

# **Galena Park Independent School District**

## **Galena Park Middle School**

### **2026-2027 Comprehensive Needs Assessment**



**Board Approval Date:** August 10, 2026

# Mission Statement

The mission of Galena Park Middle School is to cultivate a spark within students to develop their purpose for life-long learning and a strong work ethic while exposing them to quality post-secondary opportunities.

## Vision

The vision of Galena Park Middle School is to prepare the students to successfully transition to high school while teaching them a life-long work ethic and exposing them to multiple careers, trades, and opportunities after high school graduation.

## Value Statement

WHERE WE HAVE BEEN compared to WHERE WE ARE NOW:

### History of Campus and Important Changes

The Clinton School opened in 1917 and was the first school in Galena Park. The Clinton School had one teacher who taught all grade levels in one room. There were two schools, Galena Park Elementary and Galena Park High School, when the Galena Park Independent School District was formed in 1930. Galena Park Junior High came into existence in 1949. When the school was opened, the enrollment was 461 students, with 19 teachers. The junior high underwent a name change in 1979 when the school district adopted the middle school concept. Galena Park Middle School (present campus) was opened on December 18, 1992, at 400 Keene Street, Galena Park, Texas 77547. We have come a long way from that one-room school!

Galena Park Middle School's campus size is 903 students. The grade span is 6th - 8th grade, with 87.7% of the students being economically disadvantaged and 48.1% of the students being Emergent Bilingual. The current campus principal is Elizabeth Nava.

In the Texas Education Agency's 2025 Accountability Ratings, Galena Park Middle School earned an A.

STAAR Performance (Summary for all grades and subjects)

|           | Approaches | Meets | Masters |
|-----------|------------|-------|---------|
| 2024-2025 | 74%        | 49%   | 25%     |
| 2022-2023 | 71%        | 43%   | 18%     |
| 2021-2022 | 73%        | 43%   | 16%     |

The student population is 93.9% Hispanic, 4.1% African American, 1.7% White, and 0.3% other. One hundred percent of the GPMS teachers are Highly Qualified teachers, and 100% of the paraprofessionals are Highly Qualified. Galena Park Middle School is one of five middle schools in the Galena Park Independent School District. We currently serve students in grades six to eight.

The overall mobility rate for the campus is approximately 9.8%, with a dropout rate of 0.5%. The average daily attendance rate for students is 93.7%. The average daily attendance rate for staff is 96.8%.

#### Survey Data 2025-2026

Based on the Campus Needs Assessment, the following items were rated as the top three areas for providing improvement for the 2026-2027 school year:

1. Reading & Writing Skills
2. Student Achievement
3. Safe School/Monitoring Students

Based on the Campus Needs Assessment, the following items were rated as the top three areas for a safe and productive learning environment for the 2026-2027 school year:

1. School-wide discipline
2. Students will be safe from bullying and retaliation for reporting bullying.
3. Active monitoring of students

Based on the Campus Needs Assessment, the following items were rated as the top three areas for focus in the area of college and career readiness for the 2026-2027 school year:

1. Critical thinking skills
2. Problem-solving skills
3. Ability to work independently

Based on the Campus Needs Assessment, the following items were rated as the top three areas for focus in the area of curriculum content for the 2026-2027 school year:

1. Blended Learning
2. High-Quality Instruction Strategies
3. UIL Academic Events

Based on the Campus Needs Assessment, the following items were selected as the two strategies to improve test scores for the 2026-2027 school year:

1. Stations and Teacher Station
2. Special Ed/ Dyslexia/ 504 Modification

Based on the Campus Needs Assessment, the following items were rated as the top three areas for focus in the area of enrichment and extracurricular activities for the 2026-2027 school year:

1. Student involvement in extracurricular activities
2. Fine Arts
3. CTE-Career and Technical Education

Based on the Campus Needs Assessment, the following items were rated as the top three areas for focus in the area of counseling activities for the 2026-2027 school year:

1. Behavior Modification and Self-Regulated Strategies
2. Drug and Alcohol Awareness
3. Self-Esteem

Based on the Campus Needs Assessment, the following items were rated as the top three areas for focus in the area of staff development for the 2026-2027 school year:

1. Special Education/ Behavior
2. Second Language Learners
3. CTE- Career & Technical Education

Special Programs - Our School-wide Title I program consists of parent involvement activities, an extended day for math and reading, pull-out programs, Saturday School, Credit Recovery, and professional development for staff. Our State Compensatory Program (SCE) consists of after-school tutorial programs for assisting at-risk students (including STAAR Tutorials), a Technology Instructional Specialist, a Reading Skills teacher, and a Dyslexia teacher. Our CTE program offers Career Portals classes and Computer Applications classes. Title II funds provide GPMS with a Science Specialist. Title III funds have provided students with pullout teachers to provide focused ESL instruction (LEP students), professional development for staff members, and parent involvement activities.

## **WHERE WE ARE GOING**

Based on the data available, CPAC approved the following goals (found at the end of this plan) for the 2026 - 2027 school year. Galena Park Middle School will strive daily to make significant gains in every area of STAAR taken in every subject and every grade level. We will continue to focus on the results from the Campus Needs Assessment survey, solicit input from all stakeholders (faculty, staff, and parents), and provide necessary training to meet our goals. CPAC will meet once a month to ensure the activities are being enforced to meet our goals. Galena Park Middle School will continue to have common planning times for teachers. All teachers who are scheduled to teach the same content will have time embedded into the master schedule to allow them to plan during the school day. The campus instructional leaders/specialists will facilitate each data-driven planning session.

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# Comprehensive Needs Assessment

Revised/Approved: April 2, 2026

## Demographics

### Demographics Summary

The 2025-2026 TAPR Report has not been released. The information below is based on the 2024-2025 TAPR Report.

### Ethnic Distribution

|                         |             |
|-------------------------|-------------|
| <b>African American</b> | <b>4.1%</b> |
| Hispanic                | 93.9%       |
| White                   | 1.7%        |
| American Indian         | 0%          |
| Asian                   | 0%          |
| Pacific Islander        | 0%          |
| Two or More Races       | 0.3%        |

### Student Demographics

|               |              |
|---------------|--------------|
| <b>Female</b> | <b>47.6%</b> |
| Male          | 52.4%        |

### Student Information

|                                       |              |
|---------------------------------------|--------------|
| <b>Economically Disadvantaged</b>     | <b>87.7%</b> |
| Emergent Bilinguals (EB)              | 48.1%        |
| Students with Disciplinary Placements | 3.1%         |
| At-Risk                               | 73.4%        |
| Mobility                              | 9.8%         |
| Number of Students per Teacher        | 14.1         |

Student Attendance Rate: 94.2%

## Demographics Strengths

Galena Park Middle School is located in the middle of the city of Galena Park, Texas. The majority of its students walk to school, and the community has a small-town feel. Of the English Learner students attending Galena Park Middle School, many of the students earned high school credit by taking the Spanish Credit by Exam and CCR. GPMS has implemented rewards and is constantly encouraging students to improve attendance. The instructors consistently find ways to introduce content that includes the latest trends that spark students' interests. GPMS has great students who want to be at school and are willing to work to become successful in their goals.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The SPED, EB, and African-American population success rate at GPMS is lower than it should be.

**Root Cause:** General Education and Co-teachers struggle with the co-teach model, difficulty in differentiating the content in targeted tutorials to target each special population, and increase in student's apathy.

**Problem Statement 2:** We lack strong partnerships with our families to help us support their child's overall success; socially, academically, and emotionally.

**Root Cause:** Lack of family resources and knowledge necessary to support the needs of their children; we need to work harder to provide ways to meet the needs of our students, lack of motivation with grades and attendance, offer more club opportunities, and have more incentives for students.

# Student Learning

## Student Learning Summary

| 6th Reading |            |       |         |            |       |         |
|-------------|------------|-------|---------|------------|-------|---------|
| 2025        |            |       |         | 2024       |       |         |
|             | Approaches | Meets | Masters | Approaches | Meets | Masters |
| GPMS        | 80         | 51    | 24      | 79         | 52    | 22      |

  

| 6th Math |            |       |         |            |       |         |
|----------|------------|-------|---------|------------|-------|---------|
| 2025     |            |       |         | 2024       |       |         |
|          | Approaches | Meets | Masters | Approaches | Meets | Masters |
| GPMS     | 80         | 43    | 16      | 75         | 45    | 16      |

| 7th RLA |            |       |         |            |       |         |
|---------|------------|-------|---------|------------|-------|---------|
| 2025    |            |       |         | 2024       |       |         |
|         | Approaches | Meets | Masters | Approaches | Meets | Masters |
| GPMS    | 71         | 49    | 27      | 71         | 52    | 25      |

  

| 7th Math |            |       |         |            |       |         |
|----------|------------|-------|---------|------------|-------|---------|
| 2025     |            |       |         | 2024       |       |         |
|          | Approaches | Meets | Masters | Approaches | Meets | Masters |
| GPMS     | 15         | 21    | 1       | 39         | 10    | 0       |

| 8th RLA |            |       |         |            |       |         |
|---------|------------|-------|---------|------------|-------|---------|
| 2025    |            |       |         | 2024       |       |         |
|         | Approaches | Meets | Masters | Approaches | Meets | Masters |
| GPMS    | 79         | 58    | 32      | 82         | 57    | 23      |

| 8th Math |            |       |         |            |       |         |
|----------|------------|-------|---------|------------|-------|---------|
| 2025     |            |       |         | 2024       |       |         |
|          | Approaches | Meets | Masters | Approaches | Meets | Masters |
| GPMS     | 81         | 63    | 34      | 83         | 57    | 32      |

| 8th Science |            |       |         |            |       |         |
|-------------|------------|-------|---------|------------|-------|---------|
| 2025        |            |       |         | 2024       |       |         |
|             | Approaches | Meets | Masters | Approaches | Meets | Masters |
| GPMS        | 78         | 53    | 21      | 76         | 44    | 16      |

| 8th Social Studies |            |       |         |            |       |         |
|--------------------|------------|-------|---------|------------|-------|---------|
| 2025               |            |       |         | 2024       |       |         |
|                    | Approaches | Meets | Masters | Approaches | Meets | Masters |
| GPMS               | 50         | 20    | 8       | 59         | 28    | 11      |

## **Student Learning Strengths**

Galena Park Middle School offers its students multiple opportunities for students to succeed. GPMS assessment data has led the district in many curricular areas, and students are growing in all areas across our campus.

The GPMS Athletic and Fine Arts programs reflect increased numbers in enrollment and are demonstrating increased success.

## **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1:** Increase the number of GPMS students achieving "Meets"/"Masters" on STAAR and composite score of 4's on TELPAS.

**Root Cause:** Teachers have difficulty in differentiating the content in targeted tutorials to meet needs of students, and more students need to be targeted for intentional growth in tested in tested areas.

**Problem Statement 2:** Staff lacks awareness of general student literacy, and how to address students' reading and writing deficiencies across all content areas.

**Root Cause:** Students struggle with writing and reading comprehension across all content areas and lack of independent reading by students.

# School Processes & Programs

## School Processes & Programs Summary

All staff members receive professional development for their content areas, research-based instructional strategies, and integration of technology. Each Department (Math, Science, Social Studies, and Language Arts) meets to plan and prepare its lessons during its assigned common planning periods. These departments work closely with the district-level departments to ensure the curriculum is on target and all lessons are TEKS-based for each department. Unit Tests and D.A.s are administered throughout the year to assess student progress. Additionally, the SPED/EL department meets and coordinates with the Math, Science, Social Studies, and Language Arts departments to ensure the needs of the SPED/EB students are met. Teachers refer students to Response To Intervention, and the students are assigned a case manager to assess their needs. Based upon the assessment, a further investigation occurs, or the students are referred for further testing.

The technology available at Galena Park Middle School includes Chromebooks and desktop computers. iPads, interactive panels, projectors, document cameras, and digital cameras. Every teacher on campus has access to a desktop computer with 2 monitors, a document camera, and a projector or interactive panel. All other technology equipment is available on a check-out or needs basis and can be used by any campus personnel. The teacher's computer, projectors, and document cameras are seamlessly integrated into classroom lessons daily. Our other technology equipment has been used regularly for classroom lessons, staff development training, student projects, after-school tutorials, Saturday school, and parent involvement meetings. The expectation for the use of technology is for teachers to seamlessly and creatively integrate technology into their daily lesson plans. Aside from maintaining attendance, grades, and lesson plans online, all core subject teachers are expected to complete a technology project with all their students, attend technology training, and attain their integrated technology goal for the year.

Galena Park Middle School strives to hire quality staff members to meet the needs of the students. The Galena Park Middle School instructional staff is 100% Highly Qualified. Our staff members are recruited by attending various job fairs throughout the state and through an intensive screening process. Galena Park Middle School has had a minimal turnover in recent years among staff members. Staff attendance ranges from 96% to 97% on average.

## School Processes & Programs Strengths

The majority of our teachers use technology daily to present classroom lessons and activities to students. Campus and district professional development on technology is offered regularly and at various times. Campus professional development on technology is also offered upon request at a time that is convenient to the individual or group. Students have the chance to experience the importance of technology and its relevance through various means, such as the Multimedia Festival and Internet Safety Activities. Students also get hands-on practice using technology in their core subjects with the required TEKS-aligned technology projects.

The curriculum, TEKS, and assessments are aligned. The students are being acclimated more and more to the rigor of the STAAR test due to the organization and disaggregation of data. Student data drives the campus decision-making process, with a focus on what is best for the students. Department planning embedded in the master schedule has assisted with showing improvement in district assessment data. Assessment and TTESS data assist in identifying teachers in need of assistance and support. Staff members receive coaching and focused professional development, all based on student assessment data results.

Galena Park Middle School has many aspiring leaders and teacher-leaders who take initiative daily to make GPMS a successful campus. Galena Park Middle School seeks to grow leaders and strengthen quality teaching for engagement and to increase student success. Many dedicated teachers go above and beyond for their students.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Teachers do not feel adequately trained for the programs that they serve. For example, SPED, 504, GT, and EB students.

**Root Cause:** Lack of resources and professional development that targets special populations and programs.

# Perceptions

## Perceptions Summary

Galena Park Middle School truly believes in the statement, "It takes a village to raise a child." Family and community involvement are crucial to the success of the overall well-being of the students. We understand that we cannot achieve this goal alone. We consistently seek to discover new ways to include family and community in our campus efforts toward the development of our children.

Galena Park Middle School has an open-door policy. We welcome and value all concerns and suggestions, and take them very seriously. We strive to address them promptly and to create win-win solutions to every challenge. We believe that our campus and families are a team striving together for our children's success.

Galena Park Middle School believes that students need to improve literacy skills across the curriculum needs improvement. The discipline procedures also need improvement, so staff can be consistent in handling certain disciplinary issues. The school needs to promote widespread student participation on campus, as it should be another focus. The data show that staff are supportive of each other, and overall morale has been positive. Students are mostly engaged in all classes, which adds to an enriched school climate of learning.

## Perceptions Strengths

Galena Park Middle School has always had strong parental support, which includes having volunteers on campus almost every day. Our counselors have done an excellent job offering courses and training sessions that meet the needs of our families and communities. Additionally, we have offered family educational meetings conveniently during school hours of operation. However, more parents have been involved when GPMS hosts events that are not academically driven (i.e., Family Resource Night, Father/Daughter Dance, Mother/Son Dance, Parent Meetings, etc.).

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** New teachers struggle with implementing systems to manage classroom behavior.

**Root Cause:** Teachers are not prioritizing major misbehaviors and consistent classroom management techniques and interventions are not being implemented.

**Problem Statement 2:** Classroom instruction is teacher-led rather than student centered.

**Root Cause:** Teachers are more comfortable dominating the instruction rather than students engaging in productive struggle. Not including cooperative learning strategies like Kagan.