

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



Board Approval Date: August 11, 2025

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.

Value Statement

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 that 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: June 9, 2025

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 2024-2025 school year was 584 students, comprised of 95% Hispanic, 3% African American, and 1% White. The campus is 86% economically disadvantaged and has 47% 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 have 9 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, 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: Galena Park Elementary's overall attendance percentage has been below the district's attendance percentage of 96.5%. Low student attendance directly impacts students' academic achievement.

Root Cause: According to the last two school years data, GPE students are frequently ill, lack of motivation to learn, and some parents may not fully understand how absenteeism affects their child's learning. Additionally, the highest sub-population group with Chronic Absenteeism (10 or more absences) are students who receive special education services at 20.5% where the campus average is 11.2%.

Student Learning

Student Learning Summary

Based on Preliminary 2024-2025 results, GPE students performed the following on STAAR exams:

GPE STAAR Data (Reading/Language Arts)

| Preliminary Spring 2025 | 3 rd | 4 th | 5 th |
|---|-----------------|-----------------|-----------------|
| Approaches or Above | 80% | 79% | 83% |
| | | | |
| Historical Overall Data (3 rd -5 th) | 2024 | 2023 | 2022 |
| Approaches | 81% | 80% | 80% |
| Meets | 56% | 46% | 52% |
| Masters | 25% | 22% | 18% |

GPE STAAR Data (Math)

| Preliminary Spring 2025 | 3 rd | 4 th | 5 th |
|---|-----------------|-----------------|-----------------|
| Approaches or Above | 69% | 72% | 84% |
| | | | |
| Historical Overall Data (3 rd -5 th) | 2024 | 2023 | 2022 |
| Approaches | 81% | 81% | 76% |
| Meets | 53% | 46% | 42% |
| Masters | 18% | 15% | 18% |

GPE STAAR Data (Science)

| Preliminary Spring 2025 | 3 rd | 4 th | 5 th |
|--|-----------------|-----------------|-----------------|
| Approaches or Above | N/A | N/A | 72% |
| | | | |
| Historical Overall Data (5 th Grade Only) | 2024 | 2023 | 2022 |
| Approaches | 61% | 69% | 78% |
| Meets | 24% | 37% | 37% |
| Masters | 6% | 10% | 20% |

Student Learning Strengths

Our dual-language students continue to perform better than most 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 several 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: GPE needs to increase the STAAR performance of Special Education students and students receiving Multi-tiered System of Supports (MTSS-Tier 2 & 3).

Root Cause: Students served in Special Education are a historically low sub population in state assessments due to students not showing growth, supplemental aids not consistently used, lack of intense data analysis and progress monitoring, and low attendance rates.

Problem Statement 2: 3rd and 4th grade math proficiency results are lower than reading assessment results.

Root Cause: Math is based on skills that build from one year to the next. Students need increased exposure to math academic vocabulary and increased opportunities to solve word problems using real-world scenarios.

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: GPE students need more positive social interactions to develop interpersonal skills, online safety techniques, and understanding of other people's perceptions.
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 through extracurricular opportunities.

Problem Statement 2: Increased severe student behavior or interactions between students during transitions or less structured periods (i.e. dismissal, specials, restroom, cafeteria).
Root Cause: Hallway expectations need to be consistently enforced by all teachers. The GREAT committee will need to review high traffic areas during transitions and determine new routes as needed to increase safety. Students should be supervised and redirected as needed.

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 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 GREAT team has implemented procedures for safety and efficiency on campus that include expectations for students in common areas. 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, 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. Additionally, 98% of students surveyed indicated that GPE staff encourage students to do their best and 95% feel GPE staff truly care about all students.

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 feel supported. 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: GPE parents cannot attend morning meetings with the Principal and Counselor.

Root Cause: Parents indicated they have to work during the day and therefore cannot attend morning meetings.

Problem Statement 2: GPE students indicated they do not feel comfortable with other students' behavior and/or language outside of the classroom.

Root Cause: Students lack interpersonal skills during unstructured activities such as restroom, lunch, and recess. Only 63% of students surveyed, indicated that it is easy to make friends at school.