goal 11)***

**Objective 9.1:** To offer training and staff development to improve and enhance teacher's knowledge and skill base and retention to offer student successes.

**Objective 9.2** Provide high-quality; on going staff development to maintain (retain) 100% of classes taught by highly qualified teachers in the core academic subject areas to enable all children to meet the state's academic achievement standards.

**10: The campus will implement measures to maintain high staff morale and low teacher turnover rate.**

***(District Goal 13)***

**Objective 10.1:** Continue to use various incentives to increase staff retention, morale, and attendance.