

Galena Park Independent School District

Purple Sage Elementary School

2025-2026 Comprehensive Needs Assessment



Board Approval Date: August 11, 2025

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.

Value Statement

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, Robin Blount, and Wendy McGee. In 2025, Dr. Michelle M. Cavazos was named principal.

Purple Sage Elementary is the eleventh elementary school in the Galena Park Independent School District. Enrollment for the 2024-2025 school year reached 430 students. The average daily attendance for students has remained around 95%.

Table of Contents

Comprehensive Needs Assessment 4

Demographics 4

Student Learning 6

School Processes & Programs 9

Perceptions 11

Comprehensive Needs Assessment

Revised/Approved: June 12, 2025

Demographics

Demographics Summary

Purple Sage Elementary is one of fifteen elementary schools in the Galena Park Independent School District. For the 2024-2025 school year, we served **481** students. We are a neighborhood school serving predominantly lower-middle-class and Hispanic families with grades PreK-fifth. The student population is 16.42% African American, 1.87% Anglo, and 80.87% Hispanic; 48.02% male population and 51.98% female population. Our special education population is 11.5%. We currently have 7.5% of our students in the GT Program, which is above the district average. In our 504 programs, we serve 13 students. Purple Sage serves an Emergent Bilingual (EB) population of 48.8%. 94% of our students are on free lunch. Purple Sage Elementary had a daily attendance rate of **94.92%** for the 2024-25 school year.

Year	Readin	Math	Science	Rating
2021-2022	46%	42%	30%	Met Standard-B
2022-2023	38%	36%	16%	Non-Official- D
2023-2024	Pending	Pending	Pending	Pending
2024-2025				

Year	Attendance	Total Students
2021-2022	94.36%	491
2022-2023	94.16%	451
2023-2024	94.92%	481
2024-2025		

The committee met on April 7, 2025, and April 24, 2025, and approved the 2024-2025 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.

- Parent- Staff Communication fosters a supportive, collaborative, and inclusive educational environment that promotes student success and well-being of all students at Purple Sage Elementary
- Students receive regular classroom Attendance Incentives when the grade level has 100% for the day. The attendance rate at Purple Sage Elementary in the school year 2024-2025 was **94.92%**
- Home Visits are made to student whom have chronic absences
- The House System is utilized to ensure explicit behavior expectations and routines are taught to students
- New Teacher Mentorship Program provides observations for teachers in need of support/improvement
- Purple Sage teachers and staff ensures that all students get free breakfast and lunch as well as school supplies and uniforms as needed
- Students are provided with a Chromebook to integrate technology into daily learning
- Teacher teams meet weekly to plan with Instructional Coaches. Data is utilized to plan instruction during DDI planning.
- Students who need academic intervention receive targeted intervention daily and their progress is regularly reviewed
- Students who move into the Purple Sage learning community are expeditiously assessed for potential intervention needs and those needs are addressed in a timely manner
- Students receive regular guidance lessons from the school Counselor and character education is consistently addressed through morning meetings and relationship-based classroom management
- Purple Sage teachers and staff understand the value of establishing a relationship with students that facilitates academic achievement and appropriate behavior
- Safety drills are consistently conducted, and procedures are in place to ensure student safety
- Parent Invites to On-Campus events
- After School Activities (Tutorials, UIL, Choir, Dance Team, Girls Club, Art Club, Guitar, Boys Club)
- The staff of Purple Sage Elementary is deeply committed to the success of all Purple Sage learners

Problem Statements Identifying Demographics Needs

Problem Statement 1: PSE student enrollment numbers have consistently declined over the past several years, with current enrollment at 439 students.

Root Cause: New charter schools opening up in the area, school choice, and the different programs offered at other campuses (STEM, etc.) has drawn families away.

Problem Statement 2: PSE continues to experience a low student attendance rate, which negatively impacts academic achievement, student engagement, and overall campus accountability ratings.

Root Cause: Low attendance is driven by limited and inconsistent transportation, along with some families placing less emphasis on daily school attendance due to work schedules, family responsibilities, and a lack of awareness about the long-term effects of absenteeism. While community outreach efforts like Home Visits and Attendance Contracts exist, there's a need for targeted attendance-focused initiatives.

Student Learning

Student Learning Summary

During the 2023-2024 academic school year, PSE earned a accountability rating of a (B).
Tier 1 instruction was a main focal point on campus this school year. In comparing STAAR scores from 2022-2023 and 2023-2024 there was major growth shown, and students have proved their progress in all tested content areas (reading, math, and science).

ELA			Math			Science		
3rd - English	22-23	23-24	3rd - English	22-23	23-24	5th - English	22-23	23-24
Approaches	72%	88%	Approaches	65%	69%	Approaches	46%	46%
Meets	50%	70%	Meets	35%	44%	Meets	13%	25%
Masters	19%	37%	Masters	8%	19%	Masters	7%	9%
3rd - Spanish			3rd - Spanish			5th - Spanish		
Approaches	33%	81%	Approaches	77%	77%	Approaches	33%	50%
Meets	0%	38%	Meets	38%	45%	Meets	0%	50%
Masters	0%	25%	Masters	15%	15%	Masters	0%	0%
Combined scores	67	87	Combined scores	67	75	Combined scores	45	46

ELA			Math			Science
4th - English			4th - English			
Approaches	65%	79%	Approaches	76%	68%	
Meets	36%	50%	Meets	42%	34%	
Masters	12%	19%	Masters	9%	16%	
4th - Spanish			4th - Spanish			
Approaches	20%	40%	Approaches	60%	20%	
Meets	20%	0	Meets	20%	0	
Masters	20%	0	Masters	0%	0	
Combined scores	62	76	Combined scores	75	64	
5th - English			5th - English			
Approaches	61%	71%	Approaches	71%	83%	
Meets	28%	48%	Meets	25%	52%	
Masters	17%	25%	Masters	4%	14%	
5th - Spanish			5th - Spanish			
Approaches	67%	100%	Approaches	33%	100%	
Meets	33%	100%	Meets	33%	75%	
Masters	33%	50%	Masters	0%	25%	
Combined scores	61	73	Combined scores	69	85	

Student Learning Strengths

- Campus Interventions
- Data Driven Instruction/TIL
- Modeling and Coaching
- Progress Monitoring (Running Records, iReady Growth Checks, Campus Assessments)
- RtI Monthly Meetings
- Technology
- Writing Cross-Curricular (Revising & Editing)
- Data Tracking
- Targeted Instruction
- Data Driven Decisions
- Vertical Alignment in Reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Student performance shows inconsistent growth, with regression in key assessments and limited progress in math.

Root Cause: There is a lack of structured, campus-wide systems for collaborative planning, vertical alignment, and instructional consistency across grade levels and content areas.

Problem Statement 2: Teachers are not receiving enough practice that is similar to the new question types.

Root Cause: Teachers need increased access to high-quality, aligned instructional resources, STAAR 2.0 question types, and professional development in effectively using data to drive targeted instruction and interventions.

School Processes & Programs

School Processes & Programs Summary

Purple Sage Elementary focuses on curriculum, instruction and assessment in alignment with GPISD Curriculum. The TEKS guide our curriculum, instruction and assessment decisions, and both informal and formal assessments are utilized for continuous improvement. Authentic assessments are conducted throughout the year, along with formative and formal assessments. Some of these include Campus Based Assessments (CBAs), District Assessments (DAs), Fountas and Pinnell Assessments, iReady, Circle Progress Monitoring, Running Records, TELPAS, and primary reading inventory. For the 2025-2026 school year the campus staff will continue to focus on effective small group instruction, along with effective lesson planning and relationship-based classroom management using GREAT. Administrators and Instructional Coaches will plan with teachers each week in DDI and conduct long range planning. Teachers will use end of year student data from 2024-2025, beginning of the year data from 2025-2026, state assessment data, campus-based assessment data, and formative data to plan effective lessons that address the TEKS and individual student learning needs that will be addressed through small group instruction.

Administrators and Instructional Coaches will collaborate with district assessment personnel to ensure teachers are trained on understanding how to analyze the data to drive their instruction. Data meetings will take place to review student data with teachers. During these meetings teachers will disaggregate the data to form small groups based on specific areas of need. Instructional Coaches will work closely with teachers to create campus-based assessments at a higher depth of knowledge level that are aligned to the Texas Education Knowledge & Skills (TEKS), and spiral to previously taught objectives.

Purple Sage Elementary is fortunate to be able to access the latest technology hardware and software. Students, teachers and staff have access to iPads, Smartboards, Chrome Books, and document cameras. Students also have access to instructional technology programs that teachers integrate into their daily instruction. Teachers and staff will implement and utilize GREAT in their classrooms and in common areas to explicitly teach and reinforce behavioral expectations. Relationship based classroom management continues to be a focus and ongoing professional development will be provided to teachers to support success with implementation.

Purple Sage will continue to use the House System in conjunction with Class Dojo to award students points for meeting behavioral expectations and the winning house will provide students prizes and rewards. The staff uses monthly Character Traits to address students' emotional well being and reinforce character traits that align with school wide behavioral expectations. This will be combined with teaching social skills to students through announcements, morning meetings, guidance lessons, and instructional delivery throughout the day. Teachers conduct morning meetings with their students to foster community and relationship building in the classroom.

The Instructional Interventionist will work with teachers to analyze student performance data and identify students needing intervention in reading, math, and science, and will collaborate with Academic Support Teachers to ensure that students receive consistent small group intervention to close gaps and remediate learning. Interventions will be provided for a minimum of six weeks, with regular collaborative progress reviews involving teachers, academic support teachers, special education, the Bilingual/ESL team, the counselor, the LSSP, and administration, so the needs of the whole child can be addressed. Intervention is provided during small group instruction time in the instructional block and during Extended Learning Time.

Purple Sage Elementary takes pride in hiring the most highly qualified teachers to support students. New teachers are provided a mentor and a buddy that will guide them throughout the year. Administrative staff conducts ongoing formal and informal walkthroughs and meets with the new teachers to provide feedback. New teachers have opportunities to observe experienced teachers on campus and at other campuses, as well as attend additional staff development sessions. Professional development is a focus for Purple Sage, with the goal of supporting our teachers with delivering instruction.

School Processes & Programs Strengths

- Safety Patrol
- BEST/SLS
- One-to-One technology device
- Data-driven decisions based on student achievement
- Tutorials offered in grades 1st through 5th, with a special emphasis on Tier 2 and Tier 3 students
- Interventions with CICs
- Master Schedule
- Monthly Campus Calendar
- Coffee with the Principal
- Dress Up Days
- Monthly Assemblies
- Data-Driven Decisions
- Relationship based classroom management

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to strengthen content knowledge and ensure vertical alignment of instruction based on the TEKS across grade levels.

Root Cause: The lack of structured, consistent opportunities for teachers to collaboratively plan across grade levels has hindered the effective development and implementation of vertically aligned, TEKS-based content knowledge.

Problem Statement 2: Teacher to parent communication is inconsistent, impacting overall parent engagement and involvement.

Root Cause: The absence of a consistent, structured communication strategy between the school and parents has led to irregular updates and outreach, weakening parent engagement. The lack of reliable, timely reminders such as text notifications for events contributes to this concern.

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 2024-2025 parent and staff survey

- 100% of parents stated that they feel welcome at PSE.
- 100% of Parents agree that phone calls and emails are returned in a timely manner
- 100% of parents say that they receive adequate information regarding involvement activities.
- 100% of parents responded to receiving information in a format and language that is clear and understandable.
- 88.47% of teachers say that their campus encourages parents to attend campus-sponsored activities.
- 80.77% of teachers say that their campus/district provides adequate and helpful instructional resources.
- 100% of parents feel administrators provide good customer service.
- 84.61% of teachers say that their campus provides adequate instructional support.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent survey indicates that 33% of parents perceive that parent meetings are not scheduled at times that align with their availability.

Root Cause: The scheduling of parent meetings often does not take into account the diverse schedules and availability of families, resulting in limited opportunities for meaningful parental involvement.

Problem Statement 2: Survey data reveals that 19.23% of teachers feel their professional voice is undervalued, and their input is not meaningfully considered in decision-making processes.

Root Cause: Despite providing feedback, teachers report a lack of observable action or follow-up addressing their concerns, contributing to a perception that their input has little to no impact on campus decisions.