

Galena Park Independent School District

North Shore Senior High School

Comprehensive Needs Assessment

2020-2021



Board Approval Date: August 10, 2020

Mission Statement

North Shore High School is committed to providing all the necessary resources and strategies so that students reach a high level of socio-emotional and academic achievement through rigorous and relevant curricula to ensure students are prepared for career, military, and college.

Vision

Every student of North Shore High School will graduate prepared to begin a career, enroll in the military, or attend the college of their choice as they become productive citizens.

History

North Shore High School is one of 23 campuses in the Galena Park Independent School District. North Shore High School opened in 1962 and serves predominantly middle and low socioeconomic urban families. The original location was 13501 Holly Park Drive. The first class of Seniors graduated from North Shore High School 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. The new campus opened in December of 1999. At that time, the 9th and 10th graders remained at the Holly Park campus. In 2007, an additional wing was added to the 11th and 12th-grade campus to accommodate the 10th Grade. Due to the steady increase in the student population, GPISD opened a 10th Grade Center in the Fall of 2018. North Shore High School has a population of nearly 4800 students and serves their needs on three campuses.

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Comprehensive Needs Assessment

Needs Assessment Overview

On February 14th The Campus Needs Assessment Committees performed an in-depth analysis of various data sources. An overview of their findings is outlined in the table below:

NCLB Recommended Area	2020-2021 Campus Focus
Demographics	Ensure all student subgroups participate in virtual instruction at the same rate as all students. Increase the graduate rate by at
Student Achievement	Meet ELL and SpEd performance targets set in Domain III-Closing the Gaps.
Culture and Climate	Increase teacher recognitions when they successfully meet personal or campus goals.
Staff Quality	Ensure teachers are equipped with the proper resources and training to deliver high-quality virtual instruction.
Curriculum and Instruction	Increase the use of ELL and SpEd high yield instructional strategies
Parent Involvement	Provide a variety of communication mediums to parent and community
School Organization, Processes and Programs	Create manageable processes and protocols to protect student and staff health and safety.
Technology	Ensure students and teachers have access to the technology resources they need to be successful.

Demographics

Demographics Summary

North Shore Senior High School serves a diverse student population. The 2019 NSSH accountability report showed a need for improved performance for Special Education students. There are significant gaps in their performance in ELA and Math among Special Education students. Also, NSSH did not meet targets in Domain III, Closing the Gaps, in TELPAS. The state set a target of 36% of students needing to demonstrate growth; however, we showed on 25%. North Shore's graduation rate has declined over the last seven to eight years. Students who used to participate in the Special Education program and has since exited are not performing at the same rates as other students. We also saw this trend among students who are not continuously enrolled in GPISD schools. North Shore Senior High School serves 4,534 students in grades 9 through 12. The table below shows each student population by grade level.

Grade Level	Population
9 th Grade	1182
10 th Grade	1146
11 th Grade	1155
12 Grade	1150

North Shore High School serves 4,534 students in grades 9 through 12. The table below shows each student population by grade level.

9th-12th Grade	Percentage
% Econ Disadv	81.1%
% EL	15.3%
Mobility Rate	12.7%
% Special Ed	10.4%

The information below highlights the attendance trends for North Shore Senior High School students for the last 3 years. We experienced a slight dip in Fall 2020. Due to the COVID-19 pandemic, student learning was changed to virtual; we were not able to gather attendance data for Spring 2020.

2018	2019	Fall 2020
93.4%	95.03%	94.63%

Demographics Strengths

North Shore High School continues to narrow academic achievement gaps. Its student subpopulations (i.e. Hispanic, African Americans, White, etc.) continue to score close to the campus average in all 5 EOCs. We experienced a 20% increase in the number of College, Career and Military Ready students from the 2017-2018 school year to the 2018-2019 school year. We anticipate continued increases in CCMR for the 2019-2020 school year. In the 2019-2020 school year, we significantly increased the number of Special Education students achieving College Readiness by graduating with an endorsement from 2% to approximately 60%. There is a diverse staff at North Shore High School with 66% minorities according to the 2018-2019 TAPR report.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Despite increased efforts, attendance rates have decreased compared to last year. **Root Cause:** Numerous incentive programs are difficult to track and manage attendance.

Problem Statement 2: Dropout rates are significantly higher than the state average--3.4% for NSSH vs. 1.3% for the state of Texas. **Root Cause:** Dropout prevention programs do not have a statistically significant impact on the dropout rate.

Problem Statement 3: Students are dropping out lower grade levels and are not receiving dropout prevention services to the same degree as Senior dropouts. **Root Cause:** Campus At-Risk Coordinators should meet regularly to identify dropouts at every grade level and provide interventions.

Problem Statement 4: We need to improve student attendance since it is a direct correlation to student success. **Root Cause:** There is a lack of parent/family engagement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Student Learning

Student Learning Summary

Despite the challenges presented during the 2019-2020 school year, North Shore Senior High continued its tradition of academic excellence. The 2018-2019 school year marked the first year in which the Texas Education Agency (TEA) designated a letter grade to campuses; North Shore Senior High School earned a grade of "B" for its overall achievement. The achievement indicators include STAAR performance, graduation rate, college readiness, career readiness and military readiness. STAAR performance is measured by the average rate of approaches, meets and masters on all 5 STAAR EOCs. During the 2019-2020 school year, North Shore High School set a goal to focus on increasing the English I and English II retester's approaches performance- we met this goal. We increased English retester performance by nearly 15%. Algebra I EOC approaches and masters scores maintained its success year after year. Math retesters were very successful as nearly 70% of retesters scored approaches. Biology I re-tester performance increased significantly when compared to last year. While we experienced decreases in US History retester performance, benchmark scores revealed increases in US History primary tester performance. English Learners (EL) students perform at much lower rates than other students. According to the data tables published by the Texas Education Agency (TEA) for the 2017-2018 school year, North Shore Senior High School did not meet the target Meets score of 74% amongst Asians in Reading. As a result, the state designated North Shore Senior High as needing additional targeted support in this area. However, we met this goal and intervention is not need for this particular subgroup any longer. The table below shows STAAR EOC performance for Fall 2019.

Fall 2019 EOC Performance	Approaches	Meets	Masters
Algebra I	69%	0%	0%
Biology I	53%	7.5%	0%
English I	44%	17%	1%
English II	37%	11%	0%
US History	41%	10%	0%

College, career and military readiness focuses on college board test performance, AP exam performance, TSIA performance, CTE coherent sequence completion, military enlistment and dual credit course completion. North Shore High School students continue to score significantly below the state average on the SAT and ACT exams. This year, the greatest number of students took the AP exam in school history. North Senior High School has experienced an increase in dual credit completion rates and continues to lead its comparison group in this area. The Advanced Academics program at North Shore Senior High maintains an adequate balance of Dual Credit and Advanced Placement course participation. As we move forward, we will continue to focus on increasing performance in AP Economics, AP Math and AP Science.

Extra Curricular Activities

Student participation in extracurricular activities and the success of the program is another way we measure student achievement. The table below outlines student performance on these exams during the Fall 2019 EOC administration. North Shore High School has a campus organization that is designed to accommodate the needs of the students. All students are provided opportunities to participate in Fine Arts, Career & Technology, Athletics, and/or extracurricular clubs/organizations. North Shore High School has experienced much success in UIL competitions in the areas of: Academics, Fine Arts, Athletics and CTE.

Student Learning Strengths

North Shore High School achieved a Met Standard Rating under the 2019 state accountability system and expect to achieve this rating for 2020 accountability.

North Shore High School achieved excellent results on the STAAR English EOC in December

Our Algebra I EOC scores lead the Region IV area in 2019

North Shore High School students frequently participate at the state UIL competition level in Fine Arts, Athletics and Academics.

Our teams have won the state championship for a number of years in Accounting, Computer Applications, and Calculator Applications.

NSSH Calculator Applications team are State Champions.

Generally, each graduating class receives 3 million to 4 million dollars in scholarship offers each year.

The North Shore Senior High School football team won its second 6A State Championship in a row in the 2019-2020 school year.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is a need to provide ample planning time for our teachers/coteachers in order to address curriculum changes/modifications, instructional practices, incentives, tutorials, etc. **Root Cause:** The master schedule does not reflect common planning for gen ed and co teachers.

Problem Statement 2: There is an insufficient number of teachers with an ESL certification to meet the growing demands of ELs. **Root Cause:** Teachers do not understand the value of gaining the certification.

Problem Statement 3: There is a need to create a strategic tutorial plan to encourage maximum student participation. **Root Cause:** Students see the current plan as focused only on "passing" either a course or test. If they think they are "passing" they won't come.

Problem Statement 4: There is a need to establish common expectations in all AP contents in regards to testing calendar, format, data tracking, and student goal sheets. **Root Cause:** The expectations are not consistent across content areas.

Problem Statement 5: US History EOC Master performance amongst Dual Credit and AP students is low. **Root Cause:** Goal setting and interventions begin too late in the year and should begin in the Fall Semester.

Problem Statement 6: The performance gap between general education students and students receiving In-class Support services is too wide. **Root Cause:** SpEd ratios in classrooms are too large.

Problem Statement 7: There is a need to improve data driven incentive programs targeting student attendance, tutorial participation and checkpoint data. **Root Cause:** Most students are not intrinsically motivated.

School Processes & Programs

School Processes & Programs Summary

As we embark upon a new school year with unprecedented challenges, school processes, and programs are of the utmost importance. North Shore is a school consisting of three campuses- North Shore 9th Grade Center, North Shore 10th Grade Center, and North Shore Senior High. North Shore Senior High serves juniors and seniors. Each campus is staffed with a principal and assistant principals. North Shore shares its students across all three campuses. Students take shuttles to attend classes between campuses. The 2020-2021 school requires a proactive plan addressing the health, safety, and educational needs of our students. The three campuses are interconnected in many ways and benefit from consistent communication to align programs and processes. We will offer students a face to face instructional means to solidify virtual learning. We will regulate the number of students allowed on campus and in individual classrooms. Teachers will be trained on how to manage virtual instruction coupled with face-to-face instruction. During the 2020-2021 school year, the North Shore "system" will increase its collaboration efforts to ensure teaching and learning are optimized for its students. Campus administrators have revised campus operations in observance of the district's health and safety guidelines. Teachers will share responsibility in maintaining the health and safety of all students. All policy and procedures will be implemented with fidelity throughout the school year by frequent collaboration, follow-up, analysis of effectiveness, and recognition of success. Communication between administrators and teachers will be more transparent to improve the morale of the school. It is important for teachers and staff to be involved in the development and planning phases of campus goals and the school vision. Notwithstanding the challenges, North Shore will ensure its teachers are trained in all operational processes while maintaining a laser focus on teaching and learning.

School Processes & Programs Strengths

There are campus committees in place to provide teachers a voice in the development of policy, procedures, and programs.

Teachers perform morning and afternoon duties based on their individual strengths.

We have developed our own incentive programs in regard to student and staff attendance and performance.

We have a coordinated intervention/support program for students both virtually and face to face.

NS10 and NSSH coordinate efforts to ensure safety drills are completed consistently and within given timelines.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for more efficient and consistent communication across campuses. It is important that every campus know what is happening on all campuses. **Root Cause:** Each campus prioritizes communication within its own faculty and staff. There is no common communication system being utilized.

Problem Statement 2: There is a need to improve teacher morale, commonly accepted goals, and compliance. **Root Cause:** Many teachers are unaware, unable, or choose not to provide their voice in the development of policies, procedures and programs.

Problem Statement 3: There is a need for teacher and administrative staff to follow through and enforce campus practices and procedures. **Root Cause:** There are perceived inconsistencies when it comes to fulfilling roles and responsibilities.

Perceptions

Perceptions Summary

Creating and cultivating a culture of collaboration and excellence is North Shore Senior High's is one of our highest priorities. Throughout the sudden closure, North Shore ensured parents were consistently informed through the campus newsletter. The campus principal recorded a weekly address to students as they sheltered in their homes. It is important the students of North Shore Senior High know their teachers and administrators are supporting them even when they can not be near them. The administrative and teaching staff performed graduation caravans and personally delivered yard signs to the members of the graduating class of 2020. Even though Seniors were not able to participate in the traditional graduation ceremony, the North Shore Senior High staff hosted a "Senior Send-Off." During this event, teachers and students were able to say their final goodbyes and bring closure to the year. Students, teachers, parents, and community members did not miss an opportunity to share their sincere gratitude for North Shore's efforts to make their children's final year in high school special.

Instructionally, teachers provided hundreds of hours of online instruction for students. Teachers offered "Virtual Office Hours" to answer questions regarding online assignment. The Instructional Leadership Team hosted weekly virtual tutorials for seniors needing help with their individual graduation committee (IGC) projects. Teachers held individual tutorials and provided feedback on IGC projects to ensure every student turned in an acceptable project. As a result, all students passed their IGC projects and went on to graduate. All of the efforts performed by North Shore Senior high staff members were centered around the general belief the well-being and morale of students and staff matter.

Perceptions Strengths

The identified strengths were competitive teacher salaries.

Also, most parents report feeling welcomed across campuses and that their students are being provided an educational foundation that prepares them for college.

It is reported that 93% of parents utilize SkyWard parent portal to access grades, attendance, and other student information.

There is sufficient parent communication regarding parental involvement activities on various campuses.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Virtual instruction will decrease student achievement. **Root Cause:** Teachers do not feel as confident delivering virtual instruction

Problem Statement 2: There is a need to increase student engagement throughout each instructional period. **Root Cause:** Teachers lack the skills and/or incentive to incorporate strategies to increase student engagement.

Problem Statement 3: Student attendance rates need to increase. **Root Cause:** Parents have not been directly involved in the development of incentive plans.

Problem Statement 4: Parent-teacher communication needs improvement; communication is not timely nor easily accessible. **Root Cause:** Teacher webpages, Class Dojo's, Google Classrooms, Voice Mail, etc., are not updated on a routine basis.