

**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:**

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Comprehensive Needs Assessment	4
Demographics	4
Student Learning	4
School Processes & Programs	5
Perceptions	6

# 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-

# **Student Learning**

## **Student Learning Summary**

# 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 method h ! M ne4