

# Galena Park Independent School District

## North Shore Senior High School

### 2018-2019 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Top 25 Percent: Comparative Academic Growth



**Public Presentation Date: September 27, 2018**

# Mission Statement

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

## Vision

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

## History

North Shore High School is one of 23 campuses in the Galena Park Independent School District. North Shore High School opened in 1962 and serves predominantly middle and low socioeconomic urban families. The original location was 13501 Holly Park Drive. The first class of Seniors graduated from North Shore High School in 1965. Over the next several decades, the population of the area steadily increased leading to the building of a new campus that would house 11th and 12th graders. The new campus opened in December of 1999. In 2007, an additional wing was added to accommodate the 10th Grade. Due to the steady increase in the student population, GPISD will open a 10th Grade Center in the Fall of 2018. North Shore High School has a population of nearly 4700 students and serve their needs on three campuses.

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# Comprehensive Needs Assessment

Revised/Approved: August 08, 2018

## Needs Assessment Overview

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

<b>NCLB Recommended Area</b>	<b>2018-2019 Campus Focus</b>
Demographics	Increase student attendance
Student Achievement	Meet ELL and SpEd Safeguards
Culture and Climate	Increase teacher recognitions
Staff Quality	Increase supports for new teachers
Curriculum and Instruction	Increase the use of ELL and SpEd high yield strategies
Parent Involvement	Provide a variety of communication mediums to parent and community
School Organization	Increase teacher visibility/accontability
Technology	Easy access to needed technology to improve student achievement

## Demographics

### Demographics Summary

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

Sup Population	Student
African American	23%
Anglo	5%
Asian	1%
At Risk	62%
Economically Disadvantaged	71%
English Language Learners	14%
Hispanic	70%
SpEd	10%

North Shore High School serves 4,633 students in grades 9 through 12. The table below shows each student population by grade level.

Grade Level	Population
9 <sup>th</sup> Grade	1182
10 <sup>th</sup> Grade	1146
11 <sup>th</sup> Grade	1155
12 Grade	1150

The 2016-2017 TAPR report reflects student attendance is 2 percentage points below the states average of 95.8%. The information below highlights the attendance trends for North Shore High School students for the last 5 years.

2014	2015	2016	2017	2018
93.1%	93.0%	93.6%	93.6%	93.4%

### Demographics Strengths

North Shore High School continues to close academic achievement gaps. Its student subpopulations (i.e. Hispanic, African Americans, White, etc.) continue to score closely to the campus average in all 5 EOCs. In addition, the graduation rate has consistently been above the state and the North Shore High School drop out/mobility rates are low when compared to the state. There is an increase in the number of students considered to be college, career and/or military ready each year.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Student attendance is 2% below the state average. We need to improve attendance because it is a direct correlation to student success.

**Root Cause:** There is a lack of parental involvement and a need for targeted, consistent, effective student attendance incentives.

**Problem Statement 2:** The at-risk percentage is 11 percent higher than the state average of 49%. **Root Cause:** English EOC primary tester passing rate is low and interventions are ineffective.

**Problem Statement 3:** There are few students utilizing social services and counseling resources. **Root Cause:** Parents are not effectively educated on social services available to students and families such as Communities In Schools, Unlimited Visions and Social Work services.

## Student Achievement

### Student Achievement Summary

The 2018-2019 school year will mark dynamic changes in the state's accountability system. This will serve as the first year districts will be subjected to an A-F standard to measure student achievement. Achievement indicators include STAAR performance, graduation rate and the college, career and military readiness. STAAR performance is measured by the average rate of approaches, meets and masters on all 5 STAAR EOCs. North Shore High School will focus on increasing the English I and English II retester's approaches performance. In addition, we will focus on the US History approaches and masters performance and the Biology meets and masters performance. The table below outlines student performance on these exams during the Spring 2018 EOC administration. This was the first year English II results surpassed English I. Primary testers were successful; however, re-tester results continue to lag.

Algebra I EOC approaches and masters scores increased significantly from the previous year. Math retesters were very successful as nearly 60% of retesters scored approaches and over 15% of them scored at meets. While the approaches standard did not increase from the previous year, there was a 5% increase in US History masters performance. LEP students perform well in US History. However, SpEd and LEP students have consistently missed safeguards in the last several administrations in the other subject areas. Specifically, LEP students have missed safeguards in the area of English Language Arts. SpEd students have missed safeguards in all contents. Despite missing safeguards, SpEd and LEP students have made greater than expected progress overall. According to the data tables published by the Texas Education Agency (TEA) North Shore Senior High School did not meet the target Meets score of 74% amongst Asians in Reading. As a result, the state has designated North Shore Senior as needing additional targeted support in this area. North Shore High School set a goal of achieving at B or higher campus rating. The charts below summarize EOC performance based on the 2017-2018 STAAR performance. Student participation in extracurricular activities and the success of the program is another way we measure student achievement.

<b>ENGLISH I</b>				
	<b>NSSH Approaches</b>	<b>Meets</b>	<b>Masters</b>	
<b>NSSH</b>	208	25.96% (54)	0%	0%
<b>ECHS</b>	83	87.95% (73)	74.7% (62)	6.02% (5)
<b>ACE</b>	52	13.46% (7)	3.85% (2)	0%
<b>NS9</b>	1064	69.17% (736)	47.84% (509)	3.85 (41)
<b>Total/STAAR percentage</b>	1407	870/1407= 61.8%	577/1407= 41%	56/1407= 4%
<b>English I STAAR SCORE: 35.6%</b>				

### ENGLISH II



	<b>NSSH</b>	<b>App</b>	<b>Meets</b>	<b>Masters</b>
<b>NSSH</b>	1289	62.92% (811)	44.61% (575)	3.88% (50)
<b>ECHS</b>	80	90% (72)	75% (60)	6.25% (5)
<b>ACE</b>	66	15.15% (10)	7.58% (5)	0%
<b>NS9</b>	1	100% (1)	100% (1)	0%
<b>Total</b>	1436	894/1436 = 62.26%	641/1436 = 44.64%	55/1436 = 2.83%
<b>English II STAAR SCORE: 36.58%</b>				

<b>ALGEBRA I</b>				
	<b>NSSH</b>	<b>App</b>	<b>Meets</b>	<b>Masters</b>
<b>NSSH</b>	34	58.82% (20)	2.94% (1)	0
<b>ECHS</b>	44	100% (44)	75% (3)	34.09% (15)
<b>ACE</b>	24	70.83% (17)	12.5% (3)	0
<b>NS9</b>	810	90% (729)	59.75% (484)	23.46% (190)
<b>Total</b>	912	810/912 = 88.82%	491/912 = 53.84%	205/912 = 22.48%
<b>Algebra I STAAR SCORE: 55.05%</b>				

<b>BIOLOGY</b>				
	<b>NSSH</b>	<b>App</b>	<b>Meets</b>	<b>Masters</b>
<b>NSSH</b>	81	39.51% (32)	14.81% (12)	1.23% (1)
<b>ECHS</b>	80	98.75% (79)	67.5% (54)	13.75% (11)
<b>ACE</b>	37	45.95% (17)	18.92% (7)	2.7% (1)
<b>NS9</b>	1069	89.52% (957)	54.26% (580)	14.59% (156)
<b>Total</b>	1267	1085/1267 = 87.01%	653/1267 = 51.54%	169/1267 = 13.34%
<b>Biology STAAR SCORE: 50.63%</b>				

US History				
	NSSH	App	Meets	Masters
ECHS	76	98.68% (75)	86.84% (66)	38.16 (29)
NSSH	1030	92.52% (953)	69.51% (716)	33.69% (347)
ACE	50	62% (31)	26% (13)	12% (6)
NS9	1	0	0	0
<b>Total</b>	1157	1059/1157 =91.5%	795/1157=68.7%	382/1157=33%
<b>USH STAAR SCORE: 64.4%</b>				

College, career and military readiness focuses on college board test performance, AP exam performance, TSIA performance, CTE coherent sequence completion, military enlistment and dual credit course completion. North Shore High School students continue to score significantly below the state average on the SAT and ACT exams. There is a need for increased participation and performance on these tests. North Senior High School has experienced a 6% increase in dual credit completion rates and continues to lead its comparison group in this area. An unintended consequence has been the slight dip in the number of students completing AP courses as evident by the 1% drop in participation. The table below summarizes AP exam participation and performance over the last 5 years.

Subject	2014		2015		2016		2017		2018	
	# of 3-5	Percent	# of 3-5	Percent	# of 3-5	Percent	# of 3-5	Percent	# of 3-5	Percent
Art History	3/10	30%	5/13	38%	2/2	100%	2/6	33%	6/9	67%
Biology	12/13	92%	15/19	79%	8/19	42%	9/29	31%	5/29	17%
Calculus AB	13/24	54%	13/22	59%	12/47	26%	8/28	29%	11/26	42%
Calculus BC			2/2	100%	2/2	100%	1/3	33%		
Chemistry	3/8	38%	5/15	33%	10/26	38%	13/38	34%	11/20	55%
Computer Science	1/6	17%	1/2	50%	3/6	50%	5/10	50%	1/4	25%
English Language	21/81	26%	46/96	47%	34/76	45%	33/59	56%	23/61	38%
English Literature	23/38	61%	27/60	45%	37/63	59%	19/66	29%	27/43	63%
Env. Science			1/1	100%						
Human Geography									12/41	29%
Macroeconomics	14/36	39%	17/24	71%	1/12	8%	1/26	4%	1/20	5%
Music Theory	5/5	100%	4/4	100%	7/7	100%	6/7	86%	5/6	83%

<b>Physics 1</b>					5/19	26%	8/11	73%	4/39	<b>10%</b>
<b>Physics B</b>	7/12	58%	6/16	38%						
<b>Physics C:</b>										
<b>Electricity and Magnetism</b>	3/4	75%	1/1	100%			3/5	60%		
<b>Physics C:</b>							5/5	100%	4/5	<b>80%</b>
<b>Mechanics</b>	6/9	67%			2/2	100%				
<b>Physics 2</b>					4/7	57%	6/13	46%	5/6	<b>83%</b>
<b>Psychology</b>	17/58	29%	18/36	50%	12/27	44%	13/29	45%	14/19	<b>74%</b>
<b>Spanish Language</b>	39/39	100	64/65	98%	54/55	98%	92/95	97%	84/101	<b>83%</b>
	<b>NAC 24/38</b>	<b>63%*</b>	<b>NAC 26/45</b>	<b>58%*</b>	<b>NAC 32/38</b>	<b>84%*</b>	<b>NAC 13/21</b>	62%*	<b>NAC 19/31</b>	<b>61%*</b>
<b>Spanish Literature</b>			4/5	80%	18/20	90%	15/16	94%	16/18	<b>89%</b>
<b>Statistics</b>	8/31	26%	8/14	57%	15/21	71%	0/16	0%	6/12	<b>50%</b>
<b>Studio Art</b>	½	50%	6/10	60%	12/14	86%	12/15	80%	11/12	<b>92%</b>
<b>U.S. Government</b>	12/32	38%	15/27	56%	6/32	19%	2/23	9%	7/15	<b>47%</b>
<b>U.S. History</b>	25/53	47%	24/48	50%	17/42	40%	19/64	30%	23/46	<b>50%</b>
<b>World History</b>	38/117	32%	28/75	37%	28/56	50%	19/84	23%	21/73	<b>29%</b>
<b>TOTAL</b>	<b>251/578</b>	<b>43%</b>	<b>311/558</b>	<b>55.7%</b>	<b>289/555</b>	<b>52%</b>	<b>291/648</b>	<b>45%</b>	<b>297/605</b>	<b>49%</b>

### Extra Curricular Activities

North Shore High School has a campus organization that is designed to accommodate the needs of the students. All students are provided opportunities to participate in Fine Arts, Career & Technology, Athletics, and/or extracurricular clubs/organizations. North Shore High School has experienced much success in UIL competitions in the area of Fine Arts and CTE. All athletic teams have excelled in district and playoff competitions.

### Student Achievement Strengths

North Shore High School achieved a Met Standard Rating under the 2017 state accountability system.

North Shore High School has excellent results on the AP performance in Math, Science, Music Theory, Spanish Language, Spanish Literature, Studio Art and English Literature.

Based on the 2016-2017 TAPR report, all EOC scores were at or above the state average except for English II. In Spring 2018, we increased on all EOC's and STAAR averages except Biology.

The 2016-2017 TEA Distinction Designation Summary reflects all EOCs have at least one indicator scoring in the first quartile of our 40 comparison schools.

In Spring 2018, US History increased its masters performance by 5%.

North Shore High School students frequently participate at the state UIL competition level.

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

In 2017, our school was the UIL State Academic Runners- Up for class 6A.

North Shore High School earned the 2016-2017. Academic UIL runner up title and most athletic teams have earned district championships.

Our athletic teams in all sports are consistently in the playoffs.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** North Shore High School LEP students failed to meet safeguards in English Language Arts. **Root Cause:** Teachers are not effectively implementing sheltered strategies across all contents.

**Problem Statement 2:** North Shore High School Special Education students are failing to meet safeguards in all contents. **Root Cause:** General education teachers are not effectively implementing specially designed instruction to Special Education students.

**Problem Statement 3:** English I and English II Masters performance of 3% are below the states average of 8%. **Root Cause:** The scope and sequence of Pre-AP English does not meet the rigor of the tested TEKs.

**Problem Statement 4:** US History masters level performance of 28% is ranked in the bottom half of our comparison schools. **Root Cause:** Dual credit students are not exposed to US History TEKs as compared to Advanced Placement and On-Level US History students.

**Problem Statement 5:** The English II EOC performance is consistently performed below the state for the last 5 years. **Root Cause:** English re-testers are not receiving effective interventions

## School Culture and Climate

### School Culture and Climate Summary

The top three needs to improve the culture and climate of North Shore High School are: classroom management interventions, student participation in school clubs and organizations, and the Foundations Program. According to the campus needs assessment survey data, we have a number of teachers who feel discipline is an issue on their campus. Teachers would like more trainings on effective classroom management strategies and more support from campus administrators. The data showed a need for students to participate in more clubs and student organizations in order to be more involved in the school. New student enrollees are unfamiliar with the clubs and organizations offerings at North Shore High School. In addition we need to continue to find ways to improve the Foundations Program and also offer students more opportunities to meet with counseling staff to discuss personal issues.

### School Culture and Climate Strengths

Incoming Freshmen have the opportunity to attend "Fish Camp", while incoming Sophmores attend "S'Morientation". Both of these events provide students with information regarding campus expectations, graduation requirements, student organizations, endorsement opportunities, campus layouts, schedules, etc. There are a variety of programs and activities available for students such as No Place for Hate, Mademoiselles, Gents, Comic Book Club, Interact Club, Anchor Club, Comedy Club, Technology Club and the Principal Advisory Student Group.

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Teachers and students need to feel supported. **Root Cause:** There needs to be more positive relationships between students, teachers, and administrators.

**Problem Statement 2:** Students are not sure of where to go for assistance when dealing with many personal issues. **Root Cause:** Students are often embarrassed, or ashamed to discuss personal issues.

**Problem Statement 3:** There are not enough students participating in the extracurricular/organizational opportunities offered on the campus. **Root Cause:** There is a lack of participation in beginning of the year orientation events.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

North Shore High School has a total staff of 389 personnel. The staff is comprised of 290 teachers, 44 paraprofessionals, 33 educational aides and 22 administrators. The table below shows the ethnic distribution of the North Shore High School staff.

Teacher Ethnicity	Percentage
African American	35%
Hispanic	20%
Anglo	36%
Asian	2%

The State Board of Educator Certification reflects 17 teachers at North Shore High School have earned an ESL certification. 13 of the ESL certified teachers are in the English or Special Education department. Only 5% of teachers are Special Education certified. North Shore High School teachers have an average of 10.1 years of experience. The table below reflects the North Shore High School teaching experience into categories as reported by the 2016-2017 and 2015-2016 TAPR reports.

Years of Experience	Percentage 2017	Percentage 2016
Beginning	10.1	7.4
1-5 Years Experience	33.0	33.1
6-10 Years Experience	18.3	18.7
11-20 Years Experience	24.6	26.6
Over 20 Years Experience	14.0	14.2
Average	10.1	10.3

The table below displays the percentage of teachers by highest degree held according to the 2016-2017 TAPR report.

Degree Held	Percent
Bachelors	62.8
Masters	32.5
Doctorate	3.1
No Degree	1.6

According to the campus needs assessment survey, there is a need to improve: communication between the staff and administration, individualized staff developments, and consistency in implementing the Foundations Program. The campus needs assessment committee believes a more consistent Foundations Program will lead to increased staff morale and higher retention rates.

### **Staff Quality, Recruitment, and Retention Strengths**

Many opportunities for new teachers for staff development.

New, research based instructional strategies are introduced annually.

Strong systems in place for feedback on performance (i.e. power walks, walk throughs, etc).

Service Awards program provide \$300 for every 5 years of service

Mentoring programing for all new teachers

\$2000 Master's Degree Incentive

\$4000 Doctoral Degree Incentive

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** There are few opportunities for teachers to collaborate. **Root Cause:** Most staff development sessions are lecture orientated sessions from administrators and teachers are given few opportunities to learn from one another.

**Problem Statement 2:** Teachers do not readily support new instructional initiatives. **Root Cause:** Teachers struggle with managing multiple initiatives and are often overwhelmed with implementation.

**Problem Statement 3:** Beginning teachers are not supported by their designated mentor teachers. **Root Cause:** Mentors need additional training.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

North Shore High School is committed to effectively implementing the district's curriculum. The campus instructional staff is divided into 9 departments- Math, Science, Social Studies, English, Fine Arts, Special Education, Athletics, Languages Other Than English (LOTE) and Career and Technology Education (CTE). Each department is assigned a department chair; within each department, are content leaders who lead instructional planning. Generally, each campus is equipped with an English, Science, Math and Technology instructional specialist. During the 2018-2019 school year, the Math, Science and English specialists will serve at both the 10th Grade Center and the Senior High. There is currently no Social Studies instructional specialist. The specialists work closely with their departments to ensure proper planning and the use of best instructional practices. Curricula for all departments are housed in the "Curriculum Corner" found on the GPISD website. The curricula for core contents include 4, district-required common assessments, 2 unit assessments, 1 semester exam, and 1 district assessment. These assessments are often STAAR released tests. Instructional specialists and program directors review, reflect and revise curricula documents each summer. All teachers have access to Curriculum Corner 24 hours a day.

During the 2017-2018 school year, core teachers held goal setting conferences with their appraisers to set overall approaches, meets, and masters EOC goals. North Shore High School teachers perform in depth analysis of student data after each common assessment using the data reflection form. Teachers participate in data reflection meetings to review and revise their lessons. Core teachers schedule individual goal setting conferences with their students and recognize students who reach their goals.

North Shore High School works daily to provide interventions for its students not successful on the STAAR exam. Re-testers are placed in remediation/support classes to assist them in passing the STAAR test. In addition, re-testers are placed in EOC sections of the content area where they have failed STAAR. North Shore High School offers weekly after school and Saturday tutorials for these students. Senior re-testers are encouraged to complete IGC projects while they continue to retest. The IGC committee determines if they will graduate based on 15 required criteria. IGC students are provided separate IGC tutorials to assist them with completion of their projects. There were 75 seniors eligible to graduate on IGC during the 2017-2018 school year. A large portion of these students were ELL.

North Shore High School is committed to employing innovative strategies to meet the needs of its growing population of SpEd and ELL students. During the 2018-2019 school year, North Shore Senior High will incorporate a cross curricular team of specially trained teachers in the area of Sheltered Instruction strategies. The technology instructional specialists will work very closely with this team to provide technology integration strategies for these teachers. The goal is to ensure all beginning and intermediate ELL students receive intense sheltered instructional strategies in each of their core classes. North Shore High School is working to ensure general education teachers and co-teachers are assigned the same planning period to plan for specially designed instruction for Special Education students.

North Shore High School provides various opportunities for students to demonstrate college readiness in its master schedule. GPISD maintains an "open-enrollment" policy for its advanced placement classes. Any student may enroll in a Pre-AP or an AP course of their choosing. However, students are not required to take the AP exams. The 2017-2018 school year marks the first year 9th Grade students were able to take an AP class- AP Human Geography. During the 2018-2019 school year, North Shore High School will add AP Environmental Science course to its repertoire of AP Science classes. AP



teachers use assessment data to recommend students to take the AP exam. They hold weekly after school and Saturday tutorials. North Shore High School is working to improve participation rates for AP exams.

North Shore Senior High School Dual Credit course enrollment has increased significantly. Students who meet the requirements are able to enroll in courses at North Shore Senior High/San Jacinto College North Campus and receive both college/high school credit towards graduation. North Shore Senior High School allows its students to take dual credit US History. As a result, North Shore incorporated additional lessons on Fridays when dual credit students are on campus to ensure they score at the masters level on the US History EOC exam. While North Shore High School scores in the top half of its comparison group for SAT/ACT performance, the average SAT/ACT score is below the state average. The ACT/SAT participation rates need to increase i.e. more student need to take these tests.

The 2017-2018 school year completes the the 4th year of using the Fundamental 5 as the campus wide instructional improvement model. All new teachers are required to receive training on the Fundamental 5. All 3 campuses are using the Fundamental 5 model, Power Walk Systems, and coaching to provide feedback. Administrators, specialists and department chairs perform power walks to collect data on each teacher's use of the Fundamental 5 practices (lesson framing, work in the powerzone, critical writing, frequent small group purposeful talk, and recognition and reinforcement).. Administrators hold 5 coaching cycles with their teachers to monitor the effective implmentation of the Fundamental 5 and their personal goals. During the 2018-2019 school year, North Shore High School will incorporate a testing module in the Power Walk System to collect data on the teachers' use of in-class supports and testing accommodations for students.

North Shore changed its school day to block scheduling during the 2017-2018 school year; whereby, students attend periods 1 through 4 on Monday and Wednesday. They attend periods 5 through 8 on Tuesdays and Thursdays; Fridays are interchangeable. According to the campus needs assessment survey, teachers are concerned about the negative effects of block scheduling on student achievement. Block scheduling hinders the communication teachers have with students because they may not be able to see them for an extended period of time due to holidays or campus events. Some students do not have the skills that they need to recall/retain information for extended periods of time. Teachers are frustrated with block scheduling.

### **Curriculum, Instruction, and Assessment Strengths**

Instructional specialists revise curricula each summer based on State Accountability results.

More students are passing English I, English II, and Algebra I EOC

All new teachers are assigned a mentor.

Meets and Masters EOC performance increased in nearly all tested areas.

Weekly professional learning cohorts and support sessions for teachers.

The Fundamental 5 Improvement Model is strong- this is the 4th year of implementation.

Strong participation and completion rates in AP, Dual Credit and CATE courses.

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** We will increase the implementation of sheltered strategies and specially designed instruction for our ELL and SpEd students. **Root Cause:** Lack of intentional planning and PLC time for instructors

**Problem Statement 2:** Too many students not prepared for college and/or careers. **Root Cause:** Current curricula does not include college preparation activities in on-level courses.

## Parent and Community Engagement

### Parent and Community Engagement Summary

North Shore High School is dedicated to maintaining a strong partnership with its families and surrounding community members. North Shore High School incorporates parent volunteers each morning to greet students and participate in other activities throughout the day. These parent volunteers are recruited and trained by the campus parent volunteer coordinator. According to the campus needs assessment committee, there is still a need for increased family and community involvement. For example, the committee reports a need to develop new community partnerships and improve current community partnerships. They report a lack of presence of community members at school events. Developing partnerships would greatly improve the community, parent and campus relationship. In addition, the committee reported a need for a stronger communications system with parents and the surrounding community. A stronger communications system will help integrate all stakeholders in student success. Moreover, North Shore High school should continue to send callouts and host parent nights in both English and Spanish. The campus needs assessment committee also reports a need to improve beginning of the year activities to motivate and excite, students, parents and community members about the upcoming school year. Lastly, the committee reports a need to increase visibility of district officials at evening meetings designed for parents (i.e. parents would like to see more central office officials).

### Parent and Community Engagement Strengths

There is a district student handbook that is updated annually. It is located on the district and campus webpage in both English and Spanish.

There are some community/business partnerships in place.

We have a designated "Key Communicator" to communicate information to the central office and to parents via various social media outlets.

We host some Spanish only meetings with parents.

We ask for the completion of surveys following all campus events to gather data and identify areas of need/improvement.

We have a full-time, paid Parent Volunteer Coordinator.

We have an Open House, curriculum night, dual credit parent overview, top 10% night, AP nights, college fair, and career fair.

### Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** North Shore High School needs to develop more partnerships with the community. **Root Cause:** There are limited opportunities to

build relationships with the school.

**Problem Statement 2:** Parents are not as actively involved at the high school level. **Root Cause:** Parents report they do not feel welcomed.

**Problem Statement 3:** North Shore High needs to use a variety of strategies to communicate with parents. **Root Cause:** Parents ignore call outs and may not follow campus social media outlets.

**Problem Statement 4:** Parents find it difficult to reach teachers for parent conferences. **Root Cause:** Teachers do not have updated voicemail messages nor phone extensions.

## **School Context and Organization**

### **School Context and Organization Summary**

North Shore High School's organization and various programs in the school all work together to build and strengthen the overall performance of the teachers and students. The Foundations Program outlines operational and safety protocols and procedures. It addresses student dress code, tardies and overall campus safety. The foundations committee collects and analyzes data on the programs effectiveness.

In the 2018-2019 School year, North Shore High School will serve its students on 3 campuses. Each campus is staffed with its own Principal, Associate Principal of Operations and Associate Principal of Curriculum and Instruction. North Shore Senior High will begin the 2018-2019 school year with a Deputy Principal. Administrative teams are divided into grade levels and they are responsible for serving and supporting their assigned groups of students. Administrators are partnered with counselors who work together to ensure the socio-emotional and academic success of their students. The campus instructional staff is divided into 8 departments- Math, Science, Social Studies, English, Fine Arts, Special Education, Languages Other Than English (LOTE) and Career and Technology Education (CTE). Each department is assigned a department chair. The North Shore High School 10th Grade center will utilize areas of the Senior High for their Fine Arts, Athletics, LOTE, Life Skills, FOCUS, and CTE instruction. Also, 10th Graders will utilize the Senior High library. 10th Graders will have unique badges to easily identify them. To accommodate the influx of 10th grade student entry, North Shore Senior High is undergoing construction to create 2 additional entry points on the North Side of the building to ease the flow of 10th Grade students into the Senior High. Construction will be complete in time for the 2018-2019 school year. 12th Grade students will be primarily located on the south side of the campus while Juniors will remain on the north side. The North Shore 10th Grade Center and North Shore Senior High recognize the importance of consistent and effective communication between both campuses as it relates to drills and student safety protocols.

North Shore High School maintains safety as its number 1 priority. Each campus is assigned full-time deputies. Deputies assist with maintaining a presence in the hall to deter disciplinary incidents, build relationships with students and assist with maintaining overall student safety. As an additional safety measure, parents and other visitors are required to report to the main office and run their identification through the Raptor system for safety reasons. Each year, students and staff are trained to keep a watchful eye of individuals who do not have either a district badge or visitor's pass.

As a part of the Foundations Program, North Shore High School utilizes its faculty and staff to support student safety. They are assigned areas to monitor in the mornings, afternoons and during passing periods. Each hallway has a "hall captain-" a teacher responsible for ensuring staff presence in each hallway. The campus needs assessment committee reports a need to improve staff presence during duty times. In addition, the committee reports a need for more staff input when creating the duty schedules and consistent accountability for the staff members that do not attend there duty.

### **School Context and Organization Strengths**

The campus has good systems and process to monitor student safety.

The teachers work well together and with campus leadership to establish a common approach to maintaining student safety.

The Foundations Programs is a strong system for ensuring the safety and complete operation of the campus.

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Students and parents are often not aware of the campus/teacher expectations. **Root Cause:** There is often a delay between the assessment, data evaluation, and communication with the students and parents.

**Problem Statement 2:** Staff and students are not at their assigned duty areas consistently. **Root Cause:** Administrators and duty captains are not consistently monitoring and holding staff accountable for being on duty.

# Technology

## Technology Summary

North Shore High School staff and students have access to a variety of technology to enrich instruction. Every classroom is equipped with an overhead projector, screen and elmo. Teachers have the opportunity to utilize additional technology such as promethean boards, smartboards and responsive technology by submitting a proposal to the Technology Instructional Specialists (TIS). During the 2017-2018 school year, a few select teachers were chosen to pilot the View Sonic interactive panels in their classrooms. The TIS heavily support these classroom teachers. During the 2016-2017 school year, an update in accountability allowed for students to use online supports on their EOC exams. As a result, North Shore Senior High began a chrome book initiative to increase students' time learning with online supports. North Shore Senior High now has 862 chromebooks. The North Shore 10th Grade campus will serve as a "technology hub." Each teacher will receive a state of the art Clear Touch Interactive Panel in each of their classrooms as well as a chromebook cart. Each year teachers complete their HB5 required technology lessons. 100% of core teachers successfully complete their HB5 requirements. This year, North Shore Senior High had 20 teachers to become google certified. Technology is used in a variety of forms at North Shore High School. For example, we use it to promote literacy. ELL students receive language support and online vocabulary resources to assist them in reading comprehension. Online resources, such as News ELA and Common Lit, support literacy. Technology is also used to promote safety and monitor discipline. Skyward, our campus student information management system, is also used to provide meaningful communication with parents with its email capabilities. At North Shore High School, technology has proven to be a great resource in developing 21st century classrooms and global learners. We use it to promote literacy, enhance safety and engage students in relevant life lessons.

The TIS makes every effort to ensure equitable distribution of technology across departments. The table below outlines the distribution of technology resources at North Shore Senior High School for the 2019 school year.

Chrome Cart	Owner	Dept	# Devices	Teacher 2019	Conf. Pd.
NSSH Campus Carts					
Chrome Cart 1	Technology	ELA	30		4
Chrome Cart 2	Technology	Math	35	Gaddis	1
Chrome Cart 3	Technology	Science	30		7
		Social			
Chrome Cart 4	Technology	Studies	30		5
Chrome Cart 5	Technology	ELA	30	Cherin, J	5
Chrome Cart 6	Technology	LOTE	30	Cuevas, M	1
Chrome Cart 7	Technology	Science	30	Ellis, J.	8
Chrome Cart 8	Technology	Math	30	Macias	3
		Social			
Chrome Cart 9	Technology	Studies	30	Garrett, V.	2

Chrome Cart 10	Technology	Math	30		2
Chrome Cart 11	Technology	Science Social	30		
Chrome Cart 12	Technology	Studies	30	Villalobos, Y	
Chrome Cart 13	Technology	ELA	30	Watson	
Chrome Cart 14	Technology	LOTE	30		
NSSH Dept. Carts					
Chrome Cart A	1	BIL	30	Gupta	8
Chrome Cart B	2	Science	Science		6
Chrome Cart C	3	Math	Math	Bunquin, M	7
Chrome Cart D	4	CTE	CTE		8
Chrome Cart E	5	CTE	CTE	May-Sexton, A	8
Chrome Cart F	6	BIL		Barnett	7
Chrome Cart G	7	BIL		New Science	1
Chrome Cart H	8	Science	Science		3
Chrome Cart I	9	SPED	SPED		4
Chrome Cart J	10	CTE	CTE	McKinney	3
			Title IV		
Chrome Cart K	11	CTE	grant	J. Hernandez	2
			Title IV		
Chrome Cart L	12	CTE	grant	C. Simmons	4
Chrome Cart M	13	BIL		Wilson	
				Laxen / Flores,	
Chrome Cart N	14	SPED	SPED	A.	
Chrome Cart O	15	BIL		Jones	
Chrome Cart P		CTE	CTE	NS10 Mireles	3
				NS10	
Chrome Cart Q		CTE	CTE	Lovinggod	6
Chrome Cart R	16	Math	Math	Persails	
NSSH Dept. Boxes					
Chrome Box I		Math	Math	Math Dept.	
Chrome Box II		AVID	CTE	Lloyd	3
Chrome Box III		AVID			
			Grant -		
Chrome Box IV		Science	King	King	

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## Technology Strengths

Some strengths include

Technology Instructional Specialists assist new teachers in using technology in their classrooms.

The number of millenials in the faculty is growing and are more comfortable with using technology in their daily instruction.

There are numerous chromebooks available for use.

The 10th Grade campus will be equipped with brand new technology.

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Technology use is not consistent across all classrooms. **Root Cause:** Administrators have not established guidelines on technology use in the classroom.

**Problem Statement 2:** Teachers find it difficult to use technology to analyze their data **Root Cause:** Teachers are not required to attend Aware data training.

**Problem Statement 3:** Only a few teachers are given the newest technology. **Root Cause:** Lack of teacher interest in using technology.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- 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, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Gifted and talented data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

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

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

# Goals

Revised/Approved: June 22, 2018

**Goal 1: North Shore High School will provide a safe, productive and healthy learning/working environment for students and staff.**

**Performance Objective 1:** North Shore High School will reduce its number of disciplinary referrals by 5% compared to 2017-2018 school year.

**Evaluation Data Source(s) 1:** NSSH TTESS Analysis





Power Walk Data

Teacher Surveys

Discipline Report Data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) North Shore High School Administrators will conduct at least one walk through of all of its teachers by December 1st and identify any teachers who struggle with classroom management.</p>	2.5, 2.6	Administrators,	Struggling teachers will improve their relationship with students.				
<p>Problem Statements: School Culture and Climate 1            Funding Sources: 199 - Local - 500.00</p>							
<p><b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) Struggling teachers will be allowed a half day to observe an effective teacher.</p>	2.6	Administrators	North Shore High School will experience a reduction in the number of office referrals and an increase in instructional time.				
<p>Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1            Funding Sources: 199 - Local - 2000.00</p>							

<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>3) North Shore Senior High Administrators will identify teachers who struggle with classroom management and send them to at least one classroom management training session sponsored by the District's Professional Development department.</p>	2.6	Campus Disciplinary Officer	<p>Increase in school climate Increase in effective instruction Increase in student achievement Increase in teacher-student relationship.</p>				
<p style="text-align: center;">  = Accomplished          = Continue/Modify          = No Progress          = Discontinue       </p>							

**Performance Objective 1 Problem Statements:**


<b>School Culture and Climate</b>
<p><b>Problem Statement 1:</b> Teachers and students need to feel supported. <b>Root Cause 1:</b> There needs to be more positive relationships between students, teachers, and administrators.</p>
<b>Staff Quality, Recruitment, and Retention</b>
<p><b>Problem Statement 1:</b> There are few opportunities for teachers to collaborate. <b>Root Cause 1:</b> Most staff development sessions are lecture orientated sessions from administrators and teachers are given few opportunities to learn from one another.</p>

**Goal 1:** North Shore High School will provide a safe, productive and healthy learning/working environment for students and staff.

**Performance Objective 2:** North Shore High School will increase the percentage of staff members reporting North Shore to be a safe and positive workplace by 2% according to the campus needs assessment survey

**Evaluation Data Source(s) 2:** Campus Needs Assessment Survey

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 6  1) North Shore High School will implement the "No Place for Hate" program.	2.6	Counselor Assigned	Build more positive relationships between students, teachers, administrators, and all other stakeholders.				
Problem Statements: Parent and Community Engagement 1 Funding Sources: 199 - Local - 4500.00							
<b>Critical Success Factors</b> CSF 3 CSF 6  2) North Shore High School will conduct Foundation meetings to reflect and revise protocols for safety drills and staff presence.		Safety and Foundations Administrator.	Emergency drills will be completed more efficiently. Students and teachers will become more knowledgeable about maintaining daily proper safety measures				
Problem Statements: School Context and Organization 2 Funding Sources: 199 - Local - 2500.00							
							

**Performance Objective 2 Problem Statements:**

<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> North Shore High School needs to develop more partnerships with the community. <b>Root Cause 1:</b> There are limited opportunities to build relationships with the school.
<b>School Context and Organization</b>
<b>Problem Statement 2:</b> Staff and students are not at their assigned duty areas consistently. <b>Root Cause 2:</b> Administrators and duty captains are not consistently monitoring and holding staff accountable for being on duty.

**Goal 1:** North Shore High School will provide a safe, productive and healthy learning/working environment for students and staff.

**Performance Objective 3:** North Shore High School staff will be on duty each morning, afternoon and during passing periods.

**Evaluation Data Source(s) 3:** Weekly Duty Check Reports  
Campus Needs Assessment Survey

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 6  1) North Shore High School will assign morning and afternoon duty areas based on the strengths of its staff.		Duty Administrator	High risk areas are properly monitored by strong staff members.				
	Problem Statements: School Context and Organization 2						
2) North Shore High School will perform daily and/or weekly duty checks.		Duty Administrator	Increased presence of staff during high risk times				
	Problem Statements: School Context and Organization 2						

**Performance Objective 3 Problem Statements:**

School Context and Organization
<b>Problem Statement 2:</b> Staff and students are not at their assigned duty areas consistently. <b>Root Cause 2:</b> Administrators and duty captains are not consistently monitoring and holding staff accountable for being on duty.

**Goal 2: North Shore High School will provide information and opportunities to assist students in preparing for college and careers.**





**Performance Objective 1:** We will increase the average ACT score of 18.6 to the state average of 20.3

**Evaluation Data Source(s) 1:** TAPR

Campus Needs Assessment

Practice ACT test scores

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 1) North Shore Senior High 11th and 12th grade Math and English teachers will utilize ACT prep questions as warm ups twice week.	2.5	Teachers, Specialist, Administrators	Increase in student college and career readiness through participation and performance.				
	Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: 199 - Local - 2000.00						
<b>Critical Success Factors</b> CSF 1 CSF 2 2) North Shore Senior High 12th Grade English IV/College Prep courses will perform ACT goal setting conferences with its students.	2.4	English Administrator, English Specialists, Associate of Curriculum and Instruction.	Students are more knowledgeable about components of the ACT and will develop a plan to be successful.				
	Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: 199 - Local - 0.00						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Performance Objective 1 Problem Statements:**

**Curriculum, Instruction, and Assessment**

**Problem Statement 2:** Too many students not prepared for college and/or careers. **Root Cause 2:** Current curricula does not include college preparation activities in on-level courses.



**Goal 2:** North Shore High School will provide information and opportunities to assist students in preparing for college and careers.

**Performance Objective 2:** 20% of students will pass the TSIA.

**Evaluation Data Source(s) 2:** Math and English Common Assessment Data  
2018 TSIA Score Report

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2  1) Enroll students who have not shown college readiness into a college prep Math or College prep English course.	2.4, 2.6	Associate principal of curriculum and instruction, Counselors, and Specialists.	Students will be exposed to a curriculum geared towards being successful on the TSIA. Students will increase their college opportunities and will not have to take remediation courses.				
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2  2) North Shore Senior High will incorporate a practice TSIA activity as a part of the Intense Algebra and English IV curriculum.	2.4	Math Specialists, English Specialist and Associate of Curriculum and Instruction.	Students will be exposed to a curriculum geared towards being successful on the TSIA. Students will increase their college opportunities and will not have to take remediation courses.				
Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: 199 - Local - 0.00							

**Performance Objective 2 Problem Statements:**

<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 2:</b> Too many students not prepared for college and/or careers. <b>Root Cause 2:</b> Current curricula does not include college preparation activities in on-level courses.

### Goal 3: North Shore High School will ensure student growth in the tested areas.

**Performance Objective 1:** North Shore High School will increase the English I and II passing rate for primary testers to 75%

**Evaluation Data Source(s) 1:** Unit Assessments

Semester Exams

District Assessments

2017 TAPR Report

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6  1) North Shore 10th Grade Center will enroll re-tester students into an on-level core course and 1 remediation course.	2.4, 2.5, 2.6	Associate of Curriculum and Instructional Specialists.	With the renewed focus on students excelling beyond the Approaches standard, we expect re-testers to show greater than expected progress as a result of their being surrounded by students closer to their own level of achievement				
Problem Statements: Demographics 2 - Student Achievement 5 Funding Sources: 211 - ESEA Title I, Part A - 7242.31							

#### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 2:</b> The at-risk percentage is 11 percent higher than the state average of 49%. <b>Root Cause 2:</b> English EOC primary tester passing rate is low and interventions are ineffective.
Student Achievement
<b>Problem Statement 5:</b> The English II EOC performance is consistently performed below the state for the last 5 years. <b>Root Cause 5:</b> English re-testers are not receiving effective interventions

**Goal 3:** North Shore High School will ensure student growth in the tested areas.

**Performance Objective 2:** Each EOC tested content area will increase their Masters level performance to meet that of the state by the end of the 2018-2019 school year.

**Evaluation Data Source(s) 2:** TAPR





EOC results

Unit Assessments

Semester Exams

District Assessments

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2  1) North Shore High School will conduct weekly Masters tutorials for their students within 5 points of the Masters performance.	2.4, 2.5	Department chairs will turn in targeted tutorial plans each semester outlining their tutorial schedules.	We expect for there to be a steady increase in masters level performance after each common assessment.				
	Problem Statements: Student Achievement 3 Funding Sources: 199 - Local - 0.00, 211 - ESEA Title I, Part A - 7242.31						
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2  2) Students and teachers will set and review Masters goals.	2.4, 2.6	Associate of Curriculum and Instruction, Instructional Specialist.	Advanced students will continue to work towards progress.				
	Problem Statements: Student Achievement 3						
3) Teachers will cycle US History lessons on Fridays for US History Dual Credit students	2.4	Administrators will conduct at least 10 power walks each Friday into the Dual Credit classrooms.	US History Dual Credit students will increase their master performance by 5% points from the previous year. The teaching team will have a shared responsibility for these students' test results.				
	Problem Statements: Student Achievement 4						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 3:</b> English I and English II Masters performance of 3% are below the states average of 8%. <b>Root Cause 3:</b> The scope and sequence of Pre-AP English does not meet the rigor of the tested TEKS.
<b>Problem Statement 4:</b> US History masters level performance of 28% is ranked in the bottom half of our comparison schools. <b>Root Cause 4:</b> Dual credit students are not exposed to US History TEKS as compared to Advanced Placement and On-Level US History students.

**Goal 3:** North Shore High School will ensure student growth in the tested areas.

**Performance Objective 3:** ELA scores for LEP students will increase by 4% points each year and will meet safeguards by the year 2020.

**Evaluation Data Source(s) 3:** TAPR Reports



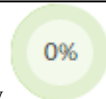

Unit Assessments

Semester Exams

District Assessments

EOC results

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7  1) NSSH will create a cross curricular team of teachers who will provide visual, interactive teaching for accelerating learning to all beginning and intermediate LEP students.	2.4, 2.5, 2.6	The members of the team will participate in a data debriefing each six weeks to discuss the progress of its beginning and intermediate LEP students.	We expect LEP students will received highly sheltered instruction in each of their core classes resulting in accelerated language proficiency as evident on the TELPAS exam.				
	Problem Statements: Student Achievement 1 Funding Sources: 199 - Local - 0.00, 211 - ESEA Title I, Part A - 3621.15						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  2) Core content teachers will use Kerzweil at least twice a week during instruction.	2.4, 2.6	Instructional Specialists	Students will become comfortable with online supports.				
	Problem Statements: Technology 1						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Performance Objective 3 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> North Shore High School LEP students failed to meet safeguards in English Language Arts. <b>Root Cause 1:</b> Teachers are not effectively implementing sheltered strategies across all contents.

## Technology

**Problem Statement 1:** Technology use is not consistent across all classrooms. **Root Cause 1:** Administrators have not established guidelines on technology use in the classroom.

**Goal 3:** North Shore High School will ensure student growth in the tested areas.

**Performance Objective 4:** NSSH will experience a 4% increase in SpEd approaches performance in all EOC tested areas.

**Evaluation Data Source(s) 4:** TAPR  
NSSH Power Walk Data

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Feb	May
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7  1) Co-Teachers and General and education teachers will be assigned a common planning period.	2.4, 2.5, 2.6	The master schedule will reflect common planning periods. We will check this on a semesterly basis,	SpEd d and general education teachers will learn content and specially designed instruction from one another. They will each become more versed in proper differentiation strategies.				
	Problem Statements: Student Achievement 2 Funding Sources: 211 - ESEA Title I, Part A - 3621.15						
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2  2) Special Education teachers in tested content areas will perform goal setting conferences with each of the SpEd students.	2.4, 2.6	Content Administrators	Special Education students will internalize the need to show progress and actively work towards meeting their goals.				
	Problem Statements: Student Achievement 2						

**Performance Objective 4 Problem Statements:**

Student Achievement
<b>Problem Statement 2:</b> North Shore High School Special Education students are failing to meet safeguards in all contents. <b>Root Cause 2:</b> General education teachers are not effectively implementing specially designed instruction to Special Education students.

**Goal 3:** North Shore High School will ensure student growth in the tested areas.

**Performance Objective 5:** North Shore High School will receive a 90% average of its approaches, meets and masters scores.

**Evaluation Data Source(s) 5:** TAPR Reports

Unit Assessments

Semester Exams

District Assessments

EOC results

student Data

Accountability Letter Grade Designation

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) North Shore High School EOC teachers will complete goal setting conferences with all students</p>	2.4, 2.6	Associate Principal of Curriculum and Instruction, Instructional Specialists, Content Assistant Principals	Students will show increased progress after each common assessment.				
				<p>Problem Statements: Student Achievement 1, 2, 3, 4, 5 Funding Sources: 211 - ESEA Title I, Part A - 6273.08</p>			
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) North Shore High School will create an Instructional Leadership Team to review, reflect and revise strategies for student success.</p>	2.4, 2.6	Associate of Curriculum and Instruction, Instructional Specialists,					
			<p>Problem Statements: Student Achievement 1, 2, 3, 4, 5 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: 199 - Local - 0.00</p>				
<p>3) North Shore High School administrators will set approaches, meets and masters goals with EOC teachers and regularly review their progress towards their goals.</p>	2.4, 2.6	Associate Principal of Curriculum and instruction, Content Assistant Principals.	Teachers are knowledgeable about their students' progress at all times.				
				<p>Problem Statements: Student Achievement 1, 2, 3, 4, 5</p>			



4) North Shore High School core teachers will be trained on how to utilize Aware data reports and effectively identify instructional implications.	2.4, 2.6	Associate Principal of Curriculum and Instruction and Instructional Specialists.	Teachers will be able adjust lesson plans to meet individual student needs.				
	Problem Statements: Student Achievement 1, 4, 5 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1 - Technology 1, 2						

**Performance Objective 5 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 1:</b> North Shore High School LEP students failed to meet safeguards in English Language Arts. <b>Root Cause 1:</b> Teachers are not effectively implementing sheltered strategies across all contents.
<b>Problem Statement 2:</b> North Shore High School Special Education students are failing to meet safeguards in all contents. <b>Root Cause 2:</b> General education teachers are not effectively implementing specially designed instruction to Special Education students.
<b>Problem Statement 3:</b> English I and English II Masters performance of 3% are below the states average of 8%. <b>Root Cause 3:</b> The scope and sequence of Pre-AP English does not meet the rigor of the tested TEKs.
<b>Problem Statement 4:</b> US History masters level performance of 28% is ranked in the bottom half of our comparison schools. <b>Root Cause 4:</b> Dual credit students are not exposed to US History TEKs as compared to Advanced Placement and On-Level US History students.
<b>Problem Statement 5:</b> The English II EOC performance is consistently performed below the state for the last 5 years. <b>Root Cause 5:</b> English re-testers are not receiving effective interventions
<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Teachers and students need to feel supported. <b>Root Cause 1:</b> There needs to be more positive relationships between students, teachers, and administrators.
<b>Curriculum, Instruction, and Assessment</b>
<b>Problem Statement 1:</b> We will increase the implementation of sheltered strategies and specially designed instruction for our ELL and SpEd students. <b>Root Cause 1:</b> Lack of intentional planning and PLC time for instructors
<b>Problem Statement 2:</b> Too many students not prepared for college and/or careers. <b>Root Cause 2:</b> Current curricula does not include college preparation activities in on-level courses.
<b>Technology</b>
<b>Problem Statement 1:</b> Technology use is not consistent across all classrooms. <b>Root Cause 1:</b> Administrators have not established guidelines on technology use in the classroom.
<b>Problem Statement 2:</b> Teachers find it difficult to use technology to analyze their data <b>Root Cause 2:</b> Teachers are not required to attend Aware data training.

**Goal 3:** North Shore High School will ensure student growth in the tested areas.

**Performance Objective 6:** North Shore Senior High will provide recognition to staff whose students show growth on common and district assessments according to teacher and student goal forms.

**Evaluation Data Source(s) 6:** Unit Assessment Data

District Assessment Data

Semester Exam Data

**Summative Evaluation 6:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6  1) North Shore Senior High School will recognize teachers whose students have shown growth throughout their common assessments to reach their EOC goals.	2.4, 2.6	Associate Principal of Curriculum Culture and Climate AP Instructional Specialists	Students will reach the campus EOC goals.				
				Problem Statements: School Culture and Climate 1			
2) North Shore Senior High School will recognize students who've met their EOC goals.	2.4, 2.6	Associate Principal of Curriculum Culture and Climate AP Instructional Specialists	Students will reach the campus EOC goals.				
				Problem Statements: Student Achievement 1, 2, 3, 4, 5 - School Culture and Climate 1			

**Performance Objective 6 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> North Shore High School LEP students failed to meet safeguards in English Language Arts. <b>Root Cause 1:</b> Teachers are not effectively implementing sheltered strategies across all contents.



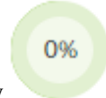

<b>Problem Statement 2:</b> North Shore High School Special Education students are failing to meet safeguards in all contents. <b>Root Cause 2:</b> General education teachers are not effectively implementing specially designed instruction to Special Education students.
<b>Problem Statement 3:</b> English I and English II Masters performance of 3% are below the states average of 8%. <b>Root Cause 3:</b> The scope and sequence of Pre-AP English does not meet the rigor of the tested TEKs.
<b>Problem Statement 4:</b> US History masters level performance of 28% is ranked in the bottom half of our comparison schools. <b>Root Cause 4:</b> Dual credit students are not exposed to US History TEKs as compared to Advanced Placement and On-Level US History students.
<b>Problem Statement 5:</b> The English II EOC performance is consistently performed below the state for the last 5 years. <b>Root Cause 5:</b> English re-testers are not receiving effective interventions
<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Teachers and students need to feel supported. <b>Root Cause 1:</b> There needs to be more positive relationships between students, teachers, and administrators.

**Goal 3:** North Shore High School will ensure student growth in the tested areas.

**Performance Objective 7:** North Shore Senior High will ensure all subpopulations meet TEA meets performance targets with a concentration on Asian performance in Reading.

**Evaluation Data Source(s) 7:** District Common Assessments  
2019 Closing the Gaps Status Table

**Summative Evaluation 7:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2  1) North Shore Senior High School will track student performance by subpopulation.	2.4, 2.6	Instructional Specialists and Associate of Curriculum and Instruction	Increased achievement of students in low performing subpopulations.				
	Problem Statements: Student Achievement 3, 5						
<b>Comprehensive Support Strategy</b> <b>Targeted Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2  2) North Shore Senior High School English Teachers will perform goal setting conferences with students and set a goal of "Meets" or higher for all students primary testing and enrolled in English II onlevel and Pre AP course.	2.4, 2.5, 2.6	Instructional Specialists and Associate Principal	All students will meet targets for their subpopulations.				
	Problem Statements: Student Achievement 3, 5						
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**Performance Objective 7 Problem Statements:**

<b>Student Achievement</b>
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**Problem Statement 3:** English I and English II Masters performance of 3% are below the states average of 8%. **Root Cause 3:** The scope and sequence of Pre-AP English does not meet the rigor of the tested TEKs.

**Problem Statement 5:** The English II EOC performance is consistently performed below the state for the last 5 years. **Root Cause 5:** English re-testers are not receiving effective interventions

**Goal 4: North Shore High School will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.**

**Performance Objective 1:** Increase the number of students participating in the extracurricular/organizational opportunities offered on the campus.

**Evaluation Data Source(s) 1:** Campus Needs Assessment  
 Program Enrollment Data  
 Principal Advisory Survey

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>Critical Success Factors</b> CSF 6  1) Host a "Club & Organization Fair" during the first 6 weeks of school to provide information and enrollment opportunities.		Counselor Assigned	Increase knowledge of and participation in campus opportunities.				
Problem Statements: School Culture and Climate 3							

**Performance Objective 1 Problem Statements:**



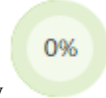

School Culture and Climate
<b>Problem Statement 3:</b> There are not enough students participating in the extracurricular/organizational opportunities offered on the campus. <b>Root Cause 3:</b> There is a lack of participation in beginning of the year orientation events.

**Goal 4:** North Shore High School will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

**Performance Objective 2:** North Shore High School will have 4 club/organization presentations throughout year.

**Evaluation Data Source(s) 2:** Club/organization rosters

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) North Shore 9th Grade Center, 10th Grade Center and Senior High will host a clubs/organizations fair during its orientation activities.</p>	2.6, 3.1	Club Sponsor Adminstrator	Increased program participation				
<p>Problem Statements: School Culture and Climate 1, 3 - Parent and Community Engagement 1, 2 Funding Sources: 199 - Local - 1000.00</p>							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) North Shore High School will recognize students who excel in UIL activities via biweekly newsletter and/or social media outlets.</p>	3.1, 3.2	Assigned Administrator	Increase in program participation				
<p><b>PBMAS</b> <b>Critical Success Factors</b> CSF 6</p> <p>3) North Shore Senior High School will host an end of the year leadership banquet for club and student organization leaders.</p>		Assigned Administrator	Increased participation in extracurricular sponsor.				
<p>Funding Sources: 199 - Local - 2000.00</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 2 Problem Statements:**

<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Teachers and students need to feel supported. <b>Root Cause 1:</b> There needs to be more positive relationships between students, teachers, and administrators.
<b>Problem Statement 3:</b> There are not enough students participating in the extracurricular/organizational opportunities offered on the campus. <b>Root Cause 3:</b> There is a lack of participation in beginning of the year orientation events.
<b>Parent and Community Engagement</b>

**Problem Statement 1:** North Shore High School needs to develop more partnerships with the community. **Root Cause 1:** There are limited opportunities to build relationships with the school.

**Problem Statement 2:** Parents are not as actively involved at the high school level. **Root Cause 2:** Parents report they do not feel welcomed.



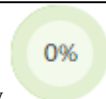



**Goal 5: North Shore High School will have a 96.5% or higher student attendance rate and a 97% or higher teacher attendance rate.**

**Performance Objective 1:** North Shore High School will increase 6th Six Weeks attendance from 92.9% to 94.5%

**Evaluation Data Source(s) 1:** Six Weeks Attendance data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative		Summative	
				Oct	Dec	Feb	May
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) North Shore High School will increase attendance incentives for students during the last 3 weeks of school.</p>	2.5, 2.6	Attendance Administrators	Increased performance on final exams as students will be present for exam reviews.				
<p>Problem Statements: Demographics 1 Funding Sources: 461 - Campus Activity Funds - 0.00</p>							
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>2) North Shore Senior High School will assist with phone calls for students who struggle with attendance.</p>	2.5, 2.6	Fine Arts and CTE Administrator, Attendance Administrator	Students will have increased supports. In addition the entire school will be knowledgeable of at risk students and participate in meeting their needs.				
<p>Problem Statements: Demographics 1, 2</p>							
<p style="text-align: center;">  = Accomplished                           = Continue/Modify                           = No Progress                           = Discontinue                 </p>							

**Performance Objective 1 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 1:</b> Student attendance is 2% below the state average. We need to improve attendance because it is a direct correlation to student success. <b>Root Cause 1:</b> There is a lack of parental involvement and a need for targeted, consistent, effective student attendance incentives.</p>
<p><b>Problem Statement 2:</b> The at-risk percentage is 11 percent higher than the state average of 49%. <b>Root Cause 2:</b> English EOC primary tester passing rate is low and interventions are ineffective.</p>

**Goal 5:** North Shore High School will have a 96.5% or higher student attendance rate and a 97% or higher teacher attendance rate.

**Performance Objective 2:** North Shore High School will reduce the number of students who lost credit due to nonattendance.

**Evaluation Data Source(s) 2:** 2017-2018 North Shore Senior High loss of credit report

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4  1) North Shore High School Administrators and counselors will hold individual student conferences with students who struggle with attendance. beginning with the 3rd absence.	2.4, 2.6	Attendance Administrator	Parents will increase their involvement in ensuring their children regularly attend school.				
Problem Statements: Demographics 1							
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6  2) North Shore High School will recognize teachers during monthly faculty meetings for implementing student attendance incentive programs in their classrooms.	2.4, 2.6	Attendance Administrator, Administrators					
Problem Statements: Demographics 1 Funding Sources: 199 - Local - 600.00							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Student attendance is 2% below the state average. We need to improve attendance because it is a direct correlation to student success. <b>Root Cause 1:</b> There is a lack of parental involvement and a need for targeted, consistent, effective student attendance incentives.

**Goal 5:** North Shore High School will have a 96.5% or higher student attendance rate and a 97% or higher teacher attendance rate.

**Performance Objective 3:** North Shore High School will increase attendance data quality.

**Evaluation Data Source(s) 3:** Unrecorded Class Attendance Report  
2016-2017 Campus Attendance Audit

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 2 CSF 4 1) North Shore High School will maintain a daily record of grade level attendance.		Attendance Administrator	Administrators will recognize abnormalities in attendance patterns and rectify them immediately.				
	Problem Statements: Demographics 1						
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 2) North Shore High School will regularly review attendance codes for students against absent counts and ensure they are coded correctly.		Attendance administrator	Home Bound attendance will not be counted against the school.				
	Problem Statements: Demographics 1						
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 3) North Shore High School will conduct quarterly attendance committee meetings.	2.4, 2.6	Attendance Administrator, Grade level leads and Registrar	Students will receive interventions for attendance in a more timely manner.				
	Problem Statements: Demographics 1						

**Performance Objective 3 Problem Statements:**

## Demographics

**Problem Statement 1:** Student attendance is 2% below the state average. We need to improve attendance because it is a direct correlation to student success. **Root Cause 1:** There is a lack of parental involvement and a need for targeted, consistent, effective student attendance incentives.

**Goal 5:** North Shore High School will have a 96.5% or higher student attendance rate and a 97% or higher teacher attendance rate.

**Performance Objective 4:** North Shore High School will maintain 98% teacher attendance on testing days, days before holidays and the first week of each semester.

**Evaluation Data Source(s) 4:** 2016-2017 TAPR report

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 6 1) North Shore High School will recognize teachers and students with exemplary attendance each month.	2.4	Attendance Committee	Teachers will become more aware at tracking their own attendance. Students will have increased learning time with a certified instructor.				
	Problem Statements: Demographics 1						
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 6 2) North Shore High School will communicate to teachers of anticipated high attendance days at least 2 weeks in advance.		Attendance Administrator	Teachers will prepare to be in attendance and make the necessary arrangements.				
	Problem Statements: Demographics 1						

**Performance Objective 4 Problem Statements:**





<b>Demographics</b>
<b>Problem Statement 1:</b> Student attendance is 2% below the state average. We need to improve attendance because it is a direct correlation to student success. <b>Root Cause 1:</b> There is a lack of parental involvement and a need for targeted, consistent, effective student attendance incentives.

**Goal 6: North Shore High School will provide opportunities for parental/community involvement and business partnership.**

**Performance Objective 1:** Increase the number of communication platforms utilized to reach parents and community.

**Evaluation Data Source(s) 1:** Campus Needs Assessment  
Parent Surveys

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Establish a stronger communication presence. Utilize a variety of forums, such as, social media, "Remind", automated call-outs, as well as print medium in both English and Spanish to reach out to and to keep parents informed.</p>	3.2	Campus Key Communicator	Better family and community relations through the an open line of communication for all parties.				
<p>Problem Statements: Parent and Community Engagement 3</p>							
<p style="text-align: center;">  = Accomplished                          = Continue/Modify                          = No Progress                          = Discontinue                 </p>							

**Performance Objective 1 Problem Statements:**

<b>Parent and Community Engagement</b>
<p><b>Problem Statement 3:</b> North Shore High needs to use a variety of strategies to communicate with parents. <b>Root Cause 3:</b> Parents ignore call outs and may not follow campus social media outlets.</p>

**Goal 6:** North Shore High School will provide opportunities for parental/community involvement and business partnership.

**Performance Objective 2:** North Shore High School will increase the participation of parent nights by 2%

**Evaluation Data Source(s) 2:** Parental Involvement Survey

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>Critical Success Factors</b> CSF 5 CSF 6  1) North Shore High School will implement a "Refer a Friend" program for designated parent involvement events.	2.4, 2.6, 3.1, 3.2	Parent Liaison and Parent Volunteer Coordinator.	Increased parental involvement.				
Problem Statements: Demographics 3 - Parent and Community Engagement 1, 2, 3 Funding Sources: 199 - Local - 500.00							
<b>Critical Success Factors</b> CSF 5 CSF 6  2) Change the structure and format of the fall "Open House" to include more relationship building activities.	2.4, 2.6	Principal's Secretary					
Problem Statements: Parent and Community Engagement 1, 2, 3 Funding Sources: 199 - Local - 1000.00							

**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 3:</b> There are few students utilizing social services and counseling resources. <b>Root Cause 3:</b> Parents are not effectively educated on social services available to students and families such as Communities In Schools, Unlimited Visions and Social Work services.
<b>Parent and Community Engagement</b>
<b>Problem Statement 1:</b> North Shore High School needs to develop more partnerships with the community. <b>Root Cause 1:</b> There are limited opportunities to build relationships with the school.
<b>Problem Statement 2:</b> Parents are not as actively involved at the high school level. <b>Root Cause 2:</b> Parents report they do not feel welcomed.
<b>Problem Statement 3:</b> North Shore High needs to use a variety of strategies to communicate with parents. <b>Root Cause 3:</b> Parents ignore call outs and may not follow campus social media outlets.

## Goal 7: North Shore High School will ensure high quality staff is employed.

**Performance Objective 1:** North Shore High School will increase opportunities for teachers to collaborate.

**Evaluation Data Source(s) 1:** NSSH TTESS Analysis  
NSSH Parent Survey

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 CSF 7  1) Teachers will sign up for at least one PLC during August training.	2.4, 2.5, 2.6	Administrators, Instructional Specialists	Teachers will improve their classroom instruction through authentic discourse and observation from accomplished teachers.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 199 - Local - 420.00						
<b>Critical Success Factors</b> CSF 3  2) Teachers will create and present professional development to their colleagues during campus professional development days and PLC meetings.		Aspiring Administrators Supervisor	Teachers will increase presentation and leadership experiences.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6  3) Non- core departments such as CTE, Fines Arts, LOTE, PE and Athletics will participate in Data Reflection Learning Walks at least twice a year to discuss opportunities for intervention for re-tester students.	2.4, 2.5, 2.6	Instructional Specialists and Department Chairs	Increased use of EOC data driven instruction in non core classes. Increase in after school tutorial attendance. Non core departments will have an enhanced knowledge of EOC standards.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1						

### Performance Objective 1 Problem Statements:

<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> There are few opportunities for teachers to collaborate. <b>Root Cause 1:</b> Most staff development sessions are lecture orientated sessions from administrators and teachers are given few opportunities to learn from one another.

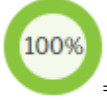





**Goal 7:** North Shore High School will ensure high quality staff is employed.

**Performance Objective 2:** North Shore High will have 5 additional ESL certified teachers in the areas of Math, Science, Social Studies, Fine Arts or CTE.

**Evaluation Data Source(s) 2:** 2016-2017 TAPR Report

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p><b>Comprehensive Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>            CSF 1 CSF 3 CSF 7</p> <p>1) The Vital Team will participate in at least two ESL preparation courses and subsequently take and pass the ESL exam.</p>	2.4, 2.6	Vital Team Supervisor, LPAC administrator and Associate Principal of Curriculum and Instruction.	LEP students will experience quality Sheltered Instruction in all core classes.				
Problem Statements: Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 1							
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Performance Objective 2 Problem Statements:**

Student Achievement
<b>Problem Statement 1:</b> North Shore High School LEP students failed to meet safeguards in English Language Arts. <b>Root Cause 1:</b> Teachers are not effectively implementing sheltered strategies across all contents.
School Culture and Climate
<b>Problem Statement 1:</b> Teachers and students need to feel supported. <b>Root Cause 1:</b> There needs to be more positive relationships between students, teachers, and administrators.
Curriculum, Instruction, and Assessment
<b>Problem Statement 1:</b> We will increase the implementation of sheltered strategies and specially designed instruction for our ELL and SpEd students. <b>Root Cause 1:</b> Lack of intentional planning and PLC time for instructors

**Goal 7:** North Shore High School will ensure high quality staff is employed.

**Performance Objective 3:** North Shore High School staff will implement all areas of the Fundamental 5 at the "good" or "great" percentiles.

**Evaluation Data Source(s) 3:** Fundamental 5 annual report.  
Power Walk Coaching Conference Data

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7  1) Administrators will hold four Fundamental 5 conference cycles during the year.	2.4, 2.6	Principal and Associate Principal of Curriculum and Instruction.	Teachers will reach their fundamental 5 goals.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1, 2						

**Performance Objective 3 Problem Statements:**





Staff Quality, Recruitment, and Retention
<b>Problem Statement 1:</b> There are few opportunities for teachers to collaborate. <b>Root Cause 1:</b> Most staff development sessions are lecture orientated sessions from administrators and teachers are given few opportunities to learn from one another.
<b>Problem Statement 2:</b> Teachers do not readily support new instructional initiatives. <b>Root Cause 2:</b> Teachers struggle with managing multiple initiatives and are often overwhelmed with implementation.

**Goal 8: North Shore High School will provide superior operational services to best support students and staff success.**

**Performance Objective 1:** North Shore High School will evaluate current assets and develop a plan to repair and/or replace equipment in a timely manner.

**Evaluation Data Source(s) 1:** Planned time line for the repair and/or replacement of current assets and equipment.

**Summative Evaluation 1:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<b>Critical Success Factors</b> CSF 6  1) Conduct financial information breakdown during site based meetings and review capital outlay needs during CPAC meetings.		Administrators and CPAC members	Maintaining moneys in the budget to cover repair/replacement cost to equipment.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 8:** North Shore High School will provide superior operational services to best support students and staff success.

**Performance Objective 2:** Achieve high customer satisfaction by providing excellent customer service to both internal and external customers.

**Evaluation Data Source(s) 2:** End of year customer service survey results.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) North High School staff will maintain updated information on their campus voice mails and websites.		TIS	Successful internal and external communication.				
<b>Critical Success Factors</b> CSF 6 CSF 7 2) North Shore High School will provide staff with customer service training.		Assigned Administrator	Teachers will maintain updated contact information at all times.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

**Goal 8:** North Shore High School will provide superior operational services to best support students and staff success.

**Performance Objective 3:** Ensure an efficient and effective use of District resources in order to best support students and staff.

**Evaluation Data Source(s) 3:** Budget review data

**Summative Evaluation 3:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) North Shore High School principals will meet regularly with the financial clerk to insure proper budgetary planning.		Principal	Budget expenditures align with campus instructional needs.				

**Goal 8:** North Shore High School will provide superior operational services to best support students and staff success.

**Performance Objective 4:** North Shore High School will provide staff appreciation activities throughout the year.

**Evaluation Data Source(s) 4:** Campus Needs Assessment Survey

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) North Shore Senior High will solicit cosmetology students to perform manicures and pedicures to deserving teachers.</p>		Assigned Administrator, Climate Committee	Increased teacher morale and retention.				
<p>Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 3</p>							
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Performance Objective 4 Problem Statements:**

<b>School Culture and Climate</b>
<b>Problem Statement 1:</b> Teachers and students need to feel supported. <b>Root Cause 1:</b> There needs to be more positive relationships between students, teachers, and administrators.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 3:</b> Beginning teachers are not supported by their designated mentor teachers. <b>Root Cause 3:</b> Mentors need additional training.

## Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	3	North Shore Senior High Administrators will identify teachers who struggle with classroom management and send them to at least one classroom management training session sponsored by the District's Professional Development department.
2	1	1	North Shore Senior High 11th and 12th grade Math and English teachers will utilize ACT prep questions as warm ups twice week.
2	2	1	Enroll students who have not shown college readiness into a college prep Math or College prep English course.
3	1	1	North Shore 10th Grade Center will enroll re-tester students into an on-level core course and 1 remediation course.
3	2	2	Students and teachers will set and review Masters goals.
3	3	1	NSSH will create a cross curricular team of teachers who will provide visual, interactive teaching for accelerating learning to all beginning and intermediate LEP students.
3	4	1	Co-Teachers and General and education teachers will be assigned a common planning period.
3	4	2	Special Education teachers in tested content areas will perform goal setting conferences with each of the SpEd students.
3	5	1	North Shore High School EOC teachers will complete goal setting conferences with all students
3	6	1	North Shore Senior High School will recognize teachers whose students have shown growth throughout their common assessments to reach their EOC goals.
3	7	1	North Shore Senior High School will track student performance by subpopulation.
3	7	2	North Shore Senior High School English Teachers will perform goal setting conferences with students and set a goal of "Meets" or higher for all students primary testing and enrolled in English II onlevel and Pre AP course.
5	1	2	North Shore Senior High School will assist with phone calls for students who struggle with attendance.
5	2	1	North Shore High School Administrators and counselors will hold individual student conferences with students who struggle with attendance. beginning with the 3rd absence.
5	2	2	North Shore High School will recognize teachers during monthly faculty meetings for implementing student attendance incentive programs in their classrooms.
5	3	1	North Shore High School will maintain a daily record of grade level attendance.
5	3	2	North Shore High School will regularly review attendance codes for students against absent counts and ensure they are coded correctly.
5	3	3	North Shore High School will conduct quarterly attendance committee meetings.
5	4	1	North Shore High School will recognize teachers and students with exemplary attendance each month.

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
5	4	2	North Shore High School will communicate to teachers of anticipated high attendance days at least 2 weeks in advance.
7	2	1	The Vital Team will participate in at least two ESL preparation courses and subsequently take and pass the ESL exam.
7	3	1	Administrators will hold four Fundamental 5 conference cycles during the year.



# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Campus Needs Assessment and the Parent Survey was made available to all faculty and staff at North Shore High School from April 2nd to April 17th . The table below shows the participation results for each survey from each campus.

Campus	April 2	April 3	April 4	April 5	April 6	April 9	April 10	April 11	April 12	April 13	April 16	April 17	Parent 1	Parent 2
NS 9th			8	10	18	25	29	32	32	33	33	31	17	17
NSSHHS			6	6	60	95	103	108	109	113	114	129	59	214

The staff members were invited to sign up to participate in the Campus Improvement Plan Meeting on May 23, 2018. The table below shows the results of the sign up. Each campus was allotted 5 slots per committee.

### Campus Improvement Plan Committees

Who are We?			How well do we do business?		How are our students doing?	How do we use processes and programs to conduct business?			
NCLB - Requirements	Student Population	Staff Quality	Family and Community Engagement	School Culture and Climate	Student Achievement	Curriculum, Instruction, and Assessment	Staff Recruitment and Retention	School Organization	Technology

Who are the students and how have they changed over the past 3-5 years? Examine data on current staff training and explore strategies to maximize quality Penny Taylor Ernesto Ramirez

Reflect on how the campus focuses on authentic home/school connections to educate and engage parents. Janace Soders Debra Kegler

Identify what traditions and supports are in place to ensure a welcoming and thriving environment? Nakia Armstrong David Pierson Jasmine Haynes

How are students performing on standardized assessments and why? Tara Thompson Sandra Salge Sima Mathews Janet Mustain

What does the analysis about state reporting categories reveal about the strengths and weakness of the districts curriculum? Barika Noris Charlene Culpepper

What support is available to new teachers and to ensure they implement what they learn? Martha Yanez Morgan Broussard

What are goals for the campus and the district and how are they communicated and monitored? Ruby Bonilla Terika Stewart

What are the districts expectations for the use of technology and how is it used to support learning? Joe Ramirez Nancy Silva

<b>North Shore 9th Grade</b>	1	Jesse Cantu Jermietta	Penny Taylor Ernesto Ramirez	Janace Soders	Nakia Armstrong	Tara Thompson	Barika Noris Charlene Culpepper	Martha Yanez Morgan Broussard	Ruby Bonilla Terika Stewart	Joe Ramirez Nancy Silva
	2	Howard	Ramirez	Debra Kegler	David Pierson	Sandra Salge	Culpepper	Broussard	Terika Stewart	Nancy Silva
	3				Jasmine Haynes	Sima Mathews	Janet Mustain			
	4									
	5									
<b>North Shore 10th Grade</b>	6	Brenna McCauley Paige	Manuel Marasigan Charlotte	Zuania Serrano Rivera	Kenneth Bryant Courtney Sutton	Ayanna Harris Shirolyn Strong	Debbie Hensarling	Matthew McAfee	Todd Thurston	William Hitt Joshua Adams
	7	Sikkema Duane	Rogers Bricontae	Vianey Luna Nancy	Sutton Na'Teasel	Strong	Jessica Taylor LaTisha	Shelby Allen Dollie Ann	Vincent Tsang Richard	Adams
	8	Turner Javian	Taylor Christopher	Orellana	Davis	Ashley Dennis Manuel	Guillory	Rodriguez Michele	Hurtado	Ryan Martin Sundra
	9	Taylor Dairus	Ybarra Cydnee	Sylvia Brosig	Jordan Brown Tawana	Vargas D'Andre	Delicia Smith Joseph	Taylor Arlonda	Jaremy Sanders Briana	Taylor Claudia
	10	Cosby	Williams Johnese	Erik Esparza	Daniels Amelie	Joseph	Holly Morgan	Henderson Lavincia	Ferguson	Martinez
<b>North Shore Senior High</b>	11	Curita Curry Sherissa	Hunter	Tabitha Sapien	Sanchez Melissa	Lori Wright LeKeitha	Jillian Howard	Barnett Jessica	Wiley Johnson	Jay Cherin Dustin
	12	Veal Marlon	Brian King Bresean	Lois Price	Cintron	Johnson Gaye Don	Yeri Villalobos Jamie	Bennight Wendy	Joe Coleman	Watson Kenneth
	13	Trent Mack	Cockrell	Wimbley	Ann Semler	Minchew	Hargrave	Reeves	Angelica Flores	Cannick Tenecia
	14	Eagleton Christopher			Andrea Jones			Robert Flatt Alan Moyer	Adrienne	Brown
	15	Griffith			Wendy Jones		Wendy Jones	Cavazos		

There were 80 staff members comprised of administrators, teachers, counselors, instructional specialists, paraprofessionals and parents to participate in the meeting on May 23rd. We held one meeting from 3:00PM-6:00PM. Data sources, reference materials, graphic organizers etc. were all provided in the Google Classroom. In addition, each committee was given 3 google chrome books to view data sources and chart paper for brainstorming. The Google Classroom allowed each committee to view another committee's progress and ideas. Each committee designated a recorder for their group. The recorder input the teams' feedback. The committee reviewed the data sources using the google classroom. Committee members worked collaboratively to identify the needs, strengths, problems, root causes and strategies of their respective NCLB area. The recorder documented the teams' responses on the "Findings Analysis" page located in the google classroom.

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**2.1: Campus Improvement Plan developed with appropriate stakeholders**

The North Shore High School Campus Improvement Plan was a collaborative effort by the 9th Grade Center, 10th Grade Center and North Shore Senior High School. The Campus Needs Assessment Committee developed focal points to be included in the plan. The principals on each campus divided the parts of the plan as follows:

	North Senior 9 <sup>th</sup> Grade Center	North Shore 10 <sup>th</sup> Grade Center	North Shore Senior High
Demographics			X
Staff Quality, Recruitment and Retention			X
Family and Community Engagement		X	
School Culture and Climate		X	
Student Achievement			X
Curriculum, Instruction and Assessment	X		

School Organization	X	X	
Technology	X		
ESSA Title I Components			X
Plan Setup Up	X	X	X
Goals	X	X	X
Committees	X		

The time line for completing the plan is as follows:

April 2-17- Administer Campus Needs Assessment Survey and Parent Surveys

May 23- Campus Improvement Plan Meeting

June 15- 18 Entry of Components

June 19-20 Administrative Review

June 22- Complete Final Draft

June 25- Review Final Draft

July 6- Submit Finalized Copy to the District.

## 2.2: Regular monitoring and revision

North Shore High School will review the plan during the regularly scheduled CPAC meetings. In addition, North Shore Senior High School will perform additional reviews at the beginning of each month with the administrative staff. The administrative reviews will be used to create focus points for every 30 days.

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

The North Shore High School Plan will be made available to parents and community members in English and Spanish in the following areas of North Shore 9th Grade, 10th Grade and Senior High areas:

- Campus Website
- Main office entries and
- Publicly presented during Open House
- PTA Meetings

### 2.4: Opportunities for all children to meet State standards

North Shore 9th Grade, 10th Grade and Senior High has developed multiple strategies for all of its students to meet state standards. Each campus will implement target tutorials, Kerzweil software, and data driven instruction while providing intervention for struggling students. Administrators will conduct data reflection conferences with their teachers. Teachers will hold data reflection conferences with their students to ensure they are focused on progress. North Shore High School will maintain a targeted focus in the following areas:

Department	North Shore 9 <sup>th</sup> Grade	North Shore 10 <sup>th</sup> Grade	North Shore Senior High
English Language Arts	-English I EOC Approaches & Masters Performance  -LEP and SpEd Safeguards	-English II EOC Approaches and Masters Performance  -LEP and SpEd Safeguards  -English I EOC Re-tester Approaches Rates	-English Re-Tester Approaches Rates  - AP Performance  -Dual Credit Completion Rates

Mathematics	Algebra I EOC Approaches and Masters Performance	- Algebra I EOC Re-tester Approaches Rates	-Re-tester Approaches Rates  -AP Performance  -Dual Credit Completion Rates
Science	Biology I EOC Approaches and Masters Performance	-Biology I EOC Re-Tester Approaches Rates	-Biology I EOC Re-tester Approaches Rates  -AP Performance  -Dual Credit Completion Rates
Social Studies	Human Geography AP exam performance	World History AP exam performance	-US History EOC Approaches and Masters Performance  -Dual Credit Completion Rates
Fine Arts	-Coherent Sequence Scheduling  -UIL Performance	-Coherent Sequence Scheduling  -UIL Performance	-Attainment of Endorsement  -UIL Performance
CTE	-Coherent Sequence Scheduling  -UIL Performance	-Coherent Sequence Continuation  -UIL Performance	-Attainment of Endorsement  -UIL Performance

Athletics	-Athletics Scheduling	-Athletics Scheduling	-Athletics Scheduling
	-Athletics Passing Rate	-Athletics Passing Rate	-Athletics Passing Rate
			-NCAA Eligibility

The North Shore Campus Improvement Plan has specifically addressed opportunities for children to meet all state standards in the following ways:

- 
- North Shore Senior High 12th Grade English IV/College Prep courses will perform ACT goal setting conferences with its students.
- Enroll students who have not shown college readiness into a college prep Math or College prep English course.
- North Shore Senior High will incorporate a practice TSIA activity as a part of the Intense Algebra and English IV curriculum.
- North Shore 10th Grade Center will enroll re-tester students within one point of passing into an on-level core course and 1 remediation course.
- North Shore High School will conduct weekly Masters tutorials for their students within 5 points of the Masters performance.
- Students and teachers will set and review Masters goals.
- Teachers will cycle US History lessons on Fridays for US History Dual Credit students
- NSSH will create a cross curricular team of teachers who will provide visual, interactive teaching for accelerating learning to all beginning and intermediate LEP students.
- Core content teachers will use Kerzweil at least twice a week during instruction.
- Co-Teachers and General and education teachers will be assigned a common planning period.
- Special Education teachers in tested content areas will perform goal setting conferences with each of the SpEd students.
- North Shore High School EOC teachers will complete goal setting conferences with all students
- North Shore High School will create an Instructional Leadership Team to review, reflect and revise strategies for student success.
- North Shore High School administrators will set approaches, meets and masters goals with EOC teachers and regularly review their progress towards their goals.
- North Shore High School core teachers will be trained on how to utilize Aware data reports and effectively identify instructional implications.
- North Shore High School Administrators and counselors will hold individual student conferences with students who struggle with attendance. beginning with the 3rd absence.
- North Shore High School will recognize teachers during monthly faculty meetings for implementing student attendance incentive programs in their classrooms.
- North Shore High School will conduct quarterly attendance committee meetings.
- North Shore High School will recognize teachers and students with exemplary attendance each month.
- North Shore High School will implement a "Refer a Friend" program for designated parent involvement events.
- Change the structure and format of the fall "Open House" to include more relationship building activities.
- Teachers will sign up for at least one PLC during August training.
- Non- core departments such as CTE, Fines Arts, LOTE, PE and Athletics will participate in Data Reflection Learning Walks at least twice a year to discuss opportunities for intervention for re-tester students.
- The Vital Team will participate in at least two ESL preparation courses and subsequently take and pass the ESL exam.

- Administrators will hold four Fundamental 5 conference cycles during the year.

## **2.5: Increased learning time and well-rounded education**

The North Shore High School Campus Improvement Plan have addressed increased learning time in the following ways:

- North Shore High School Administrators will conduct at least one walk through of all of its teachers by December 1st and identify any teachers who struggle with classroom management.
- North Shore Senior High 11th and 12th grade Math and English teachers will utilize ACT prep questions as warm ups twice a week.
- North Shore 10th Grade Center will enroll re-tester students within one point of passing into an on-level core course and 1 remediation course.
- North Shore High School will conduct weekly Masters tutorials for their students within 5 points of the Masters performance.
- NSSH will create a cross curricular team of teachers who will provide visual, interactive teaching for accelerating learning to all beginning and intermediate LEP students.
- Co-Teachers and General and education teachers will be assigned a common planning period.
- North Shore High School will increase attendance incentives for students during the last 3 weeks of school.
- North Shore Senior High School will assist with phone calls for students who struggle with attendance.
- Teachers will sign up for at least one PLC during August training.
- Non-core departments such as CTE, Fines Arts, LOTE, PE and Athletics will participate in Data Reflection Learning Walks at least twice a year to discuss opportunities for intervention for re-tester students

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

The North Shore High School Campus Improvement Plan have addressed needs of all students particularly at-risk in the following ways:

- Struggling teachers will be allowed a half day to observe an effective teacher.
- North Shore High School will implement the "No Place for Hate" program.
- Enroll students who have not shown college readiness into a college prep Math or College prep English course.
- North Shore 10th Grade Center will enroll re-tester students within one point of passing into an on-level core course and 1 remediation course.
- Students and teachers will set and review Masters goals.
- NSSH will create a cross curricular team of teachers who will provide visual, interactive teaching for accelerating learning to all beginning and intermediate LEP students.
- Core content teachers will use Kerzweil at least twice a week during instruction.
- Co-Teachers and General and education teachers will be assigned a common planning period.
- Special Education teachers in tested content areas will perform goal setting conferences with each of the SpEd students.
- North Shore High School EOC teachers will complete goal setting conferences with all students
- North Shore High School will create an Instructional Leadership Team to review, reflect and revise strategies for student success.
- North Shore High School administrators will set approaches, meets and masters goals with EOC teachers and regularly review their progress towards



their goals.

- North Shore High School core teachers will be trained on how to utilize Aware data reports and effectively identify instructional implications.
- North Shore 9th Grade Center, 10th Grade Center and Senior High will host a clubs/organizations fair during its orientation activities.
- North Shore High School will increase attendance incentives for students during the last 3 weeks of school.
- North Shore Senior High School will assist with phone calls for students who struggle with attendance.
- North Shore High School Administrators and counselors will hold individual student conferences with students who struggle with attendance beginning with the 3rd absence.
- North Shore High School will recognize teachers during monthly faculty meetings for implementing student attendance incentive programs in their classrooms.
- North Shore High School will conduct quarterly attendance committee meetings.
- North Shore High School will implement a "Refer a Friend" program for designated parent involvement events.
- Change the structure and format of the fall "Open House" to include more relationship building activities.
- Teachers will sign up for at least one PLC during August training.
- Non- core departments such as CTE, Fines Arts, LOTE, PE and Athletics will participate in Data Reflection Learning Walks at least twice a year to discuss opportunities for intervention for re-tester students.
- The Vital Team will participate in at least two ESL preparation courses and subsequently take and pass the ESL exam.
- Administrators will hold four Fundamental 5 conference cycles during the year.

### **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

#### **3.1: Develop and distribute Parent and Family Engagement Policy**

North Shore High School recognizes the importance of forming strong partnerships with parents and family. Our campus Family Engagement Committee has developed a family engagement plan in English and Spanish to be readily available for parents to view in the following areas:

- Campus Website
- Main office entries and
- Publicly presented during Open House

#### **3.2: Offer flexible number of parent involvement meetings**

North Shore High School recognizes the importance of forming strong partnerships with parents and family. As a result we have developed a plan to increase parental involvement through the following events:

- North Shore 10th Grade "S'Morientation
- Open House
- The Mustang Village- A parent volunteer center

- Senior Informational meetings after school
- CTE Night
- College Night

## 2018-2019 CPAC Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jillian Howard	North Shore Senior High-Associate Principal of Curriculum and Instruction
Administrator	Joe Coleman	North Shore Senior High-Principal
Administrator	Barika Noris	North Shore 9th Grade Center Associate Principal of Curriculum and Instruction
Administrator	David Pierson	North Shore 9th Grade Center-Principal
Administrator	Debra Hensarling	North Shore 10th Grade Center-Associate Principal of Curriculum and Instruction
Administrator	Kenneth Bryant	North Shore 10th Grade Center-Principal
Non-classroom Professional	Jessica Bennight	North Shore Senior High School-12th Grade Counselor
Classroom Teacher	Jay Cherin	North Shore Senior High-English Teacher
Classroom Teacher	William Hitt	North Shore 10th Grade Center- Science Teacher
Classroom Teacher	Joshua Adams	North Shore 10th Grade Center- Math Teacher
District-level Professional	Sandra Matthews	Director of Grants
Classroom Teacher	Johnnese Hunter	North Shore Senior High- Credit Recovery Teacher
Counselor	Jesse Cantu	North Shore 9th Grade Center- Counselor
Business Representative	Robert Dixon	North Shore Fellowship of Faith Church- Senior Pastor
Community Representative	Rick Blount	Community Representative
Parent	LeKeisha White	North Shore Senior High- Parent of Naya Edwards
Classroom Teacher	Kimberly Roberson	North Shore 9th Grade Center-PE/ Teacher
Classroom Teacher	Vanessa Rodriguez	North Shore 9th Grade Center- Science Teacher
Classroom Teacher	Kara Traylor	North Shore 9th Grade Center- Special Education Teacher
Classroom Teacher	Martha Yanez	North Shore 9th Grade Center- Art Teacher

Classroom Teacher	Janet Mustain	North Shore 9th Grade Center- English Teacher
Classroom Teacher	Laina Barajas	North Shore Senior High - CTE Teacher
Classroom Teacher	Michael Parrott	North Shore Senior High- Special Education Teacher
Classroom Teacher	Corey Haynes	North Shore Senior High- Art Teacher
Paraprofessional	Belen Salazar	North Shore 10th Grade Center- Bookkeeper
Classroom Teacher	Jacob Rhame	North Shore Senior High School-Coach/Soc. Stud. Teacher
Classroom Teacher	Karen Cordeiro	North Shore Senior High - SpEd Teacher
Classroom Teacher	Amanda Dean	North Shore 9th Grade Center- English Teacher
Classroom Teacher	Javian Taylor	North Shore Senior High- Science Teacher

## Demographics

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Jesse Cantu	Counselor - 9th
Classroom Teacher	Jermietta Howard	Teacher - 9th
Classroom Teacher	Brenna McCauley	Teacher - 10th
Classroom Teacher	Paige Sikkema	Teacher - 10th
Classroom Teacher	Duane Turner	Teacher - 10th
Classroom Teacher	Javian Taylor	Teacher - 10th
Non-classroom Professional	Dairus Cosby	Counselor - 10th
Classroom Teacher	Curita Curry	Teacher - 11th & 12th
Classroom Teacher	Sherissa Veal	Teacher - 11th & 12th
Classroom Teacher	Marlon Trent	Teacher - 11th & 12th
Administrator	Mack Eagleton	Assistant Principal - 11th & 12th
Administrator	Christopher Griffith	Assistant Principal

## Student Achievement

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Tara Thompson	Math Specialist
Non-classroom Professional	Sandra Salge	ELA Specialist
Non-classroom Professional	Sima Mathew-Tanner	Science Specialist
Administrator	Ayanna Harris	Testing Coordinator
Classroom Teacher	Shirolyn Strong	Teacher - 10th
Classroom Teacher	Ashley Dennis	Teacher - 10th
Classroom Teacher	Manuel Vargas	Teacher - 10th
Classroom Teacher	D'Andre Joseph	Teacher - 10th
Non-classroom Professional	Lori Wright	Math Specialist
Classroom Teacher	LaKeitha Johnson	Teacher - 11th & 12th
Administrator	Gaye Don Minchew	Special Programs Coordinator

## Staff Quality, Recruitment and Retention

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Martha Yanez	Teacher - 9th
Classroom Teacher	Morgan Broussard	Teacher - 9th
Classroom Teacher	Matthew McAfee	Teacher - 10th
Classroom Teacher	Shelby Allen	Teacher - 10th
Non-classroom Professional	Dollie Rodriguez	ELA Specialist
Paraprofessional	Michele Taylor	Principal's Secretary
Classroom Teacher	Arlonda Henderson	Teacher - 10th
Classroom Teacher	Lavinia Barnett	Teacher - 11th & 12th
Non-classroom Professional	Jessica Bennight	Counselor
Classroom Teacher	Wendy Reeves	Teacher - 11th & 12th
Administrator	Alan Moye	Assistant Principal - 11th & 12th
Classroom Teacher	Adrienne Cavazos	Teacher - 11th & 12th
Classroom Teacher	Penney Taylor	Teacher - 9th
Classroom Teacher	Ernesto Ramirez	Teacher - 9th
Classroom Teacher	Manuel Marasigan	Teacher - 10th
Non-classroom Professional	Charlotte Rogers	Technology Instructional Specialist - 10th
Classroom Teacher	Brieontae Taylor	Teacher - 10th
Classroom Teacher	Christopher Ybarra	Teacher - 10th
Classroom Teacher	Cydnee Williams	Teacher - 10th
Classroom Teacher	Johnese Hunter	Teacher - 11th & 12th
Classroom Teacher	Brian King	Teacher - 11th & 12th
Classroom Teacher	BreSean Cockrell	Teacher - 11th & 12th

## Curriculum, Instruction and Assessment Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Barika Noris	Associate of Curriculum & Instruction - 9th Grade
Administrator	Debra Hensarling	Associate of Curriculum & Instruction - 10th Grade
Administrator	Jillian Howard	Associate of Curriculum & Instruction - 11th & 12th
Classroom Teacher	Charlene Culpepper	Teacher - 9th
Classroom Teacher	Janet Mustain	Teacher - 9th
Classroom Teacher	Jessica Taylor	Teacher - 10th
Classroom Teacher	LaTisha Guillory	Teacher - 10th
Classroom Teacher	Delicia Smith	Teacher - 10th
Classroom Teacher	Holly Morgan	Teacher - 10th
Classroom Teacher	Yeri Villalobos	Teacher - 11th & 12th
Non-classroom Professional	Jamie Hargrave	ELA Specialist
Classroom Teacher	Robert Flatt	Teacher - 11th & 12th
Classroom Teacher	Wendy Jones	Teacher - 11th & 12th



## Family and Community Involvement

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Janace Soders	Counselor - 9th
Non-classroom Professional	Debra Kegler	Counselor - 9th
Classroom Teacher	Zuania Serrano-Rivera	Teacher - 10th
Classroom Teacher	Vianey Luna	Teacher - 10th
Non-classroom Professional	Nancy Orellana	Counselor - 10th
Classroom Teacher	Sylvia Brosig	Teacher - 10th
Administrator	Erik Esparza	Associate of Operations - 10th Grade
Classroom Teacher	Lois Price	Teacher - 11th & 12th
Classroom Teacher	Sasha Wimbley	Teacher - 11th & 12th

## Culture and Climate

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Nakia Armstrong	Teacher - 9th
Administrator	David Pierson	Principal - 9th
Classroom Teacher	Jasimine Haynes	Teacher - 9th
Administrator	Kenneth Bryant	Principal - 10th
Classroom Teacher	Courtney Sutton	Teacher - 10th
Non-classroom Professional	Na'Teasel Davis	Counselor - 10th
Classroom Teacher	Jordan Brown	Teacher - 10th
Classroom Teacher	Tawana Daniels	Special Education Department Chair - 10th
Administrator	Amalie Sanchez	Assistant Principal - 11th & 12th
Classroom Teacher	Melissa Cintron	Teacher - 11th & 12th
Classroom Teacher	Ann Semler	Teacher - 11th & 12th
Classroom Teacher	Andrea Jones	Teacher - 11th & 12th
Classroom Teacher	Wendy Jones	Teacher - 11th & 12th

## School Context and Organization

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Ruby Bonilla	Assistant Principal - 9th
Classroom Teacher	Terika Stewart	Teacher - 9th
Classroom Teacher	Todd Thurston	Teacher - 10th
Classroom Teacher	Vincent Tsang	Teacher - 10th
Classroom Teacher	Richard Hurtado	Teacher - 10th
Administrator	Jaremy Sanders	Assistant Principal - 10th
Classroom Teacher	Briana Ferguson	Teacher - 10th
Administrator	Wiley Johnson	Deputy Principal - 11th & 12th
Administrator	Joe Coleman	Principal - 11th & 12th
Classroom Teacher	Angelica Flores	Teacher - 11th & 12th

## Technology

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Non-classroom Professional	Joe Ramirez	Technology Instructional Specialist
Classroom Teacher	Nancy Silva	Teacher - 10th
Classroom Teacher	William Hitt	Teacher - 10th
Classroom Teacher	Joshua Adams	Teacher - 10th
Classroom Teacher	Ryan Martin	Teacher - 10th
Classroom Teacher	Sundra Taylor	Teacher - 10th
Classroom Teacher	Claudia Martinez	Teacher - 10th
Classroom Teacher	Jay Cherin	Teacher - 11th & 12th
Classroom Teacher	Dustin Watson	Teacher - 11th & 12th
Non-classroom Professional	Kenneth Cannick	Counselor
Classroom Teacher	Tenecia Brown	Teacher - 11th & 12th

## Campus Instructional Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Joe Coleman	North Shore Senior High -Principal
Administrator	Kenneth Bryant	North Shore 10th Grade Center-Kenneth Bryant
Administrator	David Pierson	North Shore 9th Grade Center-Principal

# Campus Funding Summary

<b>199 - Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Thank you Stationary		\$500.00
1	1	2	Substitutes		\$2,000.00
1	2	1	Food		\$1,000.00
1	2	1	Guest Speakers		\$1,000.00
1	2	1	Decorations		\$500.00
1	2	1	Club/Organizations T-shirts		\$2,000.00
1	2	2	Teacher Recognitions		\$1,000.00
1	2	2	Food for Foundations Committee Meetings		\$1,500.00
1	2	2	Student Badges		\$0.00
2	1	1	ACT Prep Work Books		\$2,000.00
2	1	2	Met Goal Incentives/Snack		\$0.00
2	2	2	TSIA Testing Units		\$0.00
3	2	1	Extra Duty Pay		\$0.00
3	3	1	Team Lead Pay		\$0.00
3	5	2	Progress Recognition	600	\$0.00
4	2	1	Refreshments		\$1,000.00
4	2	3	Food		\$2,000.00
5	2	2	Attendance Incentive Programs Recognition		\$600.00
6	2	1	Parent Incentives		\$500.00
6	2	2	Raffles Prizes and Supplies		\$1,000.00
7	1	1	Chart Paper and Presentation Supplies		\$420.00
<b>Sub-Total</b>					<b>\$17,020.00</b>
<b>211 - ESEA Title I, Part A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>

3	1	1			\$7,242.31
3	2	1			\$7,242.31
3	3	1	Tutorials		\$3,621.15
3	4	1	Tutorials		\$3,621.15
3	5	1	General Supplies and Materials for Tutorials		\$6,273.08
<b>Sub-Total</b>					\$28,000.00
<b>461 - Campus Activity Funds</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
5	1	1	Attendance Incentives		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$45,020.00