

Galena Park Independent School District North Shore Senior High (9th-12th Grades) Campus Improvement Plan

2013 - 2014

Section 1- Introduction

School: North Shore Senior High (9th – 12th Grades)

Location:

North Shore Senior high
353 North Castlegory, Houston, TX 77049

North Shore 9th Grade Campus
13501 Holly Park, Houston, TX 77015

Budget Manager: Dr. Joe Coleman, NSSH
Jason Bollich, NSSH 9th Grade

Current School Advisory Team Members & Position:

Teachers:

Allison Campbell – Physical Education
Staci Carter-Lee – Science
Wilma Collins – Special Education
Charlene Culpepper – English
Diane Hawkins – CTE
Allison McKinney – Social Studies
Johnesse James-Hunter – Math
Gerald Love – Foreign Language
Arlonda McGruder – Business
Ashley Robertson – Communications
Audra Taylor – Fine Arts
Regina Watson - Counseling
Lois Price – Parental Involvement

Parent Leadership:

Ms. Marie Barker
Ms. Mary Ann Flores
Mr. Jaime Arroyo

Community Leadership:

Mr. Herman Delco

Business Leadership:

Mr. Calvin Thomas, Manager Johnny Carino's
Ms. Jennifer Crosby, United Community Credit Union

Administrators:

Dr. Joe Coleman – Principal, North Shore Senior High

Dr. Kareen Brown - Associate Principal of Curriculum, North Shore Senior High

Jason Bollich – Principal, NSSH 9th Grade Campus

Anna Gonzalez – Associate Principal of Curriculum, NSHS 9th Grade Campus

District Representative:

Sandy Mathews

Campus Mission/Vision Statement:

Motto: Our Vision is Exemplary

Mission: North Shore Senior High School is committed to provide all the necessary resources and strategies so that students reach a high level of social and academic achievement through rigorous and relevant content to ensure college and career readiness so that all students exceed state and national standards.

Section 2 - Comprehensive Needs Assessment

Where We Have Been:

History of Campus and Important Changes

North Shore Senior High opened its doors for the first time for the 1962-1963 school year. The original location was 13501 Holly Park Drive. The campus began with tenth graders and an additional grade level was added the following years as this original class moved along becoming the first graduating class of North Shore Senior High in 1965. Over the next several decades, the population of the area steadily increased leading to the building of a new campus that would house 11th and 12th graders. 9th and 10th graders would remain at the original location. The new campus opened its doors in December of 1999, with its first graduates receiving their diplomas in May of 2000. An additional wing was added to the building several years later to accommodate the growing student population. For several years the high school remained as a split campus, North Shore Senior High located on Castlegory, and North Shore High School located on Holly Park. For the 2008-2009 school year, the south wing opened at North Shore Senior High which mirrored the appearance of the original north wing, and the 10th

grade students were relocated to the senior high school on Castlegory. This has allowed for the campus on Holly Park to serve the 9th graders as a 9th Grade Center. The student population continues to grow with the 2012-2013 marking the highest enrollment to date.

TAKS

In the 2012-2013 school year, the 11th grade TAKS and TAKS-Accommodated results were: 94.2% meeting standards in English Language Arts (ELA); 90.5% meeting standards in mathematics; 95.1% meeting standards in science; and 97.8% meeting standards in social studies. The 11th grade TAKS-M results were: 73.8% meeting standards in ELA; 76.1% meeting standards in mathematics; 70.5% in social studies; and 62.8% in science. TAKS and TAKS-Accommodated performance saw a significant increase of 3.8% in English Language Arts (ELA) from the 2012 to 2013 school year. Performance in mathematics, science and social studies fell at NSSH from 2012 to 2013. Students taking the modified version of the 11th grade TAKS showed a decrease in ELA, but an increase in the other subject areas. 87% of first-time 11th graders were able to successfully meet the standard on all four exams and fulfill their

graduation assessment requirements for 2013 compared to 90% for 2012.

STAAR

During the 2012-2013 school year, the percentage of students who met Level II standard on each assessment is listed below.

| 9th/10th Grades | | |
|--|------|--------|
| English I Reading | 1285 | 63.3% |
| English I Writing | 1383 | 43.2% |
| English II Reading | 1084 | 76.4% |
| English II Writing | 1102 | 36.3% |
| English III Reading | 3 | 66.7% |
| English III Writing | 3 | 33.3% |
| Algebra I | 897 | 74.0% |
| Geometry | 1120 | 86.3% |
| Algebra II | 244 | 100.0% |
| Biology I | 1175 | 88.0% |
| Chemistry | 278 | 97.1% |
| Physics | 766 | 76.2% |
| World Geography | 1254 | 71.3% |
| World History | 1085 | 71.2% |
| U. S. History | 3 | 66.7% |

Limited English Proficient Student Population

North Shore Senior High School has 452 LEP students. There are 144 LEP students in 9th grade; 308 students in the 10th grade through 12th grades.

Attendance/Dropout/ Completion Rate, College Readiness Data

Attendance

The Site Based Decision Making Committee has consistently addressed the issue of attendance and initiated programs to increase student attendance including: the final exam exemption policy, automated after-hour phone notification of absences and constant monitoring of student attendance by attendance personnel, dropout prevention walks, teachers, assistant principals, At-Risk coordinators and ASAP officers. The following chart denotes the attendance rates over the past few years by each six weeks.

| | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 | 2012-2013 |
|---------------------------|-----------|-----------|-----------|-----------|-----------|
| 1 st Six Weeks | 95% | 95.3% | 96.08% | 95.79% | 95.2% |
| 2 nd Six Weeks | 95% | 94.6% | 95.36% | 95.18% | |
| 3 rd Six Weeks | 95% | 94.8% | 94.96% | 94.35% | |
| 4 th Six Weeks | 92.8% | 93.0% | 93.70% | 92.91% | |
| 5 th Six Weeks | 95% | 95% | 94.71% | 92.84% | |
| 6 th Six Weeks | 95% | 95% | 93.51% | | |

Dropout Rate – 6.1% Estimate

Completion Rate – 93.9% Estimate

College Readiness

Advanced Placement (AP) - North Shore Senior High School continues to make gains in the areas of Advanced Placement classes and exams.

During the 2012 – 2013 school year, 491 AP exams were administered to students. 487 AP exams were given to students during 2011-2012. During the 2011-2012 school year, 50.5% of the students met or exceeded the criterion of earning a 3 or higher score on each AP exam. In order to be recommended to take an AP exam, the students must have at least a cumulative B average in the AP class and have a teacher recommendation. However, if a student did not meet the criteria and still desired to take the exam the student could have paid the registration fee of \$89 in order to take the exam.

| Year | # Enrolled in AP courses | AP Exams Given |
|-----------|--------------------------|----------------|
| 2010-2011 | 1399 | 498 |
| 2011-2012 | 1372 | 487 |
| 2012-2013 | 1375 | 491 |

SAT/ACT - North Shore continues to strive to increase the average ACT and SAT score for the students. Students are encouraged to participate in the district sponsored review sessions which occur the Saturday prior to the administration of each national assessment. The average score for each exam is documented below.

| Year | ACT Average Score | SAT Average Score |
|-------------|--------------------------|--------------------------|
| 2008-2009 | 17.7 | 897 |
| 2009-2010 | 17.6 | 892 |
| 2010-2011 | 18.4 | 910 |
| 2011-2012 | | |
| 2012-2013 | | |

According to *No Child Left Behind* (NCLB), the state, all school districts and all public schools are evaluated to determine their Adequate Yearly Progress (AYP). To meet AYP requirements, the state, school districts and school campuses must meet the necessary criteria in the areas of Reading/English Language Arts, mathematics, and either graduation rate (for high schools and school districts) or attendance rate (for elementary, middle/junior high schools). Students in 10th grade are evaluated in TAKS English Language Arts and TAKS mathematics to determine whether a school has met the AYP requirements. The student populations evaluated for AYP are All students, White students, Hispanic students, African American students, Economically Disadvantaged students, Special Education students, and English Language Learners. If a campus, district, or state that is receiving Title I, Part A funds does not meet the standards for AYP for two consecutive years, the campus, district, or state will be required to offer additional education services, allow students to transfer to other schools/district, and/or work collaboratively with the Texas Education Agency (TEA) to improve the areas that failed to meet the AYP

requirements. The AYP performance of North Shore Senior High School is documented in the table below.

Adequate Yearly Progress (AYP) History

| School Year | AYP Status |
|--------------------|-------------------------------|
| 2008 – 2009 | NSSH met AYP |
| 2009 – 2010 | NSSH met AYP |
| 2010 – 2011 | NSSH met AYP |
| 2011 – 2012 | NSSH did not meet AYP in Math |
| 2012 – 2013 | |

For the 2011-2012 school year, each of the student populations considered for AYP had to meet the performance standard of at least 90% passing in English Language Arts and at least 83% passing in Mathematics. Beginning with the 2009 school year, the State of Texas started including the Texas Projection Measure (TPM) in the calculation of AYP. TPM was the growth measure used to determine whether students were meeting the annual performance goals established by the Texas Education Agency. The growth measure monitors individual student achievement on TAKS from one year to the next. The TPM was used for state and federal accountability reporting. It allowed districts and schools to receive credit for students who did not meet passing standards on the TAKS tests, but based on their results, were projected to meet passing standards the following year.

Demographic Data

The demographic data for all the students enrolled at North Shore Senior High is documented in the table below for the past few years. This information was reported on the Academic Excellence Indicator System (AEIS) reports from the Texas Education Agency.

State Demographic Data for All Students at North Shore Senior High

| 2009 | | ELA | Math | Science | Social Studies |
|------|------------|-----|------|---------|----------------|
| NSSH | LEP | 50% | 52% | 37% | 78% |
| NSSH | Econ. Dis. | 86% | 75% | 74% | 94% |
| NSSH | Hispanic | 87% | 75% | 74% | 95% |
| NSSH | Afr. Am. | 90% | 77% | 78% | 95% |
| 2010 | | | | | |
| NSSH | LEP | 61% | 67% | 61% | 92% |
| NSSH | Econ. Dis. | 91% | 84% | 85% | 98% |
| NSSH | Hispanic | 91% | 84% | 83% | 96% |
| NSSH | Afr. Am | 94% | 84% | 90% | 97% |
| 2011 | | | | | |
| NSSH | LEP | 61% | 69% | 60% | 88% |
| NSSH | Econ. Dis. | 90% | 83% | 86% | 96% |
| NSSH | Hispanic | 90% | 85% | 86% | 97% |
| NSSH | Afr. Am | 94% | 83% | 90% | 97% |
| 2012 | | | | | |
| NSSH | LEP | 57% | 66% | 62% | 85% |
| NSSH | Econ. Dis. | 89% | 84% | 85% | 96% |
| NSSH | Hispanic | 90% | 87% | 87% | 96% |
| NSSH | Afr. Am | 89% | 82% | 83% | 96% |

TAKS/STAAR Data for feeder schools

Cunningham Middle School and North Shore Middle School are the two feeder campuses into North Shore Senior High School. Their TAKS/STAAR assessment data is listed below.

| | | Rdg/ELA | Math | Science | Social Studies |
|-------------|------|---------|------|---------|----------------|
| CMS | 2009 | 88% | 81% | 79% | 98% |
| CMS | 2010 | 94% | 88% | 87% | 97% |
| CMS | 2011 | 91% | 87% | 83% | 98% |
| CMS | 2012 | | | | |
| NSMS | | | | | |
| NSMS | 2009 | 86% | 87% | 78% | 93% |
| NSMS | 2010 | 91% | 91% | 90% | 97% |
| NSMS | 2011 | 89% | 91% | 87% | 96% |
| NSMS | 2012 | | | | |

TAKS Data for Sub-Populations for feeder schools that count toward AYP

| 2009 | | Rdg/ELA | Math |
|------|-------------|---------|------|
| CMS | LEP | 63% | 72% |
| CMS | Econ. Dis. | 86% | 80% |
| CMS | Hispanic | 88% | 85% |
| CMS | African Am. | 86% | 76% |
| | | | |
| 2010 | | | |
| CMS | LEP | 73% | 86% |
| CMS | Econ. Dis. | 93% | 88% |
| CMS | Hispanic | 94% | 89% |
| CMS | African Am. | 93% | 85% |
| | | | |
| 2011 | | | |
| CMS | LEP | 58% | 71% |
| CMS | Econ. Dis. | 91% | 86% |
| CMS | Hispanic | 91% | 89% |
| CMS | African Am. | 92% | 85% |

| | | | |
|------|-------------|---------|------|
| 2009 | | Rdg/ELA | Math |
| NSMS | LEP | 59% | 72% |
| NSMS | Econ. Dis. | 83% | 87% |
| NSMS | Hispanic | 84% | 87% |
| NSMS | African Am. | 88% | 85% |
| 2010 | | | |
| NSMS | LEP | 74% | 81% |
| NSMS | Econ. Dis. | 89% | 90% |
| NSMS | Hispanic | 90% | 92% |
| NSMS | African Am. | 94% | 91% |
| 2011 | | | |
| NSMS | LEP | 70% | 81% |
| NSMS | Econ. Dis. | 88% | 91% |
| NSMS | Hispanic | 88% | 91% |
| NSMS | African Am. | 93% | 91% |

Where We Are Now:

North Shore Senior High Comprehensive Needs Assessment

School Profile

North Shore Senior High serves 4,555 students in grades 9 through 12. There are 1257 students in the 9th grade; 1099 students in the 10th grade; 1218 students in the 11th grade, and 981 students enrolled in the 12th grade. The student population is 28.1% African-American, 5.3% Anglo, 1.2% Asian, 64.9% Hispanic, .11% American Indian, 50% male and 50% female. The staff population is 29.8% African-American, 46.5% Anglo, 4.6% Asian, 16.7% Hispanic, 39.6 male and 60.4% female with an average

of 9.6 years of experience. 100% of our teachers are Highly Qualified and 100% of our paraprofessionals are Highly Qualified.

The overall mobility rate for the campus is approximately 16.6%, with a drop-out rate of 6.1%. The average daily attendance rate for students is **94.2%**. The average daily attendance rate for staff is 96%. For North Shore Senior High there is a total of 6540 discipline referrals for the 2011-2012 school year, which is a decrease of 56% from last school year.

North Shore Senior High serves 365 English Language Learner students, 256 students in the Gifted and Talented program, 35 students identified for 504 services, and 435 students served through special education services which 10.01%.

Demographic Data

| | |
|--------------------------------|------|
| African American | 1282 |
| Hispanic | 2958 |
| White | 235 |
| Asian/Pacific Islander | 55 |
| American Indian/Alaskan Native | 5 |
| No Race Listed | 19 |
| Economically Disadvantaged | 3133 |
| Limited English Proficient | 452 |

Survey Data

Safe and Productive Learning Environment:

| Category | % of those who strongly agree and agree that this area should be focused on |
|--|--|
| School-wide Discipline | 46.33 |
| All campuses conduct safety drills such as lockdown, shelter in place, fire drills, etc. | 16.38 |
| Active Student Monitoring | 10.733 |

Enrichment and Extracurricular Areas:

| Category | % of those who strongly agree and agree that this area should be focused on |
|---|--|
| Fine Arts | 12.57 |
| Student Involvement in Extracurricular Activities | 38.29 |
| Educational Technology | 6.86 |
| Athletics | 6.29 |
| Career and Technical Education | 24.57 |

College and Career Prep and Graduation:

| Category | % of those who strongly agree and agree that this area should be focused on |
|--|--|
| Career and Tech Education | 34.1 |
| Reducing Dropouts | 21.39 |
| Increasing AP Exam Scores | 12.72 |
| Increasing AP and Pre-AP Opportunities | 72.77 |
| Raising College Entrance Exam Scores | 10.4 |
| Gifted and Talented Programs | 2.31 |
| Migrant Education | 2.31 |
| Dual Credit | 4.05 |

Tested Foundation Curriculum:

| Category | % of those who strongly agree and agree that this area should be focused on |
|--|--|
| English | 92.78 |
| Reading | 93.75 |
| ESL | 75.13 |
| Mathematics | 91.71 |
| Science | 90.58 |
| Social Studies | 86.64 |
| Co-Teaching | 62.77 |
| Resource Classes | 74.6 |
| Special Education/Dyslexic/504 Modifications | 75.92 |
| Integrating Technology in the Classroom | 82.35 |
| STAAR Strategies | 77.25 |
| Pull-outs/STAAR Classes | 67.2 |
| After School Tutorials | 83.51 |
| Improving Summer School | 69.35 |
| Problem Solving Team | 65.43 |

Attendance:

| Category | % of those who strongly agree and agree that this area should be focused on |
|--|--|
| Increasing Student Attendance | 93.27 |
| Increasing Staff Attendance | 82.1 |
| Incentives for Perfect Attendance for Students | 86.53 |
| Incentives for Perfect Attendance for Staff | 87.44 |
| Continue Harris County Stay in School Truancy Prevention Program | 79.16 |

Counseling:

| Category | % of those who strongly agree and agree that this area should be focused on |
|---------------------------------|--|
| Increasing Parental Involvement | 94.84 |
| Academic Counseling | 98.43 |
| Career Counseling | 96.88 |
| Personal, Social Counseling | 95.29 |

Special Programs

Our School-wide Title I program consists of parent involvement activities, extended day for math and reading, and professional development. Our State Compensatory Program (SCE) consists of an academic coach training teachers in best practices for assisting at-risk students, At-Risk Coordinators, a DAEP center, extended week for math and reading, E2020 labs for credit recovery, provide services for pregnant students, and dropout prevention professional development. Our goal is help to students through these various programs in order to aid them with state testing, catching up on credits, and graduation.

North Shore Senior High and ACE campuses will have a Communities in Schools (CIS) representative hired to serve their students for the 2013 - 2014 school year. The funding for this position will come from State Compensatory Education funds.

The representative will be responsible for assisting the school in ensuring that students in difficult situations have access to the resources they need to be successful. The Communities In Schools (CIS) campus coordinator will be responsible for participating in the following activities:

- Provide case management services to CIS students including: initial assessment, behavioral intervention plans, and documenting student progress.
- Provide supportive guidance groups for issues concerning self-esteem, anger management, gang awareness/intervention, drug/alcohol abuse, stress management, grief and loss, social skills, etc.
- Provide small academic groups for: Tutoring, TAKS support, homework help, and homework check.
- Assist in providing social services or basic needs such as eyeglasses, clothing, food and/or aid for applying with other referring agencies such as CHIPS, Food stamps, etc.
- Providing after school programs in schools that do not have established after school programs.
- Assist in the planning and implementation of school wide events such as: Red Ribbon Week, Family Night, Academic Events, Parenting Education, and Drop-out Recovery.
- Conduct home visits to facilitate the access of needed services and to assist with truancy related issues such as drop-out recovery and excessive absences/tardies.

- Assist the district crisis intervention team for school wide interventions such as: death of a student or faculty member, natural disasters, general information and referral services, and/or medical emergencies.
- Provide Peer Mediation program support.
- Provide following services: Counseling/Supportive Guidance, Health & Human Services, Parental & Family Involvement, Career Awareness, Enrichment, and Educational enhancement.

Where We Are Going:

Comprehensive Needs Assessment Process

The North Shore Senior High 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 data from: Benchmarks, TPRI, TAKS/STAAR, Attendance (students and staff), SAT, ACT, PSAT.

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 weaknesses. In our effort to support GPISD's district goals, the NSSH Site-based Decision-Making Committee has structured our campus improvement plan to address the following areas:

Goal 1: The campus will define and implement measures by which student success for all subgroups can be achieved, relative to the tested, foundation areas of curriculum in English II and U.S. History. (District Goal 3)

Goal 2: The campus will provide a safe and productive learning and working environment for all students, employees and parents. (District Goals 1 & 9)

Goal 3: The campus will implement the Foundations discipline management system that will aide in the effective operation of student discipline and campus operating procedures.

Goal 4: The campus will have a 97% or higher student attendance rate and a 97% or higher teacher attendance rate. (District Goals 7 &10)