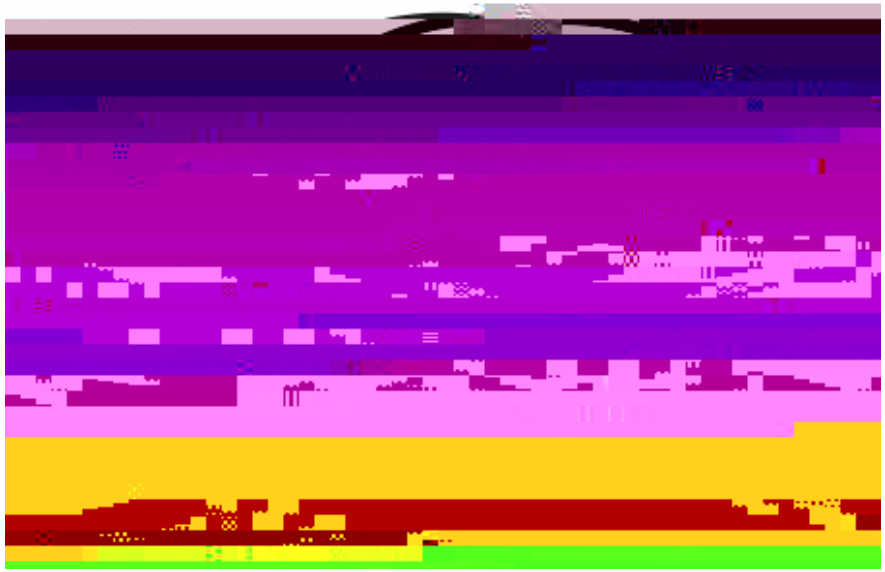
Galena Park Independent School District

District Improvement Plan

2023-2024 Comprehensive Needs Assessment



Board Approval Date: August 1, 2023

Mission Statement

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

Vision

Excellence In All, For All, By All

District Profile

When Ezekiel Thomas died, one thousand acres of his property were sold at public auction to Isaac Batterson, who settled on the land and named the settlement Clinton, after his

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

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 alternative educational programs as well as a CTE Early College High School. The District has dropout recovery programs to help our students: Pregnancy Related Services and PEP child care, Accelerated Center for Education, Night School, 21st Century Community Learning Centers, and the Optional Flexible School Day Program. In addition, the District takes great pride in outstanding fine arts, CTE, athletic, academic UIL, LOTC, and JROTC 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 academic achievement and reduce the dropout rate of at-risk students. Galena Park ISD 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 test results in order to improve and enhance the regular education and summer school programs. 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, all 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 provide supplemental staff, support after-school tutorials, 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 clothes that meet our dress code, school supplies, and coordination of other education, health, nutrition, and social services in our community. The District Migrant Coordinator meets/conferences with Priority for Service (PFS) migrant students and parents to monitor the services and growth of PFS students a minimum of twice a quarter. To ensure PFS students receive the appropriate individualized services to address their academic needs quarterly. PFS student progress reviews are conducted and coordination of supplemental materials and resources for both reading and math are provided as needed. In addition, training for migrant parents is provided throughout the year to ensure student success.

Where We're Going:

Based on feedback from this year's District Needs Assessment Survey, Parent Involvement Survey results, department input, assessment data, District Planning and Advisory Committee (DPAC) recommendations, and end-of-year program evaluations, the following sections outline our strengths and priority needs for 2023-2024. We will maintain efforts to support the District goals established by our Board of Trustees. The 1:1 student device program continues to provide exciting learning opportunities that incorporate technology in the classroom. Technology enhancements and remote learning are significant initiatives for the school year. The District will continue to implement the superintendent's focus areas of Accountability/Own It, Growth/Improvement in EVERY department and EVERY campus, Follow-up and Follow-through, Quality Curriculum/Engaging Lessons, Quality Instruction, Quality Professional Learning for Leaders, and Excellence in All We Do.

District Accountability Rating	
2021-2022	91 - A
2020-2021	Not Rated: Declared State of Disaster
2019-2020	Not Rated: COVID-19
2018-2019	88 - B
2017-2018	Not Rated: Harvey Provision

Demographics

Demographics Summary

Galena Park ISD consists of three high schools, five middle schools, fifteen elementary schools, one alternative program, one early head start, and two daycare centers staffed by approximately 3,200 employees, 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 21,400.

The following schools were established as follows:

1928 ï Galena Park High School

1931 ï Galena Park Elementary School

1943 ï Cloverleaf Elementary School

1944 ï Jacinto City Elementary School

1947 ï Woodland Acres Junior High School (1979 Woodland Acres Middle School)

1950 ï Galena Park Junior High School (1991 Galena Park Middle School)

1952 ï MacArthur Elementary School & Pyburn Elementary School

1954 ï Cimarron Elementary School

2003 ï Joyce Zotz Education Center & Normandy Crossing Elementary School

2005 ï Dr. Shirley J. Williamson Elementary School

2007 ï Sam Houston Elementary School

2015 ï Early College High School

2018 ï North Shore 10th Grade Center

Student Demographics 2022-2023		
African American	14.89%	3,185
White	2.44%	521
Asian	0.48%	103
Hispanic	81.43%	17,632
American Indian/Alaskan Native	0.13%	27
Native Hawaiian/Pacific Islander	0.03%	6
Two or More Races	0.61%	131

Student Programs/Indicators 2022-2023		
Economically Disadvantaged	88.32%	18,893
Emergent Bilingual	41.48%	8,874
Special Education	12.55%	2,685
At-Risk	70.95%	15,178

Student Achievement

Student Achievement Strengths

The number of students participating in the dual credit program has grown significantly over the past several years. The chart below provides a summary of the growth in dual credit enrollment in Galena Park ISD since 2017. For 2022-2023, 10 students successfully completed the Associate of Arts degree and 28 graduated with the Associate of Applied Science degree from San Jacinto College. 96 students earned technical certifications in a variety of fields.

Dual Credit Course Enrollment		
	2022	2023
9th grade	140	139
10th grade	396	280
11th grade	394	504
12th grade	402	400
Total	1332	1323

GPISD is proud to recognize the outstanding accomplishment of students selected to the Texas Music Educators Association All-State Band, All-State Choir, or All-State Orchestra. Over the past three years, GPHS had 11 students and North Shore Senior High had 13 students recognized as All-State members.

North Shore Senior High has a strong athletic program for their boys' and girls' teams that have advanced to regionals in several areas over the past five years. Several of these athletes have earned college athletic scholarships.

Parent and Community Engagement

Parent and Community Engagement Summary

It is the goal of the schools in Galena Park Independent School District to develop strong partnerships with parents and other family members of our students. Parents, other family members, and schools working as partners increase student achievement and develop positive attitudes about self and school. Galena Park I.S.D. is committed to providing outreach to all parents and family members that encourages meaningful involvement in their child(ren)ôs education and social-emotional development.

The key factor in the family-school partnership is the relationship between the teacher, student, and parent/family members. Teachers are professionals who manage a variety of instructional resources. Parents/family members are the childôs first teachers and play a vital role in their childrenôs education. Organizational support from the school board, district administrators, parent facilitators, counselors, social service workers, and building principals enable teachers and parent/family members to effectively develop the partnerships. Students are the true beneficiaries of a close family-school partnership.

The partnership between home and school will be supported by:

1. Developing a process that continuously assesses, plans and implements strategies that build the partnership.

a. A district-wide committee of parents, teachers and administrators will review the annual school evaluations of the content and effectiveness of parent and family involvement activities in increasing participation of parent/family members and whether there are barriers to greater participation. The evaluation will be conducted through a written/electronic survey in English and Spanish each year. The committee will use the results of the survey to offer revision suggestions for the district parent and family engagement policy if necessary.

b. A parent and family engagement coordinator will assist parent facilitators on each campus with the parent and family engagement efforts by providing technical assistance and other support necessary to assist schools in planning and implementing effective programs. The parent and family engagement facilitator will work in collaboration with his/her site-based decision-making committees, other school staff, parents, other family members and community resources.

c. The parent facilitators, counselors and social services workers, PTA representatives, faculty, and staff on each campus will provide direct services to families to reduce barriers to student learning. The services include parenting education, counseling, referrals, advocacy, and relationship building to encourage positive attitudes toward education and to promote the concept of parents/parent figures as the childôs first teacher, and to promote a meaningful, two-way communication between the home and the school.

2. Developing Home-School Compacts to strengthen communication between home and school.

a. The home-school compacts are to be developed jointly with students and parents.

b. The compacts are to be reviewed and revised on an annual basis to meet the changing needs of students, parents and the schools.

3. Developing opportunities for the full participation of all parents and family members including those who lack language skills, those who are disabled, or those who are economically disadvantaged.

Full realization of the partnership will be achieved through ongoing commitment and active participation by parents, other family members, schools, as well as school and district staff.