

**Galena Park Independent School District**  
**Galena Park High School**  
**2022-2023 Comprehensive Needs Assessment**



**Board Approval Date:** August 8, 2022

# Mission Statement

We will work collaboratively, compassionately, and respectfully to ensure that all students, staff, and community achieve their maximum potential by providing necessary resources and training to meet their unique and diverse needs.

## Vision

The vision of Galena Park High School is to prepare students to be successful throughout life.

## Campus Profile

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 9<sup>th</sup> and 10<sup>th</sup>-grade studies. In 1924, the frame building was replaced with a two-story red brick building serving all grades, 1<sup>st</sup> 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 the 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 the 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. A new addition is in the process of completion for the 2021-2022 school year which will feature 14 new classrooms.

Galena Park High School is one of 3 high school campuses in the Galena Park Independent School District and predominantly serves low socioeconomic, urban families. During the 2020-2021 school year, Galena Park High School served 1800 students in grades 9<sup>th</sup> to 12<sup>th</sup>. Galena Park High campus organization is designed to facilitate 9<sup>th</sup> - 12<sup>th</sup> grades.

Academic courses are geared towards preparing all students for college and career opportunities and students are provided with elective course options in Fine Arts, Career & Technology, Physical Education, and/or extracurricular organizations, clubs, and groups. As a campus, we strive to have all students graduate from high school with the 21<sup>st</sup>-century skills needed to meet our community's and students' needs.

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# Comprehensive Needs Assessment

Revised/Approved: April 12, 2022

## Needs Assessment Overview

### Needs Assessment Overview Summary

Galena Park High School completed the Campus Needs Assessment process in April 2022. The following teachers volunteered to chair the multiple measures of data committees listed next to their names:

Processes & Programs - Kayla Daughtery, Mary Kellner, and Daniel Ponce

Student Learning - Cynthia Tenaglio and Anastasia Fress

Demographics - Andree Torres and Elissa Richey

Perceptions - Erika Gonzalez and Kurt Bouillion.

Needs assessment committees reviewed data found in this google folder: <https://drive.google.com/drive/folders/1rAQN-fAHSZDOgjajIvT8WNB0JIIIWM6p?usp=sharing>.

# Demographics

## Demographics Summary

Galena Park High School is a Title I campus with a diverse staff of teachers who work diligently to provide rigorous, meaningful instruction in order to promote a high level of learning in a positive environment. As a Title I school, the majority of our students are at-risk and economically disadvantaged. During the 21-22 school year, which is the most recent data available, our student body was made up of 1,734 students. The ethnic distribution is as follows: African American, 2%; Hispanic, 93.8%; White, 2.4%; American Indian, 0.4%; Asian, 0.1%; and 2 or more races, 0.2%. Of the 1734 students, 89.8% were classified as economically disadvantaged. Furthermore, 23.6% of our students were served through an ESL education program, 6.8% received Gifted & Talented education, and 10.4% of students were serviced through Special Education.

GPHS is committed to academics and preparing students in the areas of college, career, and military readiness. We have a strong Career and Technical Education program that serves a large population of our students and provides the training and the job skills that will be necessary for life after high school. The most recent data shows that our campus has made gains in the percentage of students that show college, career, and military readiness. Graduation rates have also improved among all ethnic sub-populations over recent years. GPHS has areas of weakness when it comes to graduation rates among white students. Also, in 2022, we scored below the state average on English 1 and Biology EOC exams and scored above the state in Algebra I, US History, and English 2. The staff at Galena Park High School is dedicated to making improvements and continuing to increase scores in each of these areas.

## Demographics Strengths

Strengths for Galena Park High School include the following:

CCMR increased from 50% to 72.7% from 2019 to 2022.

The graduation rate improved for all ethnic sub-populations from 2019 to 2022.

- African Americans: 91.7% to 100%
- Hispanics: 91.7% to 93.7%
- Whites: 73.3% to 84.6%

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The graduation rate among white students in 2020 was too low at 84.6% **Root Cause:** Limited population size and failure to adequately track all graduates.

**Problem Statement 2:** GPHS scores below the state average in the English I and Biology STAAR exams. **Root Cause:** State expectation for ESL and SPED students

**Problem Statement 3:** Students in special education programs are under performing academically. **Root Cause:** Inconsistent implementation of IEP accommodations and modifications due to lack of preparation through professional development

**Problem Statement 4:** The percentage of students at meets or masters grade level in SAT/ACT tests is far below the state average. **Root Cause:** GPHS has only implemented a newly revised curriculum to prepare students for college entrance exams in mathematics for one year. It will take more time to see the benefits of this change.

**Problem Statement 5:** Increase school safety to minimize damage and theft to school property . **Root Cause:** Social Media Challenges

**Problem Statement 6:** Increase test scores in academic areas of achievement. **Root Cause:** scores in TSIA, ACT, SAT and EOC scores

**Problem Statement 7:** Increase CCMR and college readiness in all students. **Root Cause:** low college readiness in seniors

# Student Learning

## Student Learning Summary

The Student Learning and Achievement Committee agreed that College, Career, and Military-Readiness is a strength for Galena Park High School. The campus has seen an increase in the percentage of students who are considered CCM-ready from 2019-20 to the 2021-22 school year (73.3% vs. 81.4%). The campus also surpassed the state (63.0%) and district (78.0%) percentages in CCMR in 201-22. The increase is driven by students meeting the TSI criteria in ELA (57.7%) and mathematics (68.0%) and high percentages of students obtaining credit in dual credit courses (25.7%).

The data also show that there were declines in English I and Biology EOC exams from spring 2021 to spring 2022, with the exception of US History, English 2, and Algebra percentages. The root cause for these declines is low student engagement and an increase in discipline. EOC teacher teams will work to return and exceed 2019 marks using the data-driven instructional planning process. Their goal will be to design engaging lessons that increase the proportion of students completing activities and mastering learning objectives.

As in previous years, the data demonstrate a gap between the EOC exam performance of students in special education programs (44% approaches) versus the student population as a whole (71% approaches) in all grades and subjects. The gap is widest in English 2 (48% gap) and smallest in algebra I (8%). Despite the existence of this gap, the gap has decreased from the 2021 school year. To close the gap, teachers should seek to implement accommodations and modifications in IEPs faithfully with the support of SpEd co-teachers as part of planning teams. The campus instructional team should host professional development prior to the start of the school year where teachers and SpEd co-teachers can look up IEPs and plan together to come up with practical teaching strategies for implementing IEPs. Teachers should be given a specific time to revisit the strategies developed in August professional development to make changes as needed.

## Student Learning Strengths

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The percentage of students who scored in the masters-level has shown increases based on collaborative TIL planning for teachers. The scores for each respective EOC are as follows biology (17%), English 1 (4.7%), English 2 (6%), Algebra (41%), and USH (50%).

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Students in special education programs are under performing academically. **Root Cause:** Inconsistent implementation of IEP accommodations and modifications due to lack of preparation through professional development

**Problem Statement 2:** While CCMR data has risen over the last year there continues to be a decrease in the number of students considered "career ready". **Root Cause:** Lack of Spring testing due to COVID and a declining number of industry-based certifications offered by the TEA.

**Problem Statement 3:** The percentage of students at meets or masters grade level in SAT/ACT tests is far below the state average. **Root Cause:** GPHS has only implemented a newly revised curriculum to prepare students for college entrance exams in mathematics for one year. It will take more time to see the benefits of this change.

**Problem Statement 4:** Increase school safety to minimize damage and theft to school property . **Root Cause:** Social Media Challenges

**Problem Statement 5:** Increase test scores in academic areas of achievement. **Root Cause:** scores in TSIA, ACT, SAT and EOC scores

**Problem Statement 6:** Increase CCMR and college readiness in all students. **Root Cause:** low college readiness in seniors

# School Processes & Programs

## School Processes & Programs Summary

Galena Park High School's staff and administration will ensure students of all grade levels are taking the appropriate steps to become college, career, and military ready.

According to the most recent data (2021-2022 school year), GPHS met campus goals. First, the CCMR percentage increased overall. Secondly, the number of students who hold an industry-based certificate increased. Lastly, there was an increase in special education students receiving advanced degrees.

Additionally, GPHS offers a variety of very diverse programs. This includes extracurricular and co-curricular activities for students in the Fine Arts and Athletic Areas. Many of these activities are competing at pre-covid levels and excelling despite the loss of face-to-face instructional time last school year.

Additionally, at GPHS we have processes in place for discipline but we have seen an increase in specific campus behaviors for the 21-22 school year including vaping and fighting.

## School Processes & Programs Strengths

The students at Galena Park High School have a large variety of opportunities to participate in things that interest them outside of their academic studies. The staff at GPHS does an excellent job of allowing students to participate in multiple activities. Staff members give of their time to sponsor clubs and organizations to add value to our students' educational experiences.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The 2021-2022 school year has seen an increase in student disciplinary behaviors including tardies, skipping, fighting, and vaping on campus. **Root Cause:** Lack of all staff in compliance with the policies and holding students accountable. There is also a lack of adult presence during the transition periods. Administrators are not always visible to hold teachers accountable for transition monitoring in all areas of the school.

**Problem Statement 2:** Parents are not aware of all the programs we offer as far as extracurricular activities, clubs, organizations, and Dual Credit opportunities. **Root Cause:** Not all parents are utilizing the methods of communication we send out.

**Problem Statement 3:** Increase school safety to minimize damage and theft to school property . **Root Cause:** Social Media Challenges

**Problem Statement 4:** Increase school culture to assist in reducing high turnover rate in teachers. **Root Cause:** low teacher incentives and teacher fatigue.

**Problem Statement 5:** Increase test scores in academic areas of achievement. **Root Cause:** scores in TSIA, ACT, SAT and EOC scores

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# Perceptions

## Perceptions Summary

While maintaining focus on the health, wellness, and safety of our school community this year we have gradually transitioned to a normal school culture for the very much anticipated 2021-2022 school year. The committee has determined that administrative oversight that strongly encourages its faculty to monitor student attendance and encourages its faculty to make successful contact with the household has been successful this year. The committee is strongly committed to continuing to cultivate previous staff and student activities that cultivated a strong sense of school spirit and involvement.

Declining school attendance and increasing school discipline have been addressed through attendance contracts and making successful contact with parents. School discipline was also addressed through the administrative team announcing daily explicit reminders that fighting will not be tolerated and that any students caught fighting on campus will be given heightened school consequences. The committee has also agreed to continue incentives for students to improve their attendance throughout the year. This year we saw how social incentives were effective with seniors. The goal for the 2022-2023 school year is to implement incentives for all grade levels. Moving forward, there should be a continued effort to keep addressing truancy and vaping on campus. In conclusion, the committee agrees that the 2022-2023 school year should continue to focus on community involvement and encourage community participation at GPHS.

## Perceptions Strengths

Strengths at GPHS this school year include:

1. Administrative oversight/communication
2. Focus on the health and well-being of the school community
3. Communications to families about how this school year should work despite its differences
4. Data supports that students feel safe in most environments on campus
5. Students seem to feel motivated and encouraged when interacting with staff on campus

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** There is a decrease in student attendance this year. **Root Cause:** COVID 19 factors and a variety of issues related to the pandemic. Additionally, students are struggling to understand the loss of credit rules due to last year's attendance rules.

**Problem Statement 2:** Damage and theft to school property. **Root Cause:** Social media challenges.

**Problem Statement 3:** Increase school safety to minimize damage and theft to school property . **Root Cause:** Social Media Challenges

**Problem Statement 4:** Increase school culture to assist in reducing high turnover rate in teachers. **Root Cause:** low teacher incentives and teacher fatigue.

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