Galena Park Independent School District

Shirley J Williamson Elementary

2023-2024 Comprehensive Needs Assessment

Board Approval Date: August 1, 2023

Mission Statement

The mission at Dr. Shirley J. Williamson Elementary School is to provide rigorous, research-based instruction and a nurturing environment to support each student in succeeding academically, physically, and emotionally.

Vision

Dr. Shirley J. Williamson Elementary's vision is to create a school environment that is commended for educating each child with excellence, preparing them to be responsible and productive citizens in the 21st Century.

Galena Park ISD's Learner's Creed

I believe in myself and in my ability to do my best at all times.

Just for today, I will listen, I will see, I will speak, I will feel, I will think, I will reason, I will read, I will write.

I will do all of these things with one purpose in mind, to do my best, and not to waste this day, for this day will come no more.

Campus Profile

Dr. Shirley J. Williamson (SJW) is one of the 15 elementary campuses in Galena Park Independent School District. Williamson Elementary serves almost 700 students in grades PPCD/PK to 5th grade. Williamson Elementary opened its doors to students for the first time on August 15, 2005, as Freedom Elementary School. We welcomed more than 400 students that day, and weeks later enrolled more than 50 hurricane evacuees. Freedom's first seven years were very successful. Freedom was renamed to Dr. Shirley J. Williamson Elementary in the fall of 2007, in honor of former State of Texas Commissioner and former Galena Park ISD Superintendent, Dr. Shirley Neely. Williamson Elementary has had four principals: Mrs. Terri Moore (2005-2011), Mrs. Stephanie Perry (2011-2014), Mrs. Paula Patterson (2014-2017), Dr. Jonathan Sutton (2017-2022), and Lemond Mitchell (2022-present). Williamson Elementary serves many special populations of students from Pre-Kindergarten through fifth grade, specifically PPCD, Life Skills, and PASS.

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Comprehensive Needs Assessment

Revised/Approved: June 26, 2023

Demographics

Demographics Summary

Demographics			
African American	42.8%	**Economically Disadvantaged**	73.1%
Hispanic	46.6%	**Non-Educational Disadvantage**	26.9%
White	3.3%	**Emergent Bilingual**	23.7%
American Indian	.4%	**At-Risk**	51.5%
Asian	4.2%	**Special Education**	12.4%
2 or more Races	2.6%	**Total Mobility Rate**	20.6%

Demographics Strengths

The strengths of Williamson Elementary are as follows:

- ESL Teachers 16.3% higher than the state average of 6.4%
- Minority staff is 77.1% above the state average of 50.4%
- Kindergarten class sizes average 15 students while the district is 18 students and the average state is 18.9 students
- 4th-grade class sizes average 15.3 students while the district is 18.3 and state averages are 19.2 per class

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase parent communication of how to search student grades and/or attendance through Skyward.   **Root Cause:** There is a deficiency in parent/family engagement as it relates to student achievement.

Problem Statement 2: Increase computer literacy with students and teachers to meet the demand of 21st century skills.   **Root Cause:** Now that we have the technology, teachers and students need to be trained in other applications and uses besides Summit K12 and iReady

Problem Statement 3: SJW has a high mobility rate.   **Root Cause:** Many of the students live in apartments and move frequently.

Problem Statement 4: We will work to decrease the disparity in male teacher to student ratio.   **Root Cause:** Teaching profession is a low paying field and male teachers are discouraged by the salary (or lack thereof) options

Student Learning

Student Learning Summary

STAAR Results				
Year	**Reading**	**Writing**	**Math**	**Science**
2021	3rd – 69% 4th – 59% 5th – 65%	3rd – N/A 4th – 47% 5th – N/A	3rd – 69% 4th – 42% 5th – 57%	3rd – N/A 4th – N/A 5th – 57%
2022	3rd – 62% 4th – 75% 5th -81%	3rd – N/A 4th – 5th – N/A	3rd – 71% 4th – 75% 5th-70%	3rd – N/A 4th – N/A 5th -60%
2023	Pending	Pending	Pending	Pending

Student Learning Strengths

- The Asian population is 94% Approaches and Asians have the highest percentage per subject area
- The Asian population is 50% Masters All subjects
- Reading has a trend of improvement over the past 3 years
- Science shows improvement in Meets and Masters
- Third-grade math shows growth for our African American population
- Third-grade reading show growth by our economically disadvantaged in the areas of Meets and Masters
- Fourth grade improved in all levels of math

Problem Statements Identifying Student Learning Needs

Problem Statement 1: SJW students performed below the state average on specified STAAR tests.   **Root Cause:** Decreased attendance rates with teachers and students.

Problem Statement 2: Increase parent communication of how to search student grades and/or attendance through Skyward.   **Root Cause:** There is a deficiency in parent/family engagement as it relates to student achievement.

Problem Statement 3: Increase computer literacy with students and teachers to meet the demand of 21st century skills.   **Root Cause:** Now that we have the technology, teachers

and students need to be trained in other applications and uses besides Summit K12 and iReady

Problem Statement 4: Increase student/staff participation in social emotional learning.   **Root Cause:** A lack of coping and conflict resolution skills in students

Problem Statement 5: Increase social emotional learning in classrooms   **Root Cause:** Assist students in building coping and conflict resolution skills

Problem Statement 6: We will work to enhance the academic proficiency of the sub-populated groups.   **Root Cause:** The sub-populated groups make up the majority of the mobility rates, causing a barrier when working consistently to close the academic gaps.

School Processes & Programs

School Processes & Programs Summary

Dr. Shirley J. Williamson Elementary teachers use Galena Park ISD's curriculum in the classroom. The district curriculum is aligned to state standards. Our teachers have 90 minutes of uninterrupted instruction each morning. District-created assessments and released STAAR tests are used to measure student progress throughout the school year. Data is used from an array of assessments to determine classroom instruction and student interventions. Struggling students are identified and tracked by the campus RTI team.

Dr. Shirley J. Williamson has two computer labs for the classroom teacher to the team to use along with the campus Technology Instructional Specialist to teach students technology applications. Each grade level has access to a shared Chromebook cart to support iReady, iStation, and technology integration into lessons. Our fourth and fifth grades have two charts per grade level to be used for technology integration. Each classroom has a projector and a document camera. Many of our teachers have interactive panels to enhance instruction.

School Processes & Programs Strengths

- Uninterrupted instructional time
- Data Room keeps student achievement at the forefront
- Data charts in the hallway and classroom keep students focused on achievement
- STEMscopes, iReady, iStation, Razkids
- After school tutorials and Saturday School
- Use of a focus board for instruction
- Many opportunities for professional development district-wide
- Campus professional development including PLCs'
- Gained more technology on campus
- All mobile technology units are being used every day
- After school STEM club and Robotics club

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase computer literacy with students and teachers to meet the demand of 21st century skills. **Root Cause:** Now that we have the technology, teachers and students need to be trained in other applications and uses besides Summit K12 and iReady

Problem Statement 2: Increase parent communication of how to search student grades and/or attendance through Skyward. **Root Cause:** There is a deficiency in parent/family engagement as it relates to student achievement.

Problem Statement 3: Increase student participation in clubs and organizations **Root Cause:** There is a deficiency in students joining clubs and organizations

Problem Statement 4: Increase budget meetings on a weekly basis to audit campus spending **Root Cause:** Continue to follow all district and state laws for campus spending.

Problem Statement 5: Increase staff readiness for safety drills **Root Cause:** Continue to practice safety drills with all staff and students

Perceptions

Perceptions Summary

Shirley J. Williamson Elementary School seeks to provide a positive school environment, which is conducive to learning. Students receive opportunities to build good character and educational experiences to ensure that students will become productive, global citizens, and lifelong learners.

Perceptions Strengths

- Communication from teachers is average or above average, according to 92% of parents surveyed
- 96% of parents responded to receiving information that is in a format that is clear and understandable
- 91% of parents have had a conference with their child's teacher this school year
- A majority of the parents are aware of the campus involvement policy
- Over 90% of parents feel very welcome at our school
- 97% of teachers agree that there are high expectations in place for students
- 93% of teachers believe there is a high level of instruction on campus
- 94% of teachers believe the administration has high expectations of them
- The campus encourages parents to attend campus-sponsored events and activities, per 97% of the teachers surveyed
- 97% of teachers describe student academic achievement data as easily understandable, available, and used to drive instruction

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Increase parent communication of how to search student grades and/or attendance through Skyward.   **Root Cause:** There is a deficiency in parent/family engagement as it relates to student achievement.

Problem Statement 2: Increase computer literacy with students and teachers to meet the demand of 21st century skills.   **Root Cause:** Now that we have the technology, teachers and students need to be trained in other applications and uses besides Summit K12 and iReady

Problem Statement 3: SJW has a low to no parental involvement and support   **Root Cause:** Parents may not know that they are welcome on the campus. SJW needs more community events