

**Galena Park Independent School District**  
*North Shore Middle School*  
**Campus Improvement Plan**

**2013-2014**

**Section 1- Introduction**

- 1. School: North Shore Middle School**
- 2. Location: 120 Castlegory  
Houston, Texas 77015**
- 3. Budget Manager: Paul Drexler**
- 4. Current School Advisory Team Members & Position:**

Paul Drexler - Principal  
Michael Pradia - Community Member  
Myra Castaneda – Assistant Principal  
Becky Hampton – District  
Brenda Charles - Counselor  
Nicole VanVleck – Math Teacher  
Chris Penny – Math Teacher  
Rebecca Boutte – Science Teacher  
Misty Hummel – English Teacher  
Sara Deniz – Reading Teacher  
Rocio Rivas – ESL  
Chris Strzelecki – Social Studies  
Erin Huston – Choir Teacher  
Kevin Davis – Boys P.E.

Brenda Wait – Girls P.E.  
Angel Raines – Encounters Teacher  
Steven Furber– PASS Teacher  
Christopher Ybarra – Resource Teacher  
John Killough - Teacher  
Donna Whitney – Special Ed. Teacher  
Jennifer Mijangos – NAC Teacher  
Julie Mitchell – Parent  
Jennifer Alejos-Castillo – Parent  
Leroy Mills – Business Member

## **5. Campus Mission/Vision Statement:**

**Motto: “Home of Champions”**

**Mission:** To help develop each student to be emotionally, mentally, morally, physically and socially prepared to take his/her place in an ever-changing society.

## **Section 2 - Comprehensive Needs Assessment**

### **1. Where We Have Been:**

#### **A. History of Campus and Important Changes**

North Shore Junior High School opened on Holly Park in 1956. The neighborhoods served were Cloverleaf, which was a farming community at the time, and Home-Owned Estates (“the newer neighborhood”), where the post-war baby boomers moved to escape the big city of Houston. In the early 90's, growth in the community had a profound effect on NSMS. The change was precipitated by the fact that the high school was bursting at the seams, literally and figuratively. As a result, it was decided that it would cost roughly \$12 million dollars to build a new middle school, and \$20 million dollars to build a new high school. Plans would eventually begin for a new middle school campus, and in 1983, after serving 27 years as the only principal of NSJH, Mr. Robert Cloud retired and was replaced by Raymond Kilgo. Mr. Kilgo came to North Shore in the early 60's as a

coach, and later became an Assistant Principal. In March of 1994 students and faculty moved into the new North Shore Middle School facility. "Coach" Kilgo served as the Campus Principal until he later retired in December 1998; Paul Drexler, the current campus Principal, became his successor.

Despite the fact that our economically disadvantaged student population has more than doubled, North Shore Middle School has made steady progress. Our success is driven by the commitment of our staff who ensure that our students have a great chance at being successful. One of our most notable honors was having one of our very own student's essay put in the Library of Congress for the "Do the Write Thing" essay contest. In addition, we have experienced substantial growth in our Math & Science scores since the addition of our Math and Science Specialists. Programs that we currently have on campus include English as a Second Language (ESL), Special Education (including the PASS program for our emotionally disturbed students), the New Arrival Center (NAC) for our students who are new to the US, and our Gifted and Talented / Encounters Program for our high academic achieving students. In addition to our standard after school tutorial programs, we offer a variety of non-sports related extracurricular programs like band, choir, art club, UIL, FCA (Fellowship of Christian Athletes), chess club & science club to name a few.

We also attribute our success to an effective after school tutorial program held every Monday through Thursday. We implemented our Saturday school for students who failed to show mastery in their core subjects areas for the nine week grading period, and we continue with our "Annual STAAR Carnival" that we kick-off the weekend prior to state administered exam week. We are blocked schedule in Math and Science in order to double our instruction time. We use the opportunity to mimic the state administered testing environment when we conduct benchmarks and district assessments four times. This strategy helps us to assess where students need additional help the most in their core subjects. We use the data from benchmarks and district assessments to help us make sound decisions to drive instruction. Our academic departments sponsor activities related to their subject. On reading day, students read in every class, while on writing day, each class had writing activities. Each Social Studies teacher is responsible for coordinating a lesson and tailoring it for their content area. We continue to augment our

programs with “small group” pullouts during conference periods for guided practice in areas like Math, Reading, and English. Accelerated classes were added in Math and Science, in each grade level, for students who failed one or both portions of the test the year before. This was to help students receive accelerated instruction suited to their needs that would lead to more success as well as to be in compliance with the requirements of the Student Success Initiative. Saturday School was provided to students who failed a core subject during the previous nine weeks. Saturday academies were created to help at risk students receive additional instruction throughout the year. These efforts, and others, allow us to go from being an "Academically Acceptable" campus in 07-08, a T.E.A "Recognized" campus in 08-09, an Exemplary campus in 2009-2010, and a “Recognized” campus for the 2010-2011 school year. We have enjoyed the "fruits of our labor" as our commitment to excellence has afforded us to meet AYP over the years. We missed AYP for the 2010-2011 school year for the first time in Reading and for the 2011-2012 school year we missed AYP in the area of math. In addition, the most notable of these accomplishments is us making “Exemplary” for the 2010-2011 school year. It was a goal we set to accomplish a long time ago, and now we can say that we did it. Other programs available to our students include cheerleading, the Fillies dance team, band, choir, art club, Academic Pentathlon, science club, Anime club, chess club, and various other after school tutorial programs. The campus is in its 9th year of implementing the Foundations behavior management program (B.U.I.L.D.). This discipline approach has helped to encourage positive behavior and is based on creating a safe, civil, and productive learning environment. One of the primary focuses of the B.U.I.L.D. committee is to improve our hallway management. The impact of the program continues to surpass our expectations in the sense that it has help to promote a safer environment for everyone.

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

Attendance Rate											
	Campus	AA	H	W	AI	Asian	PI	TOMR	Sp.Ed	E.D.	LEP
10-11	95.8%	96.5%	95.7%	94.3%	*	96.9%	-	96.8%	93.5%	95.6%	95.7%
09-10	95.6%	96.9%	95.4%	94.7%	*	98.3%	-	95.8%	93.7%	95.5%	95.7%
08-09	96.1%	96.3%	96.6%	93.9%	*	N/A	N/A	N/A	93.7%	95.9%	96.3%
07-08	95.9%	96.7%	96.0%	93.2%	*	N/A	N/A	N/A	93.3%	95.8%	96.3%

  

Annual Dropout Rate											
	Campus	AA	H	W	AI	Asian	PI	TOMR	Sp.Ed	E.D.	LEP
10-11	0.4%	0.5%	0.5%	0.0%	*	0.0%	-	0.0%	0.8%	0.4%	0.7%
09-10	0.1%	0.0%	0.2%	0.0%	*	0.0%	-	0.0%	0.7%	0.1%	0.4%
08-09	0.1%	0.0%	0.2%	0.0%	*	N/A	N/A	N/A	0.6%	0.1%	0.7%
07-08	0.3%	0.4%	0.2%	0.6%	*	N/A	N/A	N/A	1.2%	0.2%	0.3%

## C. AYP History

**North Shore Middle School did not meet AYP for 2011-2012**

## D. TAKS/STAAR Demographic Data for Campus and Feeder Grade

	Reading	Writing	Math	Science	Social Studies
2012	92%	75.66%	87.5%	91%	60.39%
2011	89%	94%	91%	87%	96%
2010	91% (*97%)	93% (*95%)	91% (*95%)	90% (*99%)	97% (*100%)
2009	85%	94%	87%	78%	93%
2008	93%	97%	85%	72%	95%

### Reading/ELA (all grades)

Student Group	#Test	#Pass	%Pass	#Com	%Com
All Students	1260	1135	90.1	168	13.3
American Indian		5	100	*	*
Asian	8				
African American	183	173	94.5%	30	16.4%
Hispanic	953	855	89.7%	111	11.6%

<b>White</b>	<b>94</b>	<b>81</b>	<b>86.2%</b>	<b>18</b>	<b>19.1%</b>
<b>Econ. Disadv</b>	<b>978</b>	<b>863</b>	<b>88.5%</b>	<b>105</b>	<b>10.7%</b>
<b>LEP</b>	<b>250</b>	<b>181</b>	<b>72.4%</b>	<b>2</b>	<b>.8%</b>
<b>SPED</b>	<b>117</b>	<b>87</b>	<b>74.4%</b>	<b>3</b>	<b>2.6%</b>

**Math (all grades)**

<b>Student Group</b>	<b>#Test</b>	<b>#Pass</b>	<b>%Pass</b>	<b>#Com</b>	<b>%Com</b>
<b>All Students</b>	<b>1326</b>	<b>1046</b>	<b>78.89%</b>	<b>191</b>	<b>14.4%</b>
<b>American Indian</b>	<b>5</b>	<b>5</b>	<b>100%</b>	<b>*</b>	<b>*</b>
<b>Asian</b>	<b>17</b>	<b>15</b>	<b>88.24%</b>	<b>13</b>	<b>75%</b>
<b>African American</b>	<b>199</b>	<b>145</b>	<b>72.86%</b>	<b>19</b>	<b>9.3%</b>
<b>Hispanic</b>	<b>989</b>	<b>787</b>	<b>79.57%</b>	<b>66</b>	<b>6.7%</b>
<b>White</b>	<b>104</b>	<b>87</b>	<b>83.67%</b>	<b>11</b>	<b>10.6%</b>
<b>Econ. Disadv</b>	<b>1047</b>	<b>814</b>	<b>77.75%</b>	<b>68</b>	<b>6.5%</b>
<b>LEP</b>	<b>197</b>	<b>111</b>	<b>56.35%</b>	<b>*</b>	<b>*</b>
<b>SPED</b>	<b>107</b>	<b>58</b>	<b>54.21%</b>	<b>2</b>	<b>1.7%</b>

**Writing (all grades)**

<b>Student Group</b>	<b>#Test</b>	<b>#Pass</b>	<b>%Pass</b>	<b>#Com</b>	<b>%Com</b>
<b>All Students</b>	<b>604</b>	<b>457</b>	<b>75.66%</b>	<b>24</b>	<b>3.97%</b>
<b>American Indian</b>	<b>3</b>	<b>3</b>	<b>100%</b>	<b>*</b>	<b>*</b>
<b>Asian</b>	<b>8</b>	<b>7</b>	<b>87.5%</b>	<b>3</b>	<b>37.5%</b>
<b>African American</b>	<b>86</b>	<b>70</b>	<b>81.4%</b>	<b>3</b>	<b>3.49%</b>
<b>Hispanic</b>	<b>452</b>	<b>332</b>	<b>73.45%</b>	<b>15</b>	<b>3.32%</b>
<b>White</b>	<b>50</b>	<b>41</b>	<b>82%</b>	<b>2</b>	<b>4%</b>
<b>Econ. Disadv</b>	<b>501</b>	<b>370</b>	<b>73.85%</b>	<b>17</b>	<b>3.39%</b>
<b>LEP</b>	<b>102</b>	<b>40</b>	<b>39.29%</b>	<b>*</b>	<b>*</b>
<b>SPED</b>	<b>28</b>	<b>11</b>	<b>39.29%</b>	<b>*</b>	<b>*</b>

**Social Studies (all grades)**

<b>Student Group</b>	<b>#Test</b>	<b>#Pass</b>	<b>%Pass</b>	<b>#Com</b>	<b>%Com</b>
<b>All Students</b>	<b>611</b>	<b>369</b>	<b>60.39%</b>	<b>49</b>	<b>8.02</b>
<b>American Indian</b>	<b>2</b>	<b>2</b>	<b>100%</b>	<b>*</b>	<b>*</b>
<b>Asian</b>	<b>8</b>	<b>7</b>	<b>87.5%</b>	<b>4</b>	<b>50</b>
<b>African American</b>	<b>98</b>	<b>66</b>	<b>67.35%</b>	<b>9</b>	<b>9.18%</b>
<b>Hispanic</b>	<b>457</b>	<b>263</b>	<b>57.55%</b>	<b>32</b>	<b>7%</b>
<b>White</b>	<b>41</b>	<b>27</b>	<b>65.85%</b>	<b>4</b>	<b>9.76%</b>
<b>Econ. Disadv</b>	<b>455</b>	<b>266</b>	<b>58.46%</b>	<b>32</b>	<b>7.03%</b>
<b>LEP</b>	<b>62</b>	<b>18</b>	<b>29.03%</b>	<b>*</b>	<b>*</b>

<b>SPED</b>	<b>25</b>		<b>32%</b>		<b>4%</b>
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**Science (all grades)**

<b>Student Group</b>	<b>#Test</b>	<b>#Pass</b>	<b>%Pass</b>	<b>#Com</b>	<b>%Com</b>
<b>All Students</b>	<b>609</b>	<b>521</b>	<b>85.55</b>	<b>96</b>	<b>15.76</b>
<b>American Indian</b>	<b>2</b>	<b>2</b>	<b>100</b>	<b>*</b>	<b>*</b>
<b>Asian</b>	<b>8</b>	<b>7</b>	<b>87.5</b>	<b>5</b>	<b>62.5</b>
<b>African American</b>	<b>97</b>	<b>84</b>	<b>86.6</b>	<b>12</b>	<b>12.37</b>
<b>Hispanic</b>	<b>456</b>	<b>387</b>	<b>84.87</b>	<b>70</b>	<b>15.35</b>
<b>White</b>	<b>41</b>	<b>40</b>	<b>87</b>	<b>12</b>	<b>26</b>
<b>Econ. Disadv</b>	<b>425</b>	<b>366</b>	<b>86</b>	<b>98</b>	<b>23</b>
<b>LEP</b>	<b>104</b>	<b>63</b>	<b>61</b>	<b>6</b>	<b>6</b>
<b>SPED</b>	<b>45</b>	<b>31</b>	<b>69</b>	<b>9</b>	<b>20</b>

**Cobb 6<sup>th</sup> Grade Campus TAKS Data**

<b>LANGUAGE ARTS</b>			
<b>Student Group</b>	<b># Test</b>	<b># Met Standard</b>	<b>% Met Standard</b>
All Students	1068	901	84%
African American	250	213	85%
Hispanic	733	616	84%
White	66	58	88%
Econ. Disadvantaged	869	718	83%
LEP (Current & Monitored)	420	335	80%
LEP Students	219	N/A	N/A

<b>MATH</b>			
<b>Student Group</b>	<b># Test</b>	<b># Pass</b>	<b>% Pass</b>
All Students	1069	905	85%
African American	251	207	82%
Hispanic	733	620	85%

White	66	60	91%
Econ. Disadvantaged	870	729	84%
LEP (Current & Monitored)	420	356	85%
LEP Students	219	N/A	N/A

**2. Where We Are Now:**

## North Shore Middle School Comprehensive Needs Assessment

### School Profile

*North Shore Middle School* is one of 24 campuses in *Galena Park* Independent School District. *North Shore Middle School* opened its doors in 1956 and moved to the current campus in 1994. North Shore Middle school serves predominantly low to *middle class families*. *North Shore Middle School* serves 1350 students in grades 7 to 8. Five years ago, 1354 students were served by the campus, which in an *increase/decrease of .99%*.

North Shore Middle School missed AYP (Adequate Yearly Progress) for the 2011-2012 school year by a few students in our LEP student population. Therefore, we have shifted our focus to target this population (LEP Math) this year and everyone is on board for the challenge. In addition to staying focused on Math and Science, we will incorporate new ideas and strategies to help us improve our LEP Math scores. We will also continue to conduct our weekly & Saturday tutorials, capping them off in the Spring

Semester with our Annual STAAR Carnival the week before the test is administered. Double block scheduling will continue to remain in effect this year for all 8<sup>th</sup> grade Math & Science classes, & 7<sup>th</sup> grade English and Math classes. Our data analysis team (composed of Administrators, Instructional Specialist, & Department Chairs) indicated that we are on the right path and diligently continuing to work toward accomplishing our campus goals. We will continue to make valiant efforts to provide and assist our students with improving their reading skills. We will continue to read to and with them every day during our Accelerated Reader (AR) time. Increasing employee morale will be germane in helping to promote a positive campus climate. Teachers will continue to enjoy fresh hot "Popcorn" on Fridays. In addition, there will be other spontaneous opportunities for us to express to our teachers how much we appreciate the differences they make in our student's lives every day. These opportunities will include but are not limited to "Soup for the Soul", "Hot Dogs" (with all the fixings), "Nachos", "Hamburgers" (cooked over an open pit), or whatever helps alleviate a stressful day/week/month at work.

The student population is *14.6%* African-American, *6.8%* Anglo, *1.4%* Asian, *76.1%* Hispanic, *49%* male and *51%* female with a low socioeconomic status of *76.7%*. *40.6%* of the students are labeled At Risk and *1.7%* are Migrant. The staff population is *21.1%* African-American, *55%* Anglo, *7%* Asian, *14.6%* Hispanic, *27%* male and *73%* female with an average of *10.4* years of experience. *100%* of Highly Qualified teachers and *100%* of Highly Qualified paraprofessionals.

The overall mobility rate for the campus is approximately *11.1%*, with a drop-out rate of *0.1%*. The average daily attendance rate for students is *95.8%*. The average daily attendance rate for staff is *96%*. There is a total of *2,400* discipline referrals this year, which is a *decrease/increase* of *65%* increase from last year.

*North Shore Middle School* serves *248* English Language Learner students, *73* students in the Gifted and Talented program (*45%* males, *55%* females out of GT students, and *19.1%* LEP), *67* students identified for 504 services, *2* students of RtI Tier I students, *2* of Tier II students, *1* of Tier III students, *122* students served through special education services (*.09%*) and *1* student tested, but not qualified for special education services.

## **Survey Data**

North Shore Middle School's Title I program consists of parent involvement activities, extended day for math and reading, math professional development, and two coaches (one for math and one for

science). Our State Compensatory Program (SCE) consists of training teachers in best practices for assisting at-risk students, an AEP center, extended week for math and reading, and dropout prevention professional development. Our campus uses various other resources to enrich our reading and math initiatives.

## **Special Programs**

### **3. Where We Are Going:**

#### **A. Comprehensive Needs Assessment Process**

The North Shore Middle School needs assessment process is described below. The site-based decision-making team formed subcommittees to evaluate the previous years' data. The committees evaluated program evaluations, survey results, and the following data: Benchmarks, TPRI, TAKS/STAAR, Attendance (students and staff), safe learning and working environment, college and career prep, and improving scores. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed.

Committee members reviewed the data listed above to identify areas of strengths and needs. The data showed that over 90 % of staff believes that the campus should focus on school-wide discipline and the campus should focus on targeting intervention with unmotivated students.

The results of the Campus Needs Assessment Survey showed that our staff, as well as our students, feels that North Shore Middle School is a safe and civil school. As expected, one area of most people's concern was Bullying, and the need for more Bullying Awareness platforms to educate staff, students, and parents. There was much suggestion for a continued focus on College Readiness and Career preparation; also mentioned was the continued importance of making the most to prepare our students for the "middle school to high school" transition. All core subjects, as well as Bilingual Ed./ESL, were all areas mentioned as being effective, but could do better. Most staff felt that pullouts, TAKS classes, and After-School Tutorials are impacted our Students. The assessment also showed that most staff indicated that they would like to have seen more student participation in extracurricular activities. Attendance was also mentioned, with a desire to have

more incentives for those who had high attendance. The need for more parental involvement was an area that staff would like to have increased. Lastly, our Counseling department received “rave” reviews from both parents and staff.

**Student Achievement: Passing the Reading STAAR**

Strengths: Tutorials and great lessons (RAP time)

Needs: Vocabulary and one to one tutoring

**Instruction, Curriculum and Assessment: CBA’s, DA’s**

Strengths: Real Time Data Analysis

Needs: Alignment for the STAAR test

**Family and Community Involvement: PTA Meetings**

Strengths: 100% Staff Involvement

Needs: More parent involvement

**Staff Quality: Attendance**

Strengths: High Attendance Rate

Needs: Incentives and continuing to grow to 100%

**School Culture and Climate: Student Centered**

Strengths: Focused on Student Achievement

Needs: Mutual respect for all stakeholders

**School Organization: Teams and Departments**

Strengths: Organized into 8 teams and 5 core departments

Needs: Continue to build interdisciplinary cooperation

### **Summary of Identified Needs and Related Strategies**

**B. Based on the Needs Assessment, the following goals and objectives have been approved for the 2013-2014 school year:**

**Goal #1:** North Shore Middle School will continue to provide a safe learning and working environment for students, employees, and parents. As correlated to the Superintendent's 1<sup>st</sup> Goal.

OBJECTIVE 1.1:

Continue to implement the Foundations Process (B.U.I.L.D) to provide a safe, civil, and productive learning environment.

OBJECTIVE 1.2:

Provide opportunities for character education and learning about acceptance of other cultures.

OBJECTIVE 1.3:

Provide students strategies for managing conflict and developing healthy relationships with others.

OBJECTIVE 1.4:

Students will be safe from the intentional use of physical, sexual, verbal, or emotional abuse by a person to harm, threaten, intimidate, or control them while in a dating relationship.

OBJECTIVE 1.5:

Provide training in the Texas Behavior Support Initiative (TBSI) to identified staff.

**Goal #2:** North Shore Middle School will continue to provide opportunities and information to assist students in preparing for college and careers. As correlated to the Superintendent's 2<sup>nd</sup> Goal.

OBJECTIVE 2.1:

Expose students to career exploration and continue to provide incentives to students that encourage academic achievement and appropriate behavior.

OBJECTIVE 2.2:

Expose students to college information and other post-high school opportunities.

Objective 2.3:

Use Avid as per our college readiness grant to help increase the effectiveness of our instructional delivery and to help prepare our students for the rigor of high school, but most importantly college.

**Goal #3:** North Shore Middle School will continue to define and implement measures by which student success can be determined, relative to the tested, foundation curriculum areas of mathematics, social studies, science and English/Language Arts and report results to the BOT annually. As correlated to the Superintendent's 3<sup>rd</sup> Goal.

**OBJECTIVE 3.1:**

Increase student achievement in Reading/Writing in all grades as measured by district assessments and STAAR to 90% or higher.

**OBJECTIVE 3.2:**

Increase student achievement in Math in all grades as measured by district assessments and STAAR to 90% or greater.

**OBJECTIVE 3.3:**

Increase student achievement in Science in all grades as measured by district assessments and STAAR to 90% or greater.

**OBJECTIVE 3.4:**

Increase student achievement in Social Studies in all grades as measured by district assessments and STAAR to 90% or greater.

**OBJECTIVE 3.5:**

Implement inclusion for identified special education students using the co-teach methodology for all core area classes.

**OBJECTIVE 3.6:**

Continue to provide time for teams, departments, and campus staff to meet for staff development, plan instruction, and discuss student progress.

**OBJECTIVE 3.7:**

Provide high quality, on-going staff development to maintain/retain 100% of classes taught by highly qualified teachers in the core academic subject areas and to ensure student success and successful implementation of all programs/curriculum.

OBJECTIVE 3.8:

Ensure low-income and minority students are not taught at higher rates by inexperienced or non-HQ staff than other student groups.

**Goal # 4: North Shore Middle School will implement strategies to meet Adequate Yearly Progress (AYP) standards.**

OBJECTIVE 4.1

Teachers will work with LEP students to enhance vocabulary and reading skills.

**Goal #5:** North Shore Middle School will continue to define and implement measures by which student success can be determined for enrichment and extracurricular areas not tested by TAKS which include art, music, theater, dance, and physical education and report results as appropriate. As correlated to the Superintendent's 4th Goal.

OBJECTIVE 5.1:

Provide a well-rounded fine arts program that will expose students to the arts, enhance their artistic talents, and positively impact academic achievement.

OBJECTIVE 5.2:

Integrate technology instruction and accelerate academic achievement in all core areas.

OBJECTIVE 5.3:

Encourage a healthy, drug-free lifestyle as well as healthy eating and physical activity in order to reduce drug use, childhood obesity, and to prepare students to become healthy, productive, lifelong learners.

Objective 5.4

All students will participate in the district's adopted (CATCH Program) Coordinated Approach to Child Health Program.

**Goal #6: North Shore Middle School will improve counseling services. (District goal 6)**

OBJECTIVE 6.1:

Provide personal/social, career, and academic counseling to individuals, small groups, and classes.

OBJECTIVE 6.2:

Provide services to homeless and migrant services.

OBJECTIVE 6.3

Provide services to students who are dealing with teen pregnancy.

**Goal #7:** North Shore Middle School will continue to aggressively seek to have a 95.9% or higher student attendance rate and a 97% or higher teacher attendance rate. As correlated with the Superintendent's 5<sup>th</sup> goal.

OBJECTIVE 7.1:

Provide support services including Compensatory Education Home Instruction (CEHI) to pregnant students during the prenatal and postpartum services to help the student adjust academically, mentally, and physically and to stay in school.

OBJECTIVE 7.2:

Provide incentives to students to promote student attendance.

OBJECTIVE 7.3:

Monitor student attendance and develop intervention plans for chronic absenteeism.

OBJECTIVE 7.4:

Continue to provide incentives and support to staff members in order to improve the school climate, strengthen instruction, and increase staff attendance.

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**GOAL #8:** North Shore Middle School will provide various opportunities to increase parental/community involvement in the school's educational program.

OBJECTIVE 8.1:

Continue to involve parents and community members from the Site-Based Decision Making (SBDM) team in providing input concerning staff development, budget, and programmatic decisions for the campus.

OBJECTIVE 8.2:

Communicate with parents/community members in English and Spanish regarding student progress/performance, upcoming events, and other school issues on a regularly scheduled basis.

OBJECTIVE 8.3:

Provide opportunities for parental involvement/training.

OBJECTIVE 8.4:

Continue to maintain/acquire School-Business Partnerships that support our instructional program.

**Goal #9: North Shore Middle School will provide professional development opportunities for staff to improve instruction and skill sets for their respective positions. (District Goal 11)**

**Goal #10: North Shore Middle School will implement measures to maintain high staff morale and low teacher turnover rate. (District Goal 13)**