

# **Galena Park Independent School District**

## **Sam Houston Elementary School**

### **2025-2026 Comprehensive Needs Assessment**



**Board Approval Date:** August 11, 2025

# Mission Statement

We at Sam Houston Elementary create a nurturing community that embraces the social-emotional and academic needs of the whole child. With strong relationships as the foundation, we center the infinite potential of every child.

## Vision

We at Sam Houston Elementary aim to develop creative problem solvers, academic scholars, resilient learners, global citizens, and compassionate collaborators who work together to build a better future.

## Value Statement

Sam Houston Elementary is one of 15 campuses in Galena Park Independent School District. The campus opened its doors in 2007 with Ofelia Garza serving as principal. In 2011, Michelle Cavazos was named principal and served the campus for over a decade with commitment and dedication. In 2025, Hilda Nanez was appointed as the new principal and will begin her leadership with a focus on academic excellence, inclusive practices, and building strong relationships with families and the community. Sam Houston Elementary serves students in the Cloverleaf neighborhood and currently enrolls approximately 740 students in grades Pre-Kindergarten through Fifth Grade, including two Structured Learning Classrooms and one Life Skills Classroom.

### Where We Are

Sam Houston Elementary is currently serving 740 students in grades Pre-K through 5th Grade. The students are 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 95%. Student attendance rate has slowly improved from the after effect of the pandemic.

### Where We're Going

Sam Houston Elementary will focus on continued improvement in Reading, Writing, Math, & Science through a blended learning model. We will continue integrating a Strong Start block into our daily schedule that incorporates social-emotional learning (SEL) components and continue to build our emergent bilingual students via the One-Way Dual Language model.

### Core Beliefs

*Core Belief 1:* Well-being is prioritized. As educators, we have a significant impact on the well-being of our students. We nurture the whole child - socially, emotionally, and academically to instill a foundation for the child's overall success.

*Core Belief 2:* Equity leads to personalization and advocacy. Equity means providing every student the opportunity to reach their highest potential by meeting their academic and social-emotional needs. Students are encouraged and supported to advocate for their needs.

*Core Belief 3:* Everyone is responsible for the culture. We create a safe learning environment that contributes to everyone feeling a sense of belonging, trust, and connection with each other through relationship building, collaboration, systems, and practices. These conditions empower everyone to take risks and have ownership of positive school culture.

*Core Belief 4:* Children model after adults. Children's behavior is often learned by watching adult behavior. We model appropriate behavior and implement restorative practices for

students to learn from their actions and experiences.

### **Graduate Aims**

**Creative Problem Solvers:** I keep trying and don't give up until I find a solution. I stop, think, and then resolve.

**Academic Scholars:** I am responsible and try my best at everything I do. I use my knowledge and skills to solve difficult situations.

**Resilient Learners:** I do not give up and I learn from my mistakes.

**Global Citizens:** I respect, value, and embrace others' differences.

**Compassionate Collaborators:** I respect and work nicely with others, actively listen, and make others feel loved.

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# Comprehensive Needs Assessment

Revised/Approved: June 5, 2025

## Demographics

### Demographics Summary

We are a Title 1 school. Our enrollment for the 2024-2025 school year was at 695. The current student population is 2.8 % African-American, 2.3% Anglo, 0.3 % Asian, and 94.3% Hispanic. Our economic disadvantage is 92.2%. We have 4% classified as 504.

The staff population is 8.3% African-American, 12.5% Anglo, 4.2% Asian, 70.8% Hispanic, 12.5% male, and 87.5% female. We have 91% Highly Qualified teachers and paraprofessionals whereas 51.3% of our staff have 11 or more years of experience, 18.7% have 6-10 years of experience, and 30% have 5 years or less experience.

The latest TAPR report for 2023 indicated the overall mobility rate for the campus is 14.1%, an increase from the year before from 11.4%. The 2023-2024 average daily attendance rate for students was 94.63%.

The campus is organized in self-contained classrooms in the primary grades (PK-2nd). In the upper grades (3rd-5th), the classes are scheduled as team teaching. The team teaching consists of one Language Arts and Social Studies teacher and one Mathematics and Science teacher. We had two self-contained teachers - one in 4th-grade regular and one in 5th-grade bilingual.

Our Emergent Bilingual population is 66% and 85.5% at-risk. Our student programs are 6% Gifted and Talented, 64.7% Bilingual, and Special Education is 11.1%. Our Emergent Bilinguals are serviced through the One-Way Dual Language 50/50 model where instruction is delivered in English and Spanish in alternating languages each week. Our GT students are serviced through the Journeys and Encounters programs. GT instruction is integrated into the curriculum for Journeys students. Encounters students receive additional GT instruction through the district pull-out program once a week. Special Education students are serviced through In-class support, Resource, Structured Learning (SLC), Structured Life Skills, and Behavior Emotional Social Skills and Teaching (BEST) classes. We have two Structured Learning self-contained classes that service our students with autism. We have a BEST (Behavior Emotional Social Skills Teaching) teacher to provide services to students with autism in the general education classrooms.

### Demographics Strengths

- The student population is mostly stable with an 14.1% mobility rate
- Technology is one-to-one in grades 1-5 and accessible to all students in PK-5th
- Students have the opportunity to attend PE, Music, Art, Library, and Technology classes weekly
- Free breakfast and lunch to all students
- Small group interventions to support learning gaps
- Student attendance has steadily increased to an estimated 95%-96%.
- 95% of our parents are satisfied with the operations and processes of our school.
- After school programs servicing students as needed.
- Communities in Schools program on campus provides services to at-risk students

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Student attendance although has slowly increased, there is still a need for improvement. In 2024-2025, our attendance did increase to 95-96%.

**Root Cause:** Chronic absenteeism is primarily due to parent-reported reasons such as allergies, frequent coughing without medical documentation, extended holiday breaks, family vacations, and students not getting enough sleep, indicating a need for increased parent education on the importance of consistent school attendance and its impact on student achievement.

**Problem Statement 2:** Our student population continues to rise with emergent bilingual students who need additional supports in language acquisition and accessing the general curriculum. The students come in two or more grade levels behind.

**Root Cause:** There is a lack of access to educational opportunities, or they do not have the support at home for English language development, due to only Spanish being spoken at home.

# Student Learning

## Student Learning Summary

Sam Houston received an "A" accountability rating in 2022. The state released the 2023 rating in the spring of 2025. Sam Houston Elementary received a "B" rating along with reaching all six designated distinctions available to the elementary level.

All students	2023	2024	2025
<b>Reading</b>			
Approaches	77%	72%	73%
Meets	18%	47%	53%
Masters	19%	20%	22%
<i>Component score</i>	48	46	49
<b>Math</b>			
Approaches	78%	67%	69%
Meets	49%	42%	45%
Masters	21%	12%	20%
<i>Component score</i>	49	40	45
<b>Science</b>			
Approaches	64%	52%	60%
Meets	34%	14%	23%
Masters	9%	2%	6%
<i>Component score</i>	36	23	30

<b>Reading</b>	<b>3rd RLA 2024</b>	<b>3rd RLA 2025</b>	<b>4th RLA 2024</b>	<b>4th RLA 2025</b>	<b>5th RLA 2024</b>	<b>5th RLA 2024</b>
Approaches	63%	67%	77%	75%	77%	78%
Meets	41%	38%	51%	60%	50%	63%
Masters	18%	16%	20%	22%	22%	29%
<b>Math</b>	<b>3rd Math 2024</b>	<b>3rd Math 2025</b>	<b>4th Math 2024</b>	<b>4th Math 2025</b>	<b>5th Math 2024</b>	<b>5th Math 2025</b>
Approaches	61%	62%	73%	68%	66%	79%
Meets	29%	33%	47%	39%	50%	67%
Masters	7%	7%	17%	17%	11%	36%
<b>Science</b>	<b>5th Science 2024</b>	<b>5th Science 2025</b>				
Approaches	52%	60%				
Meets	14%	23%				
Masters	2%	6%				

Data-driven planning meetings led to intensive and targeted interventions and strategic lesson delivery. In addition, teachers and coaches provided interventions during the school day as well as through after-school tutorials. Student goal conferencing, student goal trackers, teacher data talks, and professional learning communities also took place. There was limited growth by content area and grade level. However, the cohort group in 5th grade Reading and Math showed some growth from 4th grade. The 4th-grade reading and 5th-grade reading (meets and masters) saw an increase.

## Student Learning Strengths

- DDI data meetings lead to teachers analyzing data, breaking down TEKS, and developing targeted common assessments to measure student progress
- Planning meetings allow time for teachers to develop effective instructional lessons that align to the needs of the students.
- MTSS system, interventions provided by extra support staff, and resource interventions have allowed students to grow in reading and math
- Small group instruction was provided for Reading and Math
- *5th grade reading and math cohort group increased*
- *4th grade reading increased from 2023 to 2024*
- *5th grade reading meets and masters increased from 2023 to 2024*
- 93% of students surveyed feel that the adults are helpful to students.
- 98% of students surveyed feel that the adults encourage them to do their best.
- 89% of students surveyed feel the work they do in school is important.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Limited growth in English Language acquisition leading to slow growth in our TELPAS accountability.

**Root Cause:** According to the committee, there are different factors that play a role in the limited growth of English language acquisition- Limited exposure of the English language spoken at home and not enough English academic speaking in class. Monitoring all student progress in English and scheduling time to implement the use of Summit K12 could contribute to success in TELPAS accountability.

# School Processes & Programs

## School Processes & Programs Summary

Sam Houston Elementary has a master schedule that maximizes instructional time for all grade levels. All Kindergarten-2nd grade classrooms are self-contained. The 3rd-5th grade classrooms are departmentalized by ELA/SS and Math/Science. We have one 3rd-grade regular self-contained and one 4th-grade bilingual self-contained classroom.

We have one counselor and nurse to oversee the health and mental well-being of our students and staff. Our four campus instructional coaches serve as coaches and interventionists to support our teachers and students. We have one interventionist that serves our Tier 3 RTI students as well as our dyslexia students. Our two resource teachers provide instruction to our students in the special education program. We will add an additional resource teacher in the new school year. Our Science lab instruction will transition to the classroom teacher. Our Digital Learning Assessment Coordinator (DLAC) has a dual role. The DLAC provides instructional technology support for all faculty and staff as well as supports and leads our state testing. Our campus Lead Mentor meets with all new teachers each month to provide teachers with support.

Enrichment classes (Music, PE, Art, Library, and Technology) are offered to students in Pre-Kindergarten-5th grades. There are tutorials, clubs, and extracurricular activities offered after school for all students. Tutorials are offered to students in Kindergarten-5th grades as needed for academic growth.

All teachers have the opportunity to meet once a week for common planning time to analyze data, break down TEKS, and formulate plans for intervention and tier 1 instruction. Administrators and Campus Instructional Coaches are there to support and facilitate planning and data analysis each week. Sam Houston has a low turnover teacher rate with 51% of the teachers with 11 or more years of experience.

## School Processes & Programs Strengths

- Master Schedule
- Instructional Coaching
- Academic support offerings- tutorials, interventions
- Enrichment offerings
- After-school opportunities for students
- All students have access to a personal Chromebook or classroom technology
- To address this, the campus will implement GREAT (the updated version of CHAMPS) in the upcoming school year to promote clear, consistent behavioral expectations across all grade levels. This will be paired with increased collaboration between teams to align academic language and instructional practices vertically.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Students across grade levels struggle with the transition of academic and behavioral expectations, particularly in applying academic language, strategies, and understanding consistent behavioral norms. This inconsistency can impact their ability to meet grade-level standards and maintain positive engagement throughout the school day.

**Root Cause:** There is a lack of consistent vertical alignment and communication among grade levels regarding academic expectations, instructional strategies, and behavioral norms. Additionally, teachers have expressed a need for increased support from families and campus systems to reinforce expectations and student accountability.

# Perceptions

## Perceptions Summary

Sam Houston Elementary is a place where students, staff, and our school community feel safe and respected. There are numerous opportunities for students to be involved with their school. The activities we offer are R.A.M.S. Boys Club, Little Miss Girls Club, Honor Society, Robotics, Tech club, Soccer club, Art club, Principal-Student Advisory, and Choir. We host several family engagement events to welcome our school community into our school. Students and parents feel teachers and the school staff cares about children and do their best to provide a productive and positive learning environment.

Families feel our school is welcoming. They appreciate all the hard work the teachers do for their child(ren). They believe the campus staff does care about their child(ren). Staff feel welcome and appreciated by the administrative team.

## Perceptions Strengths

- Multiple student opportunities for school involvement
- Parents and students feel safe and well cared for by Sam Houston staff
- Positive learning environment

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Social emotional learning continues to be a need for our students' whole child development.

**Root Cause:** Students need to build coping, conflict resolution, and other character building skills so that they grow positively socially and emotionally.