

Galena Park Independent School District

North Shore 9th Grade Center

2023-2024 Campus Improvement Plan



Board Approval Date: August 1, 2023

Mission Statement

The mission of the Galena Park Independent School District and North Shore 9th Grade Center is to prepare students to become productive citizens and lifelong learners.

North Shore 9th Grade Center is committed to providing all the necessary resources and strategies so that students reach a high level of academic achievement through rigorous and relevant content and to ensure all students exceed state and national standards.

Vision

North Shore 9th Grade Center envisions Leading, Learning, and Serving our students and community.

Value Statement

North Shore 9th Grade Center will Lead, Learn, and Serve in Excellence in all, for all, and by all.

Campus History:

School Mascot: Mustang

1962-1963: The school opened as a 10th-12th Grade Campus

1965: First graduating class

Several Years Later it became a 9th-12th Grade Campus

1999: Campus Split- housing 9th and 10th Grade

2008: 10th grade relocated to North Shore Sr. High

Present: North Shore Senior High Ninth Grade Center

2012-2013: celebrated the 50th Anniversary of North Shore Senior High welcoming the first students through the doors. We look forward to 50 more great years and beyond!

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Comprehensive Needs Assessment

Revised/Approved: June 26, 2023

Demographics

Demographics Summary

North Shore Ninth Grade Center serves a diverse student population. The table below shows the North Shore High School student subpopulations.

Sup Population	Student
African American	22.39%
American Indian	.13%
White	3.3%
Asian	.9%
At Risk	60.76%
Economically Disadvantaged	85.69%
English Language Learners	29.88%
Hispanic	72.71%
SpEd	11.4%

North Shore Ninth Grade Center served 1,166 students for the 2022-2023 school year.

Grade Level	Population
9 th Grade	1166

NS9 Attendance History:

Year	Attendance- NS9
2019-2020	95.28%
2020-2021	96.43%
2021-2022	91.67%
2022-2023	91.27%

Staff Demographics:

Teachers by Ethnicity and Sex:

African American 38.8%

Hispanic 24.4%

White 28.5%

American Indian 0.4%

Asian 5.1%

Males 45.6%

Females 54.4%

Teachers by Highest Degree Held:

No Degree 3.3%

Bachelors 60.1%

Masters 34.2%

Doctorate 2.5%

Demographics Strengths

North Shore Ninth Grade Center's diverse student body creates a rich learning environment where students from various backgrounds bring their unique perspectives and experiences to the classroom. Students may also be able to learn and interact with peers who speak different languages, which can enhance language skills and encourage students to become bilingual. Students can learn to appreciate and respect differences, develop effective communication skills, and collaborate with individuals from diverse perspectives. With increased student exposure, they are more likely to engage in critical thinking, problem-solving, and creativity, which allows students to benefit from a variety of teaching methods.

Student Learning

Student Learning Summary

Spring 2022 Results - NS9	Approaches	Meets	Masters
Algebra I	88%	66%	42%
Biology I	85%	57.6%	15%
English I	67.5%	50%	5%

Spring 2023 Results - NS9	Approaches	Meets	Masters
Algebra I	86%	57%	24%
Biology I	88%	52%	16%
English I	77%	61%	11%

Student Learning Strengths

Students are steadily improving in Approaches for Biology and English I. Meets and Masters for English increased this year despite the new items types that were added to the exam. Student learning reporting categories are not yet available in Eduphoria. However, with plans to start the 23-24 school year by continuing to focus on new item types and ensuring bell to bell student learning, we should continue to see a steady increase in EOC scores.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: The performance gap between general education students and special ed students is too wide. **Root Cause:** Lack of adequate differentiation and planning consistency among staff.

Problem Statement 2: NS9 needs a system to determine how well our interventions work **Root Cause:** We need to track data with who comes to tutorials and pullouts by having students log in with their ID numbers so that we can track students attending on google doc.

School Processes & Programs

School Processes & Programs Summary

Curriculum and instruction should continue to be driven by data at North Shore 9th Grade Center. Proving teachers planning time during the school day in PLCs has been an effective way for teachers to plan regularly with their departments. Professional development for the upcoming year is based on District requirements and staff surveys from the previous school year. Throughout the year we will continue to provide surveys to staff to determine which professional development sessions should be offered. The campus needs assessment is developed yearly by a group of teachers and staff members. It is important for teachers and staff to be involved in the development and planning phases of campus goals and the school vision. There should be more recognition and awareness of programs and events designed to increase campus morale.

School Processes & Programs Strengths

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

NS9 has developed its own incentive programs in regards to student and staff attendance and performance.

NS9 has a coordinated intervention/support program for students.

There is a 15/15 rule on all campuses. No student is to be released from any class during the first or last 15 minutes of each class period.

Safety drills are completed consistently and within given timelines.

We do our best to contribute to the teachers' social-emotional needs.

Teams/departments are well funded and can use the funding to help provide for the kids.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Counselor's Corner needs to be consistently hosted 2X/month **Root Cause:** Time factors come into play when counselors are pulled in so many directions.

Perceptions

Perceptions Summary

We propose spending more time on cross-curricular activities to reinforce Citizenship concepts. We will need Professional Development to improve the teachers' abilities to implement more SEL lessons in the classroom. We should provide student/parent education on attendance as well as student incentives and relationship-building to improve student attendance. We will need to create more of a school-to-home connection by inviting the community into the school for programs and fun activities. We would like to increase the professional development provided for working with ELL students and encourage teachers to obtain their ESL teaching certifications. We would also like to continue to post all information in English/Spanish.

Less than 50% of our staff participated in the school survey. However, the results stated that professional development supports teacher growth, the staff is offered opportunities to participate on committees that help make school decisions, and they also believe that new initiatives can be overwhelming at times. Planning time was a huge deal, and we have provided a larger salary.

Perceptions Strengths

The identified strengths were competitive teacher salaries for the school year and a signing bonus. Our parents continue to utilize the Skyward parent portal to access grades, attendance, and other student information. There continues to be sufficient parent communication regarding parent and family engagement activities at NS9. Last year we had great turnouts at 3 Fall events: Orientation, Take Your Dad to School. and our Holiday event.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student attendance rates need to increase. **Root Cause:** Students and parents have not been directly involved in the development of incentive plans.

Problem Statement 2: NS9 does not provide enough opportunities for parents to learn and get comfortable with programs and services offered. (Skyward, RevTrack, Counseling services for students, etc.) Most parents who work and are unable to attend morning or during school programs sometimes miss out on these opportunities. **Root Cause:** Not enough time/date variations for the meetings/activities.

Problem Statement 3: NS9 does not have opportunities for parent trainings on different topics. (Skyward, Google Classroom) **Root Cause:** Personnel available to teach such topics. Who would do it?

Priority Problem Statements

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)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

Student Data: Assessments

- State and federally required assessment information
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate





Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

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

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

Strategy 1 Details	Reviews			
Strategy 1: Conduct a table top where the CRISIS committee receives scenarios of possible safety issues. This communication is shared with the staff. Staff Responsible for Monitoring: Dayne Robins, CRISIS Team	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Restructure the SEL program to be impactful to students and staff during the entire school year. Strategy's Expected Result/Impact: Over Social and Emotional support to students in various ways for students to feel safe and protected while at school. Staff Responsible for Monitoring: Barika Noris, Ruby Bonilla, Chris Johnson, Foundations Team	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





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

Performance Objective 2: Implement an effective student discipline management plan to reduce discipline incident rates and maintain compliance with state and federal requirements

Strategy 1 Details	Reviews			
Strategy 1: The foundation committee will create a Restorative Discipline Plan to addressing student behavior that fosters belonging over exclusion, social engagement over control, and meaningful accountability over punishment. Strategy's Expected Result/Impact: Reduce Discipline Incidents Staff Responsible for Monitoring: Dayne Robins, Christopher Johnson, Shawn Carrizal,	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 1: Mental, Physical, and Emotional Safety and Health for all Students, parents, and Staff

Performance Objective 3: Maintain a healthy environment so staff, students and parents thrive and are productive

Strategy 1 Details	Reviews			
Strategy 1: Include students in leadership organizations such as student council and student advisory committee to provide suggestions on how to improve celebrations and recognitions for parents and students. Strategy's Expected Result/Impact: As a way to make teachers feel more appreciated and valued on campus, attention needs to be directed to the process of how teachers are recognized. When developing ways to recognize and celebrate staff, the student voice should empowered and fully utilized. Staff Responsible for Monitoring: Campus Sponsors, Christopher Johnson, Jasimi Haynes, Barika Noris Ruby Bonilla	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: NS9 will provide information and activities for parents during PFE parent presentations such as: Teen Dating Violence, Understanding depression, Bullying, and Helping your Child Manage Stress & Anxiety(SEL). Strategy's Expected Result/Impact: Parents will have a better understanding of the presentation topics.	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: All campuses will provide social and emotional support through various programs

Strategy 1 Details	Reviews			
Strategy 1: Students will receive frequent SEL lessons throughout the school year in classes. Teachers will participate in SEL activities throughout the year. Strategy's Expected Result/Impact: To assist with the emotional state of all on campus . ss Staff Responsible for Monitoring: Foundations Team	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Counselors will provide counselors corner and also provide students with group therapy opportunities. Strategy's Expected Result/Impact: Students will have the tools they need to deal with everyday stressors. Staff Responsible for Monitoring: Lead Counselor- Roberts and Counselors	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Student Achievement and Post-Secondary Readiness

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

Strategy 1 Details	Reviews			
Strategy 1: Increase the number of students who score Masters on their EOC exams by 3% Strategy's Expected Result/Impact: Improve master scores by 3% Staff Responsible for Monitoring: Melissa Arneaud, Phillip MathewKutty, Keith Davis, Nicole, Calleros	Formative			Summative
	Sept	Dec	Feb	May
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Goal 2: Student Achievement and Post-Secondary Readiness





Performance Objective 2: Improve state test scores in all categories

Strategy 1 Details	Reviews			
Strategy 1: Train teachers to use data to drive their instruction and planning. Provide training that demonstrates to teachers how to use their data to make more informed decisions on curriculum and instruction. Administrators are required to follow through with set expectations. Strategy's Expected Result/Impact: To show a steady increase of scores with the use of data on unit tests, semester exams, and EOC. Staff Responsible for Monitoring: Barika Noris, Melissa Arneaud Ali, Phillip MathewKutty, Nicole Calleros, Ketih Davis	Formative			Summative
	Sept	Dec	Feb	May
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Goal 2: Student Achievement and Post-Secondary Readiness





Performance Objective 3: Adapt effective classroom routines and instructional strategies.

Strategy 1 Details	Reviews			
Strategy 1: 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: Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on classroom culture and management. Staff Responsible for Monitoring: Campus instructional leaders	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: 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. (Kagan and Fundamental 5) Strategy's Expected Result/Impact: Campus calendar indicates dedicated time for ongoing job-embedded professional development focused on instructional materials, including the qualities of effective lesson plans and effective formative assessments. Staff Responsible for Monitoring: Campus instructional leaders	Formative			Summative
	Sept	Dec	Feb	May
Strategy 3 Details	Reviews			
Strategy 3: 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: Teachers build trust with students through a variety of means, including soliciting and responding to student feedback, incorporating student interests and aspirations into classroom activities, and providing equitable opportunity for participation. Staff Responsible for Monitoring: Campus instructional leaders	Formative			Summative
	Sept	Dec	Feb	May
Strategy 4 Details	Reviews			
Strategy 4: 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: Campus instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data-informed decisions. Staff Responsible for Monitoring: Campus Instructional Leaders	Formative			Summative
	Sept	Dec	Feb	May

Strategy 5 Details	Reviews			
Strategy 5: 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 Follow Through Staff Responsible for Monitoring: Campus instructional leaders	Formative			Summative
	Sept	Dec	Feb	May
Strategy 6 Details	Reviews			
Strategy 6: 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: Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery. Staff Responsible for Monitoring: Campus instructional leaders	Formative			Summative
	Sept	Dec	Feb	May
Strategy 7 Details	Reviews			
Strategy 7: Student progress toward measurable goals is visible in every classroom and throughout the school to foster student ownership and goal setting. Strategy's Expected Result/Impact: Classrooms include at least one visible student progress tracking artifact, which is regularly updated. Staff Responsible for Monitoring: Campus instructional leaders	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Wide Range of Student Opportunities and Parent Opportunities

Performance Objective 1: Increase participation in student clubs, enrichment activities and extracurricular opportunities as well as parent participation.

Strategy 1 Details	Reviews			
Strategy 1: Host an organization fair at the beginning of the school year for students to know what clubs and organizations are available for them to join. Strategy's Expected Result/Impact: Students become aware of the various ways they can get involved at school. Staff Responsible for Monitoring: Jasimi Haynes and Sponsors	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: NS9 will invite PFE parent volunteers to assist with school activities such as awards day, college day, and suicide awareness presentation amongst other activities throughout the school year. Strategy's Expected Result/Impact: Parents will assist with different activities throughout the school year and be a voice to community members and their children to promote school activities. Staff Responsible for Monitoring: Counselors, Teams, Administrators.	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 3: Wide Range of Student Opportunities and Parent 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: Ensure fine arts department teachers are visiting with incoming 9th grades throughout the school year. Strategy's Expected Result/Impact: Increased participation Staff Responsible for Monitoring: Fine Arts Teachers, Counselors	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 1: Increase employee retention by 1% by recruiting, developing and supporting highly qualified staff

Strategy 1 Details	Reviews			
Strategy 1: Using campus staff survey to plan professional development and respecting teachers time and ensure it is valued during trainings and meetings. Strategy's Expected Result/Impact: Retention rate increase Staff Responsible for Monitoring: Administrators, Specialists, Team Leads, Department Chairs	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Include more social opportunities for relationship building for staff. Strategy's Expected Result/Impact: Establish and sustain an environment that promotes high teacher retention. Staff Responsible for Monitoring: Administrators, Barika Noris ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Employee survey yields 80% satisfaction rate. Strategy's Expected Result/Impact: 80% or higher on all questions. Staff Responsible for Monitoring: Associate principal	Formative			Summative
	Sept	Dec	Feb	May
Strategy 2 Details	Reviews			
Strategy 2: Recognizing staff in an inclusive manner (teacher rallies, shout-outs, etc) Strategy's Expected Result/Impact: Better staff morale Staff Responsible for Monitoring: Admin	Formative			Summative
	Sept	Dec	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: High Quality Staff

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

Strategy 1 Details		Reviews			
Strategy 1: Teachers who aspire to be principals, counselors, specialist, or any other leadership opportunity will be given a chance to join the Leadership team in which we will support their interest in administrative roles by providing them real-life experiences in those roles. Strategy's Expected Result/Impact: Develop the next generation of education leadership Staff Responsible for Monitoring: Barika Noris		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 a survey to the staff to gain insight on the professional development needs. Utilize the data collected to put together professional developments monthly at faculty meetings Strategy's Expected Result/Impact: Offer tools and resources to improve staff retention and quality instruction. Staff Responsible for Monitoring: Barika Noris, Melissa Arneaud	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: Principal meets regularly with bookkeeper/secretary on budget. Staff Responsible for Monitoring: Principal, Secretary		Formative			Summative
		Sept	Dec	Feb	May
<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>					

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: Secure funds for all areas of budget by planning appropriately Strategy's Expected Result/Impact: Funds available for following year. 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: Plan to replace capitol outlay items as needed by speaking with teachers/specialists/staff

Strategy 1 Details	Reviews			
Strategy 1: NS9 will make plans to improve the school throughout the year and in the summer months leading into the next school year. Strategy's Expected Result/Impact: New and improved student centered furniture for classrooms. Staff Responsible for Monitoring: Barika Noris	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>				

Title I

1.1: Comprehensive Needs Assessment

1. Comprehensive Needs Assessment

Teachers and staff met on the following dates to discuss the Campus Needs Assessment: February 8, 2022 and May 17, 2022

The agenda was as follows:

Part I

Step I - Access your committees documentation sheet

Step 2- Assign roles and responsibilities

Step 3- List present and absent members

Step 4- Read and Answer the Questions

Step 5- List your Data Sources

Step 6- Enter Strengths and Needs

Step 7- Problem Statements

Step 8- Prioritize the Problem Statements

Part II

Step 1- Re-state the Problem

Step 2- Complete Round 1 of the Root Cause Analysis

Step 3- Identify the best root cause

Step 4- Complete the Root Cause Analysis for remaining problems.

Repeat steps 1-4 for the last 2 problems.

Step 5- complete a Needs Assessment Summary paragraph.

Meeting #1: Fri, Mar 10 at 9:30am		Meeting #2: Tues, May 16		
Campus Safety and Operations	Social Emotional Learning	EOC and CCMR Performance	Employee Retention	Parent and Student Opportunities
How can we improve the campus safety and operations	How can effectively meet the socio-emotional needs of our staff, students, and parents?	How can we increase EOC performance and meet the needs of our EB and SPED students?	How can we obtain employee retention and satisfaction?	How can we improve the partnership with parents in the education of their children? How can we create more opportunities for our students?
Facilitator-	Facilitator-	Facilitator-	Facilitator-	Facilitator-
Luciana Harrison	Keyla Valentin	Whitley Savage	Kristen Hunt	Jennifer Calix
Christopher Johnson	Ruby Bonilla	Ernesto Ramirez	Barika Noris	Ruby Bonilla
Tomekka Williams	Benjamin Hinshaw	Rachel Roark	Leslie Gutierrez	Brooke Griffis
SuperFantastic Lewis	Julie Glover	Janet Mustain	Kara Traylor	Brenda Charles
Lawrence Simmons	Debra Kegler	Brandon Chacon	Christopher Carter	Marisol Roberts
		Barika Noris		Lawrence Simmons

2.1: Campus Improvement Plan developed with appropriate stakeholders

Meeting #1: Fri, Mar 10 at 9:30am		Meeting #2: Tues, May 16		
Campus Safety and Operations	Social Emotional Learning	EOC and CCMR Performance	Employee Retention	Parent and Student Opportunities
How can we improve the campus safety and operations	How can effectively meet the socio-emotional needs of our staff, students, and parents?	How can we increase EOC performance and meet the needs of our EB and SPED students?	How can we obtain employee retention and satisfaction?	How can we improve the partnership with parents in the education of their children? How can we create more opportunities for our students?
Facilitator-	Facilitator-	Facilitator-	Facilitator-	Facilitator-
Luciana Harrison	Keyla Valentin	Whitley Savage	Kristen Hunt	Jennifer Calix
Christopher Johnson	Ruby Bonilla	Ernesto Ramirez	Barika Noris	Ruby Bonilla
Tomekka Williams	Benjamin Hinshaw	Rachel Roark	Leslie Gutierrez	Brooke Griffis
SuperFantastic Lewis	Julie Glover	Janet Mustain	Kara Traylor	Brenda Charles
Lawrence Simmons	Debra Kegler	Brandon Chacon	Christopher Carter	Marisol Roberts

Meeting #1: Fri, Mar 10 at 9:30am		Meeting #2: Tues, May 16		
		Barika Noris		Lawrence Simmons

Committee Member	Department/Role
Lindsey Evans- Year 1	CTE
Brenda Charles- Year 1	Counselor
Michael Gutierrez- Year 2	PE
Janet Mustain- Year 2	ESL
Kristin Hunt-Year 1	English
Math	Math
Valentin-Year 1	LOTE
Chelsea Norris-Year 1	Science
Kara Traylor-Year 1	English
Hinshaw-Year 1	Social Studies
Delia Gutierrez Deliamarce_83@hotmail.com	Parent 1
Lawrence Simmons- Law.simmons@hotmail.com	Parent 2
Rhodes-Year 1	SPED
Tony Gardea	District Personnel

2.2: Regular monitoring and revision

CPAC meeting dates and revision dates are: Sept 13, Dec 13,

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

THE CIP will be available to parents and community members in the following locations: front office, campus website, GPISD Administration building Parents will be sent information on how to access through our weekly parent memos. We will ensure it is also available in Spanish this school year.

2.4: Opportunities for all children to meet State standards

All NS9 students will have an opportunity to meet state standards through whole group instruction, small group interventions, tutorials, push ins, and instruction focused on targeted standards. Data driven instruction allows for our students to receive what is needed for them to be successful. One on one meetings with teachers and student -teacher conferences

are imperative to ensure each student understands what they need to be successful. Campus specialists provide the instructional support needed for students and teachers. Counselors provide the emotional support needed.

2.5: Increased learning time and well-rounded education

All students at NS9 receive a 90 minute uninterrupted instruction time for the four core areas. This time allows for students to complete labs, compositions, and possibly test during the class period and continue with the next lesson during this time. Students benefit from having an extra day to complete homework, if needed, before returning to their class the day after.

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

There are plans in place to address the following students: EB, At Risk, SPED, and 504. Apart from any classroom or testing accommodations needed, students are tracked throughout the school year to ensure their growth in struggling areas. Specialists and teachers continuously run reports and use the data to determine instruction.

3.1: Annually evaluate the schoolwide plan

Title I funds were spent on tutorials for Biology, English, and Algebra. There was a slight gain in Biology approaches and masters as well as an overall gain in English I scores. As a whole we have made progress on most items, however, there are certain objectives (restorative discipline and SEL) that we should focus on for the upcoming school year.

4.1: Develop and distribute Parent and Family Engagement Policy

The counseling department has devised plans for the year to include our parents in all aspects of their students' lives. Ms. Roberts, our Parents and Family Engagement coordinator, will contact parents to inform them of the events taking place throughout the year. She will also team with other departments and organizations such as PTA to ensure parents receive the information needed for their child to be successful here at North Shore 9.

4.2: Offer flexible number of parent involvement meetings

There were 3 in Fall of 2022: Orientation, Take Your Father to School, and our Holiday event