

**Galena Park Independent School District**  
***GALENA PARK HIGH SCHOOL***  
**Campus Improvement Plan**

**2013 – 2014**

**Section 1- Introduction**

- 1. School: Galena Park High School**
- 2. Location: 1000 Keene St.  
Galena Park, TX, 77547**
- 3. Budget Manager: Tony Gardea, Principal**
- 4. Current School Advisory Team Members:**

**Teachers:**

**Darrin Ankrom – Social Studies**  
**Gerard Kwiatkowski – Math**  
**Kimberley Anderson– Science**  
**Dollie Rodriguez - ELA**  
**Mathew Reyes – ESOL**  
**Ellen Poxon – CTE**  
**Isias Degollado – Fine Arts**  
**Rhiannon Billett - Special Education**  
**Beatriz Anzaldua – Foreign Language**  
**Mary Kellner – Athletics**  
**Trina Brooks- Counselor /Parent Involvement**  
**Ludith Gonzalez- Career and College Counselor (SJCC)**

**Parent Leadership:**

**Richard McKinnon**

**Student Leadership:**

**Jamie Googins**

**Itzel Gonzales**

**Principal's Advisory Committee**

**Student Council**

**Business Leadership:**

**Dr. John Harper**

**Administrators:**

**Tony Gardea – Principal**

**Juan Ramirez – Associate Principal**

**Shaunte Morris – Associate Principal**

**Chris Castillo – At-Risk Coordinator**

**James Cline – Assistant Principal**

**Vicki Rickman – Assistant Principal**

**Ruth Yamaguchi – Coordinator of Special Programs**

**5. Campus Mission/Vision Statement:**

**Motto: “Students First!”**

**Mission: “The mission of Galena Park High School is to prepare students to be successful throughout life.”**

**Vision: “Galena Park High School will work collaboratively, compassionately and respectfully to ensure that all students, staff and community members achieve their maximum potential by providing necessary resources and training to meet their unique and diverse needs.”**

## **Section 2 - Comprehensive Needs Assessment**

### **1. Where We Have Been:**

#### **A. History of Campus and Important Changes**

**In 1917, the Harris County School District erected Clinton School, a one room frame building to serve Galena Park students in the primary grades. Older students had to make the long trip to attend Milby High School. With additions constructed over the years, in 1922 Clinton School was able to add 9th and 10th grade studies. In 1924, the frame building was replaced with a two story red brick building serving all grades, 1st through 12<sup>th</sup> grade. In 1930, Galena Park established its own independent school district, and soon after a separate building was constructed. This building allowed Clinton School to become Clinton Elementary. In 1947, the district opened Dement Field to serve student athletics needs. With Continued growth of the district, a new and larger high school building was soon needed and on March 17, 1950, the present Galena Park High School was opened. Additions and renovations were completed in 1992 to better meet needs of Galena Park's growing population. The Johnnie Rountree Auditorium was constructed to encourage the cultivation of the arts. Additionally, Dement Stadium was upgraded to college level requirements and provided collegiate level athletic experiences for our students. One of the largest additions to Galena Park High School was the construction of the Arthur C. Lily Building. This facility sits on the site of the former Galena Park ISD Administration Building.**

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

**Attendance – Galena Park High School will strive to increase attendance rates and obtain a 95% or higher with the student attendance rate.**

	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Attendance</b>	<b>94%</b>	<b>93.3%</b>	<b>92.9%</b>	<b>93%</b>
<b>Completion Rate</b>	<b>82.7%</b>	<b>87.3%</b>	<b>92.8%</b>	<b>89.4%</b>
<b>Drop Out Rate</b>	<b>3.4%</b>	<b>2.4%</b>	<b>2.3%</b>	

**College Readiness – Galena Park High School will identify areas of improvement to better prepare students for college and career pathways.**

	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>SAT</b>	<b>903</b>	<b>883</b>	<b>862</b>	<b>1285</b>
<b>ACT</b>	<b>16.8</b>	<b>17.1</b>	<b>17.5</b>	<b>17</b>
<b>AP</b>	<b>50.8%</b>	<b>50.6%</b>	<b>52.7%</b>	<b>64%</b>

**C. AYP for 2011-2012 – Galena Park High School has successfully met AYP in all areas and sub-populations for the last eight years.**

**D. TAKS Data for the campus.**

	<b>Rdg/ELA</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>2004</b>	<b>69%</b>	<b>44%</b>	<b>38%</b>	<b>76%</b>
<b>2005</b>	<b>70%</b>	<b>51%</b>	<b>45%</b>	<b>83%</b>
<b>2006</b>	<b>73%</b>	<b>52%</b>	<b>50%</b>	<b>79%</b>
<b>2007</b>	<b>82%</b>	<b>60%</b>	<b>55%</b>	<b>85%</b>
<b>2008</b>	<b>87%</b>	<b>71%</b>	<b>65%</b>	<b>93%</b>
<b>2009</b>	<b>89%</b>	<b>81%</b>	<b>78%</b>	<b>98%</b>
<b>2010</b>	<b>91%</b>	<b>87%</b>	<b>88%</b>	<b>99%</b>
<b>2011</b>	<b>88%</b>	<b>80%</b>	<b>80%</b>	<b>95%</b>
<b>2012</b>	<b>91%</b>	<b>86%</b>	<b>84%</b>	<b>95%</b>
<b>2013</b>	<b>94%</b>	<b>89%</b>	<b>94%</b>	<b>98%</b>

2010		ELA	Math	Science	Social Studies
GPHS	Econ. Dis.	92%	86%	78%	97%
GPHS	Hispanic	92%	87%	79%	97%
2011		88%	83%	73%	92%
GPHS	Econ. Dis.	90%	83%	75%	94%
GPHS	Hispanic				
2012					
GPHS	Econ. Dis.	91%	86%	83%	95%
GPHS	Hispanic	91%	86%	84%	95%
2013					
	<i>Econ. Dis</i>	93%	89%	94%	98%
	<i>Hispanic</i>	94%	89%	94%	98%

**E. TAKS Data for feeder campuses of Woodland Acres Middle School and Galena Park Middle School**

		Rdg/ELA	Math	Science	Social Studies
WAMS	2009	87%	95%	66%	93%
WAMS	2010	86%	91%	77%	97%
WAMS	2011	90%	93%	84%	96%
GPMS	2009	88%	87%	87%	74%
GPMS	2010	87%	89%	95%	84%
GPMS	2011	85%	93%	96%	84%

**F. TAKS Data for Sub-Populations for feeder schools which count toward AYP**

2009		Rdg/ELA	Math	Science	Social Studies
WAMS	LEP	69%	67%	27%	85%
WAMS	Econ. Dis.	89%	87%	66%	92%
WAMS	Hispanic	91%	88%	65%	94%

<b>2010</b>					
<b>WAMS</b>	<b>LEP</b>	<b>79%</b>	<b>84%</b>	<b>53%</b>	<b>90%</b>
<b>WAMS</b>	<b>Econ. Dis.</b>	<b>91%</b>	<b>91%</b>	<b>75%</b>	<b>95%</b>
<b>WAMS</b>	<b>Hispanic</b>	<b>91%</b>	<b>92%</b>	<b>75%</b>	<b>95%</b>
<b>2011</b>					
<b>WAMS</b>	<b>LEP</b>	<b>78%</b>	<b>78%</b>	<b>65%</b>	<b>89%</b>
<b>WAMS</b>	<b>Econ. Dis.</b>	<b>91%</b>	<b>91%</b>	<b>86%</b>	<b>97%</b>
<b>WAMS</b>	<b>Hispanic</b>	<b>92%</b>	<b>91%</b>	<b>84%</b>	<b>96%</b>

<b>2009</b>		<b>Rdg/ELA</b>	<b>Math</b>	<b>Science</b>	<b>Social Studies</b>
<b>GPMS</b>	<b>LEP</b>	<b>81%</b>	<b>68%</b>	<b>42%</b>	<b>65%</b>
<b>GPMS</b>	<b>Econ. Dis.</b>	<b>94%</b>	<b>84%</b>	<b>72%</b>	<b>85%</b>
<b>GPMS</b>	<b>Hispanic</b>	<b>94%</b>	<b>84%</b>	<b>75%</b>	<b>86%</b>
<b>2010</b>					
<b>GPMS</b>	<b>LEP</b>	<b>74%</b>	<b>78%</b>	<b>62%</b>	<b>85%</b>
<b>GPMS</b>	<b>Econ. Dis.</b>	<b>91%</b>	<b>87%</b>	<b>83%</b>	<b>94%</b>
<b>GPMS</b>	<b>Hispanic</b>	<b>91%</b>	<b>87%</b>	<b>85%</b>	<b>94%</b>
<b>2011</b>					
<b>GPMS</b>	<b>LEP</b>	<b>62%</b>	<b>82%</b>	<b>62%</b>	<b>92%</b>
<b>GPMS</b>	<b>Econ. Dis.</b>	<b>87%</b>	<b>89%</b>	<b>83%</b>	<b>95%</b>
<b>GPMS</b>	<b>Hispanic</b>	<b>87%</b>	<b>90%</b>	<b>84%</b>	<b>96%</b>

## **2. Where We Are Now:**

# **Galena Park High School Comprehensive Needs Assessment**

## **School Profile**

**Galena Park High School is one of 23 campuses in Galena Park Independent School District. Galena Park High School opened its doors in 1950 and serves predominantly low socioeconomic, urban families. Galena Park High School serves 1,820 students in grades 9th to 12th. Seven years ago, 1,686 students were served by the campus, which is an increase of 8%. Galena Park High's campus organization is designed to facilitate 9<sup>th</sup> -12<sup>th</sup> grades. In addition, the school is departmentalized with core subject teachers having common planning periods. Eleventh and twelfth grades are geared toward preparing students toward college and career opportunities. And, all students are provided with courses in Fine Arts, Career & Technology, Physical Education and/or extra curricular organizations, clubs and groups. The goal of this design is to nurture professional learning communities in order to most effectively meet the unique needs of our students and community.**

**The student population is 5.3 % African-American, 3.6% Anglo, 0.2% Asian, 94% Hispanic, 0.2% American Indian, 49.5% male and 50.5% female with a low socioeconomic status of 81.4%. The staff population is 154.2. 21%**

**of which are African-American, 50% Anglo, 5.3% Asian, 22.9% Hispanic, 46.2% male and 53.8% female with an average of 13.6 years of experience. 100% of the faculty is deemed as Highly Qualified and 100% of paraprofessionals are also deemed Highly Qualified.**

**The overall mobility rate for the campus is approximately 11.6%, with a drop-out rate of 2.3%. The average daily attendance rate for students is 94.2%. The overall average daily attendance rate for staff is 95.4%. When broken down by the days of the week, Monday's estimated averages are 94.6%; Tuesday's estimated averages are 96.3%; Wednesday's estimated averages are 96.1%; Thursday's estimated averages are 95%; Friday's estimated averages are 94.8%. There are a total of 1339 discipline referrals for the 2012-2013. During the fall semester of 2012, 798 offenses were committed by 304 students. By grade level, 12<sup>th</sup> grade students ensued 16.3% of the discipline referrals, 11<sup>th</sup> grade 29.6%, 10<sup>th</sup> grade 24.2%, and 9<sup>th</sup> grade with 29.6%. During the spring semester of 2013, 539 discipline referrals were committed by 263 students. By grade level, forty 12<sup>th</sup> grade students received discipline referrals, seventy-five 11<sup>th</sup> grade students received discipline referrals, forty-three 10<sup>th</sup> grade students received discipline referrals, and one hundred six 9<sup>th</sup> grade students received discipline referrals, which is a decrease from last year.**



As May 17, 2013, Galena Park High School serves 227 English Language Learner students, 122 students are in the Gifted and Talented program (47.5% males, 52.4% females), 62 students identified for 504 services, 183 students served through special education services (10.5%) and all initial SPED testing resulted in SPED placements.

#### A. Demographic Data

<b>African American</b>	<b>5.3%</b>
<b>Hispanic</b>	<b>94%</b>
<b>White</b>	<b>3.6%</b>
<b>Economically Disadvantaged</b>	<b>81.4%</b>
<b>Limited English Proficient</b>	<b>12.5%</b>

#### B. Highly Qualified Data – 100% of GPHS’ teachers are Highly Qualified

#### C. Customer Service Survey Data

	<b>Above Average</b>	<b>Average</b>	<b>Below Average</b>
<b>I feel very welcomed at my child’s school</b>	<b>72%</b>	<b>22%</b>	<b>6%</b>
<b>Phone calls are returned in a timely manner</b>	<b>58%</b>	<b>16%</b>	<b>21%</b>
<b>Administrators</b>	<b>65%</b>	<b>24%</b>	<b>12%</b>
<b>Counselors</b>	<b>65%</b>	<b>24%</b>	<b>12%</b>
<b>Parent Meetings – Topics</b>	<b>58%</b>	<b>16%</b>	<b>16%</b>
<b>Parent Meetings – Times</b>	<b>56%</b>	<b>17%</b>	<b>6%</b>
<b>Communication from teachers</b>	<b>63%</b>	<b>16%</b>	<b>21%</b>

### **3. Where We Are Going:**

**A. The following goals and objectives have been approved by our Campus Site-Based Committee for the following year.**

**In our effort to support GPISD's District Goals, the GPHS site Based Decision Making Team has structured its Campus Improvement Plan Goals to cover these areas;**

- (1) Provide a safe learning and working environment for all students, employees, and parents.**
- (2) Provide opportunities and information to assist students in preparing for college and careers.**
- (3) Implement measures by which student success can be determined, relative to the tested foundation curriculum areas of mathematics, social studies, science, and English/Language arts.**
- (4) The campus will define and implement measures by which student success can be determined for enrichment and extracurricular areas not tested by TAKS/STAAR/EOC which include art, music, theater, dance, and physical education.**
- (5) Achieve a student attendance rate of 96.5% or higher and a staff attendance rate of 97% or higher.**
- (6) Provide and improve counseling services for all students on the campus.**

### **Special Programs**

**Our Galena Park HS Title I program consists of campus parent involvement activities, extended day for math and reading, math professional**

development, and two coaches (one for math and one for reading), Open House, communication of programs through various resources and Skyward Family Access. Additionally, parents have the opportunity to schedule a conference with their respective student's teacher, counselor or assistant principal. Twenty First Century activities are conducted year long and include summer sessions as well. This program allows Galena Park High School's Community to be exposed to enriching experiences which broadens their knowledge base and deepens their skill sets. A trained and newly certified ELA instructor was hired to work with ESL students in all content areas. Additionally, an ESL instructional specialist also lesson planned with teachers and co-taught with teachers as to model strategies and expectations. Instructional specialists offered Saturday tutorial programs for all content areas in both TAKS and EOC. After school tutorials were mandated in all content areas. A math instructional specialist and a certified math teacher from the feeder schools were brought in to facilitate instruction for small groups. An additional credit recovery instructor was hired to offer after school and sessions were created during the regular instructional day to ensure students are meeting graduation requirements.

Our State Compensatory Program (SCE) consists of running two credit recovery classes concurrently. Additionally, an afterschool credit recovery

class has been made available for students endanger of not meeting graduation requirements due to credits. After school and Saturday tutorial programs are also created out of Compensatory funds for core subjects in all grade levels. Compensatory funds also enable GPHS to provide summer school and EOC remediation for ninth grade and tenth grade students who will not meet the standards and will require such interventions. Additionally, it will also provide a transitional program for incoming freshmen who have been identified as being at-risk of not graduating. Funding from this source will allow GPHS to host an additional freshmen orientation program which is designed to introduce all incoming freshmen to the rigors of high school. Compensatory funds will allow GPHS to purchase the necessary resources needed for assessment (i.e. graphing calculators, dictionaries, technology, etc.). These funds also will enable GPHS to enact an intervention program which targets students with excessive absences with a goal of providing intervention (i.e. counseling, credit recovery, flexible scheduling, tutorials and mentorship. GPHS will create a program which focuses on students transitioning from a DAEP placement and back to GPHS. Additionally, professional development for teachers so they will be equipped to meet the diverse needs of our students as to ensure continued and sustained growth. GPHS will continue to coordinate with district liaisons to provide services that

**promote success for our students in the areas of parenting, child development, nutrition, academic counseling and personal counseling with the goal of obtaining a high school diploma. Compensatory funds are also utilized to update and/or obsolete technology on campus.**

**1. Where We Are Going:**

**A. Comprehensive Needs Assessment Process**

**The Galena Park High School and Galena Park Independent School District 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: observations/recommendations from teacher leaders, intervention plans, benchmarks, AEIS report, college admittance statistics, TPRI, TAKS/STAAR, attendance (students and staff), SAT, ACT, PSAT etc. 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:**

- Continue to promote sustained growth of student performance in AP, SAT & ACT exams (college readiness)**

- **Continue to promote sustained growth of students gaining entry into post-secondary education**

**Needs:**

- **Students' skill sets regarding the core areas need to be the instructional priority of the campus.**
- **Increase the number of students receiving CTE certifications.**

**Instruction, Curriculum and Assessment:**

**Strengths:**

- **Continuing to increase the number of students meeting all graduation requirements**
- **Continue to integrate technology into regular classroom instruction**

**Needs:**

- **GPHS will focus on building a strong foundation for all core areas**
- **Teachers indicate that they would embrace quality professional development in all areas of EOC.**

**Family and Community Involvement:**

**Strengths:**

- **Continue to increase the numbers of parents participating in the Parent/Teacher/Student Association.**

**Needs:**

- **Increase the number of parent volunteers to participate in booster clubs, special events and mentoring programs.**
- **Encourage/promote parental use of Skyward Family Access.**

- **Providing all necessary support and services to homeless and migrant students**
- **Provide all necessary support and education for pregnant students**
- **Increase overall communication and bridge the communication gap between school and home.**

### **Staff Quality:**

#### **Strengths:**

- **Continue to maintain 100% of our current teachers as Highly Qualified**

#### **Needs:**

- **Increase teacher pedagogical skills in order to meet the rigor of our new assessment system in all disciplines.**

### **School Culture and Climate:**

#### **Strengths:**

- **Continue to decrease discipline referrals. Discipline referrals decreased by 65% this academic year.**
- **Student participation in all extracurricular activities, clubs and organization has increased by 25%**

#### **Needs:**

- **Increase regular student attendance**
- **Continue to focus on team building and promote a culture of unity amongst all GPHS stakeholders.**
- **Increase student awareness and education concerning bullying**
- **Continue to create a climate that is conducive to students sense of safety**

## **School Organization:**

### **Strengths:**

- **Teachers indicate that GPHS continues to be a safe and secure learning and working environment.**
- **Teachers indicate strong administrative support of all programs (i.e. counseling, instructional, extra-curricular, etc.).**

### **Needs**

- **Increase positive reinforcement of students maintain perfect attendance and honor roll (i.e. student recognition of achievements)**