

**Galena Park Independent School District**

**Sam Houston Elementary School**

**2022-2023 Comprehensive Needs Assessment**



**Board Approval Date: August 8, 2022**

# Mission Statement

We at Sam Houston Elementary create a nurturing community that embraces the social-emotional and academic needs of the whole child. With strong relationships as the foundation, we center the infinite potential of every child.

## Vision

We at Sam Houston Elementary aim to develop creative problem solvers, academic scholars, resilient learners, global citizens, and compassionate collaborators who work together to build a better future.

## Campus Profile

Sam Houston Elementary is one of 15 campuses in Galena Park Independent School District. The doors opened to Sam Houston in 2007 with Ofelia Garza serving as principal. In 2012, Michelle Cavazos was named principal and is currently serving. Sam Houston Elementary serves families in the Cloverleaf neighborhood. Upon opening its doors 15 years ago, 790 students were served by the campus. This campus currently serves 740 students in grades Pre-Kindergarten to Fifth Grade including two Structured Learning classrooms.

### Where We Are

Sam Houston Elementary is currently serving 740 students in grades Pre-K through 5th Grade. The students are 91% Hispanic and 89% economically disadvantaged. On state assessments, the school is performing close to the state average. Student discipline has remained consistent for the last five years. Teacher retention has remained at about 95%. Student attendance rate has taken declined in the past three years due to the Covid pandemic.

### Where We're Going

Sam Houston Elementary will focus on continued improvement in Reading, Writing, Math, & Science through a blended learning model. We will implement a Strong Start block into our daily schedule that will incorporate social-emotional learning (SEL) components and continue to build our emergent bilingual students via the One-Way Dual Language model.

### Core Beliefs

*Core Belief 1:* Well-being is prioritized. As educators, we have a significant impact on the well-being of our students. We nurture the whole child - socially, emotionally, and academically to instill a foundation for the child's overall success.

*Core Belief 2:* Equity leads to personalization and advocacy. Equity means providing every student the opportunity to reach their highest potential by meeting their academic and social-emotional needs. Students are encouraged and supported to advocate for their needs.

*Core Belief 3:* Everyone is responsible for the culture. We create a safe learning environment that contributes to everyone feeling a sense of belonging, trust, and connection with each other through relationship building, collaboration, systems, and practices. These conditions empower everyone to take risks and have ownership of positive school culture.

*Core Belief 4:* Children model after adults. Children's behavior is often learned by watching adult behavior. We model appropriate behavior and implement restorative practices for students to learn from their actions and experiences.

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# Comprehensive Needs Assessment

Revised/Approved: May 26, 2022

## Demographics

### Demographics Summary

We are a Title 1 school. Our enrollment for the 2021-2022 school year was at 734.

The current student population is 1.2 % African-American, 3.4% Anglo, 0.4% American Indian, 0.5 % Asian, 94% Hispanic. Our economic disadvantage is 93.7%. We have 2.3% classified as 504.

The staff population is 8.3% African-American, 12.5% Anglo, 4.2% Asian, 70.8% Hispanic, 12.5% male, and 87.5% female. We have 100% Highly Qualified teachers and paraprofessionals whereas 58% of our staff have 11 or more years of experience, 16.7% have 6-10 years of experience, and 25% have 5 years or less experience.

The latest TAPR report for 2021 indicated an overall mobility rate for the campus is 13.1%, an increase from the year before from 11.4%. The 2021-2022 average daily attendance rate for students was 94.20%.

The campus is organized in self-contained classrooms in the primary grades (PK-2nd). In the upper grades (3rd-5th), the classes are scheduled as team teaching. The team-teaching consists of one Language Arts and Social Studies teacher and one Mathematics and Science teacher.

Our English Language Learner population is 66.5% and 73.2% at-risk. Our student programs are 6.9% Gifted and Talented, 66.5% Bilingual, and special education is 9.8%.

Our ELL's are serviced through the One-Way Dual Language 50/50 model where instruction is delivered in English and Spanish in alternating languages each week. Our GT students are serviced through the Journeys and Encounters programs where GT instruction is integrated into the curriculum. Special Education students are serviced through Co-teach, In-class support, and Resource. We have two Structured Learning self-contained classes that service our students with autism.

### Demographics Strengths

- The student population is mostly stable with an 11.4% mobility rate
- 100% highly qualified teachers and paraprofessionals, including a high percentage of bilingual staff
- Technology is one-to-one in grades 1-5 and accessible to all students in PK-5th
- Students have the opportunity to attend PE, Music, Art, Library, and Technology classes weekly
- Free breakfast and lunch to all students
- Small group interventions to support learning gaps

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Student attendance has had a slow decline in the past two years from 96.51% in 2019-2020 to 94.20% in 2021-2022. **Root Cause:** The community was recovering from Covid related absences among other sick related absences.

# Student Learning

## Student Learning Summary

On STAAR 2019 test results as a Met Standard rating. Sam Houston received a letter C from the 2019 results. Due to Covid-19 pandemic that closed in-person school in March 2020, Sam Houston Elementary did not take the STAAR/End of Year assessments in the spring of 2020. Our STAAR 2019, 2021, and 2022 (preliminary) scores are shown in the table below.

	<b>Reading</b>		
	<b>2019</b>	<b>2021</b>	<b>2022</b>
<b>Approaches</b>	73%	64%	79%
<b>Meets</b>	38%	32%	50%
<b>Masters</b>	17%	16%	26%
<b>Component Score</b>	42	37	52
	<b>Math</b>		
	<b>2019</b>	<b>2021</b>	<b>2022</b>
<b>Approaches</b>	83%	63%	71%
<b>Meets</b>	49%	35%	44%
<b>Masters</b>	23%	16%	17%
<b>Component Score</b>	52	38	44
	<b>Science</b>		
	<b>2019</b>	<b>2021</b>	<b>2022</b>
<b>Approaches</b>	69%	64%	61%
<b>Meets</b>	40%	29%	33%
<b>Masters</b>	19%	9%	16%
<b>Component Score</b>	37	34	37

Reading scores increased through all performance standards. Additionally, the reading showed gains in comparison to STAAR 2019, pre-pandemic. Math scores showed an increase from 2021 in all performance standards. Science had limited gains in each of the performance standards.

Data driven planning meetings led to intensive and targeted interventions and strategic lesson delivery.

In addition, teachers and coaches provided interventions during the school day as well as through after-school tutorials and Saturdays. Student goal conferencing, student goal trackers, teacher data talks, and professional learning communities also played a role in increasing student achievement.

## Student Learning Strengths

- DDI data meetings led to teachers analyzing data, breaking down TEKS, and developing targeted common assessments to measure student progress
- Second semester data talks with each teacher grade K-5 provided the opportunity to set short term goals and monitor student progress
- Small group instruction was provided for Reading and Math

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Foundational reading skills in lower grades are hindering students to read on level at the EOY. **Root Cause:** Lack of intentional and strategic lesson delivery of Phonological and Phonemic Awareness following the research-based continuum is developing gaps in students reading skills.

**Problem Statement 2:** Students demonstrate difficulty in comprehending and analyzing math word problems, applying problem solving strategies, and solving digital problems to scratch paper. **Root Cause:** Students need exposure and practice to analyzing math word problems in addition to learning math skills.

**Problem Statement 3:** Special education students are under performing and demonstrating minimal to no growth. **Root Cause:** Lack of exposure to Tier 1 instruction during resource instructional time has hindered students' ability to develop academic skills and practice.

**Problem Statement 4:** Students are limited in development of 21st century skills needed to be prepared for their future. **Root Cause:** Students need exposure and practice to 21st Century skills to be prepared for their future: critical thinking, problem solving, collaboration, communication, and technology.

# School Processes & Programs

## School Processes & Programs Summary

Sam Houston Elementary has a master schedule that maximizes instructional time for all grade levels. All Kindergarten-2nd grade classrooms are self-contained. The 3rd-5th grade classrooms are departmentalized by ELA/SS and Math/Science.

We have one counselor and nurse to oversee the health and mental well-being of our students and staff. Our four campus instructional coaches serve as coaches and interventionists to support our teachers and students. We have two interventionists that serve our Tier 3 RTI students as well as our dyslexia students. Our two resource teachers provide instruction to our students in the special education program. Our Science lab teacher provides weekly lab instruction for students in 3rd-5th grades. Our Digital Learning Assessment Coordinator (DLAC) has a dual role. The DLAC provides instructional technology support for all faculty and staff as well as supports and leads our state testing. Our campus Lead Mentor meets with all new teachers each month to provide teachers with support.

Enrichment classes (Music, PE, Art, Library, and Technology) are offered to students in Pre-Kindergarten-5th grades. There are tutorials, clubs, and extracurricular activities offered after school for all students. Saturday tutorials are offered to students in Kindergarten-5th grades as needed for academic growth.

All teachers have the opportunity to meet once a week for common planning time to analyze data, break down TEKS, and formulate plans for intervention and tier 1 instruction. Campus Instructional Coaches are there to support and facilitate planning each week. Sam Houston has a low turnover teacher rate with 55% of the teachers with 11 or more years of experience.

## School Processes & Programs Strengths

- Master schedule
- Instructional coaching
- Academic support offerings- tutorials, interventions
- Enrichment offerings
- After-school opportunities for students
- All students have access to a personal Chromebook or classroom technology

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Sam Houston students in grades K-2nd have a high percentage of students not reading on grade level. **Root Cause:** During the pandemic, learning gaps were developed due to the challenges of virtual and face to face instruction. Student attendance was also a challenge for the 2020-2021 and 2021-2022 school year. Families became affected by the pandemic which led to limited student engagement and authentic reading practices.

# Perceptions

## Perceptions Summary

Sam Houston Elementary is a place where students, staff, and our school community feel safe and respected. There are numerous opportunities for students to be involved with their school. The activities we offer are R.A.M.S. Boys Club, Little Miss Girls Club, Honor Society, Dance, Robotics, and Choir. We host several family engagement events to welcome our school community into our school. Students and parents feel teachers and the school staff care about children and do their best to provide a productive and positive learning environment.

Families feel our school is welcoming. After the pandemic, they are excited and eager to be able to come to school. They appreciate all the hard work the teachers do for their child(ren). They believe the campus staff does care about their child(ren). Staff feel welcome and appreciated by the administrative team.

## Perceptions Strengths

- Multiple student opportunities for school involvement
- Parents and students feel safe and well cared for by Sam Houston staff
- Positive learning environment

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** We have concerns with the social emotional development with our students. **Root Cause:** Students need to build coping, conflict resolution, and other character building skills so that they grow positively socially and emotionally. Next school year, all teachers will be trained in SEL and offer Strong Start/Morning Greetings in their classroom.

**Problem Statement 2:** We have limited parent participation in parent engagement sessions. **Root Cause:** Due to Covid-19, parent access was limited for on campus engagement activities. Virtual parent engagement sessions were not highly attended.