Galena Park Independent School District

Galena Park Elementary School

2024-2025 Campus Improvement Plan

Board Approval Date: August 12, 2024

Mission Statement

Galena Park Elementary fosters a community of life-long learners by providing an environment that builds self-worth, integrity, and respect for diversity while striving for academic and social excellence.

Vision

Galena Park Elementary puts students first and empowers them to embrace learning, achieve their personal best, and build their emotional, social, and physical well-being.

Campus Profile

History

Galena Park Elementary is an established school and has been serving the community of Galena Park for 86 years. In that time, there have been nine principals on this campus. Irene Benzor currently serves as Principal. A new school building opened for the 2018-2019 school year. The new building will be in its 7th year of existence for the 2024-2025 school year.

Enrollment and Student Attendance

Enrollment for the 2023-2024 school year reached 604 students. The average daily attendance for students in the 2023-2024 school year finished at 95.62%.

School Profile

Galena Park Elementary's student population consists of 92% Hispanic, 4% African American, and 3% Anglo-American students. Economically disadvantaged students make up 88% of the student population. The school also serves a population of 52% EB students.

Where We Are

Galena Park Elementary is currently serving 604 students in grades Pre-K through 5th Grade. The students are approximately 92% Hispanic and 88% economically disadvantaged. On state assessments, the school is performing above the state average. Student discipline has remained consistent for the last five years. Teacher retention has remained at about 90%. Student attendance had been consistent at approximately 97% pre-COVID but has decreased in the last few years since the pandemic. We ended the 2023-2024 school year with 95.62% in attendance.

Where We're Going

Galena Park Elementary will focus on continuing to adjust to the changing testing standards, as well as continuing to develop the STEM Academy in the 2024-2025 school year for K-5 students. Galena Park Elementary will continue to implement the One-Way Dual Language program for all EB students in grades K-5.

Survey Data

We had a total of 24 staff members complete the Needs Assessment Survey. The staff feels more focus needs to be placed on blended learning, problem solving, and critical thinking skills next year. Career and College Readiness and Gifted and Talented were listed as the top priorities for staff development training along with ways to increase student engagement in the classroom. Social-Emotional Learning was addressed as well in order to help students improve their socialization skills.

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Comprehensive Needs Assessment

Revised/Approved: May 13, 2024

Demographics

Demographics Summary

Galena Park Elementary is one of fifteen elementary campuses in Galena Park ISD. The original Galena Park Elementary was established in 1937 and a new building was opened in 2018. We are located just north of the Washburn Tunnel in the City of Galena Park. GPE serves students in PK-5th grade. Our student body at the end of the 2023-2024 school year was 604 students, comprised of 92% Hispanic, 4% African American, and 3% White. The campus is 88% economically disadvantaged and has 52%, emergent bilingual learners. Galena Park Elementary began its inaugural STEM Academy school year in 2023-2024, adding approximately 30 additional students throughout K-5 grades.

The staff of Galena Park Elementary is comprised of the following: All of our teachers are highly qualified with 4-year degrees and teaching certifications.

GPE Staff Demographics	
Hispanic	73%
White	24%
African-American	2%

All of our teachers are highly qualified with 4-year degrees and teaching certifications.

The staff consists of a mix of veteran teachers with 34% having 11+ years of experience and 66% of younger teachers having an average of 7.5 years of experience. We also 8 have instructional aides that support PK-5th grade and special programs. Our students have the opportunity to attend Physical Education (twice a week) and Music once a week. With the STEM Academy, students also attend each of the following once a week for 55 minutes each day: STEM Careers, STEM Lab, Computer Science, Makerspace, and Art.

GPE provides a supportive and caring environment for all learners. Given our community's high percentage of EB's and economically disadvantaged students, we need to ensure that all of our teachers are trained in sheltered-instruction techniques and research-based strategies for accelerated instruction. Additionally, our Early Childhood teachers need to receive extensive EC training to lessen the gap between our incoming students and those from more affluent neighborhoods. Our students also have to be provided with more experiences outside the classroom due to their higher propensity for possible limited background knowledge.

Demographics Strengths

Strengths

- Great Dual Language Program student results
- STEM Opportunities
- Extracurricular opportunities (Soccer, Art Club, Honor Choir, Boys/Girls Club, STEM/Robotics)
- Teacher planning and Data Analysis (DDI)
- Staff development opportunities
- Access to technology
- Supportive Parents

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Overall attendance percentage has decreased each year for the last three years and has been below the district's attendance percentage of 96.5%. **Root Cause:** According to the 2023-2024 school year, students in PK-2nd grade have the lowest attendance rates at GPE due to becoming ill more frequently, lack of motivation to learn, and parents not understanding how absenteeism affects their child's learning.

Problem Statement 2 (Prioritized): Most At-Risk GPE students are identified in the EB category and require differentiated instruction, vocabulary building, and an increase in background knowledge. **Root Cause:** GPE has 71.43% At-Risk students with 48.01% identified as EB and 86.05% have been identified as economically disadvantaged.

Student Learning

Student Learning Summary

Based on Preliminary 2023-2024 results, GPE students performed the following on STAAR exams:

GPE STAAR Data (Reading/Language Arts)

Preliminary Spring 2024	**3rd**	**4th**	**5th**
Approaches or Above	76%	82%	80%
Historical Overall Data (3rd-5th)	2023	2022	2021
Approaches	80%	80%	66%
Meets	46%	52%	36%
Masters	22%	27%	18%

GPE STAAR Data (Math)

Preliminary Spring 2024	**3rd**	**4th**	**5th**
Approaches or Above	66%	76%	94%
Historical Overall Data (3rd-5th)	2023	2022	2021
Approaches	81%	76%	62%
Meets	46%	42%	30%
Masters	15%	18%	15%

GPE STAAR Data (Science)

Preliminary Spring 2024	**3rd**	**4th**	**5th**
Approaches or Above	N/A	N/A	60%
Historical Overall Data (5th Grade Only)	2023	2022	2021
Approaches	69%	78%	52%
Meets	37%	37%	23%
Masters	10%	20%	10%

Student Learning Strengths

Our dual-language students continue to perform well and better than our mainstream English students. Teachers are strong in data analysis skills (utilizing the data-driven instruction model or DDI) and using data to drive instruction. District assessment scores are consistently in the top half of the district with many top-five finishes on district assessments. Students have many opportunities to participate in extra-curricular learning activities.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): GPE needs to increase the STAAR performance of Special Education students and RTI students. **Root Cause:** Students served in Special Education are a historically low sub population in state assessment due to students not showing growth, supplemental aids not used consistently, analyzing data and progress monitoring needed, and increase teacher expectations.

Problem Statement 2 (Prioritized): 3rd grade math proficiency is lower than reading on assessments. **Root Cause:** Math is based on skills that build from one year to the next. Students need increased exposure to math academic vocabulary through vertical alignment and teachers focusing on end of year math goals so students are prepared for the next year.

Problem Statement 3 (Prioritized): 4th and 5th grade reading and writing proficiency is lower than math on assessments. **Root Cause:** The new state assessments require advanced reading and writing skills to comprehend and provide written responses based on grade level informational and literary texts.

School Processes & Programs

School Processes & Programs Summary

Based on survey data, both parents and staff members feel Galena Park Elementary provides a safe and welcoming environment for students. Galena Park Elementary provides many extracurricular opportunities to students, in addition to providing high-quality instruction. Instructional planning is a priority on campus and teachers have become very adept at teaching the TEKS with depth, while also incorporating Kagan strategies to foster higher levels of student engagement, socialization, and writing. School communication to parents such as flyers, newsletters, call-outs, marquee announcements, etc. are distributed in English and Spanish.

Galena Park Elementary is also successful at maintaining a lower-than-average teacher turnover rate. At GPE, 41% of the staff have between 6-30 years of experience. Additionally, 59% of teachers have less than 6 years of experience. Survey data indicates that teachers feel supported by campus administrators. GPE has focused efforts in the last few years on character building and social-emotional learning with students. As a result, there are few discipline referrals during structured class time.

School Processes & Programs Strengths

Instruction is protected with the master schedule. There are few interruptions, allowing for large blocks of sustained instructional time. Teachers have ample Balanced Literacy resources. We have a strong anti-bully/anti-drug message with all grades. Fundamental 5 is implemented with fidelity on campus. Coaches support teachers with small group instruction consistently. Teachers have become very proficient with technology and applications.

The Boys/Girls Club provides students with great opportunities for social learning. The campus Stem/Robotics program is one of the best in the district. Students also have the opportunity to participate in Art Club and Honor Choir. With the STEM Academy and ACE, students also have the opportunity to participate in even more after-school clubs and activities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): GPE students need more positive social interaction to develop interpersonal skills. **Root Cause:** More students are experiencing traumatic situations or are exposed to social media content outside of school and may not know how to appropriately communicate their feelings or need guidance on appropriate in-person socialization skills.

Problem Statement 2 (Prioritized): Increased severe student behavior or interactions between students during transitional or less structured periods (i.e. dismissal, specials, restroom, cafeteria). **Root Cause:** There is a need to increase seamless supervision among staff members during these times. Students should be supervised at all times.

Perceptions

Perceptions Summary

Based on survey data, GPE is viewed as a very warm and welcoming school by staff, students, and parents. Taking care of students first is the primary focus of GPE staff. The staff operates around a set of shared values that are posted in staff work areas. We pride ourselves on providing students with many opportunities to be involved in after-school activities to develop the social and emotional skills necessary. Providing a high-quality overall elementary education that builds from PK-5 grade is what we are about. Discipline data indicates that these efforts are paying off as the number of infractions is very low. Our campus PBIS team has implemented procedures for safety and efficiency on campus that include expectations for students in common areas (SHINE system). Character education is promoted and students are celebrated for exhibiting positive character traits.

We look forward to continuing our parent volunteer program. GPE hosts many events throughout the year to invite parents to become part of the campus culture such as Pastries with the Principal, PTA meetings, Pump It Up With the Parents, and family nights.

Perceptions Strengths

Parents have indicated on surveys that they perceive GPE to have a great climate for students that focuses on student social/emotional development as well as academics. Parents enjoy the topics covered during parent meetings and have found them to be very beneficial in making them feel more connected to the school.

We have many programs that provide parents and the community with necessary resources such as Backpack Buddies, ACE, etc. Teacher turnover is low and staff has indicated on surveys that they feel they are held to high expectations but are supported by the GPE administration. The majority of staff feels that the school has a shared vision/mission, high levels of teamwork, and high-quality instruction.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): GPE parents may not be familiar with EOY reading expectations for each grade level. **Root Cause:** Parents are unfamiliar with EOY expectations with Reading levels in K-2 and STAAR levels in 3-5 due to barriers that may prevent them from being involved at school, more at home resources needed, or not being able to attend school meetings.

Problem Statement 2 (Prioritized): Teachers identified special education and behavior as a professional development need at GPE. **Root Cause:** More students are being identified as needing special education services and supports for academics and behavior in the general education classrooms.

Priority Problem Statements

Problem Statement 1: 3rd grade math proficiency is lower than reading on assessments.

Root Cause 1: Math is based on skills that build from one year to the next. Students need increased exposure to math academic vocabulary through vertical alignment and teachers focusing on end of year math goals so students are prepared for the next year.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: 4th and 5th grade reading and writing proficiency is lower than math on assessments.

Root Cause 2: The new state assessments require advanced reading and writing skills to comprehend and provide written responses based on grade level informational and literary texts.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: GPE needs to increase the STAAR performance of Special Education students and RTI students.

Root Cause 3: Students served in Special Education are a historically low sub population in state assessment due to students not showing growth, supplemental aids not used consistently, analyzing data and progress monitoring needed, and increase teacher expectations.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: GPE students need more positive social interaction to develop interpersonal skills.

Root Cause 4: More students are experiencing traumatic situations or are exposed to social media content outside of school and may not know how to appropriately communicate their feelings or need guidance on appropriate in-person socialization skills.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: GPE parents may not be familiar with EOY reading expectations for each grade level.

Root Cause 5: Parents are unfamiliar with EOY expectations with Reading levels in K-2 and STAAR levels in 3-5 due to barriers that may prevent them from being involved at school, more at home resources needed, or not being able to attend school meetings.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Most At-Risk GPE students are identified in the EB category and require differentiated instruction, vocabulary building, and an increase in background knowledge.

Root Cause 6: GPE has 71.43% At-Risk students with 48.01% identified as EB and 86.05% have been identified as economically disadvantaged.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Increased severe student behavior or interactions between students during transitional or less structured periods (i.e. dismissal, specials, restroom, cafeteria).

Root Cause 7: There is a need to increase seamless supervision among staff members during these times. Students should be supervised at all times.

Problem Statement 7 Areas: School Processes & Programs

Problem Statement 8: Overall attendance percentage has decreased each year for the last three years and has been below the district's attendance percentage of 96.5%.

Root Cause 8: According to the 2023-2024 school year, students in PK-2nd grade have the lowest attendance rates at GPE due to becoming ill more frequently, lack of motivation to learn, and parents not understanding how absenteeism affects their child's learning.

Problem Statement 8 Areas: Demographics

Problem Statement 9: Teachers identified special education and behavior as a professional development need at GPE.

Root Cause 9: More students are being identified as needing special education services and supports for academics and behavior in the general education classrooms.

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Communications data
- Study of best practices

Goals

Revised/Approved: September 20, 2024

Goal 1: Galena Park Elementary will provide mental, physical, and emotional safety and health for all students and staff.

Performance Objective 1: Teach safety practices and protocols to 100% of students and staff

Evaluation Data Sources: Completion of staff safety training at the beginning of the year, in addition to student announcements and reminders will be utilized.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: Update crisis emergency response plans, train staff during August Staff Development, and conduct practice drills (Evacuation-Fire drills, Lockdown, Shelter-in-Place, Severe Weather, Reverse Evacuation, and Secure) **Strategy's Expected Result/Impact:** Staff follows all crisis and emergency response procedures to maintain a safe and secure campus. **Staff Responsible for Monitoring:** Crisis Emergency Team Principal Assistant Principal **Problem Statements:** School Processes & Programs 1, 2	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

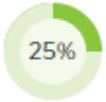
Performance Objective 1 Problem Statements:

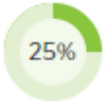
School Processes & Programs
Problem Statement 1: GPE students need more positive social interaction to develop interpersonal skills. **Root Cause**: More students are experiencing traumatic situations or are exposed to social media content outside of school and may not know how to appropriately communicate their feelings or need guidance on appropriate in-person socialization skills. **Problem Statement 2**: Increased severe student behavior or interactions between students during transitional or less structured periods (i.e. dismissal, specials, restroom, cafeteria). **Root Cause**: There is a need to increase seamless supervision among staff members during these times. Students should be supervised at all times.

Goal 1: Galena Park Elementary will provide mental, physical, and emotional safety and health for all students and staff.

Performance Objective 2: Provide social and emotional support through various programs to decrease disciplinary infractions.

Evaluation Data Sources: Skyward data reports on disciplinary infractions will be utilized to track progress towards this objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: The Foundations Team will establish and train teachers on school procedures, including CHAMPS, in order to maintain a safe and secure environment on campus. **Strategy's Expected Result/Impact:** Safe and efficient school procedures are followed 100 % of the time as outlined by the GPE Foundations Team. **Staff Responsible for Monitoring:** Foundations Team Assistant Principal Principal **Problem Statements:** School Processes & Programs 1, 2 - Perceptions 2				

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2: The counselor will provide training and lessons for classroom teachers in Character Education and daily announcements about Character Education will be made. **Strategy's Expected Result/Impact:** We will have an effective Character Education program including parent newsletters and student work. **Staff Responsible for Monitoring:** Counselor Teachers **Problem Statements:** School Processes & Programs 1, 2				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: GPE students need more positive social interaction to develop interpersonal skills. **Root Cause**: More students are experiencing traumatic situations or are exposed to social media content outside of school and may not know how to appropriately communicate their feelings or need guidance on appropriate in-person socialization skills.

School Processes & Programs
Problem Statement 2: Increased severe student behavior or interactions between students during transitional or less structured periods (i.e. dismissal, specials, restroom, cafeteria). **Root Cause**: There is a need to increase seamless supervision among staff members during these times. Students should be supervised at all times.
Perceptions
Problem Statement 2: Teachers identified special education and behavior as a professional development need at GPE. **Root Cause**: More students are being identified as needing special education services and supports for academics and behavior in the general education classrooms.

Goal 1: Galena Park Elementary will provide mental, physical, and emotional safety and health for all students and staff.

Performance Objective 3: Maintain a healthy environment so staff and students thrive and are productive

Evaluation Data Sources: Increased attendance percentages (Skyward and Frontline reports) for staff and students will be used as a measure.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: Provide regular communication and recognition for students, parents, and staff (i.e. Teacher and Para of the month, Morale Builders, Student Character Education recognition, etc.). **Strategy's Expected Result/Impact:** There will be an increased awareness of student academic, social, and emotional progress, as well as recognition for parent volunteers and an increase in staff morale. **Staff Responsible for Monitoring:** Principal Assistant Principal Principal's Secretary Teachers Counselor **Problem Statements:** School Processes & Programs 2 - Perceptions 2 **Funding Sources:** Certificates and Morale Boosters - 199 - Local - $300	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2: Students will participate in structured activity through Physical Education class, structured recess, and team sport activities. **Strategy's Expected Result/Impact:** Students will participate in the required 135 minutes of structured physical activity to increase their physical and emotional being by developing their self-confidence, lowering stress, and encouraging a team mindset. **Staff Responsible for Monitoring:** Teachers PE Coach Principal **Title I:** 2.5	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 2: Increased severe student behavior or interactions between students during transitional or less structured periods (i.e. dismissal, specials, restroom, cafeteria). **Root Cause**: There is a need to increase seamless supervision among staff members during these times. Students should be supervised at all times.

Perceptions

Problem Statement 2: Teachers identified special education and behavior as a professional development need at GPE. **Root Cause**: More students are being identified as needing special education services and supports for academics and behavior in the general education classrooms.

Goal 2: Galena Park Elementary will ensure student achievement and post-secondary readiness.

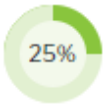
Performance Objective 1: Improve student academic performance on STAAR assessments

Evaluation Data Sources: District Assessments, Unit Tests, Campus Assessments, and STAAR.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: Provide daily Tier 1 instruction, consistent interventions, tutorials with a focus on growth in reading and math. **Strategy's Expected Result/Impact:** Students will show growth from the previous year on end of year assessments in K-5th grades **Staff Responsible for Monitoring:** Principal Assistant Principal CIC's Teachers K-5 DLAC **Title I:** 2.4, 2.5, 2.6 **Problem Statements:** Student Learning 1, 2, 3 - Perceptions 2 **Funding Sources:** Extra Duty Pay-SPED - 199-23 - Special Education - $1,530, Extra Duty Pay-Bilingual - 199 - Bilingual - $5,000, Extra Duty Pay-Comp Ed - 199-24 - SCE - Comp. Ed - $6,180, Extra Duty Pay-General - 199 - Local - $2,850, Extra Duty Pay- General - 211 - Title I, Part A - $8,512	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2: Provide teachers with staff development and instructional materials in order to stay up to date with teaching techniques for diverse learners and continue to implement the Data Driven Instruction model to focus on breaking down the TEKS and assess instructional needs. **Strategy's Expected Result/Impact:** Teachers will implement learned strategies for improved student performance. **Staff Responsible for Monitoring:** Principal Principal's Secretary **Title I:** 2.6 **Problem Statements:** Demographics 2 - Student Learning 1, 2, 3 - Perceptions 2 **Funding Sources:** Professional Development & Subs-Bilingual - 199 - Bilingual - $879, Professional Development & Subs- Title - 211 - Title I, Part A - $2,000, Instructional resources - 211 - Title I, Part A - $700, Instructional resources - 199-23 - Special Education - $2,170, Instructional resources - 199 - Bilingual - $2,911, Instructional Resources - 199-24 - SCE - Comp Ed. - $2,400	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3: Secure additional support in order to work with students in K-5 needed areas to close student learning gaps. **Strategy's Expected Result/Impact:** Students will show improvement in end of year assessments from the previous year. **Staff Responsible for Monitoring:** Principal Principal's Secretary **Title I:** 2.6 **Problem Statements:** Demographics 1, 2 **Funding Sources:** Extra Help Professionals - 211 - Title I, Part A - $5,000				

Strategy 4 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 4: Provide at-home instructional materials for parents to help reinforce learning. **Strategy's Expected Result/Impact:** Students will have a better understanding of TEKS through a home-school connection. **Staff Responsible for Monitoring:** Counselor CICs Principal **Title I:** 4.1 **Problem Statements:** School Processes & Programs 1 - Perceptions 1 **Funding Sources:** Instructional resources - 211 - Title I, Part A - $300				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Overall attendance percentage has decreased each year for the last three years and has been below the district's attendance percentage of 96.5%. **Root Cause**: According to the 2023-2024 school year, students in PK-2nd grade have the lowest attendance rates at GPE due to becoming ill more frequently, lack of motivation to learn, and parents not understanding how absenteeism affects their child's learning.
Problem Statement 2: Most At-Risk GPE students are identified in the EB category and require differentiated instruction, vocabulary building, and an increase in background knowledge. **Root Cause**: GPE has 71.43% At-Risk students with 48.01% identified as EB and 86.05% have been identified as economically disadvantaged.

Student Learning

Problem Statement 1: GPE needs to increase the STAAR performance of Special Education students and RTI students. **Root Cause**: Students served in Special Education are a historically low sub population in state assessment due to students not showing growth, supplemental aids not used consistently, analyzing data and progress monitoring needed, and increase teacher expectations.

Problem Statement 2: 3rd grade math proficiency is lower than reading on assessments. **Root Cause**: Math is based on skills that build from one year to the next. Students need increased exposure to math academic vocabulary through vertical alignment and teachers focusing on end of year math goals so students are prepared for the next year.

Problem Statement 3: 4th and 5th grade reading and writing proficiency is lower than math on assessments. **Root Cause**: The new state assessments require advanced reading and writing skills to comprehend and provide written responses based on grade level informational and literary texts.

School Processes & Programs

Problem Statement 1: GPE students need more positive social interaction to develop interpersonal skills. **Root Cause**: More students are experiencing traumatic situations or are exposed to social media content outside of school and may not know how to appropriately communicate their feelings or need guidance on appropriate in-person socialization skills.

Perceptions

Problem Statement 1: GPE parents may not be familiar with EOY reading expectations for each grade level. **Root Cause**: Parents are unfamiliar with EOY expectations with Reading levels in K-2 and STAAR levels in 3-5 due to barriers that may prevent them from being involved at school, more at home resources needed, or not being able to attend school meetings.

Problem Statement 2: Teachers identified special education and behavior as a professional development need at GPE. **Root Cause**: More students are being identified as needing special education services and supports for academics and behavior in the general education classrooms.

Goal 2: Galena Park Elementary will ensure student achievement and post-secondary readiness.

Performance Objective 2: Increase promotion and graduation rates

Evaluation Data Sources: We will utilize BAS, M-Class, district assessments, unit tests and STAAR to measure this objective.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: Monitor set student EOY targets for PK based upon district board goals (CLI) , K-2 based upon district board goals (reading level and iReady, and 3-5 based on STAAR Goals. Teachers and administrators will provide incentives towards motivating their students to reach their goals. **Strategy's Expected Result/Impact:** Students will show improvement in order to reach the EOY goals set for the grade level. **Staff Responsible for Monitoring:** CIC's Teachers Principal **Title I:** 2.4, 2.6 **Problem Statements:** Demographics 2 - Perceptions 1 **Funding Sources:** Student Incentives - 199 - Local - $500, Student Incentives - 199-23 - Special Education - BEST Behavior - $500	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2: Increase student attendance percentage to 96.5 or higher in grades PK-2nd **Strategy's Expected Result/Impact:** Increased student ADA equates to increased student achievement and promotion **Staff Responsible for Monitoring:** Principals Counselor Teachers **Problem Statements:** Demographics 1	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Overall attendance percentage has decreased each year for the last three years and has been below the district's attendance percentage of 96.5%. **Root Cause**: According to the 2023-2024 school year, students in PK-2nd grade have the lowest attendance rates at GPE due to becoming ill more frequently, lack of motivation to learn, and parents not understanding how absenteeism affects their child's learning.

Problem Statement 2: Most At-Risk GPE students are identified in the EB category and require differentiated instruction, vocabulary building, and an increase in background knowledge. **Root Cause**: GPE has 71.43% At-Risk students with 48.01% identified as EB and 86.05% have been identified as economically disadvantaged.

Perceptions

Problem Statement 1: GPE parents may not be familiar with EOY reading expectations for each grade level. **Root Cause**: Parents are unfamiliar with EOY expectations with Reading levels in K-2 and STAAR levels in 3-5 due to barriers that may prevent them from being involved at school, more at home resources needed, or not being able to attend school meetings.

Goal 3: Galena Park Elementary will provide a wide range of student opportunities.

Performance Objective 1: Promote the increased use of technology through student participation with Blended Learning and STEM.

Evaluation Data Sources: Students will have the opportunity to explore and enhance learning through the use of technology.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: Provide students with opportunities to further develop STEM skills through blended learning and participation in STEM enrichment courses (STEM careers, STEM Lab, Makerspace, Computer Science, and Digital Art). **Strategy's Expected Result/Impact:** Students will have access to various STEM enrichment programs. **Staff Responsible for Monitoring:** STEM Enrichment Teachers Classroom Teachers Principal **Title I:** 2.5 **Problem Statements:** Student Learning 2 - School Processes & Programs 2	25%			

No Progress | Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 2: 3rd grade math proficiency is lower than reading on assessments. **Root Cause**: Math is based on skills that build from one year to the next. Students need increased exposure to math academic vocabulary through vertical alignment and teachers focusing on end of year math goals so students are prepared for the next year.
School Processes & Programs
Problem Statement 2: Increased severe student behavior or interactions between students during transitional or less structured periods (i.e. dismissal, specials, restroom, cafeteria). **Root Cause**: There is a need to increase seamless supervision among staff members during these times. Students should be supervised at all times.

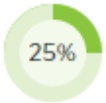
Goal 3: Galena Park Elementary will provide a wide range of student opportunities.

Performance Objective 2: Increase participation in student clubs, enrichment activities and extracurricular opportunities

Evaluation Data Sources: Student participation in after school clubs will be our measure.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: Provide students with the opportunity to excel outside the classroom in district and campus sponsored events including: Spelling Bee, Geography Bee, Poetry and Prose, Rodeo Art, Art Club, Honor Choir, Boys Club, Girls Club, National Elementary Honor Society, STEM/Robotics, Fast on Facts, S3 competition, Academic UIL, and Soccer. **Strategy's Expected Result/Impact:** There will be an increase in student participation in extracurricular activities. **Staff Responsible for Monitoring:** Club Sponsors Competition Coaches Principal **Title I:** 2.5 **Problem Statements:** School Processes & Programs 1, 2	25%			

Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2: Provide students with the opportunity to participate in the after school ACE Program to target academic, behavioral, and social/emotional needs as well as motivation to increase student attendance and parental involvement. **Strategy's Expected Result/Impact:** Students will have a wide range of extracurricular opportunities which include tutorials, fine arts, STEM, and college and career readiness. **Staff Responsible for Monitoring:** ACE Staff Principal Counselor **Title I:** 2.5 **Problem Statements:** Demographics 1, 2 - Student Learning 2 - School Processes & Programs 1	25%			

Strategy 3 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3: Increase participation and performance in high quality fine arts programs in music, art, theatre and dance **Strategy's Expected Result/Impact:** Students will have the opportunity to engage in fine arts activities during and after school. **Staff Responsible for Monitoring:** Music Teacher Art Teacher Principal **Problem Statements:** School Processes & Programs 1				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Overall attendance percentage has decreased each year for the last three years and has been below the district's attendance percentage of 96.5%. **Root Cause**: According to the 2023-2024 school year, students in PK-2nd grade have the lowest attendance rates at GPE due to becoming ill more frequently, lack of motivation to learn, and parents not understanding how absenteeism affects their child's learning.
Problem Statement 2: Most At-Risk GPE students are identified in the EB category and require differentiated instruction, vocabulary building, and an increase in background knowledge. **Root Cause**: GPE has 71.43% At-Risk students with 48.01% identified as EB and 86.05% have been identified as economically disadvantaged.
Student Learning
Problem Statement 2: 3rd grade math proficiency is lower than reading on assessments. **Root Cause**: Math is based on skills that build from one year to the next. Students need increased exposure to math academic vocabulary through vertical alignment and teachers focusing on end of year math goals so students are prepared for the next year.
School Processes & Programs
Problem Statement 1: GPE students need more positive social interaction to develop interpersonal skills. **Root Cause**: More students are experiencing traumatic situations or are exposed to social media content outside of school and may not know how to appropriately communicate their feelings or need guidance on appropriate in-person socialization skills.
Problem Statement 2: Increased severe student behavior or interactions between students during transitional or less structured periods (i.e. dismissal, specials, restroom, cafeteria). **Root Cause**: There is a need to increase seamless supervision among staff members during these times. Students should be supervised at all times.

Goal 4: Galena Park Elementary will employ high quality staff members.

Performance Objective 1: Increase employee retention by 1% by recruiting, developing and supporting highly qualified staff

Evaluation Data Sources: Retention of highly qualified staff will be our measure.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: Build employee instructional capacity through coaching, professional development, and collaboration sessions. Provide new teacher and second year teachers support through our campus lead mentor and teacher mentors. **Strategy's Expected Result/Impact:** Instructional coaches will be in compliance with coaching documentation. Professional development evidence will be included in EOY summative evaluation. **Staff Responsible for Monitoring:** CIC's Campus Lead Mentors Teacher Mentors Principal Assistant Principal **Problem Statements:** Perceptions 2	25%			

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 2: Teachers identified special education and behavior as a professional development need at GPE. **Root Cause**: More students are being identified as needing special education services and supports for academics and behavior in the general education classrooms.

Goal 4: Galena Park Elementary will employ high quality staff members.

Performance Objective 2: Provide enhanced leadership development for staff

Evaluation Data Sources: Staff members will assume leadership roles and duties

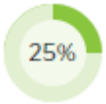
Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: Provide opportunities for teachers to take on leadership, club sponsor duties, or encourage participation in AAA (Aspiring Administrator Academy) or ACA (Aspiring Counselors' Academy). **Strategy's Expected Result/Impact:** Staff members engaging in leadership, club, AAA, or ACA responsibilities **Staff Responsible for Monitoring:** Principal Assistant Principal	25%			

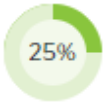
0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 5: Galena Park Elementary will provide excellent operational and fiscal support and responsibility.

Performance Objective 1: Ensure efficient and effective use of District resources in order to best support students and staff

Evaluation Data Sources: 100% efficiency and accuracy in practices with cash handling.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: Provide money handling training at the BOY to staff that will be handling funds. **Strategy's Expected Result/Impact:** 100% compliance with district procedures and proper budget allocation. **Staff Responsible for Monitoring:** Principal Principal's Secretary				

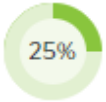
Strategy 2 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2: Principal will meet regularly with the financial clerk to ensure proper budgetary planning, allocation of proper use of all funding, and proper alignment to our CIP occurs. **Strategy's Expected Result/Impact:** Budget expenditures align with campus instructional needs and to ensure no fiscal procedure irregularities occur. **Staff Responsible for Monitoring:** Principal Principal's Secretary				

 No Progress Accomplished Continue/Modify Discontinue

Goal 5: Galena Park Elementary will provide excellent operational and fiscal support and responsibility.

Performance Objective 2: Create a life cycle replacement plan to ensure GPE maintains an excellent facility and equipment

Evaluation Data Sources: Execution of the campus five year replacement plan.

Strategy 1 Details	Reviews			
	Formative			Summative
	Sept	Dec	Feb	May
Strategy 1: Utilize measures such as campus observations, staff input, and the campus replacement plan to keep equipment up to date. **Strategy's Expected Result/Impact:** Proper execution of the campus 5 year replacement plan to ensure equipment is safe and up to district expectations. **Staff Responsible for Monitoring:** Principal Principal's Secretary				

 No Progress Accomplished Continue/Modify Discontinue

Title I

1.1: Comprehensive Needs Assessment

Our CPAC committee met May 13, 2024 to share in the CNA Planning Process.

Based on our CNA, our areas of focus are:

- Improving attendance
- Improving our students academic skills in SPED/RTI Programs
- Increase students background knowledge and academic vocabulary
- Increase focus on reading and writing responses
- Improving student socialization skills & social-emotional learning
- Provide seamless supervision to reduce behavior incidents during transitions

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus leadership team met to discuss the CNA results on April 26, 2024 and presented to CPAC on May 13, 2024 for approval. Based on data pieces and survey information, the committee came up with root causes and problem statements. They analyzed performance objectives for each goal and the strategies that went along with them based on the problem statements and root causes. The 2023-2024 CPAC committee was comprised of the following staff members:

CPAC Role	Representative	Title
Administrator	Irene Benzor	Admin
Business Rep	Anahi Hernandez	Business Rep
Business Rep	Lorinda Pesina	Business Rep
Campus Prof. Staff	Rosa Arrazolo	Counselor
Classroom Teacher	Olga Morris	Interventionist
Classroom Teacher	Janeth Garcia	5th
Classroom Teacher	Marisol Ovalle	5th
Classroom Teacher	Myrna Godina	4th
Classroom Teacher	Bianca Chupp-Duvalian	4th
Classroom Teacher	Denise Murff	3rd
Classroom Teacher	Cynthia Luna	3rd
Classroom Teacher	Jatzury Rodriguez	2nd
Classroom Teacher	Maria Deras	2nd
Classroom Teacher	Kayla Eber	1st
Classroom Teacher	Olivia Robles	1st

Classroom Teacher	Luis Reveles	Kinder
Classroom Teacher	Carolina Obregon	PK
Classroom Teacher	Mollie Aldrich	Special Education
Classroom Teacher	Osvaldo Perla	Special Education
Classroom Teacher	Thomas Brooks	Specials
Campus Paraprofessional	Irene Quintanilla	Secretary
District-Level Professional	Robert Seibert	Admin
Community Member	Veronica Garcia	Community
Community Member	Ida Rocha	Community
Parent	Susann Velez	Parent
Parent	Diana Jelks	Parent

2.2: Regular monitoring and revision

The CIP will be monitored at least quarterly and discussed at every CPAC meeting; 9/20/24, 11/4/24, 2/13/25, and 4/4/25 to review, revise, and monitor the CIP. If there are any edits necessary, the decisions will go through the CPAC for approval. Additionally, a May 12, 2025 meeting will be scheduled to discuss and approve the 2025-2026 CIP.

2.3: Available to parents and community in an understandable format and language

The CIP will be available to parents in the front office (Eng/Span). A link to the main parts of the CIP will also be available on the campus website. The goals of the CIP are also available in English and Spanish.

2.4: Opportunities for all children to meet State standards

As stated in the campus mission and vision statements, students are put first at GPE. Therefore, **all** students will be afforded every opportunity to be successful through daily activities, before, during, & after school intervention and opportunities to engage in extracurricular activities.

2.5: Increased learning time and well-rounded education

GPE will create a master schedule that maximizes every instructional minute and that at least the minimum required minutes for all content areas are allotted for each class while incorporating elements for the STEM Academy. Teachers will ensure all lessons are planned and prepared to maximize instructional time. After school tutorials will be offered to all students in K-5. Students will attend Music and PE as part of the regular enrichment rotation. They will also attend Art, STEM Lab, STEM Careers, Makerspace, and Computer Science as part of the STEM Enrichment to ensure a well-rounded education and develop their other talents. Extra-curricular activities will be available for students including, but not limited to: ACE after school program, boys club, girls club, art club, honor choir, robotics, safety patrol, Elementary Academic Meet, and National Elementary Honor Society.

2.6: Address needs of all students, particularly at-risk

All student progress is monitored closely. Through RTI and At-Risk identification, student progress is checked throughout the year. Aside from district assessments, teachers utilize ongoing formal and informal assessment to check student progress and plan necessary interventions as needed.

3.1: Annually evaluate the schoolwide plan

This year, Galena Park Elementary focused on increasing student achievement in the areas of reading and math. Title funds have been utilized in the following areas:

1. Early Literacy and Math Interventions

2. Update Technology

3. Provide staff development on Special Education needs

We have seen gains in these areas with this focus. GPE was a TEA "A" Rated campus in the 2021-2022 school year and the rating for the 2022-2023 and 2023-204 school years are not available at this time.

4.1: Develop and distribute Parent and Family Engagement Policy

The school/parent compact along with a calendar of the year's events was handed out to parents during report card conferences after the first nine weeks.

Reviewed and Approved by:

Dr. Irene Benzor, Principal

Rosa Arrazolo, Counselor

Lidia Zavala, Parent

Maria Carmona, Parent

Yesenia Lopez Plaza, Parent

San Juana Martinez, Parent

Beatriz Garza, Parent

Maria C. Alfaro, Parent

Mayra Rodriguez, Parent

The Parent and Family Engagement Policy was reviewed and approved at the parent meeting on April 4, 2024.

The policy and the compact will be distributed to parents during report card conferences in October. The policy can be found in the front office and on the GPE campus website in both **English and Spanish.**

4.2: Offer flexible number of parent involvement meetings

GPE offers several opportunities for parental involvement meetings throughout the year. Aside from GPE sponsored events, our campus PTA also hosts meetings in addition to our ACE program. The first semester includes: Meet the Teacher, Report Card Conferences, Red Ribbon Week, Fathers Bring Your Kids to School Day, Grandparents Breakfast, and parent volunteer opportunities. In the spring there are report card conferences, Muffins with Moms, Pump It Up With Parents and other parent volunteer opportunities.

GPE hosts quarterly Pastries with the Principal meetings. This is a parent meeting on a designated topic where parents are invited to attend. Occasionally, there is a guest speaker to provide information and resources to parents.

Parent involvement meetings will be offered throughout the year and include the following:

- Fall Family STEM Night: Oct. 29 (5:00-6:00)
- PTA Meetings: Oct. 17 (5:00 pm); Dec. 12 (5:00 pm); Feb. 27 (5:00 pm); May 8 (5:00 pm) (October Meeting Topic: Title I)
- Pastries with the Principal (September 5, November 7, January 16, May 1 9:00 am) (September Meeting Topic: Title I)
- Grandparents' Breakfast; September 6, 2024
- National Fathers Bring Your Kids to School Day (September 19, 2024)
- Thanksgiving Luncheon (November 2024)
- Spring Family STEM Night (February 2025)
- Muffins with Mom (May 9, 2025)

5.1: Determine which students will be served by following local policy

N/A; Not a targeted assistance school.

Campus Funding Summary

199-23 - Special Education					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Extra Duty Pay-SPED		$1,530.00
2	1	2	Instructional resources		$2,170.00
2	2	1	Student Incentives	BEST Behavior	$500.00
				Sub-Total	$4,200.00
				Budgeted Fund Source Amount	$4,200.00
				+/- Difference	$0.00

199-24 - SCE					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Extra Duty Pay-Comp Ed	Comp. Ed	$6,180.00
2	1	2	Instructional Resources	Comp Ed.	$2,400.00
				Sub-Total	$8,580.00
				Budgeted Fund Source Amount	$8,580.00
				+/- Difference	$0.00

199 - Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Extra Duty Pay-Bilingual		$5,000.00
2	1	2	Instructional resources		$2,911.00
2	1	2	Professional Development & Subs-Bilingual		$879.00
				Sub-Total	$8,790.00
				Budgeted Fund Source Amount	$8,790.00
				+/- Difference	$0.00

199 - Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	1	Certificates and Morale Boosters		$300.00
2	1	1	Extra Duty Pay-General		$2,850.00
2	2	1	Student Incentives		$500.00

199 - Local					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$3,650.00
				Budgeted Fund Source Amount	$3,650.00
				+/- Difference	$0.00

211 - Title I, Part A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
2	1	1	Extra Duty Pay- General		$8,512.00
2	1	2	Instructional resources		$700.00
2	1	2	Professional Development & Subs- Title		$2,000.00
2	1	3	Extra Help Professionals		$5,000.00
2	1	4	Instructional resources		$300.00
				Sub-Total	$16,512.00
				Budgeted Fund Source Amount	$16,512.00
				+/- Difference	$0.00
				Grand Total Budgeted	$41,732.00
				Grand Total Spent	$41,732.00
				+/- Difference	$0.00