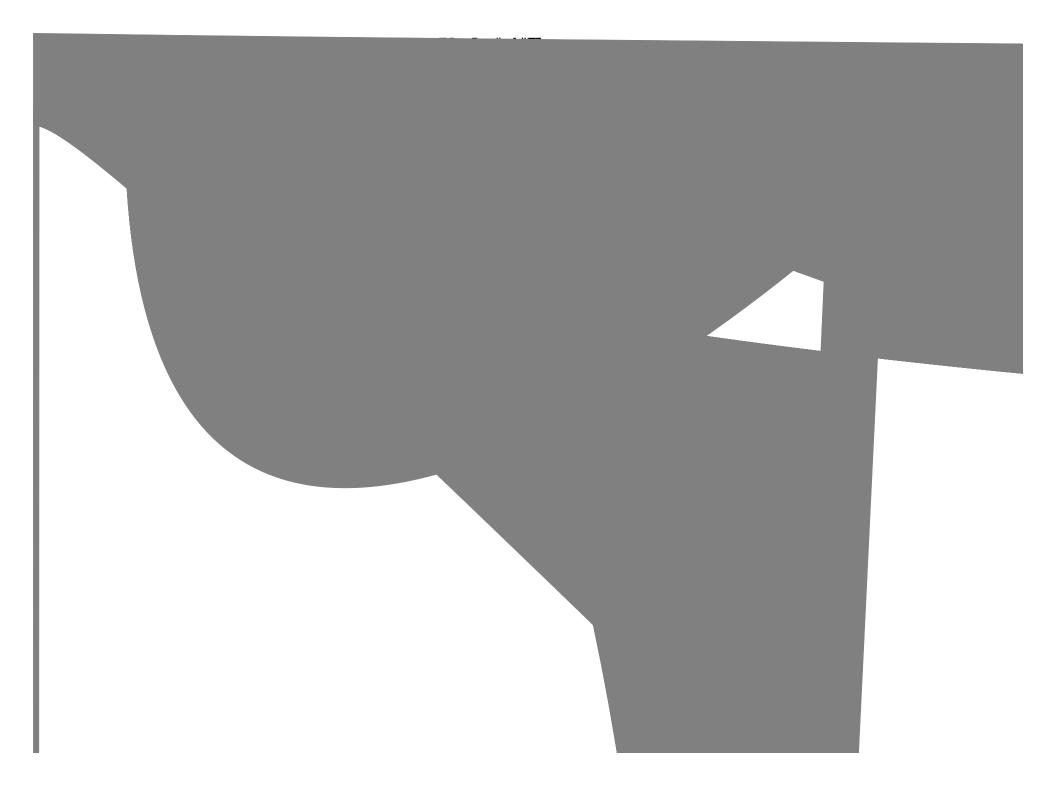
# **Galena Park Independent School District**

## **Mission Statement**



## **Comprehensive Needs Assessment**

Revised/Approved: June 4, 2024

### **Demographics Summary**

Dr. Shirle J. Williamson (SJW) is one of the 15 elementar campwses in Galena Park Independent School District. Williamson Elementar serves almost 700 stwdents in grades ECSE/PK to 5th grade. Williamson Elementar opened its doors to stwdents for the first time on Awgwst 15, 2005, as Freedom Elementar School. We yelcomed more than 400 stwdents that da and yeeks later enrolled more than 50

### **Student Learning Summary**

2021-22 3td Gtade					
Raving: Pending	Arrtqacheu	Meevu	Mauvetu		
ELA	65%	51%	29%		
Mavh	76%	44%	24%		
Science	N/A	N/A	N/A		
2021-22 4vh Gtade					
Raving: Pending	Arrtqacheu	Meevu	Mauvetu		
ELA	77%	57%	30%		
Mavh	60%	24%	10%		
Wtiving	44%	19%	4%		
Science	N/A	N/A	N/A		
2021-22 5vh Gtade					
Raving: Pending	Arrtqacheu	Meevu	Mauvetu		
ELA	81%	57%	38%		
Mavh	70%	46%	12%		
Science	60%	24%	4%		

2022-23 3td Gtade					
Raving: Pending	Arrtqacheu	Meevu	Mauvetu		
ELA	77%	60%	29%		
Mavh	78%	56%	27%		
Science	N/A	N/A	N/A		

2022-23 4vh Gtade					
Raving: Pending	Arrtqacheu	Meevu	Mauvetu		
ELA	72%	42%	14%		
Mavh	73%	38%	8%		
Science	N/A	N/A	N/A		

2022-23 5vh Gtade					
Raving: Pending	Arrtqacheu	Meevu	Mauvetu		
ELA	74%	54%	19%		
Mavh	66%	43%	13%		
Science	44%	12%	3%		

2023-2024 (Pteliminat{) 3td Gtade

#### **Student Learning Strengths**

- 3rd grade improxements: Mavh- Approaches increased 4%
- 4th grade improxements: **Reading-** Meets increased 17%, Masters increased 7% **Mavh-** Approaches increased 3%, Meets increased 10%; Masters increased 12%
- 5th grade improxements: **Reading** Approaches increased 3%, Meets increased 7% **Mavh** Meets increased
- Reading has a trend of improxement oxer the past 4 {ears
- Fourth grade improxed in all lexels of math
- Academic Coaching
- DDI
- Twtorials

#### **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:** SJW parent and family engagement is stagnant. **Root Cause:** Parents reported some time constraints for working parents to participate in parent conferences and school events, lack of opportunities and awareness of the importance of parental involvement.

**Problem Statement 3:** 5th grade student science scores are consistently declining. **Root Cause:** Lack of intentional and strategic lesson delivery of curriculum and following the research-based continuum with fidelity and consistency.

#### **School Processes & Programs Summary**

All teachers and paraprofessionals at Dr. Shirle J. Williamson Elementar are highl qwalified, All ney teachers are assigned to a Campws Ney Teacher Mentor as yell as a grade lexel mentor for swpport, gwidance and instruction. Classroom schedwles are created to mazimi e instructional time according to each grade lexel and their needs, as this time is xital to all student's academic swccess. Campws goals are aligned to district goals for continuit (Owr campws PLSs (content planning teams) york together to ensure continuit bety een grade lexels. We proxide campws staff dexelopment, content lesson panning rexiety ing classroom data and modeling lessons in DDI meetings. The Foundations Committee yorks/plans to ensure campws safet and efficienc (Campws Planning Adxisor (Committee) focuses on oxerall campws planning and groy th.

Stwdent achiexement data is wsed for professional dexelopment, breaking do yn the TEKS, and determining campws needs. SJW's CPAC (Campws Planning Adxisor{ Committee) approxes the professional dexelopment plan. Teachers wili|e the district cwrricwlwm in Cwrricwlwm Corner, yhich is aligned yith the state standards. In addition, teachers align instruction to match the rigor of state assessment domains yith the assistance o campws instructional coaches and district specialists. District and campws made assessments, released tests from the state, I-read{, rwnning records, Circle assessments and BAS reswlts are wsed to measwre stwdent progress. The data from these assessments are wsed to help gwide instruction the classroom. Gwided reading and math growps are implemented in all classrooms to meet stwdent learning needs. Small growp instruction alloys for differentiated learning to assist stwdents at xariows instructional lexels. Interxention growps are created based on assessment data, teacher observations, and class york samples. Strwggling stwdents are identified and tracked b{ classroom teachers and the RTI committee. Stwdents yho strwggle yith content are proxided yith reteach opportunities dwring small growp interxentions and tworials. Dr. Shirle{ J. Williamson Elementar{ has tyo compwter labs axailable for stwdent/class wse. Each lab wtili|es a rotating schedwle. All classes, PK-5th grade haxe access to iPads or Chromebooks to wse dwring lessons and centers. All stwdents haxe access to one-to0one Chromebooks for blended learning opportunities. Teachers receive training on integrating technolog{ into the cwrricwlwm. All classrooms haxe docwment cameras, yeb cameras, and ClearTowch Panels.

#### **School Processes & Programs Strengths**

- Uninterrupted instructional time
- Data room keeps stwdent achiexement at the forefront
- Increased small growp instruction and differentiation
- · After school twtorials
- Use of a focws board for instruction
- Man{ opportunities for professional development district-yide
- Campus professional development including PLCs' and
- DDI meetings focused on specific instructional needs/yeaknesses
- After school STEM clwb and Robotics clwb

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** SJW parent and family engagement is stagnant. **Root Cause:** Parents reported some time constraints for working parents to participate in parent conferences and school events, lack of opportunities and awareness of the importance of parental involvement.

**Problem Statement 2:** SJW will continue to build teacher capacity in implementing small group instruction to meet students' individual needs. **Root Cause:** Teachers lack the understanding of how and when to differentiated instruction.

**Perceptions Summary**