

**Galena Park Independent School District**  
**District Improvement Plan**  
**2018-2019 Comprehensive Needs Assessment**



# Mission Statement

The mission of the Galena Park Independent School District is to prepare students to become productive citizens and lifelong learners.

## Vision

Leading...Learning...Serving

## District Profile

When Ezekiel Thomas died, one thousand acres of his property was sold at public auction to Isaac Batterson, who settled on the land and named the settlement Clinton, after his former home in New York. In 1928, construction of the new high school, which was the old Galena Park Middle School was completed, and E. Lunsford became Principal. It was also in 1928, on April 13, that a group of citizens met and officially changed the name of the town from Clinton to Galena Park after the Galena Signal Oil Company, one of the town's leading industries. The change was made because the United States Post Office Department rejected the earlier name since there was already a post office at Clinton, Texas, in Hunt County.

Galena Park Independent School District was established in 1930 with G. P. Smith serving as Superintendent. He was followed by J. C. Ingram, W. E. Driskill, Dr. Walton Hinds, W. C. Cunningham, Dr. Gerald D. Cobb, Dr. Don W. Hooper, Dr. Shirley J. Neeley, and Dr. Mark Henry. Dr. Angi Williams is currently serving as Superintendent.

There are two high schools, five middle schools, fifteen elementary schools, and alternative programs staffed by approximately 2,000 teachers, administrators, classified and auxiliary personnel making us one of the largest employers in east Harris County. The District includes 39 square miles outside of Loop 610 East and has a student enrollment of over 22,000.

The District opened an Early College High School program for the 2015-2016 school year and will have the first graduating class in 2018-2019.

In May 2016,, District voters passed the largest bond referendum in the District's history. A \$290 million issue was approved, paving the way for the District

to begin construction projects designed to carry GPISD into the future. The bonds are being used to pay for the construction of a 6 new elementary campuses, a new 10th grade center, renovating and upgrading all campuses and facilities, and acquiring land for future facility needs. Phase 1 of new construction has begun with new facilities being built for Galena Park Elementary, North Shore Elementary, Woodland Acres Elementary, and North Shore Senior High's 10th Grade Center.

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# Comprehensive Needs Assessment

Revised/Approved: July 18, 2018

## Needs Assessment Overview

### Where We've Been:

#### District Accountability Rating

School Year	Rating
2016-2017	Met Standard
2015-2016	Met Standard
2014-2015	Met Standard
2013-2014	Met Standard

#### System Safeguards

2016-2017	Missed -- ELL performance in Social Studies and missed Special Ed performance in all content areas.
2015-2016	Missed -- ELL performance in Social Studies, Special Ed performance in all content areas, and Federal Graduation status
2014-2015	Missed -- ELL performance in Social Studies, Special Ed performance in all areas except science, and Federal Graduation status.
2013-2014	Missed -- ELL performance in Social Studies and Federal Limits on Alternate Assessments

#### Attendance, Dropout, & College Readiness Data

	2012-2013	2013-2014	2014-2015	2015-2016
<b>Attendance</b>	95.9%	95.3%	95.4%	95.8%
<b>Drop-out (7-8)</b>	0.3%	0.3%	0.3%	0.4%
<b>Drop-out (9-12)</b>	2.2%	2.2%	2.5%	2.1%

<b>4 Year Graduation Rate</b>	88.3%	88.3%	91.1%	89%
<b>RHSP / DAP</b>	73.8%	77.3%	79.7%	84.7%
<b>Advanced Course / Dual Enrollment</b>	29.9%	32.6%	36.4%	40.4%

*\*2016 - 2017 data will be reported on 2017 - 2018 TAPR report; available in January 2019.*

## STAAR/EOC Summary

<b>Subject</b>	<b>Year</b>	<b>State</b>	<b>District</b>
All Subjects	2017	75	75
	2016	75	75
	2015	77	78
	2014	77	77
Reading / ELA	2017	72	70
	2016	73	70
	2015	77	76
	2014	76	74
Mathematics	2017	79	82
	2016	76	78
	2015	79	81
	2014	78	81
Writing	2017	67	65
	2016	69	70
	2015	72	74
	2014	72	75
Science	2017	79	79
	2016	79	84
	2015	78	84
	2014	78	81
Social Studies	2017	77	75
	2016	77	73
	2015	78	78
	2014	76	72

## Highly Qualified Teacher Data

Since 2012 - 2013 100% of Galena Park ISD teachers are highly qualified.

## **Where We Are Now:**

Galena Park ISD continues to deliver effective instruction to our diverse and growing student population in grades Pre-K through 12 and takes great pride in its academics. A variety of outstanding instructional programs are designed to meet the ever-changing needs of the students we serve. Our instructional programs include: bilingual education, English as a Second Language (ESL), advanced placement classes, pre-advanced placement classes, dual credit, gifted and talented, special education, Career and Technical Education (CTE), tutorials and alternative educational programs as well as a CTE Early College High School program. We also have dropout recovery programs to help our students: Pregnancy Related Services and PEP child care, Accelerated Center for Education, Night School 2st Century Community Learning Centers, and the Optional Flexible School Day Program. In addition, the District takes great pride in outstanding fine arts, FFA, athletic, academic UIL, LOTC and AFJROTC programs. Several of our award-winning programs have been recognized at the district, regional and state levels.

### State Compensatory Education

The goal of State Compensatory Education is to increase the academic achievement and reduce the drop out rate of at-risk students. Galena Park Independent School District provides funds for supplemental state compensatory education programs and services for students who are identified as at risk. The programs and services were designed for these students using district testing results in order to improve and enhance the regular education program. Each campus oversees the administration of each supplemental State Compensatory Education Program.

### Title I

The goal of Title I is to provide additional supplemental support to students who meet the low socio-economic criteria. In Galena Park ISD, campuses receive Title I funds based on the number of low socio-economic students. Funds are focused on increasing student academic achievement in the core content areas. Funds are utilized to provide supplemental staff, support after school tutorials, summer school, and supplemental instructional materials. In addition, parent involvement activities are supported for each campus.

### Title I, Part C Migrant

The goal of Title I Part C, Migrant is to ensure that migrant children are provided with appropriate educational services, including supportive services, that address their special needs in a coordinated and efficient manner. In Galena Park ISD, students are provided with uniforms, supplies and medical vouchers as needed. In addition, training for migrant parents is provided throughout the year to ensure student success. The District Migrant Coordinator meets with Priority for Service (PFS) migrant students on a monthly basis to ensure their academic success. PFS students receive Plato Reading and Math lessons bi-weekly utilizing a playstation that is checked out to them. The District Migrant Coordinator visits and monitors their progress in order to increase academic achievement.

## **Where We're Going:**

Based on feedback from this year's District Needs Assessment Survey, Parent Involvement Survey results, department input, assessment data, DPAC feedback and end-of-year program evaluations, the following sections outline our strengths and priority needs for 2018-2019. We will maintain efforts to support the District goals established by our Board of Trustees. The District will continue to implement the superintendent's focus areas of: Responsibility, Accountability, Detail-Oriented, Quality vs. Quantity, Professional Learning, Back to Basics, Excellence in All.



# Demographics

## Demographics Summary

Galena Park ISD consists of two high schools, five middle schools, fifteen elementary schools, two alternative programs, and one early college high school staffed by approximately 2,000 teachers, administrators, classified and auxiliary personnel making us one of the largest employers in east Harris County. The District includes 34 square miles outside of Loop 610 East and has a student enrollment of approximately 22,522.

The student population is 15.6% African-American, 4.9% White, 0.7% Asian, 77.9% Hispanic, 0.4% American Indian or Alaska Native, 0.3%, and 0.6% Two or More Races with an economically disadvantaged status of 80.3%. The district serves 32.5% English Language Learner students, 8.5% of students served through special education. 62.7% of GPISD students are identified as at-risk.

The average daily attendance rate for students in 2017-2018 was 95.7%.

## Demographic Data Summary

Below is a student demographic summary based on our October 2017 fall snapshot data:

Subpopulation	Number of Students
African American	3489
White	973
Asian	149
Hispanic	17763
American Indian or Alaska Native	44
Native Hawaiian/Other Pacific Islander	7
Two or More Races	166
Economically Disadvantaged	18,011
Limited English Proficient	7133
Special Education	1,961
At-Risk	14,777
Migrant	88

# Student Achievement

## Student Achievement Summary

The following is a summary of student data from 2017 STAAR assessments to 2018 STAAR assessments.

- Reading scores remained relatively the same in grade 6.
- Reading scores increased in grade 7 by 7 percentage points and in grade 8 by 5 percentage points.
- Reading scores decreased in grade 3 by 3 percentage points, in grade 4 by 9 percentage points, and in grade 5 by 2 percentage points.
- Writing scores increased in both grade 4 and grade 7 by 2 percentage points.
- Math scores remained relatively the same in grade 4, 6, and grade 7.
- Math scores increased in grade 5 by 7 percentage points and grade 8 by 3 percentage points.
- Science scores remained relatively the same in grade 5.
- Science scores increased in grade 8 by 9 percentage points.
- Social studies scores increased in grade 8 by 2 percentage points
- EOC scores remained relatively the same in US History with 92% of students meeting expectations.
- EOC scores improved in Algebra I by 7 percentage points, in English I by 5 percentage points, and English II by 6 percentage points.
- EOC scores improved in Biology by 3 percentage points.

## Student Achievement Strengths

- Galena Park ISD campuses earned several STAAR / EOC distinction designations in 2016 – 2017. The chart below outlines the number of distinctions earned for each category.

Academic Achievement in:				Top 25%, Progress	Top 25%, Gap Closure	Post-Sec. Readiness
Reading / ELA	Math. (Algebra I)	Science	Social Studies			
5	6	5	2	8	9	7

- The number of dual credit courses provided to students has grown significantly over the past several years. The chart below provides a summary of

the growth in dual credit courses offered in Galena Park ISD since 2012.

GALENA PARK ISD							
Dual Credit Course Offerings							
	2012	2013	2014	2015	2016	2017	2018
Students in 9th grade	0	0	0	0	129	125	
Students in 10th grade	17	0	1	0	18	108	
Students in 11th grade	49	51	67	65	195	234	
Students in 12th grade	76	42	76	73	122	180	
Totals Students	142	93	144	138	464	647	

- GPISD is proud to recognize the outstanding accomplishment of students who have been selected to the Texas Music Educators Association All-State band, choir or orchestra. Over the past three years GPHS had 5 students and North Shore Senior High had 11 students recognized as All-State members.
- North Shore Senior High has a strong athletic program for both their boys and girls teams having advanced to regionals in several areas over the past five years. Several of these athletes have earned college athletic scholarships.

# District Culture and Climate

## District Culture and Climate Summary

Galena Park ISD provides a family atmosphere for more than 3,000 employees in the district. On average, teachers in Galena Park ISD have ten years of experience with turnover rates at 18.6%. Salaries are competitive with neighboring districts and opportunities to be promoted within the district are available to those who aspire to become administrators as the Aspiring Administrators Academy and professional development is provided. Teacher student ratios are low at 16:2 and support for teachers is considerable with each campus having language arts, math, and science specialists and the district also providing support with district-level social studies, bilingual/ESL, and special education specialists.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Overall, the District does a great job with recruiting efforts; however, there is a need to continue focus on the critical shortage areas. Galena Park ISD provided employees with a 2% general salary increase for the 2018-2019 school year. In addition, salary equity adjustments were made to administrator at various steps in the salary schedule.

## Staff Quality, Recruitment, and Retention Strengths

District strengths include:

- District continues to offer competitive salaries
- Offers signing bonuses & stipends
- Increased recruiting efforts in both state and out-of-state (including Puerto Rico)
- District Teacher Job Fair
- District Auxiliary Job Fair
- Mentor Teacher Program
- Mentor Administrator Program

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Based on research and best practice, the district has designed and deployed a state-aligned curriculum that is learner-centered. Data-driven decisions for improvement in written curriculum and instructional methodologies are based on state and local assessments. Intentional efforts and processes will be employed to increase fidelity of curriculum implementation and instructional best practices. Embedded professional development and analysis of data will continue to provide the basis for monitoring accountability progress at the district and campus levels. Building instructional leadership capacity of campus and district staff that is focused on academic goals and student achievement is a priority.

## Curriculum, Instruction, and Assessment Strengths

District strengths include:

- Aligns curriculum and assessments to state standards to ensure the appropriate level of rigor
- Provides support for campus-based professional development to ensure proper implementation of curriculum and pedagogy
- Incorporates assessment data to identify and address strengths, weaknesses and gaps in the curriculum at the district and campus level
- Provides for quality professional development with a focus on high need areas
- Imbeds multiple opportunities for student learning and recognition beyond the classroom (iStation contests, Fast on Facts, Spelling Bee, Geography Bee, S3, Science Fair).
- Provides tutorial services such as Saturday tutorials, 21st Century Community Learning Centers, and after school campus tutorials.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Based on research, legislation, and best practices, the district complies with all corresponding laws and guidelines regarding Parent Involvement, and is especially strong in getting parents involved at the district and campus levels. We have a very active Community Council PTA, and will continue to provide support through this avenue, in addition to providing campuses with supplies, materials, and support made possible through the use of our Title I Part A funding. At our annual district-wide Parent Involvement meeting in September, parents are recruited to serve on the District Parent Advisory Board, School Health Services Advisory Committee and Parent Advisory Council Meeting per year (October, February and May).

## Parent and Community Engagement Strengths

District strengths include:

- Parent participation in district and campus site-based planning and decision-making
- Effective communication tools/resources (social media, call-outs, newsletters, remind 101)
- Communication translated (oral and written)
- Partnership with Harris County Department of Education's Community in Schools
- Community Leadership Council
- Ministers' Group
- More communication was shared and conducted via social media than ever before.
- Parents and students utilized Facebook as a means of private contact when in need of answers. They received answers within 24 hours and appreciated having their concerns addressed.
- Retired educators thanked GPISD for allowing them to come to the district and share their concerns and continue being a part of the family.
- The district web page was updated on a daily basis.
- The Communications Department features an Alumnus Spotlight each month on our web page.
- The team took over 50,000 pictures throughout the school year and shared with departments, campuses and teams following each event.
- The team attended more district functions and events than ever before.
- The Cabinet chose to continue receiving monthly updates regarding relevant dates and functions for which they should attend.
- All call-outs to parents were translated.
- GPS mail-outs received numerous accolades.
- Stories were submitted to the *North Channel Star* on a weekly basis.
- GPISD's Fathers Take Your Children to School Day
- We were notified by TEA that our district had the most Hero for Children nominations statewide.

# Technology

## Technology Summary

The Technology department believes engaging our students in exciting lessons that explore and incorporate higher level thinking skills ensures success for all students. Providing students with blended learning opportunities and technology integrations allows for students to utilize the technological resources which promote engaging, meaningful learning.

Providing technology resources, support and training for student and business software is also important as we ensure employees are productive and utilizing resources that allows for the greatest degree of accuracy and efficiency in day to day tasks.

## Technology Strengths

District strengths include:

- Amount of equipment available and the growth of mobile devices
- Curriculum: including technology projects and resources as part of their scope and sequence (Technology: has required student projects, resources for teachers by subject and grade level, multimedia contest/festival, Internet Safety lessons. Technology Applications: adding classes in middle school and increasing classes in high school)
- Curriculum and Technology are providing staff development, lessons and resources on how to integrate technology to enhance learning
- We have a wealth of support with our team
- The implementation of Individual Technology Goals (ITG) allowed us to individualize learning for teachers
- Provide required and individualized training
- There is a deployment and update plan.
- Support personnel, planning and training for Student and Business Software is in place.
- On-Line training for all areas is provided on the technology web page.