

Galena Park Independent School District

Shirley J Williamson Elementary

2025-2026 Comprehensive Needs Assessment



Board Approval Date: August 11, 2025

Mission Statement

It is our aim to ensure that each student will have an opportunity to become a productive asset to our society. We further seek to provide an environment of high expectations, quality instruction, academic achievement, and enjoyment for learning.

Vision

The vision at Williamson Elementary School is to provide a safe, orderly environment, which is conducive to learning, and to provide an integrated, diverse, quality education to all students enabling them to become productive, competitive citizens globally.

Value Statement

Dr. Shirley J. Williamson (SJW) is one of the 15 elementary campuses in Galena Park Independent School District. Williamson Elementary serves approximately 621 students in grades ECSE/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 six principals: Mrs. Terri Moore (2005-2011), Mrs. Stephanie Perry (2011-2014), Mrs. Paula Patterson (2014-2017), Dr. Jonathan Sutton (2017-2022), Mr. Lemond Mitchell (2022-2024) and Mrs. Kimberly Wells beginning school year 2024-2025. Williamson Elementary serves many special populations of students from Pre-Kindergarten through fifth grade, specifically ECSE 3&4 year olds, Life Skills, PASS., Resource, and Emergent Bilinguals. Our attendance average for the 2024-25 school year was 94.95% (a 0.16 decline from the previous school year). We have 52 teachers, 84% of which are minority. Our mobility rate is 22%.

The Williamson Creed

We are **W**inners!
We are **I**n charge of our future!
We are **L**ifelong learners!
We will **L**ead by example!
We will **I**nspire those around us
We are **A** community of productive citizens!
We are **M**aking a difference!
We are **S**triving for excellence!
We are **O**n task!
We will **N**ever give up!
We are the **W**illiamson **L**ions!

The campus is organized into grade-level teams consisting of 3-5 teachers per team. Second through fifth grade teachers have a team-teaching schedule giving students reading and math instruction daily. Williamson Elementary houses multiple special education programs, including Lifeskills, ECSE, Resource and the B.E.S.T. program for students on the autism spectrum or identified with an emotional disability. All students can experience science lab activities, physical education, music, library, and art.

According to the 2024-2025 PEIMS Report:

The student population at Williamson Elementary is:

Race	Total Students	Percentage
African American	263	42%
Hispanic	317	51%
White	5	0.81%
American Indian	0	0%
Asian	19	3.0%
Pacific Islander	1	0.16%
Two or More Races	16	2.5%

Williamson Elementary serves:

Population	Total Students	Percentage
Emergent Bilingual/Bilingual/ESL	142	22.8%
Gifted and Talented	47	7.5%
At-Risk	297	47%
Economically Disadvantaged	387	62%
Special Education	126	20%

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Comprehensive Needs Assessment

Revised/Approved: June 12, 2025

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

- 2019-2020 attendance 98.6% above district and state percentages for attendance 98.4 and 98.3 respectively.
- Non-Educationally disadvantaged 24.4%, below the state average of 39.4%
- Veteran teachers (11-20 years) 38.9%, above district average of 28.9 and state average of 29.3%
- Non-degreed teachers 0%, lower than the district average of 1.2% and the state average of 1.4%
- ESL Teacher 16.3% higher than the state average of 6.4%
- 1st-grade class sizes average 17.2 students while the district is 18.2 and state averages are 18.0 per class
- Strength: SJW has a high percentage of certified teachers. Teachers are enthusiastic and support students by showing up every day.

Problem Statements Identifying Demographics Needs

Problem Statement 1: SJW has a high mobility rate.

Root Cause: Many of the students live in apartments and move frequently.

Problem Statement 2: SJW has an increase in the number of students being identified as at risk.

Root Cause: Increase in the number of students with immigrant status and those who are McKinney Vento identified.

Problem Statement 3: SJW students performed below the state average on specified STAAR tests.

Root Cause: Decreased attendance rates with teachers and students.

Demographics

Demographics Summary

Dr. Shirley J. Williamson (SJW) is one of the 15 elementary campuses in Galena Park Independent School District. Williamson Elementary serves approximately 621 students in grades ECSE/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 six principals: Mrs. Terri Moore (2005-2011), Mrs. Stephanie Perry (2011-2014), Mrs. Paula Patterson (2014-2017), Dr. Jonathan Sutton (2017-2022), Mr. Lemond Mitchell (2022-2024) and Mrs. Kimberly Wells beginning school year 2024-2025. Williamson Elementary serves many special populations of students from Pre-Kindergarten through fifth grade, specifically ECSE 3&4 year olds, Life Skills, PASS., Resource, and Emergent Bilinguals. Our attendance average for the 2024-25 school year was 94.95% (a 0.16 decline from the previous school year). We have 52 teachers, 84% of which are minority. Our mobility rate is 22%.

Demographics			
African American	42%	2 or more Races	2.5%
Hispanic	51%	Economically Disadvantaged	62%
White	0.81%	Emergent Bilingual	22.8%
American Indian	0.0%	At-Risk	47%
Asian	3%	Special Education	20%
Pacific Islander	0.16%	Total Mobility Rate	22%

Demographics Strengths

The strengths of Williamson Elementary are as follows:

- BIL/ESL Teachers 7.3% higher than the state average of 6%
- Minority staff is 84.0% above the state average of 53.2%, creating diverse teachers for diverse learners
- Students feel safe in our school
- PTA membership and meeting attendance has improved.
- Improvements providing more opportunities for parents to feel welcomed to visit the campus
- Multiple forms as translated communication (flyers, Newsletters, Call-outs, Facebook, Blackboard and School Status)

Problem Statements Identifying Demographics Needs

Problem Statement 1: SJW parent and family engagement is slowly increasing.

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 has a high mobility rate.

Root Cause: Many of the students live in apartments and move frequently.

Problem Statement 3: SJW has an increase in the number of students being identified as at risk.

Root Cause: Increase in the number of students with immigrant status and those who are McKinney Vento identified.

Problem Statement 4: Many Emergent Bilingual students are not demonstrating significant growth of at least one proficiency level in English each year.

Root Cause: Students in the lower grades require more exposure to the English language in reading and language arts.

Problem Statement 5: SJW students performed below the state average on specified STAAR tests.

Root Cause: Decreased attendance rates with teachers and students.

Student Learning

Student Learning Summary

2022-23 3rd Grade			
Rating: Pending	Approaches	Meets	Masters
ELA	77%	60%	29%
Math	78%	56%	27%
Science	N/A	N/A	N/A

2022-23 4th Grade			
Rating: Pending	Approaches	Meets	Masters
ELA	72%	42%	14%
Math	73%	38%	8%
Science	N/A	N/A	N/A

2022-23 5th Grade			
Rating: Pending	Approaches	Meets	Masters
ELA	74%	54%	19%

2022-23 5th Grade			
Math	66%	43%	13%
Science	44%	12%	3%

2023-2024 3rd Grade			
Rating: Pending	Approaches	Meets	Masters
ELA	74%	44%	18%
Math	76%	40%	10%
Science	N/A	N/A	N/A

2023-2024 4th Grade			
Rating: Pending	Approaches	Meets	Masters
ELA	77%	52%	19%
Math	67%	38%	18%
Science	N/A	N/A	N/A

2023-2024 5th Grade			
Rating: Pending	Approaches	Meets	Masters

2023-2024 5th Grade			
ELA	74%	54%	19%
Math	66%	43%	13%
Science	22%	6%	1%

2024-2025 (Preliminary) 3rd Grade			
Rating: Pending	Approaches	Meets	Masters
ELA	79%	52%	23%
Math	77%	39%	10%
Science	N/A	N/A	N/A

2024-2025 (Preliminary) 4th Grade			
Rating: Pending	Approaches	Meets	Masters
ELA	78%	48%	18%
Math	56%	32%	10%
Science	N/A	N/A	N/A

2024-2025 (Preliminary) 5th Grade			
Rating: Pending	Approaches	Meets	Masters
ELA	76%	55%	20%
Math	64%	35%	14%
Science	51%	17%	2%

Student Learning Strengths

- 3rd grade improvements: **Reading**- Approaches +5%, Meets +8%, Masters +5% **Math**- Approaches +1%, Masters remained the same
- 4th grade improvements: **Reading**- Approaches +1%, Meets 4%
- 5th grade improvements: **Reading**- Approaches +2%, Meets +2%, Masters +1% **Math**- Masters +1%
- Reading has a trend of improvement over the past 5 years
- Academic Coaching
- DDI is done with fidelity
- Data-driven decisions are being made campus-wide
- Tutorials

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 will continue to build teacher capacity in implementing small group instruction to meet students' individual needs.

Root Cause: Teachers lack the understanding and or stamina for how and when to differentiated instruction with fidelity.

Problem Statement 3: SJW has an increase in the number of students being identified as at risk.

Root Cause: Increase in the number of students with immigrant status and those who are McKinney Vento identified.

Problem Statement 4: Many Emergent Bilingual students are not demonstrating significant growth of at least one proficiency level in English each year.

Root Cause: Students in the lower grades require more exposure to the English language in reading and language arts.

Problem Statement 5: SJW parent and family engagement is slowly increasing.

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.

School Processes & Programs

School Processes & Programs Summary

All teachers and paraprofessionals at Dr. Shirley J. Williamson Elementary are motivated, passionate professionals who care about students. All new teachers are assigned to a Campus New Teacher Mentor as well as a grade-level mentor for support, guidance, and instruction. Classroom schedules are created to maximize instructional time according to each grade level and their needs, as this time is vital to all students' academic success. Campus goals are aligned with district goals for continuity. Our campus PLSs (content planning teams) work together to ensure continuity between grade levels. Administrators meet weekly with the instructional leadership team and monthly with grade-level teams. We provide campus staff development, content lesson planning, reviewing classroom data, and modeling lessons in DDI meetings. Student achievement data is used for professional development, breaking down the TEKS, and determining campus needs. The Foundations Committee works/plans to ensure campus safety and efficiency. The CPAC (Campus Planning Advisory Committee) focuses on overall campus planning and growth.

SJW's CPAC (Campus Planning Advisory Committee) approves 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 assessment domains with the assistance of campus instructional coaches and district specialists. District and campus-made assessments, released tests from the state, I-ready, running records, Circle assessments, and BAS, iReady and M-Class 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 MTSS committee. Students who struggle with content are provided with reteaching opportunities during small group interventions and tutorials. Dr. Shirley J. Williamson Elementary has two computer labs available for student/class use. Each lab utilizes a rotating schedule. All classes, PK-5th grade, have access to iPads or Chromebooks to use during lessons and centers. All students have access to one-to-one Chromebooks for 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

- Uninterrupted instructional time
- Data room keeps student achievement at the forefront
- Increased small group instruction and differentiation
- After school tutorials (beginning in the fall semester)
- Parent are kept up to date and invited to be a part of more activities/volunteer opportunities
- Opportunities for professional development district-wide
- Campus professional development on PD days and at Staff meetings
- DDI meetings focused on specific instructional needs/weaknesses
- After school UIL, STEM club and Robotics club

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: SJW parent and family engagement is slowly increasing.

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 and or stamina for how and when to differentiated instruction with fidelity.

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Problem Statement 4: Many Emergent Bilingual students are not demonstrating significant growth of at least one proficiency level in English each year.

Root Cause: Students in the lower grades require more exposure to the English language in reading and language arts.

Problem Statement 5: There is an expressed concern about a lack of mutual respect and professionalism in peer interactions, among staff.

Root Cause: Clear expectations for staff communication and problem solving skills must be set as well as equitable accountability.

Perceptions

Perceptions Summary

Based on surveys, students describe Shirley J. Williamson Elementary School as a safe and friendly school, and parents trust our teachers and feel welcomed. At SJW, teachers and administrators communicate with parents via the campus website, Facebook, school newsletters, teacher newsletters, calendar of events, the marquee, face-to-face meetings, blackboard, and the call-out system. Parents and community members participate in SJW's CPAC committee by actively providing input toward campus planning and improvement goals. The Leadership Team supports the campus by providing instructional resources and support, learning experiences for future leaders, and mentors. This group also assists in providing staff development, lesson planning with teams, and modeling lessons as needed. The average years of experience for SJW teachers is 12 years. The average student attendance in 2024-25 was 95%, which did not meet the district's expectation. This will be a targeted area for improvement. SJW thrives to seek to provide 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 90% of parents surveyed
- 90% of parents responded to receiving information that is in a format that is clear and understandable
- 83% of parents have had a conference with their child's teacher this school year (11% more than previous year)
- A majority of the parents are aware of the campus involvement policy (81%)
- Over 95% of parents feel very welcomed at our school
- Teachers agree that there are high expectations in place for students
- Teachers believe the administration has high expectations of them
- The campus encourages parents to attend campus-sponsored events and activities.

Problem Statements Identifying Perceptions Needs

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