

Galena Park Independent School District
Galena Park High School
2021-2022 Comprehensive Needs Assessment

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: August 9, 2021

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 9th and 10th-grade studies. In 1924, the frame building was replaced with a two-story red brick building serving all grades, 1st through 12th 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 9th to 12th. Galena Park High campus organization is designed to facilitate 9th - 12th grades. Academic courses are geared towards preparing all students toward 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 21st-century skills needed to meet our community's and students' needs.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	5
School Processes & Programs	6
Perceptions	8

Comprehensive Needs Assessment

Revised/Approved: April 16, 2021

Demographics

Demographics Summary

Galena Park High School is a Title I Campus. We possess a diverse staff of teachers who work diligently to get the best from each of our students. GPHS is committed to academics and it shows in our discipline and improving attendance rates. We have a strong Career and Technical Education program that serves a large population of our students. These programs provide training, job skills, and Galena Park High School is a Title I campus, composed primarily of a Hispanic student population. The majority of our students are at-risk and economically disadvantaged. In spite of these challenges, our staff and students are striving to achieve academic success. However, GPHS performs below state averages in college readiness and ACT/SAT scores. We are also below state averages in our English I and II STAAR scores. In other areas such as Math, Science, and Social Studies, we have performed well, but also struggled to achieve advanced performance in these areas. Our staff and students are doing a great job at simply being average. In order to take the next step as a campus, we need to look beyond average and strive for excellence in all we do.

During the 2020-21 school year, (the most recent reporting year) our student populations (approximately 1876 students) consisted of the following: 93.8% Hispanic, 3.3% African American, 2.2% White, 0.43% American Indian, and 0.16% Two or More Races. Of the 1876 students, 89.77% were classified as Economically Disadvantaged and 67.38% as At-Risk. During this school year, 24.8% of the students participated in our English Language Learners program, 10.4% were part of our Special Education program, 6.8% were classified as Gifted and Talented, and 87.3% of students participated in our Career and Technical Education program.

Demographics Strengths

Strengths identified by the demographics committee included:

- Increasing student attendance
- A high percentage of students enrolled in CTE programs
- Diverse staff, who are dedicated to providing quality education
- Above state average US History STAAR scores (previous year data)

GPHS scores below the state average in English I and II STAAR exam; Root Cause: Discrepancy in state expectation for ESL students

Problem Statements Identifying Demographics Needs

Problem Statement 1: GPHS has below state average CCMR test scores (ACT/SAT/TSIA) **Root Cause:** Miscommunication in curriculum scope and sequence and testing date selection (specifically in relation to TSIA) as well as prioritizing the importance of ACT/SAT in the curriculum.

Problem Statement 2: GPHS scores below the state average on AP tests. **Root Cause:** Failure to administer prerequisite courses or tests such as open enrollment for Pre-AP and AP courses

Problem Statement 3: GPHS scores below the state average in the English I and II STAAR exam. **Root Cause:** State expectation for ESL and SPED students

Problem Statement 4: Systems and procedures must be put into place to operate schools on a daily basis. **Root Cause:** Proper systems facilitate effective school days. Failure to implement systems results in ineffective school days.

Student Learning

Student Learning Summary

After analyzing the data, the Student learning & Achievement committee agreed that USH, Biology, and Algebra I continue to display student learning strength.

- The committee also agreed that our campus will increase in CCMR in the upcoming school year as we continue to test TSIA2 on campus.
- The student learning committee agreed that issues that needed to be addressed and focused on are the same as we have had in the previous years.
- There needs to be a focus on closing the gaps for our special education students in all content areas.
- In addition, the committee agreed that we need a campus-wide focus on English literacy. This needs to be handled as an agreed-upon approach campus-wide. Student writing and reading are occurring campus-wide, but students are not writing to the appropriate academic writing level.
 - For example, in Fine Arts/Social Studies, many teachers provide primary sources, writing prompts, and activities to enhance student writing. The issue of concern is that students are not writing academically across multiple content areas and lack knowledge of academic vocabulary.
 - To assist with this issue, teachers should implement writing in their classes while providing sentence stems, writing prompts, and word banks with academic terms for students to include in their writing assignments.
 - All teachers should be provided with resources and templates to use in their content writing assignments.

Student Learning Strengths

After analyzing the data, the Student Learning & Achievement committee agreed that US History, Biology, and Algebra I continue to display student learning strength. The committee also agreed that our campus has shown huge gains in TSIA 2 scores and will continue to increase in CCMR in the upcoming school year as we continue to test TSIA on campus. There are limited formative data at the time of the needs assessment review due to the cancellation of STAAR last spring and DA's this spring.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students in special education programs are under performing academically. **Root Cause:** Lack of teacher knowledge about how to effectively implement accommodations.

Problem Statement 2: Students are unable to read and write at high enough levels to be considered CCMR ready through a variety of measures. **Root Cause:** There is a lack of a cohesive reading/writing program implemented across all content areas at GPHS.

Problem Statement 3: 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 4: Systems and procedures must be put into place to operate schools on a daily basis. **Root Cause:** Proper systems facilitate effective school days. Failure to implement systems results in ineffective school days.

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 (2020-2021 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.

The majority of the Processes and Procedures Committee believes students and parents should be aware of the CCMR opportunities and resources available to them. Also, more students should participate in college readiness exams and meet the criteria before the end of their junior year. Finally, the campus should emphasize academic achievements as often as non-academic achievements.

School Processes & Programs Strengths

At the April School Processes and Procedures Committee meeting, the Committee determined to focus on college, career, and military readiness processes and programs. The following strengths were identified:

- GPHS has a multitude of resources to help students prepare for CCMR.
- Students at GPHS have increased in CCMR.
- There is an increase in the number of students participating in Dual Credit courses.
- There is an increase in the number of industry-based certifications earned by students.
- There is an increase in special education students earning advanced degrees.

Problem Statement #1: Students and parents do not understand or are not aware of CCMR opportunities and don't take full advantage of the CCMR resources the school offers. **Root Cause:** Communication methods, the guidance of and involvement of all stakeholders (parents, teachers, students) needs improvement especially in regard to visibility, and an early start.

Problem Statement #2: Not enough students participate in and meet college readiness criteria on exams (TSIA2, SAT, ACT) by the end of junior year. **Root Cause:** Students don't understand the necessity or importance of these tests and the curriculum does not emphasize early college test prep as the focus has been primarily on STAAR.

Problem Statement #3: CCMR and academic achievements are not emphasized or celebrated as strongly as non-academic achievements. **Root Cause:** Teachers/staff are not made aware of the achievements. Publication of achievements is not readily available.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students and parents do not understand or are not aware of CCMR opportunities and don't take full advantage of the CCMR resources the school offers. **Root Cause:** Communication methods, the guidance of and involvement of all stakeholders (parents, teachers, students) needs improvement especially in regard to visibility, and an early start.

Problem Statement 2: Not enough students participate in and meet college readiness criteria on exams (TSI, SAT, ACT) by the end of junior year. **Root Cause:** Students don't understand the necessity or importance of these tests and the curriculum does not emphasize early college test prep as the focus has been primarily on STAAR.

Problem Statement 3: CCMR and academic achievements are not emphasized or celebrated as strongly as non-academic achievements. **Root Cause:** Teachers/staff are not made aware of the achievements. Publication of achievements is not readily available.

Problem Statement 4: Systems and procedures must be put into place to operate schools on a daily basis. **Root Cause:** Proper systems facilitate effective school days. Failure to implement systems results in ineffective school days.

Perceptions

Perceptions Summary

Due to the COVID - 19 pandemic, normal reviews of campus culture, climate, values, and beliefs are difficult for this round of campus needs assessment reviews. We have focused on the health, wellness, and safety of our school community this year. A return to normal school culture is very much anticipated in the 2021-2022 school year. The committee did however determine 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 a strength this year. The committee is strongly considering re-instituting some if not all of the previous staff and student activities that cultivated a strong sense of school spirit and involvement.

Additionally, according to the Perceptions Committee for the 2020-2021 school year, at Galena Park High School Attendance and Student Discipline were the top issues addressed. Previous goals were reviewed. Student F2F attendance improved as the school year progressed. Student attendance incentives have been successful and should continue for next year. Overall discipline has been very low due to virtual instruction and a limited number of students on campus this year. With the return to normal year in 2021-2022, there will be an increased need for consistent discipline throughout the school year. Truancy during the lunch periods and tardies in the morning has been an issue in past years and should be addressed moving forward. Staff and students feel safe at school due to the safety procedures that were implemented in regards to the COVID-19. Continued enforcement of safety procedures is needed to keep our staff and students safe. Staff like the use of faculty Flipped Classroom Assignments. The announcements are handled well occurring at the end of the day.

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. Increased communication to parents and students by teachers and administrators through School Status, social media, and email, etc.
5. Safety protocols in place have been successful in ensuring that students and teachers feel safe while at school.
6. Student F2F attendance has increased as the school year has progressed.
7. We are teaching students to be respectful of the faculty, staff, and each other.
8. Teachers enjoy faculty meetings using Flipped Classroom Techniques.
9. Student Discipline decreases significantly this year due to the pandemic.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is a lack of student engagement and attendance for F2F instruction. It is difficult for teachers to teach both F2F students and remote students. **Root Cause:** COVID 19 factors and a variety of issues related to the pandemic. A return to more structured attendance should be considered.

Problem Statement 2: General apathy and lack of engagement as well as mental health issues seem to be a bigger on-campus problem than in recent history. **Root Cause:** COVID 19 factors and a variety of issues related to the pandemic. There is a lack of quality mental health resources in our community that parents have access to.

Problem Statement 3: Systems and procedures must be put into place to operate schools on a daily basis. **Root Cause:** Proper systems facilitate effective school days. Failure to implement systems results in ineffective school days.