

Galena Park Independent School District
Galena Park Elementary School
2022-2023 Comprehensive Needs Assessment



Board Approval Date: August 8, 2022

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 85 years. In that time, there have been eight principals at this campus. Jaime Rocha currently serves as Principal. A new school building opened for the 2018-2019 school year. The new building will be in its 5th year of existence for the 2022-2023 school year.

Enrollment and Student Attendance

Enrollment for the 2021-2022 school year reached 575 students. The average daily attendance for students in the 2021-2022 school year decreased due to COVID-19 and finished at 94.93%.

School Profile

Galena Park Elementary's student population consists of 91% Hispanic, 4% African American, and 5% Anglo American students. Economically disadvantaged students make up 89% of the student population. The school also serves a population of 54% ELL students.

Where We Are

Galena Park Elementary is currently serving 575 students in grades Pre-K through 5th Grade. The students are approximately 91% Hispanic and 89% economically disadvantaged. On state assessments, the school is performing close to the state average. Student discipline has remained consistent for the last five years. Teacher retention has remained at about 90%. Student attendance has been consistent at approximately 97% pre-COVID but has decreased in the last two years with the pandemic.

Where We're Going

Galena Park Elementary will focus on continuing to adjust to the changing testing standards, as well as delivering an all-new curriculum as presented. Galena Park Elementary will continue to implement the One-Way Dual Language program for all ELL students, which are now in grades K-5.

Survey Data

We had a total of 22 staff members complete the Needs Assessment Survey. There were several areas that the staff feels more focus needs to be placed on blended learning 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 in addition to a need to increase student self-esteem.

Based on the preliminary STAAR scores received for 2021-2022, our students performed as such:

STAAR Reading 2022

Approaches: 80% (2021= 66%, 2019= 74%)

Meets: 51% (2021= 36%, 2019= 35%)

Masters: 26% (2021= 18%, 2019= 15%)

STAAR Math 2022

Approaches: 75% (2021= 62%, 2019= 81%)

Meets: 41% (2021= 30%, 2019= 50%)

Masters: 18% (2021= 15%, 2019= 28%)

STAAR Science 2022

Approaches: 81% (2021= 52%, 2019= 80%)

Meets: 37% (2021= 23%, 2019= 51%)

Masters: 19% (2021= 10%, 2019= 22%)

Our Attendance rate for the year was 94.93%

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Comprehensive Needs Assessment

Revised/Approved: May 19, 2022

Demographics

Demographics Summary

Galena Park Elementary is one of 15 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 is approximately 575 students, comprised of 91% Hispanic, 4% African American, and 5% White. The campus is 89% economically disadvantaged and has 50% emergent bilingual learners.

The staff of Galena Park Elementary is 49% Hispanic, 46% White, 3% African American and 2% Other. All of our teachers are highly qualified with 4-year degrees and teaching certifications. The staff consists of a mix of veteran teachers (49% having 11-20 years) with average years of experience is 18 years, and newer teachers (43% having less than 6 years of experience). We also 14 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, Art, or Library once a week.

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 student results
- Great attendance
- Extracurricular opportunities (Soccer, Art Club, Honor Choir, Boys/Girls Club, STEM/Robotics)
- Teacher planning
- Staff development opportunities
- Access to technology
- Supportive Parents

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students require differentiated instruction, vocabulary building, and an increase in background knowledge. **Root Cause:** GPE has a high ELL and economically disadvantaged population.

Problem Statement 2: There is a need for early identification and intervention of students needing additional support to close learning gaps early with increased state expectations.

Root Cause: Some students do not attend Pre-Kindergarten or Kindergarten.

Problem Statement 3: There is a need for students to develop motor skills and writing proficiency in all subject areas. **Root Cause:** Students must be able to express themselves in a written format in all subjects to show their understanding and prepare for upcoming state assessments.

Student Learning

Student Learning Summary

Based on the preliminary STAAR scores received for 2021-2022, our students performed as such:

STAAR Reading 2022

Approaches: 80% (2021= 66%, 2019= 74%)

Meets: 51% (2021= 36%, 2019= 35%)

Masters: 26% (2021= 18%, 2019= 15%)

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Student Learning Strengths

Student proficiency with technology is a strength on campus. Reading has seemed to recover faster than math after the pandemic year. 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.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Math proficiency is lower than reading post-pandemic. **Root Cause:** Math is based on skills that build from one year to the next. Since students missed time in school, those students who have typically been in the middle of the curve, have slid to the bottom due to the gap in foundational development of the previous grade level that was missed.

Problem Statement 2: GPE students will require immediate interventions at the beginning of the 2022-2023 school year to close learning gaps. **Root Cause:** Staff will need to work to continue closing learning gaps caused by the pandemic.

Problem Statement 3: GPE needs to increase the STAAR performance of Special Education students and RTI students. **Root Cause:** Students served in Special Education and RTI were affected most by the impacts the pandemic on schools.

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. The majority of the staff have between 6-20 years of experience. However, there is also a good mix of teachers with 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.

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. In a normal school year, teachers participate in campus Instructional Rounds with each other. 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, Honor Choir, and Eco-Green (recycling). We're excited to bring back our Safety Patrol and Flag Corps this year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: GPE students need more social interaction to develop interpersonal skills. **Root Cause:** The COVID-19 pandemic and resulting remote learning, left students with fewer opportunities to socialize with their peers.

Problem Statement 2: GPE students and staff will need to be more vigilant in maintaining security procedures with exterior entrances and classroom doors. **Root Cause:** Safety and security of students and staff is a top priority in GPISD.

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. In a normal setting, 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, 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: Some GPE parents are unfamiliar with EOY expectations for each grade level. **Root Cause:** Parents are unfamiliar EOY expectations with Reading levels in K-2 and STAAR levels in 3-5.

Problem Statement 2: GPE must increase parent attendance at after-school events and support at home. **Root Cause:** Feedback for parent events is very positive, however, turnout at after-school campus events and overall help at home is mediocre to low.