Galena Park Independent School District

North Shore Middle School

2022-2023 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: August 8, 2022

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 NSMS is to provide students 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 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 in an effort to accommodate the rapid population increase in the community. For the 1967-68 school year, the addition of a third wing and a girl's gym to North Shore Junior High School would help to service 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's retirement 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 (4 years)

School Profile

Where We Are Now:

North Shore Middle School is one of 26 campuses in 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 Castlegory 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 2021- 2022 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 in order 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 2021-2022 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.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: July 18, 2022

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 10.9%
- Hispanic 81.3%
- White 6.2%
- American Indian 0.4%
- Asian 0.6%
- Pacific Islander 0%
- Two or more races 0.6%

North Shore Middle School services:

- Socioeconomic/Special Population:
  - Economically Disadvantaged 84.8%
  - Non-Educational Disadvantaged 15.2%
  - English Language Learners (ELL) 42.9%
  - At-Risk 69.8%
  - Special Education 10.4%
  - Gifted and Talented 7.0%

North Shore Middle School mobility rate:

- Total mobility rate 7.6%

Demographics Strengths

- Our attendance percentage remained at the district and state average
- The mobility rate continued to remain lower than the district and state percentage

- Experienced teachers with Master's degrees: 7.8% higher than the state percentage
- North Shore Middle School continues to support a diverse set of learners and student populations

Problem Statements Identifying Demographics Needs

Problem Statement 1: We will work to resolve tardy and absences issues in order to improve student potential for academic growth and success. **Root Cause:** Students have no sense of urgency in regards to the tardy bell and it seems that teachers are not consistent with discipline for this action.

Problem Statement 2: We will work to diversify the representation of the campus personnel to reflect the student population. **Root Cause:** Teachers are not as prepared for the needs of the campus demographics (depending on students and the limit of bilingual teachers) and the campus doesn't hire bilingual and Hispanic representation.

Problem Statement 3: We will work to enhance and educate the parental community on how to successfully navigate our main computer programs. (Google Classroom, Skyward, Classlink, etc.) **Root Cause:** There is a large language barrier between the staff and parents. Students use this gap to misinform or not show their parents access to their schoolwork for obvious reasons. The parent's lack of knowledge in this area cause problems for teacher's and their validity in incomplete work and grade failure reports.

Student Learning

Student Learning Summary

	Approaches	Meets	Masters
2019 STAAR	76%	46%	20%
2021 STAAR	57%	31%	13%
2022 STAAR	72%	43%	32%

At North Shore Middle School, we were able to adapt to the "return to normal" schoolyear with flexibility, creativity, and targeted instruction to work to make sure no student was left behind, and that we closed the instructional gaps caused by the pandemic. We were able to quickly scale up to one-to-one technology for all of our students. Our teachers, with the help of subject-area specialists, we're able 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. Team meetings, planning time, and planning days were built into the schedule to ensure that our instructional staff was able to plan together as a team. We used data collection and analysis to target groups based on assessment data and classroom performance. 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 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:

-Strong curriculum that can be individualized to meet all students' needs

-Strong teachers who are able to teach students at all academic levels

-Team meetings / Planning Time

-Data collection & data-informed instruction

-8th Grade Reading on target to meet the same accountability rating as the previous year

-Character Education/ SEL classes

-RTI Program

-Targeted tutorial/remediation groups based on testing data/classroom performance (pre- and post-exams)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Reading comprehension skills need to be implemented across campus in all classrooms and content areas to increase student exposure and practice with consistent processes. **Root Cause:** Lack of reading at home, a lack of vocabulary, a lack of consistent reading across the campus, a lack of background information, lack of accountability, dependence on technology (watching video tutorials instead of reading directions), lack of motivation, learning gaps, students struggle to make connections and apply learning in other contents, and there is a lack of linguistic acquisition.

Problem Statement 2: Writing comprehension skills need to be implemented across campus in all classrooms and content areas to increase student exposure and practice with consistent processes. **Root Cause:** There is a lack of practice writing at home, a lack of vocabulary, a lack of consistent writing across the campus, a lack of background information, students need more practice with linguistic acquisition, there is a lack of accountability, students have a dependence on technology (watching video tutorials instead of reading directions), there is a lack of motivation.

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 clearly 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 other day and a 45-minute team conference period on the opposite days.

All North Shore Middle School students are assigned a Chromebook, charger, and case to use with online learning opportunities. Every student brings their device to and from school as learning has involved mostly digital methods this school year. Students without internet at home have also had the ability to 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 and at home
- Students can check out a hotspot from the district if they don't have internet access at home
- 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 adapt

- 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 trainings 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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Teachers need to be seen as an integral part of the decision-making process since the majority of these decisions are affecting teachers. **Root Cause:** Teachers are not being treated as equal professionals in the decision-making process Teachers are told what the plan is rather than being part of the planning Plans not communicated timely CPAC doesn't meet enough CPAC isn't used to its full potential Lack of opportunities for teacher input

Problem Statement 2: Communication with teachers lacks respect due to the untimely nature, lack of clarity, and a negative tone and can be improved with more transparency and timeliness. **Root Cause:** Communication is last minute; untimely General communication too often (rather than to the individuals) Communication often has a negative tone Teachers get the bare minimum of the necessary information Communication is sometimes at inappropriate times Some communication is done over the announcements when they should just be sent to teachers

Problem Statement 3: A cell phone policy needs to be implemented across the entire campus to cut down on some of the issues they are causing. All teachers must enforce the procedures to maintain consistency across the entire building. **Root Cause:** Not all teachers implement procedures Teacher buy-in is a struggle when not everyone implements the policies What is going to be enforced is unclear Cell phones are being used too frequently by students Students using cell phones to plan misbehaviors Students violating minor policies more frequently Lack of cell phone policy that is consistent across the whole campus

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 campus 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 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 reflects 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 2021-2022 Parent Survey, the majority of the participants expressed they have had above-average experience with campus teachers, counselors, and administrators.

8. Based on the 2021-2022 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 2021-2022 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.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent and family engagement participation is lower than we would like. **Root Cause:** One of the greatest barriers to parent/ guardian presence and/or

engagement is the inability to communicate (language barrier) between a majority of the staff and majority of the parents.

Problem Statement 2: NSMS has a large number of repeat offenders of school policies and procedures **Root Cause:** Recidivism is often the result of weak relationships between student and staff members

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain

Student Data: Assessments

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

Student Data: Student Groups

- 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
- Section 504 data
- Homeless data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data

Employee Data

- Staff surveys and/or other feedback
- 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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: We will increase instruction time by decreasing discipline incidents and increasing attendance.	**Sept**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: Administrators, Department Chairs, Team Teachers				

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.	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
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				

Strategy 3 Details	Reviews			
Strategy 3: Maintain consistency when administering disciplinary consequences.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improved survey results, in regards to staff perspective of consistent discipline consequences.	**Sept**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: Campus Administrators				

Strategy 4 Details	Reviews			
Strategy 4: Celebrate the positives for students/teachers (reward the good kids)	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improvement in school climate and culture	**Sept**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: Administrators & Teachers				

Strategy 5 Details		Reviews			
Strategy 5: Recognize the kids who demonstrate monthly character traits taught through Character Strong Lessons provided by the district.		Formative			Summative
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		Sept	Dec	Feb	May

Strategy 6 Details		Reviews			
Strategy 6: Provide all students opportunities to engage in structured campus events to celebrate successes		Formative			Summative
Strategy's Expected Result/Impact: Increase campus culture, school spirit, and morale		Sept	Dec	Feb	May
Staff Responsible for Monitoring: Administrators, Counselor, Teachers, Organization/Club Sponsors					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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 emotionally and socially support from school counselors.

Strategy 1 Details		Reviews			
Strategy 1: Provide personal/social, career, and academic counseling to individuals, small groups, and classes.		**Formative**			**Summative**
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		**Sept**	**Dec**	**Feb**	**May**

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

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

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase student performance **Staff Responsible for Monitoring:** Teachers	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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Improve special education student performance on assessments **Staff Responsible for Monitoring:** Campus & District Administration	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).	**Formative**			**Summative**
Strategy's Expected Result/Impact: Student centered plans developed to increase student achievement **Staff Responsible for Monitoring:** Master Schedule Administrator & Instructional Specialist	Sept	Dec	Feb	May

Strategy 4 Details	Reviews			
Strategy 4: Use data driven decision making to drive instruction	**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in meets and masters performance **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialist, & Teachers	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.	**Formative**			**Summative**
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	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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Artifacts in the classrooms and hallways reference practices and policies. **Staff Responsible for Monitoring:** Campus Administrators, Instructional Specialist, & Teachers		**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		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**May**
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					

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.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**May**
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					

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.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**May**
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					

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.		**Formative**			**Summative**
		Sept	**Dec**	**Feb**	**May**
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					

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.	Formative			Summative
	Sept	Dec	Feb	May
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				

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.	Formative			Summative
	Sept	Dec	Feb	May
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				

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.	Formative			Summative
	Sept	Dec	Feb	May
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)				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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.			**Formative**			**Summative**
Strategy's Expected Result/Impact: All 8th grade students will have a plan for a CTE sequence of courses.			**Sept**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: 8th Grade Counselor Master Schedule Administrator						
0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue			

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.			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased student attendance **Staff Responsible for Monitoring:** Administrators using the Raa Wee System Attendance Clerk			**Sept**	**Dec**	**Feb**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue		

Goal 3: Wide Range of Student Opportunities

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

Strategy 1 Details	Reviews			
	Formative			Summative
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	**Sept**	**Dec**	**Feb**	**May**
0% No Progress 100% Accomplished Continue/Modify ✗ Discontinue				

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			**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased participation and improved results in UIL Fine Arts events			**Sept**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: Principal & Fine Arts Coaches						
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue			

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 3: Wide Range of Student Opportunities

Performance Objective 4: 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
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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			
Strategy 1: Monthly Pow-Wow meetings for new teachers with assigned mentors.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase in new teacher retention. **Staff Responsible for Monitoring:** Lead Teacher Mentor & Assistant Principal		**Sept**	**Dec**	**Feb**	**May**
0% No Progress	100% Accomplished	→ Continue/Modify		✗ Discontinue	

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: Achieve high employee satisfaction by supporting employee initiatives and productions, both internal and external	**Formative**			**Summative**
	Sept	**Dec**	**Feb**	**May**
Strategy's Expected Result/Impact: Positive Campus Culture and Climate **Staff Responsible for Monitoring:** Campus Administration				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 4: High Quality Staff

Performance Objective 4: Survey staff annually on professional development needs

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

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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Maintain a positive campus budget **Staff Responsible for Monitoring:** Principal		**Sept**	**Dec**	**Feb**	**May**

0%	No Progress	100%	Accomplished	→	Continue/Modify	✗ Discontinue

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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: None		**Sept**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: Principal					
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

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.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Maintain up to date furniture, technology, and other diminishable resources on campus **Staff Responsible for Monitoring:** Principal	**Sept**	**Dec**	**Feb**	**May**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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.		**Formative**			**Summative**
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		**Sept**	**Dec**	**Feb**	**May**
0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

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.		**Formative**			**Summative**
Staff Responsible for Monitoring: Teachers, Admin.		**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.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increased teacher participation in campus-wide matters.		**Sept**	**Dec**	**Feb**	**May**
Staff Responsible for Monitoring: Teachers, Admin.					
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 8: Communication will be sent out in a respectful and timely manner.

Performance Objective 1: Timely Communication: weekly advance notice or meetings/deadlines, monthly calendar/newsletter of upcoming dates/meetings

Goal 8: Communication will be sent out in a respectful and timely manner.

Performance Objective 2: Respectful Communication: Communication will have a professional and friendly tone to promote positivity.

Goal 9: 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: Every classroom will have a container for cell phones for when students leave the room. Classroom policy for cell phones that everyone has to follow campus wide.

Goal 9: 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 2: Teachers and staff will be consistent in implementing procedures and consequences for all policies such as for cell phones, tardies, dress code, etc.