

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



Board Approval Date: August 1, 2023

Mission Statement

At Purple Sage Elementary School community, faculty, parents, and other interested community members will encourage each student to be successful learners, productive citizens, and lifelong learners.

P - Productive Citizens

S - Successful Learners

E - Educated for Life

Vision

Purple Sage Elementary is a place where students will develop the skills to lead, learn, and serve.

Campus Profile

Purple Sage Elementary is a small community school located in Pine Trails Subdivision that opened in 1990 under the leadership of Mike Barkley. Since that time, Purple Sage has been led by Charlie Winsor, Dr. Dalane Bouillion, and Robin Blount. The school is currently under the principalship of Wendy McGee.

Purple Sage Elementary is one of the smaller elementary schools in the Galena Park Independent School District but growing each year. Enrollment for the 2022-2023 school year reached 542 students. The average daily attendance for students has remained consistently above 97.0%.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	7
Perceptions	8

Comprehensive Needs Assessment

Revised/Approved: June 21, 2023

Demographics

Demographics Summary

Purple Sage Elementary is one of fifteen elementary schools in the Galena Park Independent School District. For the 2022-2023 school year, we served 470 students. We are a neighborhood school serving predominantly lower-middle-class and Hispanic families with grades PreK-fifth. The student population is 17.52% African American, 3.84% Anglo, and 85.31 % Hispanic; 42.39% male population and 57.61% female population. Our special education population is 13.61%. We currently have 8.72% of our students in the GT Program, which is above the district average. In our 504 programs, we serve 9 students. Purple Sage serves an Emergent Bilingual (EB) population of 47.86%. 81.06% of our students are on free lunch. Purple Sage Elementary had a daily attendance rate of 94.16% for the 2022-23 school year.

Year	Reading	Math	Writing	Science	Rating
2016-2017	71%	78%	70%	81%	Met Standard
2017-2018	70%	81%	51%	88%	Met Standard
2018-2019	76%	87%	55%	95%	Met Standard-B
2019-2020	Due to the COVID-19 pandemic, PSE did not receive an accountability rating from the state in the 2019-2020 school year.				
2020-2021	Due to the COVID-19 pandemic, PSE did not receive an accountability rating from the state in the 2020-2021 school year.				
2021-2022	46%	42%	N/A	30%	
2022-2023					

Year	Attendance	Total Students
2016-2017	97.3%	595
2017-2018	97.1%	548
2018-2019	97.5%	528
2019-2020	98.5%	558
2020-2021	95.41%	544
2021-2022	94.36%	491
2022-2023	94.16%	470

Population	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
African American	21.8%	22.1%	20.6%	Due to the COVID-19 pandemic, PSE did not receive an accountability rating from the state in the 2019-2020 school year.	23.53%	18.53%	17.52%
White	3.4%	2.4%	1.8%		2.39%	2.65%	3.84%
Hispanic	73.4%	74.5%	75.7%		72.06%	76.99%	85.31%
Mobility Rate	19.8%	14.1%	12.2%		10.6%	10.6%	10.6%
Special Education	9.7%	9.5%	9.8%		9.98%	9.98%	13.61%
GT Program	6.9%	6.2%	10.2%		9.98%	9.98%	8.72%
LEP	51.4%	31.6%	49.6%		47.86%	47.86%	49.57%

The committee met on May 8, 2023, and approved the 2022-2023 Comprehensive Needs Assessment and Campus Improvement Plan.

Demographics Strengths

Purple Sage Elementary's demographic strength is the fact that we are a neighborhood school. The majority of our students live in the Pine Trails neighborhood. The only buses we have are for Special Education. With the exception of a few vans or buses to pick up homeless students, special education buses, and daycare vans, the students of Purple Sage Elementary are either car riders or walkers.

- Home visits
- Parent-Staff Communication
- Classroom Attendance Incentives
- School-Wide Attendance Incentive (House System)
- Technology
- Clubs: Girls Club, Boys Club, UIL Academic Meet, No Place for Hate, Robotics, Soccer, i-Write,
- New Teacher Mentorship Program
- Observations for teachers in need of support
- Ensuring that all students get free breakfast and lunch as well as school supplies and uniforms as needed

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students motivation in regards to academics and good behavior. **Root Cause:** Due to socioeconomic factors of our parents, many of our students lack the adequate academic support to be academically successful.

Problem Statement 2: PSE has an increasing need for purposeful teaching/practicing of appropriate social skills for all students. **Root Cause:** Many students that attend PSE do not have the necessary social skills to interact with peers nor deal with conflict in an appropriate manner across varied settings.

Student Learning

Student Learning Summary

PSE earned an accountability rating of a B for the 2021-2022 school year.

Student Learning Strengths

- HB4545 Interventions
- Data-Driven Instruction/TIL
- Fact Fluency
- Modeling and Coaching
- Progress Monitoring (Running Records, iReady Growth Checks, Campus Assessments)
- Interventions
- RtI Monthly Meetings
- Technology

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The special education sub-population at PSE needs to improve in performance standard categories (Masters, Meets, Approaches) **Root Cause:** Special Education staff is not effectively trained with the remaining of the general staff members in all subject areas. (ex. STAAR 2.0, STAAR Bootcamp)

Problem Statement 2: Students requiring additional services need to be monitored starting at the beginning of the school year and referred to support services if need be. **Root Cause:** Lack of adequate progress monitoring documentation and initiate tutorials earlier in the year to provide more time for students to show growth in their academics.

School Processes & Programs

School Processes & Programs Summary

At Purple Sage, a master schedule and classroom schedules were created to maximize instructional time according to each grade level's needs.

School Processes & Programs Strengths

- Perfect Attendance House System
- Safety Patrol
- Focus/SLC
- Two computer labs
- One-to-One technology device
- Data-driven decisions based on student achievement
- Tutorials offered in grades First through 5th, with a special emphasis on the Meets to Masters student groups during Saturday Tutorials
- Interventions with CICs
- Master Schedule
- Monthly Campus Calendar
- Coffee with the Principal
- Bulldog Store

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Build and strengthen skills in math, reading, writing, science and social studies to increase student growth and achievement. **Root Cause:** Diverse student populations including Special Education, EB and economically disadvantaged populations need differentiated instruction and in class support.

Problem Statement 2: Students need additional counseling services including children who are at risk of academic failure, as they lack interest and motivation to attend school. **Root Cause:** The increased complexity of personal and social issues students face along with the added stress from COVID-19 pandemic, combined with required administrative duties of the school counselor; current counseling services may not be sufficient to meet the social and emotional needs of our students.

Perceptions

Perceptions Summary

At Purple Sage, we focus on the whole child. While academics is imperative, we provide students with various opportunities to be involved and successful.

Perceptions Strengths

According to the 2022-2023 parent and staff survey

- 90.48% of parents feel welcomed at Purple Sage Elementary
- 95.24% of parents say that they receive adequate or sufficient information regarding parental involvement activities
- 100% of parents responded to receiving information in a format and language that is clear and understandable
- 93.54% of teachers say that their campus encourages parents to attend campus-sponsored events and activities (Family Nights, College/Career Days) etc.
- 83.34% of teachers believe that the district and campus provide sufficient technical support for teachers
- 100% of parents know how to contact their child/s teacher
- 83.87% of teachers have access to data and know how to use data when making instructional decisions

Problem Statements Identifying Perceptions Needs

Problem Statement 1: 33.33% of PSE parents feel like their 5th grade student is not prepared for middle school. **Root Cause:** Elementary and middle school expectations, especially behavior, are not the same. Secondary schools have more prominent behavioral policies and when students arrive at these schools they obtain a culture shock.

Problem Statement 2: 33.33% of PSE teachers believe that PSE encourages parents to participate in site-based planning and decision making committees. **Root Cause:** Parents might not be aware of the site-based planning and decision making committees; and if they do, scheduling conflicts appear.