

Galena Park Independent School District
North Shore 9th Grade Center
2022-2023 Comprehensive Needs Assessment



Board Approval Date: August 8, 2022

Mission Statement

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

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

Vision

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

Value Statement

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

Campus History:

School Mascot: Mustang

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

1965: First graduating class

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

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

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

Present: North Shore Senior High Ninth Grade Center

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

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Comprehensive Needs Assessment

Revised/Approved: May 27, 2022

Demographics

Demographics Summary

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	23.8%
American Indian	.3%
White	3.7%
Asian	1.2%
At Risk	62.9%
Economically Disadvantaged	83.7%
English Language Learners	21.1%
Hispanic	70.3%
SpEd	11.4%

North Shore High School serves 4,543 students in grades 9 through 12 according to the 2020-2021 TAPR. The table below shows each student population by grade level.

Grade Level	Population
9 th Grade	1100
10 th Grade	1167
11 th Grade	1164
12 Grade	1065

NS9 Attendance: Last 3 years:

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

Staff Demographics:

Teachers by Ethnicity and Sex:

African American 42.5%

Hispanic 20.9%

White 27.8%

American Indian 0.7%

Asian 5.3%

Males 44.2%

Females 55.8%

Teachers by Highest Degree Held:

No Degree 3.2%

Bachelors 58.6%

Masters 35.4%

Doctorate 2.8%

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 close to the campus average in EOC's. 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: There is no socio-emotional learning class for our students who are not taught these skills at home. **Root Cause:** There is no socio-emotional learning class for our students who are not taught these skills at home.

Problem Statement 2: Student attendance is below the state average. Students do not see the immediate consequences of their poor attendance. **Root Cause:** Lack of parental engagement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Student Learning

Student Learning Summary

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

Student Learning Strengths

Students will be able to work on progress measures based on their Spring 2022 scores. They have a new starting point since the pandemic. UIL activities will also increase due to the pandemic during the 22-23 school year.

Problem Statements Identifying Student Learning Needs

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

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

Problem Statement 3: With conference periods every other day, EOC teachers need additional time to plan as a team. **Root Cause:** English, Math and Science need extra planning time due to teaming during the conference period.

School Processes & Programs

School Processes & Programs Summary

There is a need for effective ways to communicate and collaborate across campuses to improve the climate and culture of all three. All campus leaders should communicate with each other to become cohesive in regard to campus policies, procedures, and standards. All policies and procedures need to be implemented with fidelity throughout the school year by frequent collaboration, follow-up, analysis of effectiveness, and recognition of success. Communication between administrators and teachers needs to be more transparent to improve the morale of the school. It is important for teachers and staff to be involved in the development and planning phases of campus goals and the school vision. There is a lack of recognition and awareness of programs and events designed to increase campus morale.

School Processes & Programs Strengths

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

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

NS9 has a coordinated intervention/support program for students.

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

Safety drills are completed consistently and within given timelines.

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

Individually, teachers do a great job at incorporating SEL into their classrooms.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Counselor's Corner needs to be consistently hosted 2X/month **Root Cause:** Develop a scope and sequence for counselor's corner

Perceptions

Perceptions Summary

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

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

Perceptions Strengths

The identified strengths were competitive teacher salaries for the school year and a signing bonus if they remain for 2 or more years. Our parents continue to utilize the Skyward parent portal to access grades, attendance, and other student information. There continues to be sufficient parent communication regarding parent and family engagement activities at NS9.

Problem Statements Identifying Perceptions Needs

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

Problem Statement 2: All tested areas are not provided with a stipend which creates discouragement amongst staff. **Root Cause:** Teachers are leaving tested subjects because of the lack of stipend or unfair distribution of stipends.

Problem Statement 3: Respect for teacher time is not always valued during meetings; the meeting formats lack flexibility. **Root Cause:** Professional development time is not spent on things teachers actually need.

Problem Statement 4: NS9 does not provide enough opportunities for parents who may work and are unable to attend morning or during the school activities, meetings. **Root Cause:** Not enough time/date variations for the meetings/activities.

Problem Statement 5: NS9 does not provide positive behavior notifications as a team. **Root Cause:** Scheduling a time for teachers to do it

Problem Statement 6: NS9 does not have opportunities for parent teaching on different topics. (Skyward, Google Classroom) **Root Cause:** Personnel available to teach such topics. Who would do it?