

Galena Park Independent School District

North Shore Middle School

2024-2025 Campus Improvement Plan



Board Approval Date: August 12, 2024

Mission Statement

We will work together to provide all students with a unique learning experience, in a safe and supportive learning environment, that promotes self-discipline, encourages collaboration, and embraces a diverse learning community.

Vision

The vision of North Shore Middle School is to provide students with a quality education to sustain a successful and productive life.

Campus Profile

Campus History

Over two decades after the establishment of the Galena Park Independent School District in 1930, Principal Robert Cloud opened the doors of North Shore Junior High School in 1956, on Holly Park Dr., to serve the educational needs of the Galena Park community. To put the landscape of the community in perspective, Uvalde and Wallisville was just a two-lane road. North Shore Junior High School served a farming community called Cloverleaf, and a newer neighborhood called Home Owned Estates. Until 1983, Mr. Cloud served as the longest-serving principal at North Shore Junior High/ North Shore Middle School for 27 years.

After students completed the ninth grade at North Shore Junior High School, they were bussed to Galena Park High School while plans were underway to build North Shore Senior High School. This was to accommodate the rapid population increase in the community. For the 1967-68 school year, adding a third wing and a girls' gym to North Shore Junior High School would help serve the educational needs of the increased student population. Almost a decade later in 1979, the ninth-grade level class was moved to the newly enlarged high school, and the sixth-grade level class was moved from each elementary school to the current North Shore Middle School campus.

In March of 1994, students and faculty moved into the current North Shore Middle School campus located on the corner of Wallisville Rd. and Castlegory St. There is a tradition of excellence that has been established at North Shore Middle School and it was recognized at the national level when North Shore Middle School received the coveted National Blue Ribbon School Award as one of the nation's exemplary schools in the late '80s. Since 1982, only 8,500 schools across the country have been presented with this prestigious award. North Shore Middle School is also known for piloting the concept of teaming, block scheduling, and the computer grade book (known as Skyward) for the district. Many members of the faculty have served on committees and projects at the district and state levels; and in the early '90s, the slogan "Home of Champions" was adopted by the staff.

In the 2021-2022 school year, North Shore Middle School earned an Accountability Rating of "A", and received 5 out of 7 Distinction Designations in the areas of (1) English Language Arts/ Reading, (2) Science, (3) Top 25% in Comparative Growth, (4) Top 25% Closing Performance Gaps, and (5) Postsecondary Readiness.

Since Mr. Cloud retired from being Principal of North Shore Middle School, the torch of his legacy has been carried by five other principals: Mr. Raymond Kilgo (15 years of service), Mr. Paul Drexler (16+ years), Mr. Brett Lalor (2 years), Mr. James Cline (2 years), and currently Dr. Christopher Eckford (5 years)

Where We Are Now:

North Shore Middle School is one of twenty six campuses in the Galena Park Independent School District. North Shore Middle School opened its doors in 1956 on Holly Park St. and later moved into the current campus located at the intersection of Wallisville and Castlegary Rd. in 1994. North Shore Middle School serves a predominant population of low to middle-class families.

North Shore Middle School continues to provide targeted instruction, implement team planning, and use differentiated instructional activities/strategies to ensure that the needs of all our students and student populations are met and that we continue to close instructional gaps exasperated by the pandemic. We will also continue to conduct our weekly tutorials beginning in the Fall Semester in conjunction with Saturday tutorials and Saturday "STAAR Camps" until the week before the STAAR tests are administered. Our data analysis team (composed of Administrators, Instructional Specialists, & Department Chairs) believes that our 2023- 2024 STAAR and DA data demonstrates that we are on the right path, and we will continue to work diligently toward accomplishing our campus goals.

As always NSMS leadership will continue to focus on increasing employee morale, student engagement, and parental involvement to ensure we create a positive, inclusive, and effective campus climate. This will be accomplished by opportunities that will include but are not limited to "Perfect Attendance Lunches", staff breakfasts/lunches, parent meetings, monthly counselors meetings, parent/campus academic nights, North Shore paraphernalia, student v staff sports games, after school clubs, "free dress" events, easy access to classroom supplies for students and staff, surprise snacks, etc.

Where We Are Going:

The North Shore Middle School CPAC team formed subcommittees to evaluate the previous years' data. The committees evaluated program evaluations, survey results, and the following data: Benchmarks, TPRI, STAAR, Attendance (students and staff), safe learning and working environment, college, and career prep, and improving scores. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed. Survey data showed that a majority of staff believe that the campus should focus on school-wide discipline, parental engagement, and targeted intervention for disengaged students.

Our goal for next year is to continue to build on the growth of the 2023-2024 school year and ensure that we are implementing instruction, campus procedures, and programs that allow for all of our students as well as our targetted sub-populations to be an academic success and maximize their academic potential.

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Comprehensive Needs Assessment

Revised/Approved: June 12, 2024

Demographics

Demographics Summary

Galena Park ISD's North Shore Middle School serves approximately 1400 students in grades 7 and 8. North Shore Middle School opened its doors to students for the first time in 1956 as North Shore Junior High School. In 1979, North Shore Junior High School was renamed North Shore Middle School. North Shore Middle School has had seven principals: Mr. Robert Cloud (1956-1983), Mr. Raymond Kilgo (1983-1998), Mr. Paul Drexler (1998-2014), Mr. Brett Lalor (2014-2016), Mr. James Cline (2016-2018), and the current principal, Dr. Christopher Eckford (2018 - Present). North Shore Middle School serves many special populations of students from 7th and 8th grade, specifically EL, Life Skills students, Focus students, PASS students, and a high percentage of Economically Disadvantaged students.

The student population at North Shore Middle School is:

- African American 12.1%
- Hispanic 83.4%
- White 3.3%
- American Indian 0.2%
- Asian .6%
- Pacific Islander 0%
- Two or more races 0.4%

North Shore Middle School services:

- Socioeconomic/Special Population:
 - Economically Disadvantaged 86.9%
 - Non-Educational Disadvantaged 13.1%
 - English Language Learners (ELL) 48.5%
 - At-Risk 77.9%
 - Special Education 12.5%
 - Gifted and Talented 7.6%

North Shore Middle School mobility rate:

- Total mobility rate 10.7%

Demographics Strengths

- Student Groups
- Assistance for socioeconomically disadvantaged
- Intervention strategies for academic needs
- Low Percentages of Tardiness
- Staff Retention
- Professional Development

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): We will work to resolve absences issues in order to improve student potential for academic growth and success. **Root Cause:** Students' home life and a lack of incentives can interfere with understanding the importance of attending school regularly.

Problem Statement 2: We will work to diversify the representation of the campus personnel to reflect the student population. **Root Cause:** There is a teacher shortage, a lack of representative teachers in the teacher pool, and a lack of targeted recruitment efforts.

Problem Statement 3: We will work to spotlight various cultural celebrations and heritage times. **Root Cause:** There is a lack staff time and knowledge as well as low parent engagement and community involvement.

Student Learning

Student Learning Summary

	Approaches	Meets	Masters
2022 STAAR	72%	43%	32%
2023 STAAR	77%	50%	23%
2024 STAAR	72%	48%	24%

At North Shore Middle School, we worked to "maintain our A" during the 23-24 school year with data-based, creative, and targeted instruction and intervention strategies. Our teachers and staff worked diligently to make sure no student was left behind, and that we closed the instructional gaps. We have continued our robust system of tutorials and pull-outs led by our specialists and supported by our teachers, interventionists, and college tutors. Our teachers, with the help of subject-area specialists, have continued to adapt to teach students who had significant instructional gaps using creative and engaging differentiated lessons that incorporated a wide variety of technological tools, accommodations, and supports. Increased planning time and planning days were built into the schedule by our campus and district leaders to ensure that our instructional staff was able to plan together as a team and continue to implement Data Driven Instruction (DDI) and TIL. Through the DDI and TIL process, we revamped and expanded on our data collection and analysis to target all groups based on assessment data and classroom performance and work to ensure that all students receive the targeted support they need to show growth. Our campus will continue to focus on how to address remaining instructional/learning gaps, providing targeted support to meet the needs and improve the academic achievement of our EL and SPED students, and provide targeted support to increase the “meets” of the SPED population in all subject areas, hold students to high accountability standards, and address the social and emotional support for students.

Student Learning Strengths

North Shore Middle School has the following strengths in Student Academic Achievement based on the TAPR report, and staff/parent surveys:

- Collaborative Planning
- Targeted Interventions based on Data
- Data Driven Instruction - TIL Process
- Technology Integrated in many classrooms
- TEKS Aligned Curriculum
- Growth Chart Analyzing (Individual Student Growth)
- More Students showed growth in Reading and Math in both grades.
- More 8th Grade Students showed growth in science and social studies.
- Consistently achieved 100% Masters in the 8th Grade Algebra STAAR.
- Tutorials - Afterschool and Saturday tutorials were successful.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): New STAAR item types strategies need to be implemented in all STAAR testing subjects to increase student exposure and practice with consistent processes. **Root Cause:** Students are in need of practice with how to answer the new STAAR item types including but not limited to ELAR short constructed response questions, ELAR extended constructed response questions, ELAR multi-response questions, math graphing questions, science hotspot questions, science constructed response questions, and how to answer math equation questions.

Problem Statement 2 (Prioritized): Critical writing skills need to be implemented across campus in all classrooms and content areas to increase student exposure and practice with consistent processes. **Root Cause:** We have a high emergent bilingual population and limited resources to support them. Many students lack academic language and writing is not a regularly practiced skill. Our schedule does not incorporate a dedicated reading time and some of our students struggle with reading comprehension. Some of our students struggle to synthesize ideas and/or write in complete sentences.

Problem Statement 3 (Prioritized): In order to close the gaps and help students succeed on state testing, students must be present in the classroom. **Root Cause:** Some students are chronically absent and/or tardy to school. If students aren't present, they aren't learning and their STAAR scores/grades are lower. If students aren't present, their learning gap grows. If EB students aren't present, their language acquisition gap grows. A lack of parent involvement getting students to school and in encouraging the importance of school attendance.

School Processes & Programs

School Processes & Programs Summary

North Shore Middle School and Galena Park ISD support new teachers and returning teachers with instruction and operations through various professional development sessions at the beginning of the year and throughout the year. As a campus, teachers are encouraged to become instructional leaders within their departments and teams. Their roles and responsibilities are communicated. North Shore Middle School focuses on improvement through the utilization of several committees and departments, such as our Foundations Committee, CPAC Committee, Student Engagement Committee, and all of the various departments and grade-level teams.

North Shore Middle School offers a variety of extracurricular activities that help teachers and students feel a part of the campus. North Shore Middle School offers robust programs to support students in special education, bilingual/ESL, gifted and talented, dyslexia, and Career and Technical education. All 8th-grade students also take a College and Career Readiness class to explore careers and postsecondary education options.

North Shore Middle School teachers use Galena Park ISD's curriculum in the classroom, which is aligned with state standards. District-created assessments released STAAR tests, and formative assessments are used to measure students' progress throughout the school year. Data is used from a variety of assessments, both formal and informal, to determine best practices for classroom instruction as well as necessary student interventions. Struggling students are identified and tracked by the campus RTI Team. Students receive bell-to-bell protected instruction for 90-minute class periods for core classes and some electives, and other electives in 45-minute class periods. Students are given opportunities to attend tutorials before or after school to meet challenging state academic standards. Teachers have a 90-minute planning period every day.

All North Shore Middle School students have "1 to 1 technology in the classroom." Students without internet at home also could check out a hotspot from the district for internet access. Each classroom has a projector or interactive panel, and most classrooms also have a document camera.

All teachers at North Shore Middle School, and in the district, attend professional development regarding using the CHAMPS model for classroom management. Teachers are encouraged to utilize their grade level teams to address concerns with student behavior and try multiple avenues to redirect behavior before having students removed from the classroom with an office referral. Teachers utilize lunch detentions, after-school detentions, team conferences with students, conferences with parents, and other options to address student discipline issues.

School Processes & Programs Strengths

The following are strengths that North Shore Middle School has in regard to School Processes and Programs:

- Opportunities for teacher involvement- BUILD, CPAC, LPAC, CIP, RTI, Hall meetings, team meetings, department meetings
- Many teacher-led organizations such as Pride, Demoiselle Diamonds, Student Council, Theater Club, Anime Club, Chess Club, Academic Clubs, and more
- The campus is focused on student achievement- data meetings and campus planning
- Special programs are diverse and focus on differentiated instruction
- Guidance for students to plan post-secondary education and career paths through CCR, career day, JA Inspire, counselors, Houston Hispanic Forum Field trip, etc.
- Technology projects for all students throughout the school year with choices and technology integrated into instruction
- All students may check out a Chromebook for use in school
- Programs that impact student performance are inclusive and diverse - Fine arts, clubs, extra-curricular, athletics, free breakfast, and lunch, and Communities in Schools (CIS)
- Instructional time is maximized with bell-to-bell instruction and sheltered instruction and classroom time is protected
- Services provided to students are equitable
- The school has a plan in place for safety and admin/teachers are willing to change the process to adopt
- Professional development is available and includes round-robin style staff development at the beginning of the year as well as virtual PD
- Recordings of virtual training were made available to be viewed asynchronously
- The maximum allowed CTE courses available at the middle school are offered at NSMS
- CHAMPS is utilized for classroom management; as a result, discipline referrals decreased from the previous year
- Cafeteria TVs are utilized to project safety information and resources for students to see every day as well as flyers and posters throughout the campus that promote safety and positive behaviors
- The Counseling Department is available to address issues of bullying, drugs, violence, and suicide prevention
- E-Hall Pass- keeping students in class, protecting instruction

- ACE- academic and social support for student
- Friday planning days/ teacher work days; allowing teachers planning time as well as extra tutorial time
- Reduction of fights/conflicts school-wide, an emphasis on safety
- The role of BUILD as a go-to for solving local hallway issues

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Too many students are out of area during class as well as during transitions. We will ensure that teachers prioritize keeping halls clear, keeping students contained at the correct times, and establishing dismissal procedures. **Root Cause:** Teachers not securing the halls or ensuring student's method of travel, students are lying about their dismissal, need to use the restroom, and running errands for teachers.

Problem Statement 2 (Prioritized): We have too many students showing up tardy to class and/or school and there is a lack of consistency of how it being recorded and dealt with by the campus. We will work as a staff to ensure that there is a consistent culture and uniform procedures in place regarding tardies. **Root Cause:** Teachers mark students absent even though they have the silent minute to travel to class, our front office doesn't have a consistent mark off of a tardy time, and teachers do not mark tardy even when studies are tardy.

Problem Statement 3: We are losing teaching positions across the district and this is causing an issue with duty spots due to our large size. Due to a reduction in staff we will work to strategize and reduce duty spots with intentionality and practicality. **Root Cause:** We have a very large campus and student population size as well as a reduction in staff numbers.

Perceptions

Perceptions Summary

North Shore Middle School strives to foster an academic environment that is safe, comfortable, and tolerant of all people regardless of race, gender, or other discerning characteristics. In order to maintain a safe school climate and inclusive culture, the school has implemented a number of strategies to educate and promote positive and respectful behavior through engaging instruction and campus programming that enhances student life.

North Shore Middle continues to take a strong stance against bullying and harassing behavior both on and off school campuses that would cause any person to feel unsafe or uncomfortable while on campus. This type of behavior includes actions taken in school, on school buses, at school-sponsored activities, on and off school property, electronically (through the use of cell phones, social media, or other electronic means), and in any other circumstance that fits the definition of bullying as set forth by Galena Park ISD.

Perceptions Strengths

North Shore Middle School has the following Perceptions and Strengths based on data that was analyzed:

1. NSMS offers a variety of student organizations to promote positive behavior and academic excellence
2. NSMS has an active PTA chapter that has shown significant growth in membership and financial stability
3. Teacher demographics at NSMS accurately reflect the population of the general student body
4. NSMS offers a multitude of meal opportunities for students throughout the school day and during after-school activities (take-home lunches, grab and go Breakfast, tutorial meals)
5. NSMS fosters a safe and welcoming environment that is conducive to the well-being of each student
6. Translations of campus correspondence are available in both English and Spanish. In addition, materials can also be formatted for the visually impaired
7. Based on the 2023-2024 Parent Survey, the majority of the participants expressed they have had above-average experience with campus teachers, counselors, and administrators.
8. Based on the 2023-2024 Parent Survey, participants gave the school an above-average rating on every question regarding the school's climate, environment, parent meetings, and communication
9. NSMS offers a multitude of opportunities for staff to engage and collaborate through a variety of committees
10. Based on the 2023-2024 staff survey distributed by the NSMS administrative team, the majority of the staff reported favorable views on the school and district's expectations for student learning, quality of education, campus environment, and leadership. The staff strongly agreed/agreed the campus is operating in an effective and efficient manner based on the questions provided within the survey
11. Bilingual- Communication effective in other languages
12. Strong campus communication with parents- staff, and faculty reach out on different platforms/methods (School Status, Google Classroom, Blackboard, school website, etc)
13. High-Quality Teachers
14. Staff Presence in the hallways, gyms, and cafeterias creates a sense of safety and accountability
15. The campus is doing a great job with social counseling (Think Tank)
16. DLAC is doing a great job communicating with staff
17. Bully Prevention Month/Think Tank/Poster/Trainings

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): A lack of parental involvement in a variety of different areas regarding their child's education is leading to missed student opportunities and students not maximizing their academic potential. North Shore Middle School will work to increase parental awareness, academic support, and involvement in school activities/ events. **Root Cause:** Lack of Spanish language translation, work- school conflict (parents jobs), lack of proper identification, lack of transportation, lack of exposure, parents beginning to step back to allow the students to become more responsible, lack of positive communication, lack of advance notice, and a lack of events geared towards family

Problem Statement 2 (Prioritized): Students, teachers, and parents lack sufficient exposure to programs aimed towards College and Career Readiness. North Shore Middle School will increase awareness, participation in, and the number of programs aimed towards College and Career Readiness. **Root Cause:** The program is geared more towards student wanting to go to college as oppose to other alternatives, some parents lack awareness/information regarding CCR, and there is not enough information given to teachers. Not all students have the opportunity to take the PreACT or Texas Success Initiative Assessment (TSIA).

Problem Statement 3 (Prioritized): Some students do not feel safe on campus or certain parts of campus. Therefore we will work to build a family environment (school wide) starting off with a kindness campaign. **Root Cause:** Some students feel unsafe in certain areas due to incidents of theft, racial comments made by students, a lack of supervision in the restroom, a lack of supervision in the locker rooms, misbehavior on the bus, and a small groups of students who consistently get in trouble.

Priority Problem Statements

Problem Statement 1: We will work to resolve absences issues in order to improve student potential for academic growth and success.

Root Cause 1: Students' home life and a lack of incentives can interfere with understanding the importance of attending school regularly.

Problem Statement 1 Areas: Demographics

Problem Statement 2: New STAAR item types strategies need to be implemented in all STAAR testing subjects to increase student exposure and practice with consistent processes.

Root Cause 2: Students are in need of practice with how to answer the new STAAR item types including but not limited to ELAR short constructed response questions, ELAR extended constructed response questions, ELAR multi-response questions, math graphing questions, science hotspot questions, science constructed response questions, and how to answer math equation questions.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Critical writing skills need to be implemented across campus in all classrooms and content areas to increase student exposure and practice with consistent processes.

Root Cause 3: We have a high emergent bilingual population and limited resources to support them. Many students lack academic language and writing is not a regularly practiced skill. Our schedule does not incorporate a dedicated reading time and some of our students struggle with reading comprehension. Some of our students struggle to synthesize ideas and/or write in complete sentences.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: In order to close the gaps and help students succeed on state testing, students must be present in the classroom.

Root Cause 4: Some students are chronically absent and/or tardy to school. If students aren't present, they aren't learning and their STAAR scores/grades are lower. If students aren't present, their learning gap grows. If EB students aren't present, their language acquisition gap grows. A lack of parent involvement getting students to school and in encouraging the importance of school attendance.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Too many students are out of area during class as well as during transitions. We will ensure that teachers prioritize keeping halls clear, keeping students contained at the correct times, and establishing dismissal procedures.

Root Cause 5: Teachers not securing the halls or ensuring student's method of travel, students are lying about their dismissal, need to use the restroom, and running errands for teachers.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: We have too many students showing up tardy to class and/or school and there is a lack of consistency of how it being recorded and dealt with by the campus. We will work as a staff to ensure that there is a consistent culture and uniform procedures in place regarding tardies.

Root Cause 6: Teachers mark students absent even though they have the silent minute to travel to class, our front office doesn't have a consistent mark off of a tardy time, and teachers do not mark tardy even when studies are tardy.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: A lack of parental involvement in a variety of different areas regarding their child's education is leading to missed student opportunities and students not maximizing their academic potential. North Shore Middle School will work to increase parental awareness, academic support, and involvement in school activities/events.

Root Cause 7: Lack of Spanish language translation, work- school conflict (parents jobs), lack of proper identification, lack of transportation, lack of exposure, parents beginning to step back to allow the students to become more responsible, lack of positive communication, lack of advance notice, and a lack of events geared towards family

Problem Statement 7 Areas: Perceptions

Problem Statement 8: Some students do not feel safe on campus or certain parts of campus. Therefore we will work to build a family environment (school wide) starting off with a kindness campaign.

Root Cause 8: Some students feel unsafe in certain areas due to incidents of theft, racial comments made by students, a lack of supervision in the restroom, a lack of supervision in the locker rooms, misbehavior on the bus, and a small groups of students who consistently get in trouble.

Problem Statement 8 Areas: Perceptions

Problem Statement 9: Students, teachers, and parents lack sufficient exposure to programs aimed towards College and Career Readiness. North Shore Middle School will increase awareness, participation in, and the number of programs aimed towards College and Career Readiness.

Root Cause 9: The program is geared more towards student wanting to go to college as oppose to other alternatives, some parents lack awareness/information regarding CCR, and there is not enough information given to teachers. Not all students have the opportunity to take the PreACT or Texas Success Initiative Assessment (TSIA).

Problem Statement 9 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

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			
Strategy 1: NSMS will provide a safe, productive and healthy learning/working environment for students and staff. Strategy's Expected Result/Impact: We will increase instruction time by decreasing discipline incidents and increasing attendance. Staff Responsible for Monitoring: Administrators, Department Chairs, Team Teachers	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Campus will conduct monthly safety drills for crisis events such as fire, tornado, lock down, shelter in place, etc. Strategy's Expected Result/Impact: All students and staff will know the Standard Protocols for responding to emergencies; Hold, Lockdown, Secure, Shelter-in-place, Evacuation Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: Maintain consistency when administering disciplinary consequences. Strategy's Expected Result/Impact: Improved survey results, in regards to staff perspective of consistent discipline consequences. Staff Responsible for Monitoring: Campus Administrators	Formative			Summative
	Sept	Dec	Feb	May
Strategy 4 Details	Reviews			
Strategy 4: Celebrate the positives for students/teachers (reward the good kids) Strategy's Expected Result/Impact: Improvement in school climate and culture Staff Responsible for Monitoring: Administrators & Teachers	Formative			Summative
	Sept	Dec	Feb	May

Strategy 5 Details	Reviews			
Strategy 5: Recognize the kids who demonstrate monthly character traits taught through Character Strong Lessons provided by the district. Strategy's Expected Result/Impact: Minimize discipline issues and help to create a more safe and trusting environment Staff Responsible for Monitoring: Administrators, Counselor, Teachers	Formative			Summative
	Sept	Dec	Feb	May
Strategy 6 Details	Reviews			
Strategy 6: Provide all students opportunities to engage in structured campus events to celebrate successes Strategy's Expected Result/Impact: Increase campus culture, school spirit, and morale Staff Responsible for Monitoring: Administrators, Counselor, Teachers, Organization/Club Sponsors	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div><div></div><div>0%</div></div><div>No Progress</div></div><div><div><div></div><div>100%</div></div><div>Accomplished</div></div><div><div><div></div></div><div>Continue/Modify</div></div><div><div><div></div></div><div>Discontinue</div></div></div>				

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

Performance Objective 2: NSMS will provide social and emotional support through various programs

Evaluation Data Sources: NSMS' students will receive emotional and social support from school counselors, VOCA, and another staff members as appropriate/needed.

Strategy 1 Details	Reviews			
Strategy 1: Provide personal/social, career, and academic counseling to individuals, small groups, and classes. Strategy's Expected Result/Impact: Students will feel safe and will practice good character habits. Students will have access to Counselors outside the counseling office via Counselor's Corner in the cafeteria and conducting classroom guidance lessons. Staff Responsible for Monitoring: Counselors, VOCA	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></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

Evaluation Data Sources: Students will begin at college level for English and Math.

Strategy 1 Details	Reviews			
Strategy 1: Ensure all students are enrolled in college and career readiness classes CCR (8th grade) or Think Tank (7th grade). Strategy's Expected Result/Impact: Improve TSIA participation and scores Staff Responsible for Monitoring: Assistant Principal for Curriculum and Instruction	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div></div>Continue/Modify</div><div><div><div></div></div>Discontinue</div></div>				

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

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
Strategy 1: Maintain compliance with the McKinney-Vento Act Strategy's Expected Result/Impact: Increase student achievement and to be in compliance Staff Responsible for Monitoring: Administrator overseeing our McKinney-Vento students	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Coordinate CTE and ECHS assemblies to encourage student participation Strategy's Expected Result/Impact: 90% of 8th graders attend virtual or in-person open house at ECHS Staff Responsible for Monitoring: 8th Grade Assistant Principal & Lead Counselor	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				





Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 3: Improve state test scores in all categories

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
Strategy 1: Implement research-based strategies for all content areas, with the goal of enhancing our instruction to mirror real-world scenarios, so that student learning will continually improve based on a score of 50% or higher on assessments. Strategy's Expected Result/Impact: Increase student performance Staff Responsible for Monitoring: Teachers	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Provide training to all teachers that work with special education students in a co-teach setting for the purpose of increasing special education performance in the areas of meets and growth on STAAR. Strategy's Expected Result/Impact: Improve special education student performance on assessments Staff Responsible for Monitoring: Campus & District Administration	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: Provide teachers with a sufficient amount of time to plan (e.g. common planning time/PLC). Strategy's Expected Result/Impact: Student centered plans developed to increase student achievement Staff Responsible for Monitoring: Master Schedule Administrator & Instructional Specialist	Formative			Summative
	Sept	Dec	Feb	May
Strategy 4 Details	Reviews			
Strategy 4: Use data driven decision making to drive instruction Strategy's Expected Result/Impact: Increase in meets and masters performance Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, & Teachers	Formative			Summative
	Sept	Dec	Feb	May
Strategy 5 Details	Reviews			
Strategy 5: Campus instructional leaders use consistent written protocols and processes to lead their department, grade level teams, or other areas of responsibility. Strategy's Expected Result/Impact: Lead team members use agendas and tracking tools for their instructional responsibilities including observation/ feedback cycles, PLCs, and data meetings. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, & Teachers	Formative			Summative
	Sept	Dec	Feb	May

Strategy 6 Details	Reviews			
Strategy 6: Campus practices and policies demonstrate high expectations and shared ownership for student success, with a drive toward college and career readiness and postsecondary success. Strategy's Expected Result/Impact: Artifacts in the classrooms and hallways reference practices and policies. Staff Responsible for Monitoring: Campus Administrators, Instructional Specialist, & Teachers	Formative			Summative
	Sept	Dec	Feb	May
Strategy 7 Details	Reviews			
Strategy 7: Campus instructional leaders frequently review how teachers internalize, modify and use lesson plans, providing feedback and lesson planning support regarding alignment to scope and sequence, the standards, and the expected level of rigor Strategy's Expected Result/Impact: Feedback evaluates alignment between the lesson objective, activities, standards, scope and sequence, and expected level of rigor. Staff Responsible for Monitoring: Campus Administrators & Instructional Specialist	Formative			Summative
	Sept	Dec	Feb	May
Strategy 8 Details	Reviews			
Strategy 8: Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships. Strategy's Expected Result/Impact: Teachers build strong relationships with students through a variety of means, including establishing high expectations for all students, using encouraging and affirming tone and language, and implementing restorative practices. Staff Responsible for Monitoring: Campus Administrators & Instructional Specialist	Formative			Summative
	Sept	Dec	Feb	May
Strategy 9 Details	Reviews			
Strategy 9: Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking skills and include differentiated and scaffolded support for student with disabilities, English learners, and other student groups. Strategy's Expected Result/Impact: Teachers and campus leaders use a framework for instruction, including instructional materials use, that contains high-leverage practices. Staff Responsible for Monitoring: Campus Administrators & Instructional Specialist	Formative			Summative
	Sept	Dec	Feb	May
Strategy 10 Details	Reviews			
Strategy 10: Campus instructional leaders ensure teachers are adapting instruction and materials to allow students to see the relevance between rigorous content and their lived experiences. Strategy's Expected Result/Impact: Campus-wide expectations and procedures ensure that classroom rituals and routines, instructional activities, physical space, and social environment validate multiple experiences and perspectives. Staff Responsible for Monitoring: Campus Administrators & Instructional Specialist	Formative			Summative
	Sept	Dec	Feb	May

Strategy 11 Details	Reviews			
Strategy 11: Campus instructional leaders review disaggregated data to track and monitor progress of all students and provide evidence-based feedback to teachers. Strategy's Expected Result/Impact: Coaching and support of teachers is informed by data, including an analysis of student work samples to assess curricular rigor and the impact of instruction. Staff Responsible for Monitoring: Campus Administrators & Instructional Specialist	Formative			Summative
	Sept	Dec	Feb	May
Strategy 12 Details	Reviews			
Strategy 12: Teachers use a corrective action planning process (TIL/DDI) individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. Strategy's Expected Result/Impact: Unpack Standard and Create Exemplar Identify Gap Plan the Reteach Practice the Reteach Staff Responsible for Monitoring: Campus Administrators & Instructional Specialist	Formative			Summative
	Sept	Dec	Feb	May
Strategy 13 Details	Reviews			
Strategy 13: Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. Strategy's Expected Result/Impact: Master schedule includes regular times for teams to meet. Staff Responsible for Monitoring: Administrator who creates the Master Schedule (w/ input from Instructional Specialist)	Formative			Summative
	Sept	Dec	Feb	May
<div>  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

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
Strategy 1: Complete four year personal graduation plans (PGPs) on all 8th grade students. Strategy's Expected Result/Impact: All 8th grade students will have a plan for a CTE sequence of courses. Staff Responsible for Monitoring: 8th Grade Counselor Master Schedule Administrator	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 5: Increase promotion and graduation rates

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
Strategy 1: Facilitate and implement truancy prevention programs with fidelity. Strategy's Expected Result/Impact: Increased student attendance Staff Responsible for Monitoring: Administrators using the Raa Wee System Attendance Clerk	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div><div></div><div>0%</div></div>No Progress</div><div><div><div></div><div>100%</div></div>Accomplished</div><div><div><div></div><div></div></div>Continue/Modify</div><div><div><div></div><div></div></div>Discontinue</div></div>				

Goal 3: Wide Range of Student Opportunities

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

Strategy 1 Details	Reviews			
Strategy 1: Campus wide marketing of student extracurricular opportunities, clubs, interest meetings, afterschool student engagement opportunities (ACE) for all students. Strategy's Expected Result/Impact: Increased student motivation and participation. Create a sense of belonging, ownership, school pride, social impact, and team comradery. Staff Responsible for Monitoring: Administrators & Club Sponsors	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div><div></div></div><div>0%</div><div>No Progress</div></div><div><div><div></div></div><div>100%</div><div>Accomplished</div></div><div><div><div></div></div><div></div><div>Continue/Modify</div></div><div><div><div></div></div><div></div><div>Discontinue</div></div></div>				

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: Focus on increased participation and continued improvement in UIL Fine Arts events Strategy's Expected Result/Impact: Increased participation and improved results in UIL Fine Arts events Staff Responsible for Monitoring: Principal & Fine Arts Coaches	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 3: Wide Range of Student Opportunities

Performance Objective 3: NSMS will conduct annual literacy night to welcome and educate our student and parent community.

Evaluation Data Sources: None

Strategy 1 Details	Reviews			
Strategy 1: Librarian and other participating staff will develop information and stations to facilitate our annual literacy night. Strategy's Expected Result/Impact: To promote literacy and educate our student and parent community. Staff Responsible for Monitoring: Principal and Librarian	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div><div>0%</div><div>No Progress</div></div><div><div>100%</div><div>Accomplished</div></div><div><div>→</div><div>Continue/Modify</div></div><div><div>✖</div><div>Discontinue</div></div></div></div>				

Goal 4: High Quality Staff

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

Strategy 1 Details	Reviews			
Strategy 1: Monthly new teacher meetings will beheld for all first and second year teachers. Strategy's Expected Result/Impact: Increase in new teacher retention. Staff Responsible for Monitoring: Lead Teacher Mentor & Assistant Principal	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 4: High Quality Staff

Performance Objective 2: Achieve high employee satisfaction in regard to employee relations services

Strategy 1 Details	Reviews			
Strategy 1: Achieve high employee satisfaction by supporting employee initiatives. Strategy's Expected Result/Impact: Positive Campus Culture and Climate Staff Responsible for Monitoring: Campus Administration	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></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			
Strategy 1: Ensure staff members are provided with professional development opportunities to increase and support job performance and staff retention. Strategy's Expected Result/Impact: Improvement in instruction and on TTESS ratings Staff Responsible for Monitoring: Administrators	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 4: High Quality Staff

Performance Objective 4: Survey staff annually on professional development needs

Strategy 1 Details	Reviews			
Strategy 1: Provide staff feedback survey to all staff. Strategy's Expected Result/Impact: Provide data on employee professional development needs/wants to appropriate staff members for planning. Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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			
Strategy 1: Analyze the campus budget weekly to ensure funds are being spent efficiently. Strategy's Expected Result/Impact: Maintain a positive campus budget Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>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: Maintain campus budget to meet the yearly needs of campus. Strategy's Expected Result/Impact: None Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>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: Maintain a capital outlay plan to meet the long-term needs of the campus. Strategy's Expected Result/Impact: Maintain up to date furniture, technology, and other diminishable resources on campus Staff Responsible for Monitoring: Principal	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 6: Parent and Community Engagement

Performance Objective 1: Social and Emotional support for students

Strategy 1 Details	Reviews			
Strategy 1: NSMS will provide social and emotional support for students through parental involvement opportunities. Strategy's Expected Result/Impact: NSMS will increase parental participation by offering monthly meetings and events that foster emotional stability at home and school. Staff Responsible for Monitoring: Parent Involvement Coordinator (Counselor) & CIS Crisis Intervention Specialist	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 7: Teacher Leadership and Decision-Making

Performance Objective 1: Teachers will be included in decision-making as an integral part of campus leadership.

Strategy 1 Details	Reviews			
Strategy 1: A committee of teachers will be formed that can give feedback and participate in decision-making. Staff Responsible for Monitoring: Teachers, Admin.	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Utilize and consult with team leaders, BUILD committee, and Hall Captains on a regular basis. Strategy's Expected Result/Impact: Increased teacher participation in campus-wide matters. Staff Responsible for Monitoring: Teachers, Admin.	Formative			Summative
	Sept	Dec	Feb	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

Goal 8: All teachers will be on board with enforcing procedures campus wide that include a cell phone policy that ensures student safety and efficient instructional time.

Performance Objective 1: Teachers and staff will be consistent in implementing procedures and consequences for all policies such as for cell phones, tardies, dress code, etc.

Strategy 1 Details	Reviews			
Strategy 1: The campus will hold monthly meetings to review campus procedures and staff members implementation/ enforcement of procedures regarding to safety and student behavior. Strategy's Expected Result/Impact: Staff will bring up areas of growth and improvement that need to be addressed by administration/staff as well as areas of "glow" that are leading to improved student behavior. This will lead to open communication among staff and a continuous improvement of the campus's consistent implementation of procedures. regarding to student safety and behavior. Staff Responsible for Monitoring: Administrators, Team Leaders, Teachers Title I: 2.5 - ESF Levers: Lever 3: Positive School Culture - Targeted Support Strategy	Formative			Summative
	Sept	Dec	Feb	May

0%

No Progress

100%

AccomplishedContinue/ModifyDiscontinue

Title I

1.1: Comprehensive Needs Assessment

Our campus met April 26, 2024 to begin our CNA process. Four committees were established and met individually. The staff broke out into 4 groups to discuss data for the following areas: demographics, school processes and programs, student achievement, and culture and climate. Each team identified strengths, concerns/weaknesses (absent of any concerns that were beyond our control). We focused on one or two concerns that we were confident we could make as goals for 2024-2025. Teams generated a problem statement and identified root causes. Data used for our CNA includes but is not limited to TAPR, Accountability Report Cards, District/Campus Assessment Data, Behavioral statistics, attendance, parent surveys, staff surveys, and student surveys.

Persons listed below were split into 4 committees and served in the CNA process.

Demographics Committee Members:

Krystal Angell, Leonardo Maldonado, Edgar Rojas, Kayla Alexander, Patricia Espinoza, Steven Lewis, Angela Speck, Devonte Anderson, Cherry Comeros, Alsha Khan, Ashley Rivers, Rose Cunanan, Natalia Guajardo, Janett Velez, Amanda Ramirez, Kalen Tutt, Crystal Persad-Soto, Angela Means, Candice Rogers, Linda Ford, Koren Guillory, Yesenia De La Cruz

School Processes and Programs Committee Members:

Cristina Hayes, Lisa Lenzy, Samantha McBride, Lameisha Bedford, Christie Ducharme, Carla Templeton, Carmen McWilliams, Eric Andrews, Jacob Montemayor, Keith Skiles, Kayltn White, Mykele Young-Sanders, David Bruce, Shannon Cottrell, Justine Dixon, Marice Fortner, Criselda Penaflor, Lena Fares, Ashley Diaz

Student Achievement Committee Members:

Chelsea Jones, Courtnee Johnson, Caroline Cabang, Jennifer Creekmore, Joanna Baker, Patrick Derouselle, Dondria Smith, Patricia Gordwin, Nathan Murphy, Patrick Derouselle, Christopher Leger, Margaret Jones, Desmond Lowrey, Jasmine Willis, Carl Polk, Jocelyn Fortuna, Victor Resendiz, Myrtle Baguio, Aiyza Ruiz, Gwendolyn Freeman, Michele Hagan, Maximino Salinas, Patrick Piazze-McMahon

Culture and Climate Committee Members:

Angela Raines, Tykejah Hall, Sara DuPlaga, Charles Webster, Candice Brantley, Sara Hinshaw, Amy Garza, Katelyn Loges, Irma Carmona, Mary Browder, Charles Leidecker, Kate Trisler, Donald Loving, Trinidad Contreras, Erin Huston, Jovanna David, Laura Delgada, Allisha Lawson, Tericka Stewart

2.1: Campus Improvement Plan developed with appropriate stakeholders

The campus improvement plan was developed with the following subcommittee of teachers, paraprofessionals, and administrators.

Demographics Committee Members:

Krystal Angell, Leonardo Maldonado, Edgar Rojas, Kayla Alexander, Patricia Espinoza, Steven Lewis, Angela Speck, Devonte Anderson, Cherry Comeros, Alsha Khan, Ashley Rivers, Rose Cunanan, Natalia Guajardo, Janett Velez, Amanda Ramirez, Kalen Tutt, Crystal Persad-Soto, Angela Means, Candice Rogers, Linda Ford, Koren Guillory, Yesenia De La Cruz

School Processes and Programs Committee Members:

Cristina Hayes, Lisa Lenzy, Samantha McBride, Lameisha Bedford, Christie Ducharme, Carla Templeton, Carmen McWilliams, Eric Andrews, Jacob Montemayor, Keith Skiles, Kayltn White, Mykele Young-Sanders, David Bruce, Shannon Cottrell, Justine Dixon, Marice Fortner, Criselda Penaflor, Lena Fares, Ashley Diaz

Student Achievement Committee Members:

Chelsea Jones, Courtnee Johnson, Caroline Cabang, Jennifer Creekmore, Joanna Baker, Patrick Derouselle, Dondria Smith, Patricia Gordwin, Nathan Murphy, Patrick Derouselle, Christopher Leger, Margaret Jones, Desmond Lowrey, Jasmine Willis, Carl Polk, Jocelyn Fortuna, Victor Resendiz, Myrtle Baguio, Aiysa Ruiz, Gwendolyn Freeman, Michele Hagan, Maximino Salinas, Patrick Piazza-McMahon

Culture and Climate Committee Members:

Angela Raines, Tykejah Hall, Sara DuPlaga, Charles Webster, Candice Brantley, Sara Hinshaw, Amy Garza, Katelyn Loges, Irma Carmona, Mary Browder, Charles Leidecker, Kate Trisler, Donald Loving, Trinidad Contreras, Erin Huston, Jovanna David, Laura Delgada, Allisha Lawson, Tericka Stewart

2.2: Regular monitoring and revision

The CPAC Team will meet four times a year to review and revise (as needed) the Campus Improvement Plan. If face to face meetings cannot occur, the CPAC Team will meet virtually.

Meetings are scheduled for the following dates and times:

August 30th 2024

October 15 2024

January 7th 2025

April 4th 2025

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

A copy of our Campus Improvement Plan is located in our front office and posted on our school's web page.

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, and TEKS focused high-quality instruction. Our Title I program provides for parent involvement activities, extended day tutorials for core subject areas, Saturday School Tutorials, supplemental retired-teachers' support, and college tutors. Title I provide 3 Secondary Instructional Specialists for our campus; Math, ELAR and Science. Our State Compensatory Program (SCE) consists of a STAAR preparation Saturdays, weekly tutorials, and Saturday School sessions for content areas, a Technology Instructional Specialist, and an intervention Math/ELAR teacher. ESL teachers and classroom support are provided. Through CTE, NSMS offers our students classes in Career Portals – Principals of Human Services and Digital Art and Animation. Over the past several years, the school has worked hard to improve in every content area through developing relationships with all stakeholders, and providing more rigorous instruction that is reflective in our student activities and testing results.

We're building relationships with students, staff, and parents, and our continued success can be attributed to our S.T.E.P.S. (Social Emotional Learning Program). To address the needs of special education students, our campus incorporates a collaborative teaching model (Co-teaching), which allows a certified Special Education teacher to work collaboratively and side-by-side with a general education teacher. Co-teachers work exclusively with one specific content area. This teaching model has helped students' close academic gaps and make adequate academic gains. We provide focused Saturday school tutorials throughout the school year that is geared toward targeting student-based performance on upcoming local, district, and state assessments. Taking into consideration the on-going data after each assessment, we also provide specialized pull-outs for students identified in need of additional remediation.

Implemented in the 2018 - 2019 school year, all 8th grade students are required to take a College and Career Readiness (CCR) course; this will continue in 2024-2025. Implemented in the 2019-2020 school year, all 7th grade students are required to take a class supplemental to ELAR called ThinkTank. Our teachers have been trained extensively on guided reading, small group instruction and data driven instruction. Our campus Instructional Specialist provide support to teachers as well as to students throughout the year. Our school counselors provide students emotional support and guidance whenever needed.

2.5: Increased learning time and well-rounded education

North Shore Middle School teachers use Galena Park ISD's curriculum that is aligned to the state standards. Our core teachers and high school credit teachers (Algebra 1) have 90 minutes of uninterrupted instruction, with the same group of students, each class period (every other day), and our elective teachers have 45 minutes of uninterrupted instruction every other day (with the exception of choir and band who has 45 minutes of instruction with the same students every day). District-created assessments (DA) and released STAAR tests are used to measure student progress throughout the school year. Data is used from an array of assessments (Campus Assessment, Unit test, and Benchmark exams) to help determine student remediation and targeted interventions. Struggling students are identified and tracked by the campus RTI team.

North Shore Middle School is a technology-based campus. Each classroom is equipped with a Chromebook cart, interactive panel, projector, and document camera.

Our programs that help serve our special populations are Special Education, ESL and Pre-AP.

The dyslexia teacher services students by using the Reading By Design program. Professional development activities include, but are not limited to, Region 4 Dyslexia trainings, online webinars, and/or attending district-level meetings for dyslexia interventionists/teachers.

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

To address the needs of special education students, our campus incorporates a collaborative teaching model (co-teaching), which allows a certified Special Education teacher to work collaboratively and side-by-side with a general education teacher. Co-teachers work exclusively with one specific content area. This teaching model has helped students close academic gaps and make adequate academic gains.

We provide Saturday school tutorials throughout the school year as remediation for students who failed or were at risk of failing a core subject during the previous nine weeks. These Saturday School Tutorials were created to help At Risk students receive additional instruction throughout the year and obtain a passing grade in the core subject area(s) failed. We provided specialized pull-outs for each content area as well and collaborated with district specialists to help create engaging lessons. This resulted in innovative small group instruction. We also provide student tutorials for those identified at -risk; our dyslexia teacher provides dyslexic services for those identified in need.

Our campus instructional coaches provide intervention support to teachers as well as to students throughout the year. Our school counselors provide students emotional support and guidance whenever needed. We utilize homegrown students, retired teachers, and college tutors to assist with at-risk students as an extra layer of support.

3.1: Annually evaluate the schoolwide plan

The NSMS CPAC met 4 times per year during the 2023-2024 school year.

September 14h, 2023

December 18th, 2023

April 4th, 2024

May 8th, 2024

The CIP is evaluated quarterly.

We meet annually, typically during April, to begin the CNA process of evaluating the Campus Improvement Plan in order to determine its effectiveness in addressing targeted issues.

4.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy will be reviewed and revised by the Parent and Family Engagement Committee.

Name	Role	
Mrs. Davis-Peters	Counselor	
Mrs. Mayo	Counselor	
Mrs. Smith	Counselor	
Mrs. Jordan	VOCA Counselor	
Mrs. Ramos	Counselor Secretary	

The Parent Engagement Policy will be distributed electronically via email, will be included in our front office, via Counselor's electronic newsletter and on our website in both English and Spanish. The policy will be reviewed and updated throughout the year.

4.2: Offer flexible number of parent involvement meetings

Parent family engagement meetings and activities will be offered throughout the year on our campus. The PFE committee will meet monthly.

Below are tentative meetings/activities scheduled for parents:

- Title I Annual Meeting
- STAAR Parent Informational Meeting
- Open House /School Parent Compact
- Monthly parent meetings with counselors
- Fathers take your children to school
- Parent conferences (Varies)
- Father - Daughter Dance
- Father - Donuts for Dads
- Grandparents Day