

Galena Park Independent School District
North Shore Middle School
2022-2023 Comprehensive Needs Assessment



Board Approval Date: August 8, 2022

Mission Statement

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

Vision

The vision of NSMS is to provide students a quality education to sustain a successful and productive life.

Campus Profile

Campus History

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

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

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

In the 2018-2019 school year, North Shore Middle School earned an Accountability Rating of "B", and received 6 out of 7 Distinction Designations in the areas of (1) Mathematics, (2) English Language Arts/ Reading, (3) Social Studies, (4) Top 25% in Comparative Growth, (5) Top 25% Closing Performance Gaps, and (6) Postsecondary Readiness.

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

School Profile

Where We Are Now:

North Shore Middle School is one of 26 campuses in Galena Park Independent School District. North Shore Middle School opened its doors in 1956 on Holly Park St. and later moved into the current campus located at the intersection of Wallisville and Castlegory Rd. in 1994. North Shore Middle school serves a predominant population of low to middle-class families.

North Shore Middle School continues to provide targeted instruction, implement team planning, and use differentiated instructional activities/strategies to ensure that the needs of all our students and student populations are met and that we continue to close instructional gaps exasperated by the pandemic. We will also continue to conduct our weekly tutorials beginning in the Fall Semester in conjunction with Saturday tutorials and Saturday "STAAR Camps" until the week before the STAAR tests are administered. Our data analysis team (composed of Administrators, Instructional Specialists, & Department Chairs) believes that our 2021- 2022 STAAR and DA data demonstrates that we are on the right path, and we will continue to work diligently toward accomplishing our campus goals.

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

Where We Are Going:

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

Our goal for next year is to continue to build on the growth of the 2021-2022 school year and ensure that we are implementing instruction, campus procedures, and programs that allow for all of our students as well as our targetted sub-populations to be an academic success and maximize their academic potential.

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Comprehensive Needs Assessment

Revised/Approved: July 18, 2022

Demographics

Demographics Summary

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

The student population at North Shore Middle School is:

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

North Shore Middle School services:

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

North Shore Middle School mobility rate:

- Total mobility rate 7.6%

Demographics Strengths

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

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

Problem Statements Identifying Demographics Needs

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

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

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

Student Learning

Student Learning Summary

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

At North Shore Middle School, we were able to adapt to the "return to normal" schoolyear with flexibility, creativity, and targeted instruction to work to make sure no student was left behind, and that we closed the instructional gaps caused by the pandemic. We were able to quickly scale up to one-to-one technology for all of our students. Our teachers, with the help of subject-area specialists, we're able to adapt to teach students who had significant instructional gaps using creative and engaging differentiated lessons that incorporated a wide variety of technological tools, accommodations, and supports. Team meetings, planning time, and planning days were built into the schedule to ensure that our instructional staff was able to plan together as a team. We used data collection and analysis to target groups based on assessment data and classroom performance. Our campus will continue to focus on how to address remaining instructional/learning gaps, providing targeted support to meet the needs and improve the academic achievement of our EL students, and provide targeted support to increase the "meets" of the SPED population in all subject areas, hold students to high accountability standards, and address the social and emotional support for students.

Student Learning Strengths

North Shore Middle School has the following strengths in Student Academic Achievement based on the TAPR report:

- Strong curriculum that can be individualized to meet all students' needs
- Strong teachers who are able to teach students at all academic levels
- Team meetings / Planning Time
- Data collection & data-informed instruction
- 8th Grade Reading on target to meet the same accountability rating as the previous year
- Character Education/ SEL classes
- RTI Program
- Targeted tutorial/remediation groups based on testing data/classroom performance (pre- and post-exams)

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

All North Shore Middle School students are assigned a Chromebook, charger, and case to use with online learning opportunities. Every student brings their device to and from school as learning has involved mostly digital methods this school year. Students without internet at home have also had the ability to check out a hotspot from the district for internet access. Each classroom has a projector or interactive panel, and most classrooms also have a document camera.

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

School Processes & Programs Strengths

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

- Opportunities for teacher involvement- BUILD, CPAC, LPAC, CIP, RTI, Hall meetings, team meetings, department meetings
- Many teacher-led organizations such as Pride, Demoiselle Diamonds, Student Council, Theater Club, Anime Club, Chess Club, Academic Clubs, and more
- The campus is focused on student achievement- data meetings and campus planning
- Special programs are diverse and focus on differentiated instruction
- Guidance for students to plan post-secondary education and career paths through CCR, career day, JA Inspire, counselors, Houston Hispanic Forum Field trip, etc.
- Technology projects for all students throughout the school year with choices and technology integrated into instruction
- All students may check out a Chromebook for use in school and at home
- Students can check out a hotspot from the district if they don't have internet access at home
- Programs that impact student performance are inclusive and diverse - Fine arts, clubs, extra-curricular, athletics, free breakfast, and lunch, and Communities in Schools (CIS)
- Instructional time is maximized with bell-to-bell instruction and sheltered instruction and classroom time is protected
- Services provided to students are equitable
- The school has a plan in place for safety and admin/teachers are willing to change the process to adapt

- Professional development is available and includes round-robin style staff development at the beginning of the year as well as virtual PD
- Recordings of virtual trainings were made available to be viewed asynchronously
- The maximum allowed CTE courses available at the middle school are offered at NSMS
- CHAMPS is utilized for classroom management; as a result, discipline referrals decreased from the previous year
- Cafeteria TVs are utilized to project safety information and resources for students to see every day as well as flyers and posters throughout the campus that promote safety and positive behaviors
- The Counseling Department is available to address issues of bullying, drugs, violence, and suicide prevention

Problem Statements Identifying School Processes & Programs Needs

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

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

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

Perceptions

Perceptions Summary

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

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

Perceptions Strengths

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

1. NSMS offers a variety of student organizations to promote positive behavior and academic excellence.
2. NSMS has an active PTA chapter that has shown significant growth in membership and financial stability.
3. Teacher demographics at NSMS accurately reflects the population of the general student body
4. NSMS offers a multitude of meal opportunities for students throughout the school day, and during after-school activities (take-home lunches, grab and go Breakfast, tutorial meals)
5. NSMS fosters a safe and welcoming environment that is conducive to the well-being of each student
6. Translations of campus correspondence are available in both English and Spanish. In addition, materials can also be formatted for the visually impaired
7. Based on the 2021-2022 Parent Survey, the majority of the participants expressed they have had above-average experience with campus teachers, counselors, and administrators.
8. Based on the 2021-2022 Parent Survey, participants gave the school an above-average rating on every question regarding the school's climate, environment, parent meetings, and communication
9. NSMS offers a multitude of opportunities for staff to engage and collaborate through a variety of committees.
10. Based on the 2021-2022 staff survey distributed by the NSMS administrative team, the majority of the staff reported favorable views on the school and district's expectations for student learning, quality of education, campus environment, and leadership. The staff strongly agreed/agreed the campus is operating in an effective and efficient manner based on the questions provided within the survey.

Problem Statements Identifying Perceptions Needs

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

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

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