

Galena Park Independent School District
Galena Park Elementary
Campus Improvement Plan

2013-2014

Section 1- Introduction

1. School: Galena Park Elementary

2. Location:

401 N. Main St.
Galena Park, TX 77547

3. Budget Manager: Lance Lyles

4. Current School Advisory Team Members & Position:

Lance Lyles - Principal
Katie Smithers – Asst. Principal
Jennifer Englert - Teacher
Carloyn Wehling - Teacher
Tamyra Oler - Teacher
Shauna Flynn - Teacher
Veronica Lopez - Teacher
Lisa Palmer - Teacher
Janna Richmond - Teacher
Kiley Munslow - Teacher
Meagan Williams - Teacher
Michael Crouch - Teacher
Brain Lloyd - Teacher
Kathy Gant - Teacher
Jesse Altamirano – Teacher
Angela Gardner – Teacher
Ruth Marty – Teacher
Alicia Salazar – Teacher
Kaneice Washington – Teacher
Lilia Sharp – Teacher

Angela Miller – Teacher
Gabriela Castro – Diag/LSSP
Susette Arrazolo-Lopez – Parent
Rosa Arrazolo - Counselor
Alma Quintanilla – Parent
Janis Gaul – Administration Rep
Rick Havard – Community Rep
Abby Quintanilla – Community Rep

5. Campus Mission/Vision Statement:

Mission: 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.

Section 2 - Comprehensive Needs Assessment

1. Where We Have Been:

A. History of Campus and Important Changes

Galena Park Elementary is an established school and has been located on these premises for 76 years. In that time, there have been seven principals at this campus with the last four coming in the last ten years. GPE has been searching for the consistency and solidarity that it experienced during the original development of the campus. The current principal has been in place for six years. TAKS scores have varied significantly throughout GPE's history.

From the 2003 to 2006 school years, Galena Park Elementary achieved the Recognized rating from the Texas Education Agency due to TAKS scores. In 2007, the school achieved the rating of Academically Acceptable due to low Science performance in fifth grade. In the 2007-2008 school year, the administration for the campus changed and the TEA rating increased to Recognized for the remaining years. Exemplary status was achieved during the

2009-2010 school year. In the 2010-2011 school year, the campus went back to a Recognized rating. During the 2011-2012 school year, campus missed Adequately Yearly Progress in Reading.

B. Attendance/Dropout/ Completion Rate, College Readiness Data

For the past five years, the enrollment for Galena Park Elementary has continued to climb reaching an all time high of over 670 students. The average daily attendance for students has remained consistently above 96%.

Attendance Rates:

- 2008-2009 – 96.9%
- 2009-2010 – 96.8%
- 2010-2011 – 97.1%
- 2011-2012 – TBD
- 2012-2013 - TBD

C. AYP for 2010-11:

Galena Park Elementary was an Exemplary Campus in 2010 and met AYP. For the 2010-2011 school year GPE was a Recognized campus and met AYP. 2011-2012 school year campus missed Adequately Yearly Progress in Reading.

D. TAKS Demographic Data for Campus and Feeder Grade

| | RDG | Writing | Math | Science |
|---------------|------------|----------------|-------------|----------------|
| 2008 | 89% | 96% | 87% | 79% |
| 2009 | 90% | 91% | 89% | 81% |
| w/ TPM | 96% | 99% | 93% | 83% |
| 2010 | 96% | 100% | 95% | 95% |
| 2011 | 88% | 98% | 92% | 78% |
| 2012 | 61% | 54% | 76% | 52% |

TAKS Demographic Data for Campus with sub pops

| 2011 | Afr. Amer. | Hispanic | White | Eco. Disadv. |
|---------|------------|----------|-------|--------------|
| Reading | 90% | 88% | 100% | 88% |
| Math | 90% | 92% | 100% | 92% |
| Writing | 100% | 98% | 100% | 98% |
| Science | 78% | 78% | 100% | 75% |

| 2012 | Afr. Amer. | Hispanic | White | Eco. Disadv. |
|---------|------------|----------|-------|--------------|
| Reading | 44% | 62% | 67% | 60% |
| Math | 44% | 79% | 83% | 76% |
| Writing | 43% | 60% | 100% | 56% |
| Science | 75% | 52% | 67% | 51% |

2. Where We Are Now:

Galena Park Elementary Comprehensive Needs Assessment

School Profile

Galena Park Elementary is one of 15 campuses in *Galena Park* Independent School District. *Galena Park Elementary* opened its doors in 1937 and serves predominantly *economically disadvantaged families*. *Galena Park Elementary* serves 665 students in *Pre-Kindergarten to fifth grade*. Six years ago, 598 students were served by the campus, which in an *increase of 11.2%*. *GPE* serves students in *Pre-Kindergarten to fifth grade including PPCD*. *In grades Pre-Kindergarten – second grades, our classes are self-*

contained. Starting in third grade, our classes are team taught. GPE also provides Bilingual, ESL, Special Education, and Gifted and Talented classes.

The student population is 4.9% African-American, 1.5% Anglo, 91.3% Hispanic, 55.6% male and 44.4% female with a low socioeconomic status of 86%. The staff population is 4.4% African-American, 42.2% Anglo, 51.1% Hispanic, 17.8% male and 82.2% female with an average of 7.9 years of experience. 100% of teachers are Highly Qualified teachers and 100% of paraprofessionals are Highly Qualified.

The overall mobility rate for the campus is approximately 15.5%. The average daily attendance rate for students is 97.1% The average daily attendance rate for staff is 97.1% There is a total of 84 discipline referrals this year, which is a *increase from last year.*

Galena Park Elementary serves 361 English Language Learner students, 50 students in the Gifted and Talented program (42% males, 58% females, and 44% LEP), 13 students identified for 504 services, 59 of Tier II students, 13 of Tier III students, 57 students served through special education services and 0 students tested, but not qualified for special education services.

Survey Data

The staff recommends that we continue to offer tutorials and pull-outs for low performing students. The staff also wants to continue to increase positive student behavior.

Special Programs

Our *School-wide* Title I program consists of *parent involvement activities, tutorials, professional development, a campus instructional specialist, and an early intervention teacher.* Our State Compensatory Program (SCE) consists of *three campus instructional coaches, and two shared Campus technology instructional specialists.* *As a campus that serves a high number of LEP students, we have several classes that are led by Bilingual and ESL certified teachers. We have at least one Bilingual class and one ESL class per grade level, depending on the number of LEP students. We also have a Gifted and Talented class in each grade level. We have two computer labs that are used on a regular basis for academic technology programs. Teachers use research-based materials in their instruction along with the district supplied curriculum.*

3. Where We Are Going:

a. Comprehensive Needs Assessment Process

The Galena Park Elementary needs assessment process is described below.

The site-based decision-making team formed subcommittees to evaluate the previous years' data. The committees evaluated program evaluations, survey results, and the following data: *Benchmarks, DRA2/EDL2, STAAR, Aimsweb, and Attendance (students and staff)* Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Committee members reviewed the data listed above to identify areas of strengths and needs. The data showed:

Student Achievement:

Strengths:

- DRA/EDL in Kindergarten and First grade
- 3rd grade Reading and Math
- Math

Needs:

- Fifth grade Science
- Commended Scores
- Reading

Instruction, Curriculum and Assessment:

Strengths:

- Benchmarks
- RTI
- Pull-outs
- Curriculum Corner

Needs:

- STAAR prep materials

Family and Community Involvement:

Strengths:

- Parental Volunteer Program
- Community Communications
- PTA

Needs:

- More Parental involvement

Staff Quality:

Strengths:

- 100% Highly Qualified
- 100% Highly Qualified Paras
- Retention of Teachers

Needs:

- ESL certifications
- Increase years of experience

School Culture and Climate:

Strengths:

- Low teacher turnover

Needs:

- More positive communication

School Organization:

Strengths:

- Common conference times
- Full day Kindergarten
- Science Lab for fourth and fifth grades
- Open computer lab and library

Needs

- Tutorials
- Pull-outs
-

Summary of Identified Needs and Related Strategies

B. Based on the Needs Assessment, the following goals and objectives have been approved for the 2012-2013 school year:

Goal 1: THE CAMPUS WILL PROVIDE A SAFE AND PRODUCTIVE LEARNING ENVIRONMENT FOR STUDENTS, EMPLOYEES, AND PARENTS. (District Goals 1 & 9)

Objective 1.1: Plan on-campus activities that will enhance student learning.

Objective 1.2: Recognize students for positive achievement.

Objective 1.3: Provide safe, orderly environment through Foundations behavior management and peer leadership.

Objective 1.4: Implement nutritional health and physical components of CATCH.

Objective 1.5: Implement violence prevention and intervention on campus.

Goal 2: THE CAMPUS WILL PROVIDE OPPORTUNITIES AND INFORMATION TO ASSIST STUDENTS IN PREPARING FOR COLLEGE AND CAREERS. (District Goal 2)

Objective 2.1: Provide opportunities for students and parents to learn about career choices and college opportunities.

Objective 2.2: Expose students to local, state and national colleges in order for them to set their goals for Destination Graduation.

Objective 2.3: Achieve commended performance on TAKS in each tested subject for at least 25% of the students.

Goal 3: THE CAMPUS WILL DEFINE AND IMPLEMENT MEASURES BY WHICH STUDENT SUCCESS FOR ALL SUBGROUPS CAN BE DETERMINED, RELATIVE TO THE TESTED, FOUNDATION AREAS OF CURRICULUM AREAS

OF MATHEMATICS, SOCIAL STUDIES, SCIENCE, ENGLISH/LANGUAGE ARTS AND INSTRUCTIONAL TECHNOLOGY. (District Goal 3)

Objective 3.1: Increase student achievement on all STAAR tests to 90% for all subgroups in all subjects.

Objective 3.2: Refine plans and instructional strategies in the early childhood program in a way that prepares students for current and future success.

Objective 3.3: Provide resources and programs in order to meet the needs of special population students.

Objective 3.4: Introduce technology as a content area and integrate technology into other content areas.

Objective 3.5: Provide Pre-School transitions.

Goal 4: THE CAMPUS WILL MEET ADEQUATE YEARLY PROGRESS (AYP) STANDARDS (District Goal 4)

Objective 4.1: To ensure that we meet Adequate Yearly Progress in all STAAR tested areas in all sub-populations

Objective 4.2: Struggling students will have several opportunities to increase achievement.

Goal 5: THE CAMPUS WILL DEFINE AND IMPLEMENT MEASURES BY WHICH STUDENTS SUCCESS CAN BE DETERMINED FOR ENRICHMENT AND EXTRACURRICULAR AREAS NOT TESTED BY STATE OF TEXAS ASSESSMENT OF ACADEMIC READINESS (STAAR) WHICH INCLUDE ART, MUSIC, THEATER, DANCE, AND PHYSICAL EDUCATION.

(District Goal 5)

Objective 5.1: Provide the opportunity to participate in enrichment and extra curricular activities.

Objective 5.2: Offer computer technology instruction for both students

and staff.

Objective 5.3: Participate in outdoor physical activities.

Goal 6: THE CAMPUS WILL IMPROVE COUNSELING SERVICES. (District Goal 6)

Objective 6.1: Provide parent education activities, as well as family nights, to increase parent participation with their children.

Objective 6.2: Provide communication to the parents so that the parents will be informed of school activities.

Objective 6.3: Provide classroom and individual guidance for students.

Objective 6.4: Provide services to homeless and migrant students.

Objective 6.5: Bullying training will be provided for all students.

Goal 7: THE CAMPUS WILL HAVE A 96.5% OR HIGHER STUDENT ATTENDANCE RATE AND A 97% OR HIGHER TEACHER ATTENDANCE RATE. (District Goals 7 & 10)

Objective 7.1: Provide incentives to students to increase attendance.

Objective 7.2: Provide motivation and incentives to teachers to increase teacher attendance.

Goal 8: THE CAMPUS WILL INCREASE PARENTAL INVOLVEMENT OPPORTUNITIES. (District Goal 8)

Objective 8.1: Our campus will conduct monthly PTA meetings

Objective 8.2: Our campus will host donuts for dads and muffins for moms event annually.

Objective 8.3: Communicate with the parents on a regular basis with times to volunteer.

Goal 9: THE CAMPUS WILL PROVIDE PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR STAFF TO IMPROVE INSTRUCTION AND SKILL SETS FOR THEIR RESPECTIVE ROLES. (District Goal 11)

Objective 9.1: The beginning of the year staff development will be based on needs assessment.

Objective 9.2: All teachers will attend weekly Friday instructional meetings with administrators.

Goal 10: THE CAMPUS WILL IMPLEMENT MEASURES TO MAINTAIN HIGH STAFF MORALE AND LOW TEACHER TURNOVER RATE.

(District Goal 13)

Objective 10.1: Throughout the year the administrators will maintain clear lines of communication with staff members.

Objective 10.2: Throughout the year we will recognize the staff observance days along with teacher appreciation week.

Objective 10.3: Administrators will focus on increasing visibility in classrooms and hallways during the school day.