

**Galena Park Independent School District**  
**Galena Park Elementary School**  
**2023-2024 Comprehensive Needs Assessment**



**Board Approval Date:** August 1, 2023

# 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 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 6th year of existence for the 2023-2024 school year.

### Enrollment and Student Attendance

Enrollment for the 2022-2023 school year reached 596 students. The average daily attendance for students in the 2022-2023 school year finished at 94.86%.

### School Profile

Galena Park Elementary's student population consists of 92% Hispanic, 4% African American, and 4% Anglo-American students. Economically disadvantaged students make up 89% of the student population. The school also serves a population of 54% EB students.

### Where We Are

Galena Park Elementary is currently serving 596 students in grades Pre-K through 5th Grade. The students are approximately 92% Hispanic and 89% 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 three years since the pandemic.

### Where We're Going

Galena Park Elementary will focus on continuing to adjust to the changing testing standards, as well as beginning a STEM Academy in the 2023-2024 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 23 staff members complete the Needs Assessment Survey. 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 as well in order to help students improve their socialization skills.

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# Comprehensive Needs Assessment

Revised/Approved: June 21, 2023

## 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 at the end of the 2022-2023 school year was 591 students, comprised of 92% Hispanic, 4% African American, and 4% White. The campus is 89% economically disadvantaged and has 50%, emergent bilingual learners. Galena Park Elementary will be a STEM Academy beginning in the 2023-2024 school year, adding approximately 60 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	63%
White	34%
African-American	3%

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

The staff consists of a mix of veteran teachers (40% having 11-20 years) with an average years of experience at 9 years, and newer teachers (39% 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 once a week. With the STEM Academy, students will 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:** 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 2022-2023, our students performed as such:

### GPE STAAR Data (Reading/Language Arts)\*

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Preliminary (Likely to pass (2023)	71%	65%	69%
Historical Overall Data (3 <sup>rd</sup> -5 <sup>th</sup> )			
	2022	2021	2019
Approaches	80%	66%	74%
Meets	51%	36%	35%
Masters	26%	18%	15%

\*No 2020 data due to Covid-19 pandemic

### GPE STAAR Data (Math)\*

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Preliminary (Likely to pass (2023)	47%	65%	66%
Historical Overall Data (3 <sup>rd</sup> -5 <sup>th</sup> )			
	2022	2021	2019
Approaches	75%	62%	81%
Meets	41%	30%	50%
Masters	18%	15%	28%

\*No 2020 data due to Covid-19 pandemic

### GPE STAAR Data (Science)\*

	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
Preliminary (Likely to pass (2023)	N/A	N/A	51%
Historical Overall Data (5 <sup>th</sup> Grade Only)			
	2022	2021	2019
Approaches	81%	52%	80%
Meets	37%	23%	51%
Masters	19%	10%	22%

\*No 2020 data due to Covid-19 pandemic

## 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:** Math proficiency is lower than reading post-pandemic. **Root Cause:** Math is based on skills that build from one year to the next. Students need more exposure to real world problem solving situations. Math fact fluency is also an area of need.

**Problem Statement 2:** Certain GPE 1st and 2nd grade students are coming into the 2023-2024 school year with large learning gaps. **Root Cause:** Students did not progress as well due to higher than normal teacher turnover in the lower grades.

**Problem Statement 3:** 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.



# 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. 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 beginning of the STEM Academy, students will have the opportunity to participate in even more after-school clubs and activities.

## 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.

**Problem Statement 3:** GPE must work to increase student attendance percentages from the previous year for each six weeks. **Root Cause:** Student attendance has dropped in the last two years and has not recovered to pre-pandemic levels.

# 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:** 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.