

Galena Park Independent School District

Zotz High School

2022-2023 Comprehensive Needs Assessment

Zotz Education Center

HOME OF EXCELLENCE

Board Approval Date: August 8, 2022

Mission Statement

In our service to at-risk youth, our goal at the Zotz Education Center is to enhance academic achievement, encourage responsible citizenship, and provide students with the necessary resources and strategies that will assist them with achieving their educational and personal goals through non-traditional settings.

Vision

Joyce Zotz Education Center is an academic center that strives to develop citizens with the skills, knowledge, and core values to lead and influence their communities. In 2020-2021 our campus theme will be "Enter to Learn, Leave to Achieve."

Campus Profile

Where We Have Been

A. History of Campus Important Changes

The Accelerated Center for Education (ACE)

ACE evolved from a dropout prevention committee headed by Assistant Superintendent Dr. Shirley J. Neeley. This “school of choice” for at-risk students opened its doors to 60 students in January 1994. The original campus consisted of a two-room portable building located on the San Jacinto College North Campus. Due to the success of the program ACE moved to its current location at the Joyce Zotz Education Center. The number of students to enter and successfully complete the program has steadily increased over the last twenty years.

Center For Success (CFS)

CFS is GPISD’s Alternative Education Program. Its goal of “Whatever It Takes” is designed to change behavior, and provide students with alternative conflict resolution strategies; while maintaining academic success for those students who have been removed from their traditional educational setting for disciplinary reasons. In addition to the principal and assistant principal, the staff consists of certified English/Language Arts, Social Studies, Math and Science teachers, classroom aides, and a Licensed Chemical Dependency Counselor. CFS accepts students from Elementary, Middle, and High Schools within the district. Students that successfully complete their assigned days in the program return to their home campuses.

ACE Night School

ACE Night School provides a no-cost, accessible, student-centered, accelerated instructional program to former GPISD students who have left high school without finishing, and current GPISD high school students whose circumstances indicate a high risk of not graduating. Through flexible scheduling, individualized instruction, personalized academic guidance, and consistent monitoring, the program provides an academic pathway to graduation and ultimately lifelong learning and productive citizenship.

Additionally, ACE Night School offers a tuition-based program for students of Galena Park High school and North Shore Senior High for students who elect to attend in the evenings to take and receive credit for high school courses in addition to the ones they take during the regular school day. the program provides TAKS testing and TAKS tutorial programs for students still needing those exams to graduate.

In 2021-22, the program served approximately 82 Night School Only and TAKS Tutorial students. More graduations and courses will be completed in the summer 2021-22 program.

NAC

Served 90+ New Arrival students in the 2021-22 program year.

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

Attendance: ACE Average Daily Attendance: Below 85% for students from GPHS and below 87% for students from NSSH

Dropout Rate: ACE is a program and all information concerning the dropout rate is reported to the home campus through PEIMS data (NSSH 005 and GPHS 001)

Completion Rate: ACE is a program and all information concerning completion rate is reported to the home campus through PEIMS data (NSSH 005 and GPHS 001)

131 Students graduated from the ACE campus in the 2021- 2022 school year.

Where We Are Now

A. Demographic Data

JZEC currently has 1 Principal. The principal oversees four alternative programs: Accelerated Center for Education, (ACE/Night), New Arrival Center (NAC), and Center for Success (CFS).

ACE/NAC currently has 1 Associate Principal, 1 At-Risk Specialist/Night School Administrator, 1 Counselor, 1 Registrar, 1 Special Education Teacher, 14 Regular Education Teachers, 1 Attendance/PEIMS/Truancy Clerk, 1 Teacher Aide, and 3 Paraprofessionals. Students attend two to four instructional classes each day depending on individual sessions. Students receive instruction via Edgenuity Credit Recovery or through direct teacher instruction. Each teacher is given a conference period and a duty-free lunch. Additionally, accelerated and credit recovery classes are offered at night from 5:00 p.m. – 8:00 p.m. GPISD staff members are offered extra duty to work this program.

CFS currently has 1 Associate Principal, 4 High School Teachers, 2 Middle School Teachers, 1 Elementary Teacher, 1 Chemical Dependency Counselor, and 2 Teacher Aides. Each teacher is given a conference period and a duty-free lunch.

ACE Night School operates as an extension of ACE and has 1 Night School Administrator. Staffing is based on student enrollment maintained through GPISD employee extra-duty

ACE Student Demographics for 2021-2022:

In 2021 - 2022 Zotz served approximately:

254 Total students through ACE Day School, Night School, and EOC Tutorials Programs Combined

165 Students in the ACE Day School Program

82 Students in the ACE Night School Program

7 Students in the EOC Tutorial Program

7.5% African American

92% Hispanic

2% White

.5% Other

52% LEP

6% SPED

Where We Are Going:

Based on a review of 2021-2022 data available, CPAC Approved the following goals for 2022-2023:

1. Continue to focus on increasing attendance
2. Implement shorter, more focused tutorial initiatives more frequently throughout the year
3. Place more emphasis on tailoring tutorials to meet the specific needs of students
4. Incentivize tutorial attendance
5. Continue outreach efforts to get out-of-school students to attend tutorials and come test
6. Incorporate computer programs such as Edgenuity Test Prep programs into tutorials and test preparation
7. Create more test preparation sessions for ELA and English EOC Tests
8. Provide more tutorials and test preparation assistance to students taking all EOC tests

B. Highly Qualified

All teachers are certified and highly qualified in accordance with the NCLB Act.

C. Survey Data

In addition to staff development in the content areas, staff members expressed an interest in receiving staff development in the areas of:

Early Interventions

Zotz High School
Generated by Plan4Learning.com

Instructional and Discipline Strategies

Understanding the needs of students and poverty

Increasing Literacy

Implementing technology in the classroom

Identifying drug use in students

Response to Interventions

Instructional coaching, and hands-on curriculum support for new teachers

More parent involvement with campus planning, and more parent participation in events

Student Engagement

Areas for district focus next year should be reading skills, technology, and student achievement. GPISD's safety focus should be on bullying, school-wide discipline, and active monitoring of students. CTE opportunities, Pre-Ap scores, and College Entrance Exam are priorities.

ELA and co-teacher, curriculum development, PST, extra-curricular involvement, as well as academic and crisis counseling are also suggested areas of focus for GPISD.

Although the campus and district initiate many effective attendance programs and incentives, staff feels student attendance still needs improvement.

Table of Contents

Comprehensive Needs Assessment	7
Demographics	7
Student Learning	8
School Processes & Programs	9
Perceptions	11

Comprehensive Needs Assessment

Revised/Approved: June 20, 2022

Demographics

Demographics Summary

Accelerated Center for Education (ACE) is the only alternative school in Galena Park Independent School District. ACE has served a total of 183 students this school year. We have 33 staff members to meet the needs of the students. Our schedule is built around a blocked 4 period day.

Our student population is as follows:

- 7.5% African American
- 2% White
- 92% Hispanic
- .5% Asian
- .0 American Indian

Student Information:

- Economically Disadvantaged - 157
- Limited English Proficient - 60
- At-Risk - 183
- Special Education - 12

Staff Information:

- Teachers - 20
- Counselors - 1
- Assistant Principals - 2
- Associate Principal - 1
- Principal - 1
- Secretaries - 3
- Instructional Aids - 1
- Male - 7
- Females - 13

Our year-to-date information includes the following: The drop-out rate is below 10%. The year-to-date average daily attendance rate for students is 90%. The average daily attendance rate for staff is 97%. ACE currently serves 163 English Language Learner students with 24 students on monitor status. This year we have identified 11 students for the 504 services. There are 11 students who are currently served through special education services on our campus.

Demographics Strengths

Strengths

- Student attendance program
- Student support services programs
- Bilingual meetings during the day
- Accelerated Instruction
- Student recognition program
- Career days

Problem Statements Identifying Demographics Needs

Problem Statement 1: We need to increase parent/family engagement during the school day **Root Cause:** Lack of parent/family engagement for academics.

Student Learning

Student Learning Summary

ACE Spring 2022 EOC Statistics

English 1 - 8% passing rate

English 2 - 31% passing rate

Algebra 1 - 61% passing rate

Biology - 38% passing rate

US History - 71% passing rate

Student Learning Strengths

- Customization of teacher instruction based on student needs
- Small learning environment
- Building relationships with students

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Our campus needs to focus on overall student achievement on the English I and English II EOC exams. **Root Cause:** With an increase in English Language Learners on our campus, we need to develop effective professional development for teachers in order to provide instructional strategies for English Language learners.

School Processes & Programs

School Processes & Programs Summary

Instruction and Curriculum:

- District provided Curriculum Scope and Sequences
- The district provided Curriculum Maps with associated Lesson Plans and Resources
- Instructional Professional Development
- Campus-Based Assessments (District and Teacher Created)
- Fundamental Five and Power Walk Program

Personnel (Recruit, Support and Retain):

- New Teacher District and Campus Mentor Programs
- Targeted Professional Development
- Content Team Planning
- Incentive-Based Programs for Academic Achievement and Attendance
- Open Door Administrative Policy
- Teacher Appreciation Week
- Staff Appreciation Week
- TTESS Goal Setting and Coaching Cycles with Campus Administrators and Specialists
- EOC Tested Areas-- proximity to one another on campus to encourage collaboration

Organizational and Administrative:

- Weekly Administrative Team Meetings
- Weekly Department Meetings with Administrators
- Monthly Department Chair Meetings with the Assistant Principal of Curriculum

- Monthly Faculty Meetings
- Content Team Planning Meetings a minimum of twice per week with Administrators
- Each department is assigned to a campus Administrator
- Operations Weekly provided to all Staff Members
- Shared First Class Calendars
- Daily morning and afternoon announcements
- Campus Website, TVs, Marquee, and Campus Call-Outs display pertinent information for staff and students

School Processes & Programs Strengths

As our campus, we have identified the following areas as School Processes and Programs Strengths:

- Teacher Retention-- Zotz has maintained a 97% retention rate in the past 3 years
- Campus Communication for parents, students, faculty, and community members through call-outs, campus website, flyers, and marquee
- Content Team Planning and Curriculum Support systems

Perceptions

Perceptions Summary

Zotz has created a family-oriented environment, positively welcomes parents/community members at school and assists with meeting student/family needs.

Perceptions Strengths

Zotz holds monthly parent meetings in English and Spanish. Zotz works closely with CYS to provide needed aid to students and families in need.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Utilize all avenues to communicate with parents. **Root Cause:** We need more than one way to stay in communication with parents because their contact with the school may be limited.