

Galena Park Independent School District
Galena Park Middle School
2023-2024 Comprehensive Needs Assessment



Board Approval Date: August 1, 2023

Mission Statement

The mission of Galena Park Middle School is to cultivate a spark within students to develop their purpose for life-long learning and a strong work ethic while exposing them to quality post-secondary opportunities.

Vision

The vision of Galena Park Middle School is to prepare the students to successfully transition to high school while teaching them a life-long work ethic and exposing them to multiple careers, trades, and opportunities after high school graduation.

Campus Profile

WHERE WE HAVE BEEN compared to WHERE WE ARE NOW:

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 on December 18, 1992, at 400 Keene Street, Galena Park, Texas 77547. We have come a long way from that one-room school!

Galena Park Middle School's campus size is 985 students. The grade span is 6th - 8th grade, with 91.2% of the students being economically disadvantaged and 42.4% of the students being Emergent Bilingual.

In the Texas Education Agency's 2022 Accountability Ratings, Galena Park Middle School earned a B. (2020 Accountability was not rated due to COVID-19)

STAAR Performance (Summary for all grades and subjects)

	Approaches	Meets	Masters
2022-2023 Preliminary Data	75%	43%	22%
2021-2023	59%	28%	10%
2018-2019	74%	38%	13%

The student population is 88% Hispanic, 3.9% African American, 7.3% White, and 0.8% other. One hundred percent of the GPMS teachers are Highly Qualified teachers and 100% of the paraprofessionals are Highly Qualified. Galena Park Middle School is one of five middle schools in Galena Park Independent School District. We currently serve students in grades sixth to eight.

The overall mobility rate for the campus is approximately 7.5%, with a drop-out rate of 0.5%. The average daily attendance rate for students is 96.7%. The average daily attendance rate for staff is 96.8%.

Survey Data 2022-2023

Based on the Campus Needs Assessment, the following items were rated as the top three areas for providing improvement for the 2023-2024 school year:

1. Reading & Writing Skills
2. Student Achievement
3. Safe School/Monitoring Students

Based on the Campus Needs Assessment, the following items were rated as the top three areas for a safe and productive learning environment for the 2023-2024 school year:

1. School-wide discipline
2. Students will be safe from bullying and retaliation from reporting bullying.
3. Active monitoring of students

Based on the Campus Needs Assessment, the following items were rated as the top three areas for focus in the area of college and career prep for the 2023-2024 school year:

1. Increasing career and college readiness
2. Reducing dropouts
3. CTE-Career and Technical Education

Based on the Campus Needs Assessment, the following items were rated as the top three areas for focus in the area of foundation curriculum for the 2023-2024 school year:

1. Co-teaching/In-class support
2. English Language Arts
3. English as a second language

Based on the Campus Needs Assessment, the following item was selected as the two strategies to improve test scores for the 2023-2024 school year:

1. Early Interventions
2. Improving the curriculum.

Based on the Campus Needs Assessment, the following items were rated as the top three areas for focus in the area of enrichment and extracurricular activities for the 2023-2024 school year:

1. Student involvement in extracurricular activities
2. Fine Arts
3. CTE-Career and Technical Education

Based on the Campus Needs Assessment, the following items were rated as the top three areas for focus in the area counseling activities for the 2023-2024 school year:

1. Academic counseling
2. Social counseling
3. Increase parental involvement

Based on the Campus Needs Assessment, the following items were rated as the top three areas for focus in the area of staff development for the 2023-2024 school year:

1. Stress Management
2. Understanding the Needs of Students from Poverty
3. Increasing Literacy and Writing

Special Programs

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

WHERE WE ARE GOING

Based on the data available, CPAC approved the following goals (found at the end of this plan) for the 2023 - 2024 school year. Galena Park Middle School will strive daily to make significant gains in every area of STAAR taken in every subject and every grade level. We will continue to focus on the results from the Campus Needs Assessment survey, solicit input from all stakeholders (faculty, staff, and parents) and provide necessary training to meet our goals. CPAC will meet once a month to ensure the activities are being enforced to meet our goals. Galena Park Middle School will continue to have common planning times for teachers. All teachers, who are scheduled to teach the same content, will have time embedded into the master schedule to allow them to plan during the school day. The campus instructional leaders/specialists will facilitate each Data Driven planning session.

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Comprehensive Needs Assessment

Revised/Approved: June 21, 2023

Demographics

Demographics Summary

Ethnic Distribution

African American	3.9%
Hispanic	88%
American Indian	0.3%
Asian	0.2%
Pacific Islander	0.1%
Two or More Races	0.2%

Student Demographics

Female	48.8%
Male	51.2%

Student Information

Economically Disadvantaged	91.2%
Emergent Bilinguals (EB)	42.4
Students with Disciplinary Placements	0.4%
At-Risk	78%
Mobility	7.5%
Number of Students per Teacher	19

Student Attendance Rate: 97.6%

*Pending 2022-2023 data.

Demographics Strengths

Galena Park Middle School is located in the middle of the city of Galena Park, Texas. The majority of its students walk to school and the community has a small-town feel. Of the English Learner students attending Galena Park Middle School, many of the students earned high school credit by taking the Spanish Credit by Exam and CCR. GPMS has implemented rewards and is constantly encouraging students to improve attendance. The instructors consistently find ways to introduce content that includes the latest trends that spark students' interests. GPMS has great students who want to be at school and are willing to work to become successful at their goals.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The SPED, EB, and African-American population success rate at GPMS is lower than it should be. **Root Cause:** Lack of robust use of the co-teaching inclusion model, lack of culturally responsive lesson design, need for better and more effective instructional training to address the needs of SPED and EB students.

Problem Statement 2: We lack strong partnerships with our families to help us support their child's overall success; socially, academically, and emotionally. **Root Cause:** Lack of family resources necessary to support the needs of their children; we need to work harder to provide ways to meet the needs of our students and their families.

Student Learning

Student Learning Summary

	May 2022 STAAR Grade 6 Reading STAAR					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Galena Park Middle School	291	1579	69.58%	35.36%	14.83%	05/01/22
	May 2022 STAAR Grade 7 Reading STAAR					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Galena Park Middle School	299	1662	75.25%	46.15%	29.43%	05/01/22
	May 2022 STAAR Grade 8 Reading STAAR					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Galena Park Middle School	357	1836	84.20%	56.90%	34.48%	05/01/22
	May 2022 STAAR Algebra I STAAR					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Galena Park Middle School	107	4989	99.07%%	94.39%	44.86%	05/03/22
	May 2022 STAAR Grade 6 Mathematics STAAR					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Galena Park Middle School	263	1647	85.93%	42.59%	19.01%	05/10/22
	May 2022 STAAR Grade 7 Mathematics STAAR					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Galena Park Middle School	192	1592	57.81%	13.54%	1.56%	05/10/22

	May 2022 STAAR Grade 6 Reading STAAR					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
	May 2022 STAAR Grade 8 Mathematics STAAR					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Galena Park Middle School	107	1836	99.07%	94.39%	44.86%	05/10/22
	May 2022 STAAR Grade 8 Science STAAR					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Galena Park Middle School	348	4035	81.32%	50.86%	25.86%	05/05/22
	May 2022 STAAR Grade 8 Social Studies STAAR					
	Total Students	Scale Score	Approaches	Meets	Masters	Date Taken
Galena Park Middle School	348	3638	58.33%	18.39%	8.33%	05/06/22

Student Learning Strengths

GPMS offers its students multiple opportunities for students to succeed. GPMS assessment data has led the district in many curricular areas, and students are growing in all areas across our campus.

THE GPMS Athletic and Fine Arts programs reflect increased numbers in enrollment and are demonstrating increased success.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: More GPMS students need to achieve "Meets" and "Masters" on the state STAAR assessments , and we need more students to exit ESL based on exit criteria.

Root Cause: Interventions historically have been based on "bubble" Approaches students only, and more students need to be targeted for intensive assistance in tested areas.

Problem Statement 2: We need to provide more professional development on a variety of program supports though our campus, based on our specific needs; and we must hold staff accountable for implementing the strategies learned through professional development. **Root Cause:** Teachers need to receive professional development on program supports at the campus level, and when teachers receive district professional development they do not always have the ability or time to implement it.

Problem Statement 3: Staff lacks awareness of general student literacy, and how to address students' reading and writing deficiencies. **Root Cause:** Students struggle with writing and reading comprehension in every class, not just in their reading classes.

Problem Statement 4: We need to provide more professional development on a variety of program supports though our campus, based on our specific needs and hold staff accountable for implementing the strategies learned through professional development. **Root Cause:** Teachers need to receive professional development on program supports at the campus level, and when teachers receive district professional development they do not always have the ability or time to implement it.

School Processes & Programs

School Processes & Programs Summary

All staff members receive professional development for their content areas, researched-based instructional strategies, and integration of technology. Each Department (Math, Science, Social Studies, and Language Arts) meets to plan and prepare their lessons during their assigned common planning periods. These departments work closely with the district-level departments to ensure the curriculum is on target, and all lessons are TEKS based for each department. Unit Tests and D.A.s are administered throughout the course of the year to assess student progress. Additionally, the SPED/EL department meets and coordinates with the Math, Science, Social Studies, and Language Arts departments to ensure the needs of the SPED/EB students are met. Teachers refer students to Response To Intervention, and the students are assigned a case manager to assess their needs. Based upon the assessment, a further investigation occurs or the students are referred for further testing.

The technology available at Galena Park Middle School includes: Chromebooks and desktop computers. ipads, interactive panels, projectors, document cameras, and digital cameras. Every teacher on campus has access to a desktop computer with 2 monitors, a document camera, and a projector or interactive panel. All other technology equipment is available on a check-out or needs basis and can be used by any campus personnel. The teacher's computer, projectors, and document cameras are seamlessly integrated into classroom lessons on a daily basis. Our other technology equipment has been used on a regular basis for classroom lessons, staff development trainings, student projects, after-school tutorials, Saturday school, and parent involvement meetings. The expectation for the use of technology is for teachers to seamlessly and creatively integrate technology into their daily lesson plans. Aside from maintaining attendance, grades, and lesson plan online, all core subject teachers are expected to complete a technology project with all their students, attend technology trainings, and attain their integrated technology goal for the year.

Galena Park Middle School strives on hiring quality staff members to meet the needs of the students. The Galena Park Middle School instructional staff is 100% Highly Qualified. Our staff members are recruited by attending various job fairs throughout the state and through an intensive screening process. Galena Park Middle School has has a minimal turnover in recent years with staff members. Staff attendance ranges from 96% to 97% on average.

School Processes & Programs Strengths

The majority of our teachers use technology daily to present classroom lessons and activities to students. Campus and district professional development over technology is offered on a regular basis and at various times. Campus professional development on technology is also offered upon request at a time that is convenient to the individual or group. Students have the chance to experience the importance of technology and its relevance through various means such as the Multimedia Festival, and Internet Safety Activities. Students also get hands-on practice using technology in their core subjects with the required TEKS-aligned technology projects.

The curriculum, TEKS, and assessments are aligned. The students are being acclimated more and more to the rigor of the STAAR test due to the organization, and disaggregation of data. Student data drives the campus decision-making process, with a focus on what is best for the students. Department planning embedded in the master schedule has assisted with showing improvement in district assessment data. Assessment and TTESS data assist in identifying teachers in need of assistance and support. Staff members receive coaching, and focused professional development all based on student assessment data results.

Galena Park Middle School has many aspiring leaders and teacher-leaders who take initiative on a daily basis to make GPMS a successful campus. Galena Park Middle School seeks to grow leaders and strengthen quality teaching for engagement and to increase student success. There are many dedicated teachers that go above and beyond for their students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We need to provide more professional development on a variety of program supports though our campus, based on our specific needs and hold staff accountable for implementing the strategies learned through professional development. **Root Cause:** Teachers need to receive professional development on program supports at the campus level, and when teachers receive district professional development they do not always have the ability or time to implement it.

Perceptions

Perceptions Summary

Galena Park Middle School truly believes in the statement, "It takes a village to raise a child." Family and community involvement are crucial to the success of the overall well-being of the students. We understand that we cannot achieve this goal alone. We consistently seek to discover new ways to include family and community in our campus efforts toward the development of our children.

Galena Park Middle School has an open-door policy. We welcome and value all concerns and suggestions, and take them very seriously. We strive to address them in a timely manner and to create win-win solutions to every challenge. It is our belief that our campus and families are a team striving together for our children's success.

Galena Park Middle School believes students need to increase literacy skills across the curriculum needs improvement. The discipline procedures also need improvement, so staff can be consistent in handling certain disciplinary issues. The school needs to promote widespread student participation on campus as it should be another focus. The data show staff is supportive of each other and overall morale has been positive. Students are mostly engaged in all classes which adds to an enriched school climate of learning.

Perceptions Strengths

Galena Park Middle School has always had strong parental support, which includes having volunteers on campus almost every day. Our counselors have done an excellent job offering courses and training sessions that meet the needs of our families and communities. Additionally, we have offered family educational meetings conveniently during school hours of operation. However, more parents have been involved when GPMS hosts events that are not academically driven (i.e., Family Resource Night, Father/Daughter Dance, Mother/Son Dance, Parent Meetings, etc.).

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We lack strong partnerships with our families to help us support their child's overall success; socially, academically, and emotionally. **Root Cause:** Lack of family resources necessary to support the needs of their children; we need to work harder to provide ways to meet the needs of our students and their families.

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