

Galena Park Independent School District
Normandy Crossing Elementary School
2025-2026 Comprehensive Needs Assessment



Board Approval Date: August 11, 2025

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: Building Life-Long Learners

Value Statement:

Students recite the following value statement daily:

I am a proud NCE Eagle! I am a learner who understands my responsibility for learning.

I will treat everyone with respect, holding myself accountable for what I do and say.

Value Statement

School Profile

Normandy Crossing Elementary is one of fifteen elementary campuses in the Galena Park Independent School District. Normandy Crossing opened its doors in 2003 and serves 88.7% of Economically Disadvantaged families. Normandy Crossing serves approximately 650 students in grades PK to fifth grade. Normandy Crossing's campus organization includes a combination of self-contained and departmentalized classrooms and the inclusion of students with special needs at all grade levels.

Survey Data

The staff indicates that we need to focus on English Language Arts (Reading and Writing), Math, student attendance, target students' social emotional health, improve early intervention and increase effective teaching strategies.

Special Programs

Our School-wide Title I program consists of parent involvement activities, Communities in Schools-ACE after-school program, after-school tutorials, Parent-Teacher Conference Day, Drug Awareness, Fire Prevention, Health and Wellness.

Table of Contents

- Comprehensive Needs Assessment 4
- Demographics 4
- Student Learning 5
- School Processes & Programs 7
- Perceptions 8

Comprehensive Needs Assessment

Revised/Approved: June 4, 2025

Demographics

Demographics Summary

Normandy Crossing Elementary is one of fifteen elementary campuses in the Galena Park Independent School District. Normandy Crossing Elementary opened its doors in 2003 and served predominantly economically disadvantaged families. Normandy Crossing Elementary serves about 657 students in grades pre-kindergarten to grade five. Normandy Crossing Elementary has Pk-1st grade self-contained classrooms, and 2nd-5th grade team teach/departmentalized classrooms. Normandy Crossing hosts Structured Life Skills and BEST 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-American, 7.3% White, 1% American Indian, 48.8% Hispanic, 14.6% male, and 85.4% female, with an average of 7.0 years of experience. The overall mobility rate for the campus is approximately 18%. Students' average daily attendance rate was about 92% during the 2023-2024 school year. Normandy Crossing Elementary has two assistant principals and a counselor to provide discipline and social and emotional student support.

Demographics Strengths

- Extracurricular Activities/Programs (ACE After School Program, Boys Club, Soccer Club, Leading Ladies Club, Honor Choir, Robotics, UIL Academic Meet)
- Community Involvement (Family Academic Night, PTA)
- Free Breakfast and Lunch for all students
- Consistently provide Small-Group Interventions

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance rates in grades Pre-Kindergarten through 5th at NCE were below the 96.5% campus goal during the 2024-2025 school year.

Root Cause: Historically, every 3rd 6 weeks student absences are the highest due to illnesses, breaks, and student home life.

Problem Statement 2: At-Risk NCE students are identified in the EB category and have low scores and require differentiated instruction, vocabulary building and an increase in background knowledge.

Root Cause: NCE has 74% At-Risk students and 90% have been identified as economically disadvantaged.

Student Learning

Student Learning Summary

Normandy Crossing Elementary provides a variety of learning opportunities for students through targeted Tier 1 instruction, small group interventions, and enrichment activities. Preliminary 2024-2025 STAAR results were released May 30, 2024.

2024-2025 preliminary STAAR scores are listed below and historical STAAR Data is below:

3rd STAAR	2025			2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters
RLA	64%	36%	10%	64%	32%	10%
Math	59%	31%	6.25%	71%	29%	7%

4th STAAR	2025			2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters
RLA	74%	40%	17%	75%	42%	16%
Math	63%	34%	19%	65%	31%	10%

5th STAAR	2025			2024		
	Approaches	Meets	Masters	Approaches	Meets	Masters
RLA	61.8%	47%	20%	91%	55%	33%
Math	66%	39%	15%	78%	56%	26%
Science	41%	13%	4%	47%	22%	11%

Student Learning Strengths

- Teachers provide guided reading and guided math group interventions daily
- Technology integration through Google Classroom, SeaSaw, Epic, Raz+, Stemscores, and iReady
- Coaching, DDI and planning with content teachers

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There has been a continuing trend of students not reading and struggling to comprehend grade level text by EOY assessments.

Root Cause: Most students do not read for pleasure outside of school to continue their individual progress, begin the school year with gaps in comprehension skills, writing skills and struggle with academic vocabulary.

Problem Statement 2: NCE needs to increase the STAAR performance of Special Education, RTI students, and increase students performance to Meets level.

Root Cause: Many students struggled with understanding and applying grade level skills. Students have also had difficulty reading/writing and understanding word problems, understanding how to solve them, and understanding math academic vocabulary as data indicated in recent years.

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". 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 biweekly in DDI meetings.

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
- DDI Meetings

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: NCE will continue to build teacher capacity in implementing small group instruction to meet students' individual needs.

Root Cause: Teachers lack the knowledge of how and when to differentiated instruction.

Problem Statement 2: Students need intense academic interventions to support their academic development as many gaps are due to mobility and loss of instruction.

Root Cause: Restructuring the intervention framework to meet Tier 2 and Tier 3 student needs consistently.

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. 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 7.6 years. According to the EOY Attendance, NCE student attendance in 2024-205 was 94.5%, which did not meet the district's expectation of 96.5% but did increase from 2023-2024.

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 methods (SchoolStatus, newsletters, email, etc.)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: NCE parent and family engagement is stagnant due to parent's availability.

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: NCE will implement SEL lessons that provide opportunities for socially grouped activities to improve student collaboration, problem-solving skills.

Root Cause: Students need coping skills, effective communication strategies, self-regulation skills, and other character-building skills to become good citizens in our community and opportunities to develop positive peer interaction.