

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



Board Approval Date: August 8, 2022

Mission Statement

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.

Vision

Every Student, Every Day!

Motto: Building Life-Long Learners

Value Statement

Students recite the following value statement daily:

I am a proud NCE Eagle! I am a learner who understands my responsibility for learning. I will treat everyone with respect, holding myself accountable for what I do and say.

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Comprehensive Needs Assessment

Revised/Approved: May 16, 2022

Demographics

Demographics Summary

Normandy Crossing Elementary is one of fifteen elementary campuses in Galena Park Independent School District. Normandy Crossing Elementary opened its doors in 2003 and served predominantly economically disadvantaged families. Normandy Crossing Elementary serves about 615 students in grades pre-kindergarten to grade five. Normandy Crossing Elementary has Pk-1st grade self-contained classrooms, and 2nd-5th grades team teach/departmentalized classrooms. Normandy Crossing hosts Structured Learning, Life Skills, and PASS Student Behavior Programs for GPISD.

Our student population is approximately 60% Hispanic and 35% African-American. We serve 87.7% of Economically Disadvantaged students. The staff population is 36.5% African-American, 12.1% White, 1% American Indian, 46.5% Hispanic, 12.3% male, and 87.7% female with an average of 7.9 years of experience, including 100% of Highly Qualified teachers and paraprofessionals. The overall mobility rate for the campus is approximately 20%. Students' average daily attendance rate was about 94% during the 2021-2022 school year. Normandy Crossing Elementary has two assistant principals and a counselor to provide discipline and social and emotional student support.

Demographics Strengths

- Extracurricular Activities/Programs (Boys Club, Honor Choir, Robotics, UIL Academic Meet)
- Community Involvement (Family Academic Night, Back-Pack Buddies, PTA)
- Free Breakfast and Lunch for all students
- Consistently provide Small-Group Interventions

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rates in grades Pre-Kindergarten through 5th at NCE were below the 96.5% campus goal during the 2021-2022 school year. **Root Cause:** Students in the lower grades tend to become ill more frequently, lack the motivation to learn, and parents may not understand how absenteeism affects their child's learning.

Problem Statement 2: NCE has a high mobility rate compared to other elementary schools in GPISD. **Root Cause:** There are nine apartment complexes and an increase of rented homes zoned to NCE.

Student Learning

Student Learning Summary

Normandy Crossing 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 overall growth in reading and science compared to 2019 scores. 81% of our students met "Approaches Grade Level Standard" or above in reading. And, 78% of our 5th-grade students met "Approaches Grade Level Standard" or above on the science STAAR exam. However, math 2022 STAAR results had a 9% decrease from 2019, with 76% of students meeting "Approaches Grade Level Standard" or above. Kindergarten through 2nd-grade students focused on reading on or above grade level by the end of the year using the Benchmark Assessment System (BAS) or Sistema as the evaluation source. Each K-2nd grade level had the following increases from the beginning of the year to the end of the year: Kinder 26%, 1st 28%. and 2nd 7%.

Student Learning Strengths

- Teachers provide guided reading and guided math group interventions daily
- Technology integration through Google Classroom, SeaSaw, Epic, Raz+, Stemsscopes, and iReady
- Coaching and planning with content teachers

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There has been a continuing trend of students not reading on grade level by EOY assessments. **Root Cause:** Most students do not read for pleasure outside of school to continue their individual progress, begin the school year with gaps in their phonological awareness, lack comprehension skills, and struggle with academic vocabulary.

Problem Statement 2: NCE's overall math scores in 3rd-5th grades have decreased. **Root Cause:** During COVID, many students struggled with understanding grade level math skills if they only participate in asynchronous math lessons. Students have also had difficulty reading and understanding word problems, understanding how to solve them, and understanding math academic vocabulary as data indicated in recent years.

School Processes & Programs

School Processes & Programs Summary

All teachers and paraprofessionals at Normandy Crossing Elementary are highly qualified. All new teachers are assigned a mentor, and a teacher on their grade level serves as their "buddy ."Due to Covid, staff attendance decreased from 97% to 96.92%. Classroom schedules were created to maximize instructional time according to each grade level and their needs, as learning time is vital to all students' educational success. Campus goals are aligned to district goals for continuity. Our campus PLCs (content planning teams) work together to ensure continuity between the grade levels. We provide campus staff development, content lesson planning while reviewing classroom data, and modeling lessons as needed.

Student achievement data is used for professional development, breaking down the TEKS, and determining campus needs. NCE's Campus Planning Advisory Committee (CPAC) approved the professional development plan. Teachers utilize the district curriculum in Curriculum Corner, which is aligned with the state standards. In addition, teachers align instruction to match the rigor of state assessments with the assistance of campus instructional coaches and district specialists. District and campus-made assessments, released tests from the state, I-ready, running records, and BAS results are used to measure student progress. The data from these assessments are used to help guide instruction in the classroom. Guided reading and math groups are implemented in all classrooms to meet student learning needs. Small group instruction allows for differentiated learning to assist students at various instructional levels. Intervention groups are created based on assessment data, teacher observations, and classwork samples. Struggling students are identified and tracked by classroom teachers and the RTI committee. Students who struggle with content are provided with reteach opportunities during small group interventions and tutorials. Normandy Crossing Elementary has three computer labs available with up-to-date technology for students. All three labs are utilized on a rotating teacher schedule. All classes Pk-5th have access to iPads or Chromebooks to use during lessons and centers. All students have access to one-to-one Chromebooks for increased blended learning opportunities. Teachers receive training on integrating technology into the curriculum. All classrooms have document cameras, web cameras, and ClearTouch Panels.

School Processes & Programs Strengths

- Campus Instructional Coaches & Interventionist
- New Teacher Mentor/Support
- Campus Instructional Coaches
 - Meet with grade levels for data disaggregation, planning, and training
 - Pullouts and Push-ins
- RTI Committee and Interventions

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: NCE will continue to build teacher capacity in reading through the reading academy's self-paced training for all new K-3 teachers, and all returning 4-5 grade teachers who have not completed the TEA modules. **Root Cause:** Students struggle with phonics and phonemic awareness. Teachers lack the understanding of how to teach phonics systematically and explicitly.

Problem Statement 2: Significant increases in severe student behavior in the lower grades. **Root Cause:** More students experiencing severe traumatic events, not knowing how to appropriately communicate their feelings, and need socialization skills.

Perceptions

Perceptions Summary

Based on surveys, students describe NCE as a safe and friendly school and parents trust our teachers and feel welcomed. At Normandy Crossing Elementary, teachers and administrators communicate with parents via the campus website, Facebook, school letters/calendar of events, the marquee, and the call-out system. Parents and community members participate in NCE's CPAC committee by verbally stating concerns and providing input toward campus planning and improvement goals. All teachers and paraprofessionals at Normandy Crossing Elementary are highly qualified. Staff attendance declined from 97% to 96% due to Covid protocols. A leadership team is in place to support teachers by providing learning experiences for future leaders and mentors. This group also assists in delivering campus staff development, lesson planning with teams, and modeling lessons as needed. The average years of experience for NCE teachers is 7.9 years. According to the TAPR, student attendance in 2018-2019 was 96.8%, which met the district's expectation of 96.5% and was a slight increase from the previous year.

Perceptions Strengths

- Kid-friendly school atmosphere
- High Expectations and a Clear Vision for Student Success
- Parent and Community Engagement Opportunities (Family Academic Nights, PTA, Volunteer)
- Utilizing Parent-Friendly Communication methods (SchoolStatus, newsletters, email, etc.)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: NCE parent and family engagement is stagnant and on-campus parent volunteer opportunities have declined. **Root Cause:** There has been limited access in the building for visitors due to COVID and some reported time constraints for working parents.

Problem Statement 2: NCE will continue to focus on the social and emotional development of students. **Root Cause:** Students need coping skills, understanding conflict resolution, and other character-building skills to become good citizens in our community.