

Galena Park Independent School District

North Shore Elementary School

2023-2024 Improvement Plan

Accountability Rating: B



Board Approval Date: August 1, 2023

Mission Statement

The mission of North Shore Elementary is to prepare our students to become productive citizens and lifelong learners in society.

Vision

The vision of North Shore Elementary is to create a safe campus that has high academic standards for all students and work collaboratively with teachers, parents, and students to make positive contributions to the community.

History/Core Beliefs

History

North Shore Elementary (NSE) was constructed in 1961. It is the largest of 15 elementary campuses in the Galena Park Independent School District. Located at 14310 Duncannon (on the corner of Woodforest and BlackRock). In the 2018-2019 school year, NSE opened the doors to its new building. The campus has been served by four principals: Jim Palmer (1961-1962); Lewis Zelenevitz (1962-1987); Joyce Weir (1987-2007); and currently, Esmeralda Perez.

North Shore Elementary is committed to the education and well-being of all our students. The following virtues will be used in order to guide our policies, procedures, programs, and day-to-day decisions.

Tolerance: We will work collaboratively and be open to each other's ideas to help promote students' success

Responsibility: We will promote and support both the campus and the district's mission and vision for academic achievement

Confidence: We will build students' belief in the self-achievement of their goals

Perseverance: We will create students that continue to strive to be lifelong learners even when faced with various obstacles

Discipline: We will provide a safe environment for all students, in which they are able to control their thoughts and actions in order to make good choices

Respect: We will treat one another with dignity and courtesy

Honesty: We will be straightforward in all conversations and actions

Compassion: We will demonstrate care and concern for the welfare of students, staff, and the community in order to promote a safe environment in which all students can learn

Friendliness: We will provide an environment in which we are considerate, kind, and generous to others in all aspects of our daily routines

Service: We will develop positive relationships with the school, staff, and community

Table of Contents

- Comprehensive Needs Assessment 4
 - Demographics 4
 - Student Learning 5
 - School Processes & Programs 9
 - Perceptions 10
- Priority Problem Statements 11
- Goals 12
 - Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff 13
 - Goal 2: Student Achievement and Post-Secondary Readiness 15
 - Goal 3: Wide Range of Student Opportunities 20
 - Goal 4: High Quality Staff 23
 - Goal 5: Excellent Operational and Fiscal Support and Responsibility 27
- Title I 30
 - 1.1: Comprehensive Needs Assessment 31
 - 2.1: Campus Improvement Plan developed with appropriate stakeholders 31
 - 2.2: Regular monitoring and revision 32
 - 2.3: Available to parents and community in an understandable format and language 32
 - 2.4: Opportunities for all children to meet State standards 32
 - 2.5: Increased learning time and well-rounded education 32
 - 2.6: Address needs of all students, particularly at-risk 33
 - 4.1: Develop and distribute Parent and Family Engagement Policy 33
 - 4.2: Offer flexible number of parent involvement meetings 34
 - 5.1: Determine which students will be served by following local policy 34
- 2023-2024 Campus Site-Based Committee 34

Comprehensive Needs Assessment

Revised/Approved: June 6, 2023

Demographics

Demographics Summary

North Shore Elementary (NSE) is the largest of 15 elementary campuses in the Galena Park Independent School District. Located at 14310 Duncannon (on the corner of Woodforest and BlackRock). We have a low mobility rate, 12.2%, which enables us to help track students from Pre-Kinder through 5th grade. We are able to make a difference and help students be successful. The demographics committee looked at the TAPR Reports, Skyward referral reports, Skyward enrollment counts, and Skyward attendance rates. The school services Pre-K (4year olds) to 5th grade. We have multiple special education programs (Life Skills, FOCUS, PASS, Resource, Co-Teach); Gifted & Talented; 504, Dyslexia, and Tiered Intervention programs. Our EB population is 50.5%. 81.6% of students are considered at risk of dropping out of school. We have seen a significant decrease in reported McKinney Vento students. Our average daily attendance remains between 95% and 96.7%. Our economically disadvantaged population is 88.6%. The student population of North Shore Elementary is 969 and the school serves PK-5. At North Shore Elementary, 46% of students scored at or above the proficient level for math, and 37% scored at or above that level for reading. The current campus administrator, Mrs. Esmeralda Perez, has been the building Principal for the last 16 years. Under her leadership, the campus has received exemplary ratings and many other distinctions and awards over the years.

North Shore Elementary demographics:

- 87.0% Hispanic
- 8.3% African American
- 3.9% White
- 0.1% American Indian
- 0.2% Asian
- 0.0% Pacific Islander
- 0.5% Two or more races

Student/Teacher ratio: 17:1

100% of students receive a free or discounted lunch

North Shore Elementary School employs 58 full-time teachers.

Extracurricular activities for all student populations include the 21st Century Program, Communities in Schools, Boys Club, Girls Club, Soccer Club, Honors Choir, Hand Bells, Student Council, National Honor Society, Robotics, Safety Patrol, and a NASA Stem Program.

Demographics Strengths

Our demographic strengths include the Early Acts First Knight Character Education Program, School Clubs, District Workshops for all content/grades, student/family/community services provided by the School Counselor, our Community in Schools, Soccer team, Legacy Family Clinic services, Staff participation in the Rice Elementary Model Science Learning Lab (REMSL), NASA Stem Program, etc. 100% of our staff has completed the required GT hours. NSE received 2nd place for the Do The Math Challenge (district-wide) and several students placed in multiple areas in our district UIL Academic Competitions and Spelling Bees. Much of our success is contributed to full campus participation and commitment and the support of our parents.

Additionally, we utilize attendance contracts, Pony P.R.I.D.E. and CHAMPS behavior expectations, New Teacher Mentorship, Aspiring Leadership Supports, Field Day(s), Attendance Celebrations, Beat the Bell, school dances, Fall Festival, PTA, Parent Volunteers, Parent Wakelet, and a Staff Wakelet. We also maintain consistent processes for identifying homeless students, utilizing district resources for addressing attendance issues, ensuring the success of students meeting the criteria for and being identified as low socioeconomic, as well as, providing free breakfast and lunch for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students are lacking the knowledge and skills for problem solving, critical thinking, and writing skills in order to be prepared for college, career, and military readiness. **Root Cause:** Lack of student/family exposure to future academic and career options because of cultural and socio-economic backgrounds.

Student Learning

Student Learning Summary

North Shore Elementary's students have been progressing academically in all areas; however, science and writing as well as our special Education populations will continue to be a focus, along with technology due to the state assessment platforms. After reviewing STAAR and district assessment data we have gained a deeper understanding of our areas of need. As a result, we found that by integrating our science content into our ELA blocks, we can produce not only successful students but also further enrich our student's background knowledge and writing skills in the area of science. Schedules were continuously adjusted as needed to ensure appropriate SpEd service times.

2022 Accountability Rating: B

	May 2023 STAAR Grade 3 RLA Preliminary	
	Total Students	
North Shore Elementary School	135	76.29

	May 2022 STAAR Grade 3 Reading Preliminary				May 2021 STAAR Reading, Grade 3			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
North Shore Elementary School	84	83.33%	54.76%	20.24%	77	72.73%	42.86%	49.48%

	May 2023 STAAR Grade 4 RLA Preliminary	
	Total Students	
North Shore Elementary School	138	61.59

	May 2022 STAAR Grade 4 Reading Preliminary				May 2021 STAAR Reading, Grade 4			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
North Shore Elementary School	106	79.25%	51.89%	30.19%	101	73.27%	39.60%	15.84%

	May 2023 STAAR Grade 5 RLA Preliminary	
	Total Students	
North Shore Elementary School	142	82.52

	May 2022 STAAR Grade 5 Reading Preliminary			
	Total Students	Approaches	Meets	Masters
North Shore Elementary School	123	86.99%	65.85%	44.72%

	May 2023 STAAR Grade 3 Mathematics Preliminary	
	Total Students	
North Shore Elementary School	135	45.90%

	May 2022 STAAR Grade 3 Mathematics Preliminary				May 2021 STAAR Mathematics, Grade 3			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
North Shore Elementary School	89	86.52%	50.56%	22.47%	77	59.74%	31.17%	14.29%

	May 2023 STAAR Grade 4 Mathematics Preliminary	
	Total Students	
North Shore Elementary School	138	73.19%

	May 2022 STAAR Grade 4 Mathematics Preliminary				May 2021 STAAR Mathematics, Grade 4			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
North Shore Elementary School	111	77.48%	50.45%	26.13%	105	68.57%	39.05%	15.24%

	May 2023 STAAR Grade 5 Mathematics Preliminary	
	Total Students	
North Shore Elementary School	144	65.97%

	May 2022 STAAR Grade 5 Mathematics Preliminary			
	Total Students	Approaches	Meets	Masters
North Shore Elementary School	125	89.60%	60%	23.20%

	May 2021 STAAR Writing, Grade 4				
	Total Students	Percent Score	Approaches	Meets	Masters
North Shore Elementary School	103	54.74%	51.46%	20.39%	4.85%

	May 2023 STAAR Grade 5 Science Preliminary	
	Total Students	
North Shore Elementary School	144	48.61%

	May 2022 STAAR Grade 5 Science Preliminary			
	Total Students	Approaches	Meets	Masters
North Shore Elementary School	153	66.01%	41.83%	13.73%

Student Learning Strengths

Campus Instructional Coaches and Specialists serve students and teachers with instructional support/lesson modeling. Teachers focus on student growth in all content areas, Co-Teaching is implemented, low student retention rates, reading Master's level is increasing, math Master's level is also increasing, and teachers base instruction on student data. In addition, our teachers and students are becoming more comfortable using technology, and they are seeking more data-driven instructional planning.

- School support sessions with Campus Instructional Coaches to assist with Curriculum Corner plans
- Push-in/pull-out instructional groups
- Fact Fluency/STEM Lab
- I-Station Reading implementation
- IPAD Implementation
- Data-driven decision-making by administrators, teachers, and CICs (DDI)
- Progress Monitoring
- Modeling & Coaching
- District Competition
- Meets-to-Masters Interventions
- TRI Interventions
- Balanced Literacy/Anchor Charts (Campus Focus)
- College Tutors
- Retired Re-hires Guided Reading

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are not demonstrating mastery in science concepts and writing skills. **Root Cause:** Instructional opportunities were not maximized most effectively. Residual gaps in learning are still prevalent. An increased amount of science and writing exposure is needed in lower grades.

Problem Statement 2: More Emergent Bilingual students are not exiting the language program (scoring Advanced High in all areas). **Root Cause:** Students need more opportunities to practice writing, speaking (recording) and expressing themselves in English.

School Processes & Programs

School Processes & Programs Summary

This year NSE has formed a committee that has the specific duty of ensuring that we have our curriculum tightly aligned with the standards and 21st Century Learning Skills. We ensure that teachers are implementing the district's curriculum by visiting classrooms regularly. NSE teachers are also held accountable for implementation with fidelity. A variety of assessments are used to assist in making instructional decisions that impact student academic success. The assessment data is also used to provide needed interventions and instructional planning. NSE teachers and instructional coaches collaborate to discuss the results of the data and the effectiveness of the implemented interventions (DDI).

School Processes & Programs Strengths

- Planning vertically and horizontally
- Data-driven decisions based on student achievement
- Making necessary interventions for student success
- Tutorials are offered in grades Kinder through 5th, with a special emphasis on the Meets to Masters student groups
- Math and Reading camps
- Math and Science Family Night
- STEM lab and ELA lab
- Increased intervention time with CICs and Specialists

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Schedules and group size for maximizing student interventions are often difficult to create and maintain. **Root Cause:** Too few interventionists to implement scheduling for special populations (RtI, Special Education, dyslexia, ect.).

Perceptions

Perceptions Summary

North Shore Elementary is rich in culture and traditions and provides a friendly, diverse, and welcoming climate to families.

The School Culture and Climate Committee found that parent involvement has been very strong and responsive over the years. We know that increasing parent involvement in areas such as PTA would greatly improve our volunteerism and involvement in school activities and classroom support. We determined that by focusing on getting parents involved in monthly PTA meetings, providing them opportunities to serve in leadership roles on the PTA board, and including relevant school information at meetings, would encourage parents to join PTA and remain involved in their child(ren)'s education at NSE.

The students enjoy participating in our many programs that enrich our student's educational experience, which include the Fall Festival, Polar Express Day, Friendship Dance, Talent Show, Field Day, Pancakes for Parents, Donuts for Dads, Muffins for Moms, Grandparents Breakfast, 21st Century Program, monthly parent lunch days, Parent Pot-Luch with the Principal, and Parent training.

The School Culture and Climate Committee also examined discipline concerns and found that discipline problems occurred most frequently during dismissal procedures (in the hallways and on the bus), during lunch (in the cafeteria), and during recess (on the playgrounds). The committee determined that by focusing on a consistent Campus-wide Discipline Plan (Pony PRIDE) with fidelity, we will minimize discipline infractions at NSE Elementary.

Our Foundations Committee is a committee that is continuously working to help make NSE a safe place for all students and staff. Students and parents are aware of the expectations of our school through the Pony P.R.I.D.E. procedures and expectations of NSE.

Perceptions Strengths

- Students and staff motivation to improve our school attendance
- Monthly grade-level meetings with administrators
- Weekly calendars (Week at A Glance) to inform teachers of all campus and district staff development and activities (Staff Wakelet)
- Campus goals are aligned with the goals of the district
- Family-oriented atmosphere and working environment for our staff and teachers
- Building good relationships among teams and coworkers
- Teachers and staff are 100% highly qualified
- Quality mentoring program and support network
- Parent communication through various methods in both languages (News Letters, Flyers, Calendars, Wakelet)

Problem Statements Identifying Perceptions Needs





Problem Statement 1: The number of student discipline referrals has increased during transitional periods and unstructured time throughout the school day. **Root Cause:** There is a lack of consistent, active monitoring during transitions and unstructured time.

Priority Problem Statements

Goals





Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 1: Teach safety practices and protocols to 100% of students and staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Teacher Orientation will be done during the beginning of the school year. Teachers will be taught all of our standard protocols and responses. The same Standard protocols will be taught to students during beginning of the fall semester. Drills will be scheduled and conducted to insure staff and students have practice and know what to do.</p> <p>Strategy's Expected Result/Impact: All staff and students will be aware of our standard protocols and correct responses.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals</p>	Formative			Summative
	Sept	Dec	Feb	May
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide internet safety instruction to staff and students.</p> <p>Strategy's Expected Result/Impact: Campus safety and security</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Teachers</p>	Formative			Summative
	Sept	Dec	Feb	May
	N/A			
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Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 2: Maintain a healthy environment so staff and students thrive and are productive

Strategy 1 Details	Reviews			
Strategy 1: Promote the use of C.H.A.M.P.S. and Pony PRIDE strategies to manage student behavior. Strategy's Expected Result/Impact: Effective Student Discipline Management Staff Responsible for Monitoring: Assistant Principals, All Staff	Formative			Summative
	Sept	Dec	Feb	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff

Performance Objective 3: All campuses will provide social and emotional support through various programs

Strategy 1 Details	Reviews			
Strategy 1: Promote the use of our Social Emotional Learning Lessons, EAFK Character Lessons, Boy's Club, Girl's Club Strategy's Expected Result/Impact: Positive self image and interactions with others Staff Responsible for Monitoring: Counselor, Communities In Schools Rep., Club Sponsors	Formative			Summative
	Sept	Dec	Feb	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 1: Increase the number of students who graduate college-ready in English and Math

Strategy 1 Details	Reviews			
<p>Strategy 1: College Showcase: NSE staff members will showcase their attended college(s). College Trivia: College information will be shared during morning announcements in a Q/A format to expose students to different colleges. Host a College Spirit day each (Wednesday). Students and staff may wear college shirts and participate in college informational activities. Provide information to students and families regarding the importance of regular school attending and completing high school.</p> <p>Strategy's Expected Result/Impact: Students and families will gain college-readiness awareness and learn about the importance of attending school everyday and graduating from high school.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals , Counselors, All Teachers and Staff</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Dec	Feb	May
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 2: Increase the number of students who graduate with an Associate's Degree or a Certificate of Technology

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct campus Geography Bee, Spelling Bee, Prose and Poetry, UIL Academic Meet, and Robotics to prepare for district competitions.</p> <p>Strategy's Expected Result/Impact: Students will gain knowledge as they prepare for competitions and will represent NSE at district level events.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Instructional Coaches, Assistant Principals, Principal</p>	Formative			Summative
	Sept	Dec	Feb	May
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure that parents are informed about performance levels on STAAR (approaches, meets, and masters) and how the scores predict college readiness.</p> <p>Strategy's Expected Result/Impact: To inform parents and support them in making decisions that support their children's' education.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Instructional Coaches, Assistant Principals, Principal</p>	Formative			Summative
	Sept	Dec	Feb	May
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 3: Improve state test scores in all categories

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement a data-analysis system in which teachers may gain and implement knowledge of the TEKS rigor and how they are utilized to develop district and state assessments, through DDI meetings.</p> <p>Strategy's Expected Result/Impact: Teachers will establish data-driven conversations and make instructional decisions that will impact student learning through lesson plans and practice.</p> <p>Staff Responsible for Monitoring: Teachers, CICs, Principals, Assistant Principals</p> <p>TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Sept	Dec	Feb	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Student Achievement and Post-Secondary Readiness





Performance Objective 4: Increase the number of students who complete a Career and Technology Education (CTE) sequence of courses

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 5: Increase promotion and graduation rates





Goal 3: Wide Range of Student Opportunities

Performance Objective 1: Increase participation in student clubs, enrichment activities and extracurricular opportunities

Strategy 1 Details	Reviews			
<p>Strategy 1: Encourage more students to participate in Boy's Club, Girl's Club, Hand Bells, Honors Choir, Robotics Club, 21st Century, etc.</p> <p>Strategy's Expected Result/Impact: Students can discover their individual interests after having been exposed to varied extracurricular opportunities.</p> <p>Staff Responsible for Monitoring: Enrichment Staff, Club Sponsors</p>	Formative			Summative
	Sept	Dec	Feb	May
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 3: Wide Range of Student Opportunities

Performance Objective 2: Increase participation and performance in high quality fine arts programs in music, art, theatre and dance





Strategy 1 Details	Reviews			
Strategy 1: Encourage students to participate in Choir, Strings, and Art Club. Strategy's Expected Result/Impact: More students will participate in district Music and Art competitions. Staff Responsible for Monitoring: Music teacher, Art Teacher	Formative			Summative
	Sept	Dec	Feb	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Wide Range of Student Opportunities

Performance Objective 3: Track regional labor demands to adjust/facilitate changes in GPISD Programs of Study (POS) offerings





Goal 4: High Quality Staff

Performance Objective 1: Increase employee retention by 1% by recruiting, developing and supporting highly qualified staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Create individual professional development plans based on T-Tess goals for all staff members. Strategy's Expected Result/Impact: Support to current staff Staff Responsible for Monitoring: Administrators</p>	Formative			Summative
	Sept	Dec	Feb	May
	N/A			
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide support to new and struggling staff: (1) Lead Campus Mentor (2) Grade Level Mentor (3) CIC instructional supports Strategy's Expected Result/Impact: New and struggling staff will be reinforced and reassured in areas they feel weak or lack expertise.</p>	Formative			Summative
	Sept	Dec	Feb	May
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 4: High Quality Staff

Performance Objective 2: Obtain an employee satisfaction rate of 80% or higher in regard to employee relations services

Strategy 1 Details	Reviews			
Strategy 1: Use staff surveys to provide needed/requested supports for Teachers. Strategy's Expected Result/Impact: Campus leaders are made aware and teachers receive the support they need. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Sept	Dec	Feb	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 4: High Quality Staff

Performance Objective 3: Provide training to selected employees in order to prepare them for advancement

Strategy 1 Details	Reviews			
<p>Strategy 1: Have a campus leadership team consisting of aspiring counselors, administrators, and teacher leaders. Each member will create personalized development goals that the campus leaders will facilitate.</p> <p>Strategy's Expected Result/Impact: Training for career advancement.</p> <p>Staff Responsible for Monitoring: Campus Administrators and Counselors</p>	Formative			Summative
	Sept	Dec	Feb	May
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 4: High Quality Staff

Performance Objective 4: Survey staff annually on professional development needs

Strategy 1 Details	Reviews			
<p>Strategy 1: Use the GPISD developed professional needs survey to identify training areas for staff at NSE.</p> <p>Strategy's Expected Result/Impact: More personalized professional development opportunities for staff members.</p> <p>Staff Responsible for Monitoring: Principals, Assistant Principals</p>	Formative			Summative
	Sept	Dec	Feb	May
	N/A			
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 1: Ensure efficient and effective use of District resources in order to best support students and staff

Strategy 1 Details	Reviews			
<p>Strategy 1: Staff will inform administrators and office staff of campus facilities concerns and school dude request will be submitted to make sure that all facilities, resources and property are well maintained.</p> <p>Strategy's Expected Result/Impact: Maintaining a functioning, safe, and secure campus.</p> <p>Staff Responsible for Monitoring: Assistant Principals, Principals Secretary</p>	Formative			Summative
	Sept	Dec	Feb	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 2: Ensure fiscal soundness in future years and maintain organizational capacity sufficient to support progress towards fulfilling the District mission

Strategy 1 Details	Reviews			
Strategy 1: The principal will maintain a budget plan to meet the yearly needs of the campus. Staff Responsible for Monitoring: Principal, Financial Clerk	Formative			Summative
	Sept	Dec	Feb	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 5: Excellent Operational and Fiscal Support and Responsibility

Performance Objective 3: The operational department will have life cycle replacement plans to ensure GPISD can maintain excellent facilities and equipment

Strategy 1 Details	Reviews			
Strategy 1: The principal will make sure the campus maintains a capital outlay plan to meet the long-term needs of the cam Staff Responsible for Monitoring: Principal, Assistant Principals	Formative			Summative
	Sept	Dec	Feb	May
	N/A			
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Title I

1.1: Comprehensive Needs Assessment

After reviewing our campus needs assessment survey, our focus areas for the school year 23-24 are our Sped population and TELPAS in the areas of listening and speaking. Growth has been made in Reading and Writing on TELPAS, but as a campus we were unable to reclassify any of our emergent bilinguals due to listening and speaking on TELPAS. We met to review as a committee on May 16, 2023.

2.1: Campus Improvement Plan developed with appropriate stakeholders

Our campus improvement plan was discussed and reviewed with our CPAC committee. The graph below displays our current 23-24 CPAC committee.

CPAC Member	Campus Affiliation	CPAC Rep Position	Email
Esmeralda Perez	Principal	Principal	eperez@galenaparkisd.com
Kenneth Loving	Assistant Principal	Assistant Principal	kloving@galenaparkisd.com
Sara Deniz	Assistant Principal	Assistant Principal	sdeniz@galenaparkisd.com
Lindsey Arenales (2)	Teacher	K Teacher	lhood@galenaparkisd.com
Mayra Lazcano	Teacher	1st grade Teacher	mlazcano@galenaparkisd.com
Keri Giacona	Teacher	2nd grade Teacher	kgiacona@galenaparkisd.com
Cassandra Martinez	Teacher	3rd grade Teacher	Clmartinez@galenaparkisd.com
Mariela Rodriguez	Teacher	4th grade Teacher	Marodriguez@galenaparkisd.com
Jordan Santos	Teacher	5th grade Teacher	Jsantos@galenaparkisd.com
Josean Hernandez	Teacher	Resource Teacher	Jhernandezlorenzo@galenaparkisd.com
Manuel Rojas	Interventionist	Interventionist	mrojas@galenaparkisd.com
Rosa De Leon	ELA District Specialist	ELA District Specialist	Rdeleon@galenaparkisd.com
Jennifer Rios	Parent	Parent	
Julianna Flores	Community Partner	Community Partner	
Isabel Torres	Parent	Parent	
Carmelita Cabral	Parent	Parent	
Sarah Faughtenbery	Business partner	Business partner	
Armando de Los Santos	Business partner	Business partner	
Dawn Guerrero	Business partner	Business partner	

CPAC Member	Campus Affiliation	CPAC Rep Position	Email
Carmela Garcia	School Counselor	School Counselor	

2.2: Regular monitoring and revision

Our CPAC meetings for the school year 23-24 will be held on the following dates, all meetings are held virtually. Attendance is recorded at the beginning of every meeting and all minutes are shared through google drive with the committee and a follow up email is sent including future meetings dates, google meet links, and minutes.

Meeting Dates:			
9/25/23			

2.3: Available to parents and community in an understandable format and language

Our North Shore Elementary campus improvement plan is available as a hard copy in the front office along with digital access on our NSE webpage.

2.4: Opportunities for all children to meet State standards

All students will have the opportunity to meet state standards through whole group instruction, small group interventions, tutorials, differentiated instruction, House Bill 4545 tutorials and pull-outs and TEKS focused, high-quality instruction. We provide various opportunities for our students to meet state standards. The leadership team makes teacher recommendations as to who may need additional professional development to ensure quality student instruction is being presented. Lead4Ward and the most current campus assesment data is used to guide extensive DDI planning with each grade level. Our teachers are continuing to be trained extensively on guided reading, small group instruction and data driven instruction. We also provide student tutorials for those identified as at-risk , those students who are at the meets level to maximize their potential, and our student who were not successful on the previous years STAAR (HB4545). Our interventionists provide dyslexic services (in English and Spanish) for those identified in need as well as those studens requiring Tier 3 interventions. Our campus instructional coaches provide intervention support to teachers as well as to students throughout the year. Our school counselor provides students emotional support and guidance whenever needed. Student/families needing additional social, emotional support are being refered to Legacy Clinic. Free breakfast and lunch are provided for every student. A free after school meal is provided for all students who stay after school for our 21st Century program, tutorials and club meetings.

2.5: Increased learning time and well-rounded education

A master schedule is created to ensure that every subject meets the state mandated amount of instructional time. Student requiring additional specific instructional time (i.e. SpEd resource, in-class support; speech and dyslexia pullouts) are also considered in schedule planning to maintain compliance. Teachers ensure all lessons are planned and prepared to maximize instructional time during DDI planning. Interventions will be provided by CICs, specialists, instructional support staff, etc. will be offered for all students needing assistance. Students will receive instruction in Music, Art, PE, Early Act First Knight, and Library to ensure a well-rounded education to hone and develop their other talents. Extra-curricular activities will be available for students including, but not limited to: boys club, girls club, honor choir, soccer club, National Honor Society, Safety Patrol, robotics, and UIL Elementary Academic Meet (as allowed by national, state, and district governing health agencies).

2.6: Address needs of all students, particularly at-risk

Having a low socio-economic status justifies North Shore Elem. being classified as a Title I school. We have a large number of at risk learners that come to us with many needs such as:

- Limited English proficient
- Learning disabilities
- Considerable learning gaps due to the absence of instruction (pandemic)
- Family and health issues
- Low mobility rate
- Retainees
- Homelessness
- Foster care
- Social emotional instability
- Behavior disorders

Considering the needs and at risk factors of our student population, these variables are monitored and addressed during DDI planning.

Counseling services through our school counselor and assistance through our Community In School representative will help those students that are at risk as well as assistance through our nurse, faculty and staff. Students needs are met at school so they can feel safe, validated and prepared for successful academic/extracurricular opportunities. We provide the following programs to assist the at-risk learner:

- Intervention/tutorials
- Power Hour Small Group Instruction
- RTI and dyslexia interventions
- Small group interventions are provided daily.
- The counselors provides guidance and counseling sessions.
- Parent meetings are held to discuss campus/family concerns.
- 21st Century Program
- Referrals to the Legacy Clinic
- District social worker student groups for support

4.1: Develop and distribute Parent and Family Engagement Policy

The school counselor presents and sends out information concerning the Parent and Family Engagement Policy to the parents at the beginning of the school year and at PTA meetings. The Parent and Family Engagement Policy was approved by the CPAC during the September 27th meeting.

4.2: Offer flexible number of parent involvement meetings

A variety of meetings are held throughout the year for parent involvement. (All subject to change as we adhere to national, state and district health regulations)

- House Bill 4545 Parent Meetings (May 24-27)
- Meet the teacher (Aug. 6th)
- Grandparents Breakfast (Sept 9th)
- National Fathers Take Your Child To School Day (Sept. 30th)
- Literacy Night (Sept 29th)
- Pancakes for Parents (Oct 3rd & 4th)
- Principal's Potluck (Sept. 28th)
- Parents have lunch with their child (Oct 10th)
- College Night (Oct 24th)
- Thanksgiving Parent Lucheon (Nov 15th-17th)
- Book Fair Family Night (Nov 15)
- GT Night for lower/upper grades
- Math and Reading nights
- TELPAS informational meetings
- STAAR informational meetings
- PTA meetings
- STREM Night (Feb. 2nd)
- Parent Trainings
- College Readiness activities

5.1: Determine which students will be served by following local policy

N/A

2023-2024 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Esmeralda Perez	Principal
Administrator	Sara Deniz	Assistant Principal
Administrator	Kenneth Loving	Assistant Principal
Classroom Teacher	Lindsey Arenales	Classroom Teacher
Classroom Teacher	Mayra Lazcano	Classroom Teacher
Classroom Teacher	Keri Giacona	Classroom Teacher
Classroom Teacher	Cassandra Martinez	Classroom Teacher
Classroom Teacher	Mariela Rodriguez	Classroom Teacher
Classroom Teacher	Jordan Santos	Classroom Teacher
Classroom Teacher	Josean Hernandez	Classroom Teacher
Classroom Teacher	Manuel Rojas	Classroom Teacher
District-level Professional	Rosa DeLeon	Bil District Specialist
Parent	Jennifer Rios	Parent
Community Representative	Julianna Flores	Community Partner
Parent	Isabel Torres	Parent
Parent	Carmelita Cabral	Parent
Business Representative	Sarah Faughtenbery	Business partner
Business Representative	Armando De Los Santos	Business partner
Community Representative	Dawnn Guerrero	Community Partner
Campus Professional Staff	Carmela Garcia	Professional staff