

Galena Park Independent School District
Galena Park Middle School
Campus Improvement Plan

2013-2014

Section 1- Introduction

1. School: Galena Park Middle School
2. Location: 400 Keene Street, Galena Park, TX 77547
3. Budget Manager: Christopher J. Blake, Principal
4. Current School Advisory Team Members & Position:
 - Christopher J. Blake, Principal
 - Wanna Giacona, Admin. Representative
 - Gina Ferrer, Parent
 - Almatha Taylor, Community Representative
 - Jorge & Lidia Lopez, Business Representative (Deli House)
 - S. Costley, Counselor
 - C. Bell, SS Teacher
 - S. Tolbert, SS Teacher
 - D. Wilkerson, Electives Teacher
 - D. Adams, Electives Teacher
 - R. Keller, SPED Teacher
 - E. Ramke, SPED Teacher

- L. Washington, Science Teacher
- C. Miller, ELA Teacher
- A. Chernyshov, ESL Teacher
- B. Tapner, Math Teacher
- E. Gonzalez, Math Teacher

5. Campus Mission/Vision Statement:

Motto: Happy, Happy, Happy...Have a Positive and Productive Year

Mission: The mission of Galena Park Middle School is to make students successful, lifelong learners. Successful students are self-directed learners who have high self-esteem, possess process skills and have a concern for others.

Section 2 - Comprehensive Needs Assessment

1. Where We Have Been:

A. 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 December 18, 1992. We have come a long way from that one room school!

Galena Park Middle School, spent two years with an Acceptable rating, then with increases in TAKS scores, Galena Park Middle School has maintained a Recognized rating. In 2005-2006, Galena Park Middle School did not meet Adequate Yearly Progress (AYP). This was attributed to only 40% of our Special Education Sub-Population passing the math assessment in 2005-2006.

B. Attendance/Dropout Rate

Attendance Rate

	Campus	African American	Hispanic	White	American Indian	Asian Pacific Islander	Asian	Pacific Islander	Two or More Races	Male	Female	SPED	ED	LEP
10-11	96.8%	96.1%	96.9%	95.9%	*	N/A	*	-	*	N/A	N/A	95.7%	96.8%	96.9%
09-10	96.5%	95.0%	96.6%	95.3%	*	*						95.0%	96.6%	96.5%
08-09	96.4%	95.4%	96.5%	95.4%	*	*				96.3%	96.6%	95.7%	96.5%	96.6%
07-08	97%	96.3%	97.1%	96.2%	*	*				97%	97.1%	95.4%	97%	97.3%
06-07	97%	96.2%	97.1%	96.5%	*	*				96.7%	97.4%	95.3%	97.1%	97.1%

Annual Dropout Rate

	Campus	African American	Hispanic	White	American Indian	Asian Pacific Islander	Asian	Pacific Islander	Two or More Races	Male	Female	SPED	ED	LEP
10-11	0.3%	0.0%	0.3%	0.0%	-	N/A	*	-	*	N/A	N/A	0.0%	0.3%	0.7%
09-10	0.0%	0.0%	0.0%	0.0%	*	*				0.0%	0.0%	0.0%	0.0%	0.0%
08-09	0.7%	0.0%	0.8%	0.0%	*	*				0.8%	0.6%	0.0%	0.9%	1.7%
07-08	0.3%	0.0%	0.3%	0.0%	*	*				0.6%	0.0%	0.0%	0.2%	1.3%
06-07	1.1%	0.0%	1.2%	0.0%	*	*				0.9%	1.3%	0.0%	0.8%	2.4%

C. AYP History

Galena Park Middle School met AYP for the 2011-2012 school year.

D. TAKS/STAAR Demographic Data for Campus and Feeder Schools

	Year	Campus	AA	Hispanic	White	Two or More Races	SPED	Eco. Dis.	LEP
Grade 6 Reading	2013	57%	58%	57%	67%	*	58%	57%	18%
Grade 6 Reading	2012	78%	64%	79%	100%	*	39%	79%	52%
Grade 6 Reading	2011	82%	90%	82%	78%	*	93%	82%	55%
Grade 6 Reading	2010	81%	78%	81%	86%	*	60%	80%	58%
Grade 6 Math	2013	75%	50%	76%	75%	*	22%	74%	59%
Grade 6 Math	2012	66%	64%	65%	89%	*	25%	65%	23%
Grade 6 Math	2011	90%	80%	91%	99%	*	93%	91%	79%
Grade 6 Math	2010	88%	78%	88%	99%	*	55%	87%	78%
Grade 7 Reading	2013	65%	65%	65%	80%	*	22%	63%	22%
Grade 7 Reading	2012	80%	73%	80%	100%	100%	33%	80%	63%
Grade 7 Reading	2011	79%	89%	79%	88%	*	40%	78%	50%
Grade 7 Reading	2010	82%	86%	81%	99%	*	48%	81%	52%
Grade 7 Math	2013	74%	71%	74%	90%	*	40%	75%	42%
Grade 7 Math	2012	70%	65%	69%	86%	100%	25%	68%	37%
Grade 7 Math	2011	82%	89%	82%	88%	*	55%	82%	63%
Grade 7 Math	2010	86%	64%	87%	90%	*	76%	87%	79%
Grade 7 Writing	2013	59%	59%	58%	82%	*	11%	58%	12%
Grade 7 Writing	2012	64%	50%	65%	67%	100%	60%	64%	29%
Grade 7 Writing	2011	93%	88%	93%	88%	*	70%	93%	76%
Grade 7	2010	95%	99%	95%	99%	*	67%	94%	87%

Writing									
Grade 8 Reading	2013	81%	81%	81%	75%	*	60%	80%	55%
Grade 8 Reading	2012	78%	86%	78%	90%	*	22%	75%	38%
Grade 8 Reading	2011	87%	87%	87%	99%	*	74%	87%	62%
Grade 8 Reading	2010	91%	90%	91%	99%	80%	70%	91%	74%
Grade 8 Math	2013	77%	90%	76%	100%	*	60%	78%	56%
Grade 8 Math	2012	70%	*	70%	83%	*	56%	71%	66%
Grade 8 Math	2011	89%	73%	90%	88%	*	70%	89%	82%
Grade 8 Math	2010	87%	80%	87%	99%	80%	67%	87%	78%
Grade 8 Science	2013	76%	76%	76%	80%	*	57%	76%	44%
Grade 8 Science	2012	70%	63%	70%	70%	100%	33%	68%	30%
Grade 8 Science	2011	84%	71%	84%	99%	*	73%	83%	62%
Grade 8 Science	2010	84%	65%	85%	99%	80%	57%	83%	62%
Grade 8 Social Studies	2013	60%	82%	60%	40%	*	43%	60%	40%
Grade 8 Social Studies	2012	45%	50%	45%	50%	100%	50%	45%	16%
Grade 8 Social Studies	2011	96%	86%	96%	99%	*	86%	95%	92%
Grade 8 Social Studies	2010	94%	90%	94%	99%	>99%	83%	94%	85%

Elementary Feeder Schools:

Reading Gd. 5	% Met L II 2013
GPE	68.8%
JCE	76.3%
MAC	79.8%
Math Gd. 5	% Met L II 2013
GPE	85.4%
JCE	88.7%
MAC	75.2%

Science Gd. 5	% Met L II 2013
GPE	74.4%
JCE	77.1%
MAC	75.2%

2. Where We Are Now:

Galena Park Middle School Comprehensive Needs Assessment

School Profile

Galena Park Middle School is one of five middle schools in Galena Park Independent School District. Galena Park Middle School opened its doors in 1949 and serves predominantly economically disadvantaged families. Galena Park Middle School serves 1048 students in grades six to eight. Five years ago, 921 students were served by the campus, which in an increase of 125 students or 13.6%. Each grade level has two teams (per grade level) serving the student population.

The student population is 5% African-American, 2.8% Anglo, 0.2% Asian, 91.5% Hispanic, 0.4% American Indian, 0.2% Two or more races, 49.52% male and 50.48% female with a low socioeconomic status of 85.4%. The staff population is 27.7% African-American, 43.9% Anglo, 9.3% Asian, 16.2% Hispanic, 35.1% male and 64.9% female with an average of 11 years of experience. 100% of the GPMS teachers are Highly Qualified teachers and 100% of the paraprofessionals are Highly Qualified.

The overall mobility rate for the campus is approximately 7.7%, with a drop-out rate of 0.3%. The average daily attendance rate for students is 96.8%. The average daily attendance rate for staff is 97%. There were a total of 3,198 discipline

referrals for the 2012-2013 school year (Grade 6-904, Grade 7-1094& Grade 8-1200), which was a decrease of 817 referrals from last year.

2011-2012	TARDIES	OCCURRENCES	TOTAL	CHANGE
6TH GRADE	116	1182	1298	
7TH GRADE	186	931	1117	
8TH GRADE	309	1291	1600	
TOTAL	611	3404	4015	
2012-2013	TARDIES	OCCURRENCES	TOTAL	CHANGE
6TH GRADE	125	779	904	NEW BATCH
7TH GRADE	195	899	1094	DOWN 204 (16%)
8TH GRADE	243	957	1200	UP 83 (7%)
TOTAL	563	2635	3198	DOWN 817 (20%)

Galena Park Middle School serves 178 English Language Learner students, 54 students in the Gifted and Talented program (37.04% males, 62.96% females, and 0% LEP), 42 students identified for 504 services, 1 RtI Tier I student, 1 Tier II student, 2 Tier III students, 87 students served through special education services and 1 referral for special education services (2 student tested and qualified for special education services).

Survey Data

Based on the Campus Needs Assessment, the following items were rated as the top five areas for providing **improvement** for the 2013-2014 school year:

1. Reading Skills
2. Student Achievement
3. Active Learning
4. School Monitoring/Effective Teaching/Math Skills (TIE)
5. Parental Involvement

Based on the Campus Needs Assessment, the following items were rated as the top five areas for a **safe and productive learning environment** for the 2013-2014 school year:

1. School-wide discipline
2. Students will be safe from bullying and retaliation from reporting bullying
3. Conducting safety drills
4. Classroom discipline
5. Active monitoring of students

Based on the Campus Needs Assessment, the following items were rated as the top five areas for focus in the area of **college and career prep** for the 2013-2014 school year:

1. Reducing dropouts
2. Career and Technical Education
3. Increasing Pre-AP participation and scores
4. Gifted and Talented programs
5. Raising college entrance scores

Based on the Campus Needs Assessment, the following items were rated as the top five areas for focus in the area of **foundation curriculum** for the 2013-2014 school year:

1. English Language Arts
2. Math
3. Co-teaching/In class support
4. English as a second language
5. Stones Program

Based on the Campus Needs Assessment, the following item was selected as the one strategy to **improve test scores**:

1. Early Interventions

Based on the Campus Needs Assessment, the following items were rated as the top five areas for focus in the area of **enrichment and extracurricular activities** for the 2013-2014 school year:

1. Student involvement in extracurricular activities
2. Career and Technical Education
3. UIL Academic Events
4. Educational Technology
5. Fine Arts

Based on the Campus Needs Assessment, the following items were rated as the top five areas for focus in the area **counseling activities** for the 2013-2014 school year:

1. Social counseling
2. Increase parental involvement
3. Academic counseling
4. Career counseling
5. Crisis counseling

Based on the Campus Needs Assessment, the following items were rated as the top five areas for focus in the area of **staff development** for the 2013-2014 school year:

1. Stress Management
2. Time Management Strategies
3. Behavioral Intervention Strategies
4. Instructional Intervention Strategies
5. Classroom Management Strategies

Special Programs

Our School-wide Title I program consists of parent involvement activities, extended day for math and reading, pullout programs, Saturday School, and professional development for staff. Our State Compensatory Program (SCE) consists of after school tutorial programs for assisting at-risk students (including STAAR Tutorials), READ 180 program, a Technology Instructional Specialist (serving three computer labs), 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.

3. Where We Are Going:

A. Comprehensive Needs Assessment Process

The Galena Park Middle School 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 (CBAs & DAs), STAAR, Attendance (students and staff), PSAT, and Sure Score Reading and Math Assessments. 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 that the new STAAR based assessments exposed areas of weakness and strength. Areas of concern were Special Education and the LEP population.

Student Achievement:

Strengths: GPMS offers its students multiple opportunities to succeed. GPMS assessment data has led the district in many curricular areas. Algebra scores have continued to grow year after year. Our Athletic and Fine Arts programs are showing increased numbers in enrollment and are demonstrating more success.

Needs: We need to continue to grow in all tested areas-Math, ELA, Science and Social Studies, with specific focus on LEP and SPED students. Strategies to motivate struggling and unmotivated students are needed. Students need improvement in Reading.

Instruction, Curriculum and Assessment:

Strengths: Curriculum, TEKS and assessments are aligned. The students are being acclimated more and more to the STAAR test due to the organization, administration and assessment/disaggregation of data. Student data drives the campus decision making process, with a focus on what is best for the students. Teachers have been trained in the use of Thinking Maps, which is a school wide program.

Needs: Many students lost self-esteem due to their lack of performance on DAs and CBAs. More cross-curricular lessons could be utilized (also aligned with the technology curriculum). More content related to testing could be provided.

Family and Community Involvement:

Strengths: GPMS has always had strong parental support, which includes volunteers on campus almost every day. Our counselors have done an excellent job offering courses that meet the needs of our parents. Additionally, they have offered trainings in the evening and on weekends. GPMS won two PTA awards for the 2012-2013 school year.

Needs: Community involvement is always an area of focus, both with student involvement in the community and with community involvement in the schools. Programs that would bring the community into the schools and allow them access to our school would be a benefit to Galena Park.

Staff Quality:

Strengths: GPMS has many aspiring leaders and teacher-leaders that take initiative on a daily basis to make GPMS a successful campus. Our staff is family and our staff is a team. Staff members teach academically and socially, noting the needs of the students and ensuring they are met. There are many dedicated teachers that go above and beyond for their students. The team concept works well at GPMS.

Needs: Staff members need training on transitioning from activity to activity without losing time and focus. Teachers need to be willing to share strategies across curricular departments. Teachers need to be open to change as the state of education changes. More ways to positively acknowledge and reward staff success would benefit the campus.

School Culture and Climate:

Strengths: GPMS strives to be a campus where all staff and students have an opportunity to be involved. GPMS offers various organizations/clubs for students to be involved. All teams represent colleges and universities. Students are taught to focus on college and to make their dreams reality. GPMS is a learner-centered campus. The staff focuses on what is best for the students. Teachers are positive and come from many diverse backgrounds. Staff members are often empowered to take risks and do more for their students.

Needs: More involvement is needed from reluctant teachers. Lessons on social skills and bullying should be provided to the students.

School Organization:

Strengths: Grades 6, 7 and 8 have two teams per grade level and each team has a team leader. Each core curricular area (and the electives department) has a department chair. GPMS has a strong Foundations Program that focuses on student safety (morning duty, transition between classes, lunches, and afterschool dismissal). Staff input is valued in creating a campus that is welcome to all.

Needs: ISS needs improvement. A detention tracking system would be a great benefit. Allow opportunities for new teacher-leaders to grow and become involved.

Summary of Identified Needs and Related Strategies

B. Based on the Needs Assessment, the following goals and objectives have been approved for the 2013-2014 school year:

- *Goal 1: The campus will provide a safe and productive learning environment for students and employees. (District Goals 1 & 9)*
- *Goal 2: The campus will provide opportunities and information to assist students in preparing for college and careers. (District Goal 2)*
- *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 in mathematics, social studies, science, English/ Language Arts and Instructional Technology. (District Goal 3)*
- *Goal 4: The campus will implement strategies to meet Adequate Yearly Progress (AYP) standards. (District Goal 4)*
- *Goal 5: The campus will define and implement measures by which student success can be determined for enrichment and extracurricular areas not tested by the State of Texas Assessment of Academic Readiness (STAAR) assessment, which includes art, music, theater, dance and physical education . (District Goal 5)*
- *Goal 6: The campus will improve counseling services. (District Goal 6)*
- *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)*
- *Goal 8: The campus will increase parental involvement opportunities. (District Goal 8)*
- *Goal 9: The campus will provide professional development opportunities for staff to improve instruction and skill sets for their respective positions. (District Goal 11)*
- *Goal 10: The campus will implement measures to maintain high staff morale and low teacher turnover rate. (District Goal 13)*