

Galena Park Independent School District

Galena Park Elementary School

2026-2027 Comprehensive Needs Assessment



Board Approval Date: August 10, 2026

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 88 years. In that time, there have been nine principals on this campus. Dr. Irene Benzor currently serves as Principal. A new school building opened for the 2018-2019 school year. The new building will be in its 9th year of existence for the 2026-2027 school year. Galena Park Elementary is projected to serve 587 students in PK-5th grade during the 2026-2027 school year, which is the same from the previous year. This is an elementary school campus.

Enrollment and Student Attendance

Enrollment for the 2025-2026 school year reached 587 students. The average daily attendance for students in the 2025-2026 school year finished at 95.88%.

School Profile

Galena Park Elementary's student population consists of 94.6% Hispanic, 3.4% African American, and 1.5% Anglo-American students. Economically disadvantaged students make up 86% of the student population. The school also serves a population of 46.9% EB students.

Where We Are

Galena Park Elementary is currently serving 587 students in grades Pre-K through 5th Grade. The students are approximately 94.6% Hispanic and 86% 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%. We ended the 2025-2026 school year with 95.88% 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 2026-2027 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 47 staff members complete the Needs Assessment Survey. The staff feels the campus communicates well with parents and provides fun and exciting family nights. Differentiation and classroom management were listed as the top priority for training needs as well as additional ways to increase student engagement in the classroom. Social-Emotional Learning was addressed as well in order to help students improve their socialization skills and developing interpersonal skills.

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Comprehensive Needs Assessment

Revised/Approved: June 4, 2026

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 2025-2026 school year was 587 students, comprised of 94.6% Hispanic, 3.4% African American, and 1.5% White. The campus consists of the following sub-populations: 86.52% economically disadvantaged, 46.9%, emergent bilingual learners, and 15% receive special education services. Galena Park Elementary began its inaugural STEM Academy school year in 2023-2024, adding approximately 30 additional students throughout K-5 grades.

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

GPE Staff Demographics	
Hispanic	74.5%
White	23.1%
African-American	2.4%

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 has not met the district's 96.5% attendance benchmark, and 8.1% of students are chronically absent (2025 Federal Report Card). This attendance gap significantly compromises academic performance and learning gains.

Root Cause: Chronic absenteeism at GPE reflects interconnected challenges: recurring student illness, low motivation to engage in learning, and insufficient parental awareness of how absences affect learning. Special Education students are disproportionately affected, comprising 17% of chronically absent students (10+ absences).

Student Learning

Student Learning Summary

Based on preliminary 2025-2026 results, GPE students performed the following on STAAR exams:

GPE STAAR Data (Reading/Language Arts)

Preliminary Spring 2026	3 rd	4 th	5 th
Approaches or Above	77%	80%	83%
Historical Overall Data (3 rd -5 th)	2025	2024	2023
Approaches	82%	81%	80%
Meets	60%	56%	46%
Masters	28%	25%	22%

GPE STAAR Data (Math)

Preliminary Spring 2026	3 rd	4 th	5 th
Approaches or Above	72%	74%	89%
Historical Overall Data (3 rd -5 th)	2025	2024	2023
Approaches	76%	81%	81%
Meets	50%	53%	46%
Masters	24%	18%	15%

GPE STAAR Data (Science)

Preliminary Spring 2026	3 rd	4 th	5 th
Approaches or Above	N/A	N/A	TBD%
Historical Overall Data (5 th Grade Only)	2025	2024	2023
Approaches	73%	61%	69%
Meets	25%	24%	37%
Masters	8%	6%	10%

Student Learning Strengths

Our dual-language program demonstrates strong academic outcomes. Students in the program consistently outperform their mainstream English-only peers, and district assessment scores rank in the upper-middle tier across the district. Our teachers excel at analyzing student data and applying data-driven instruction (DDI) strategies to inform their teaching. Additionally, all students benefit from robust opportunities to engage in enriching extracurricular activities.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: GPE aims to strengthen STAAR outcomes for Special Education students and students in MTSS Tiers 2 & 3.

Root Cause: Special Education students have historically underperformed on state assessments due to limited student growth, inconsistent implementation of supplemental aids, insufficient data analysis and progress monitoring, and chronic absenteeism.

Problem Statement 2: Fifth-grade science proficiency on STAAR has decreased, with performance falling below reading and math STAAR results.

Root Cause: Updated science TEKS require students to model, design, explain, and justify experiments. The new STAAR exam mirrors this complexity with multi-step word problems, reading passages, constructed responses, and technology-enhanced questions. Students need more instructional time devoted to hands-on TEKS-aligned experiments and opportunities to practice applying their thinking.

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, 53% of the teachers have between 6-30+ years of experience. Additionally, 47% 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

Galena Park Elementary has established a robust foundation for student success. The master schedule prioritizes instructional time across all grade levels, and teachers have access to comprehensive literacy, math, and science resources. Instructional coaches provide consistent support for small-group and Tier 1 instruction. The Fundamental 5 framework is implemented with fidelity across campus. Teachers demonstrate strong proficiency with technology and educational applications, enhancing instructional delivery.

School Culture & Safety

The school maintains a strong anti-bullying and anti-drug culture at all grade levels, fostering a safe and supportive learning environment.

Student Engagement & Enrichment

GPE offers diverse opportunities for student growth and engagement:

Social-Emotional Learning: Boys and Girls Club provides meaningful social learning experiences

STEM Development: The campus STEM/Robotics program builds student skills during dedicated STEM courses

Arts & Academics: Students can participate in Art Club, Honor Choir, Book Club, and Soccer

Extended Learning: The STEM Academy and ACE programs expand opportunities through additional after-school clubs and activities

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: GPE students would benefit from increased opportunities to develop interpersonal skills, online safety awareness, and perspective-taking abilities through positive social interactions.

Root Cause: Growing numbers of students experience trauma and problematic social media exposure outside school, creating gaps in emotional regulation and face-to-face socialization skills. Extracurricular programs offer valuable opportunities to teach healthy communication and peer interaction strategies.

Problem Statement 2: Severe behavior and negative peer interactions occur with greater frequency during transitions and low-structure periods, including dismissal, specials classes, restroom breaks, and cafeteria time.

Root Cause: Consistent enforcement of hallway expectations across all staff is essential. The GREAT committee should conduct a comprehensive review of high-traffic areas during transitions, identify potential safety concerns, and establish alternative routes/procedures as needed. Increased supervision and proactive student redirection during these periods will enhance campus safety.

Perceptions

Perceptions Summary

Galena Park Elementary is recognized as a warm and welcoming school by staff, students, and parents. Student welfare is at the heart of everything we do, guided by shared values prominently displayed throughout staff work areas. Our commitment to building a positive, supportive culture is evident in low discipline data—a direct result of our intentional efforts to foster a safe and nurturing environment.

Student Development & Engagement

GPE provides comprehensive opportunities for student growth across all grade levels (PK-5). We prioritize social-emotional skill development through robust after-school programming and character education initiatives. Students are regularly recognized and celebrated for demonstrating positive character traits, reinforcing our school values.

Safety & Operations

The campus GREAT team has established clear procedures and expectations for students in common areas, ensuring both safety and operational efficiency throughout the school day.

Family Partnership & Involvement

Parent engagement is central to our mission. We maintain an active volunteer program and host regular events throughout the year—including Pastries with the Principal & Counselor, PTA meetings, and family nights—to strengthen home-school partnerships and build community connection.

Perceptions Strengths

Parent Perceptions & Engagement

Survey data reflects strong parent satisfaction with GPE's climate and culture. Parents recognize the school's balanced focus on student social-emotional development and academics, and they value the topics and resources shared during parent meetings. These engagement opportunities have strengthened family connections to the school and enhanced parents' sense of partnership with GPE.

Student Voice & Safety

Student surveys provide compelling evidence of a supportive learning environment: 93% of students report that GPE staff encourage them to do their best, and 91% feel safe in their classrooms. These high percentages reflect our commitment to fostering a positive, inclusive school culture.

Community Support & Resources

GPE extends its mission beyond the classroom through community partnerships and resource programs, including Backpack Buddies, ACE, and Legacy—initiatives that address student and family needs.

Staff Culture & Professional Excellence

Staff stability and morale are significant strengths. Teacher turnover remains low, and survey data indicates that staff feel supported while being held to high expectations. The majority of staff report a strong shared vision and mission, collaborative teamwork, and consistent delivery of high-quality instruction—hallmarks of a professionally thriving school community.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: GPE parents are unable to attend morning meetings with the Principal and Counselor.

Root Cause: Parents indicated that daytime work commitments prevent them from attending morning meetings.

Problem Statement 2: Student surveys reveal that peers' behavior and language in hallways, restrooms, lunch, and recess create unsafe feelings outside the classroom.

Root Cause: Students lack interpersonal skills during unstructured activities (restroom, lunch, hallway, recess). While 77.53% of students feel safe in the restroom, this indicates room for improvement in creating a fully secure environment.