

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

2011-2012

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:

Paul Drexler - Principal
Christopher Eckford – Assistant Principal
Becky Hampton – District
Sandra Rios - Counselor
Nicole VanVleck – Math Teacher
Chris Penny – Math Teacher
Rebecca Boutte – Science Teacher
Misty Hummel – English Teacher
Christy Belland – Reading Teacher
Jan Gucker – Reading Teacher
Rocio Rivas – ESL
Jeri Davis – Social Studies
Erin Huston – Choir Teacher
Kevin Davis – Boys P.E.
Brenda Wait – Girls P.E.
Darlene Beauvais – Encounters Teacher
David Henson – PASS Teacher
Christopher Ybarra – Resource Teacher
John Killough - Teacher
Donna Whitney – Special Ed. Teacher
Jennifer Mijangos – NAC Teacher
Julie Mitchell – Parent
Brenda Hall-Charles – Parent
Leroy Mills – Business Member

Michael Pradilla - Community 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 began 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 ensures 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), & science club to name a few.

We also attribute our success to an effective after school tutorial program in 21st Century. 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 Academic 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. Also, in effort to promote community involvement, we offer "free" computer and English language classes to parents after school. 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. Regular attendance, passing Saturday School grades, and passing the current nine weeks period allowed students to replace the failed grade with the grade from Saturday School. 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, and an Exemplary campus in 2009-2010. We have enjoyed the "fruits of our labor" as our commitment to excellence has afforded us to consecutively meet AYP over the years. In addition, the most notable of these accomplishments is us making "Exemplary" this last 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. We also have an after school program (21st Century) sponsored by Communities in Schools. Other programs available to our students include cheerleading, band, choir, art club, Academic Pentathlon, science club, and various other after school tutorial programs.

The campus is in its 8th 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 Rates

	Campus	AA	H	W	NA	AP	Male	Female	Sp.Ed	E.D.	LEP
Attendance Rate											
08-09	96.1%	96.3%	96.6%	93.9%	*	99.1%	96.1%	96.0%	93.7%	95.9%	96.3%
07-08	95.9%	96.7%	96.0%	93.2%	*	99.2%	95.9%	96.0%	93.3%	95.8%	96.3%
06-07	95.7%	96.6%	95.7%	93.9%	*	97.6%	95.6%	95.9%	93.5%	95.4%	95.9%
Annual Dropout Rate											
08-09	0.1%	0.0%	0.2%	0.0%	*	0.0%	0.1%	0.1%	0.6%	0.1%	0.7%
07-08	0.3%	0.4%	0.2%	0.6%	*	0.0%	0.0%	0.5%	1.2%	0.2%	0.3%
06-07	0.1%	0.0%	0.1%	0.6%	*	0.0%	0.1%	0.1%	0.0%	0.2%	0.4%

C. Made AYP for 2009-10

D. TAKS Data for Campus (indicates % w/ TPM)

	Reading	Writing	Math	Science	Social Studies
2011	TBA	TBA	TBA	TBA	TBA
2010	91% (*97%)	95% (*95%)	91% (*95%)	90% (*99%)	97% (*100%)
2009	85%	94%	87%	78%	93%
2008	93%	97%	85%	72%	95%

2010 TAKS and TAKS Accommodated Data for Reading/ELA

Student group	# tested	# passed	% Pass	# commended	% commended
All students	1,220	1,055	86%	305	25%
African American	188	171	91%	62	33%
Hispanic	918	780	85%	230	25%
White	83	74	89%	42	50%
Econ. Disadv.	887	752	85%	213	24%

2010 TAKS and TAKS Accommodated Data for Math

Student group	# tested	# passed	% Pass	# commended	% commended
All students	1,220	1,042	85%	268	22%
African American	188	160	85%	43	23%
Hispanic	918	788	86%	193	21%
White	83	67	81%	22	27%
Econ. Disadv.	887	755	85%	177	20%

2010 TAKS and TAKS Accommodated Data for Writing

Student group	# tested	# passed	% Pass	# commended	% commended
All students	604	567	94%	199	33%
African American	92	91	99%	42	46%
Hispanic	462	432	94%	139	30%
White	36	32	89%	14	39%
Econ. Disadv.	461	430	93%	143	31%

2010 TAKS and TAKS Accommodated Data for Social Studies

Student group	# tested	# passed	% Pass	# commended	% commended
All students	609	582	96%	158	26%
African American	98	94	96%	30	31%
Hispanic	449	428	95%	108	24%
White	45	43	96%	15	33%
Econ. Disadv.	423	401	95%	97	23%

2010 TAKS and TAKS Accommodated Data for Science

Student group	# tested	# passed	% Pass	# commended	% commended
All students	611	529	87%	153	25%
African American	98	87	89%	28	29%
Hispanic	450	386	86%	108	24%
White	46	40	87%	12	26%
Econ. Disadv.	425	366	86%	98	23%

E. Feeder Campus TAKS Break Down

Cobb- 6th grade ELA Scores

Student group	# tested	# passed	% Pass	# commended	% commended
All students	1,068	919	86%	357	33%
American Indian	4	*	*	*	*
Asian	9	8	89%	5	56%
African American	250	221	88%	89	36%
Hispanic	733	623	85%	228	31%
White	66	61	92%	31	47%
Econ.	869	729	84%	274	32%

Disadv.					
Lep	219	143	65%	28	13%
Special Ed.	116	99	85%	34	29%

Cobb 6th grade Math Scores

Student group	# tested	# passed	% Pass	# commended	% commended
All students	1,069	924	86%	328	31%
American Indian	4	*	*	*	*
Asian	9	9	100%	5	56%
African American	251	207	82%	53	21%
Hispanic	733	637	87%	246	34%
White	66	61	92%	22	33%
Econ. Disadv.	870	745	86%	264	30%
LEP	219	176	80%	34	16%
Special Ed.	117	95	81%	22	19%

2. Where We Are Now:

Unfortunately we missed AYP (Adequate Yearly Progress) for the 2010-2011 school year by a few students in our LEP student population. Therefore, we have shifted our focus to target this population (LEP Reading) 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 Reading scores. We will also continue to conduct our weekly & Saturday tutorials, capping them off in the Spring Semester with our Annual TAKS (now STAAR) Carnival the week before the test is administered. Double block scheduling will continue to remain in effect this year for all 8th grade Math & Science classes, & 7th grade English and Math classes. Although we experienced great success on the TAKS test over the years, it is unknown to us as what to expect on the STAAR test coming up this year. 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 everyday 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 everyday. 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.

A. Demographic Data

STUDENT INFORMATION

|-----Campus-----|
Count Percent

Total Students:	1,303	100.0%
Grade 7	634	48.7%
Grade 8	669	51.3%

Ethnic Distribution:

African American	226.0	17.3%
Hispanic	939.0	72.1%
White	120.0	9.2%
Native American	0.0	0.0%
Asian/Pac. Islander	18.0	1.4%
Economically Disadv.	896.0	68.8%
LEP	236.0	18.1%
At-Risk	601.0	46.1%
Mobility	165.0	11.3%
Special Ed.	118.0	9.1%

STAFF INFORMATION

|-----Campus-----|

Count Percent

Total Staff:	120.5	100.0%
Professional Staff:	115.6	95.9%
Teachers	103.6	85.9%
Professional Support	8.5	7.1%
Campus Admin. (School Leader.)	3.5	2.9%
Educational Aides:	4.9	4.1%
Total Minority Staff:	52.8	43.8%

Teachers by Ethnicity and Sex:

|-----Campus-----|

Count Percent

AA	26.5	25.5%
Hispanic	10.9	10.5%
White	60.3	58.2%
Native American	0.0	0.0%
Asian/Pacific Islander	5.9	5.7%
Males	24.7	23.9%
Females	78.9	76.1%

Campus Student Composition

	2007	2008	2009
AA	17.4%	19.7%	17.3%
Hispanic	71.8%	69.4%	72.1%
White	9.0%	9.3%	9.2%
Native American	0.1%	0.1%	0.0%
Asian/ Pac. Islander	1.6%	1.5%	1.4%
ED	65.6%	72.7%	68.8%

A. Highly Qualified Data

99.00 % of our teachers are Highly Qualified

B. Survey Data

Future suggestions and concerns related to more diverse staff development opportunities like:
1. Classroom Management, 2. Time Management Strategies, & 3. Behavioral Interventions & Strategies for Dealing with Special Ed. Areas that we will conduct Staff Development during the 2011– 2012 school year is:

- i. School Wide Discipline**
- ii. Differentiated Instruction Strategies**
- iii. Instructional Delivery & Intervention Strategies**
- iv. Classroom Management Strategies**
- v. Mentor Training for teachers with less than 3yrs experience**
- vi. Increasing Reading Comprehension**

3. Where We Are Going:

Looking forward to the 2011-2012 school year, North Shore Middle School is determined to continue providing the best quality education to our students. The state will be implementing the STAAR test and we must change our approach to teaching in order to bring students to a higher level of thinking and analyzing. We truly believe that all students can learn and be successful in all their academic endeavors. Our goal is to have 100% of students succeed on the district and state assessments in all content areas. The school district expects, and we will strive to obtain, a 90% or better passing rate in all areas of the STAAR test. As we embark on a new state assessment, we will be working to adjust and adapt the current curriculum to meet these needs, while creating lessons & assessments that will successfully challenge and prepare us to do so. We are in our second year of the College Readiness Grant and we will continue to implement our Avid curriculum to both our seventh and eighth graders. We will continue to use this program to help our students with study skills, test taking strategies, Cornell note taking, goal setting, etc. Our students will also continue to take the ACT in 7th grade and the Explore ACT in 8th grade.

In addition, all students will participate in the district's adopted (CATCH Program) Coordinated Approach to Child Health Program. Students will continue to be assessed each year using the states designated

physical fitness assessment tool called the Fitness gram. The students participating in the Texas Fitness Now Grant will be assessed at the beginning of the year and at the end of the year. Their academic success will continue to be monitored on a regular basis, as is their attendance. Students participating in the Texas Fitness Now Program will participate in physical activities in their physical education class for either a minimum of 30 minutes per day or 225 minutes per two-week period for the entire school year. The funds received will continue to be used to support health education, physical education, and parent involvement activities

We will continue to monitor the effectiveness of our strategies to determine what should be modified, what should be discontinued, and what needs to be implemented in order to address the educational needs of our students. We remain eagle-eyed focused on Math, Science, and Reading with the new passing standard in effect this year. Our goal is to exceed the standards of our district, state, students, parents, and community as we make a valiant effort to "Shoot for the STAAR."

Campus Needs Assessment Survey

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.

A. The following goals and objectives have been approved by our Campus Site-Based Committee for the 2011-2012 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 1st 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 2nd 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 3rd 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 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 4.1:

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

OBJECTIVE 4.2:

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

OBJECTIVE 4.3:

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 4.4

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

Goal #5: 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 5th goal.

OBJECTIVE 5.1:

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 5.2:

Provide incentives to students to promote student attendance.

OBJECTIVE 5.3:

Monitor student attendance and develop intervention plans for chronic absenteeism.

OBJECTIVE 5.4:

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

Goal #6: North Shore Middle School will aggressively seek to improve counseling services. As correlated with the Superintendent's 6th Goal.

OBJECTIVE 6.1:

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

GOAL #7: North Shore Middle School will provide various opportunities to increase parental/community involvement in the school's educational program.

OBJECTIVE 7.1:

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 7.2:

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 7.3:

Provide opportunities for parental involvement/training.

OBJECTIVE 7.4:

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