

Galena Park Independent School District
North Shore 10th Grade Center
2022-2023 Comprehensive Needs Assessment

North Shore Senior High



*Mustang by
Virginia Perez
C/O 2016*

Home of the Mustangs

Board Approval Date: August 8, 2022

Mission Statement

North Shore 10th Grade Center 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 content to ensure college and career readiness so that all students exceed state and national standards.

Vision

“Our Vision is all students will be successful.”

Value Statement

North Shore 10th Grade Center will create and cultivate a culture of excellence based upon the belief that all students are "Made 4 Greatness".

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Comprehensive Needs Assessment

Revised/Approved: April 26, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

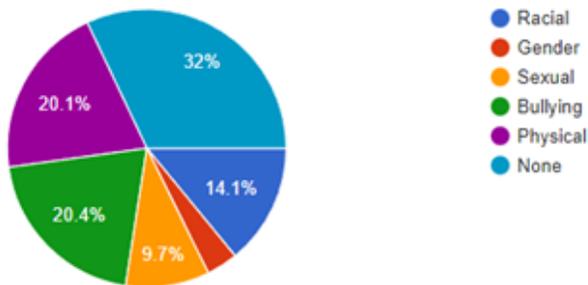
The Campus Needs Assessment Committees performed an in-depth analysis of various data sources. An overview of their findings is outlined in the table below:

NCLB Recommended Area	2022-2023 Campus Focus
Demographics	Increase student attendance for all student subgroups
Student Achievement	Meet ELL and SpEd performance targets identified in Domain III - Closing the Gaps
Culture and Climate	Provide monthly activities during which teachers will be recognized for successfully meeting personal and/or campus goals
Staff Quality	Ensure that all teachers are equipped with the proper resources and training to deliver high-quality blended instruction
Curriculum and Instruction	Review, and reteach as necessary, all high-yield instructional strategies with a focus on ELL and SpEd subgroups
Parent Involvement	Provide a variety of communication mediums to parents and the community
School Organization	Create manageable processes and protocols to protect students and staff, health and safety
Technology	Ensure that students and teachers have access to the technology resources and training that they need to be successful

Students and staff were asked to respond to an NS10-specific Campus Needs Survey. Results for specific questions can be found below.

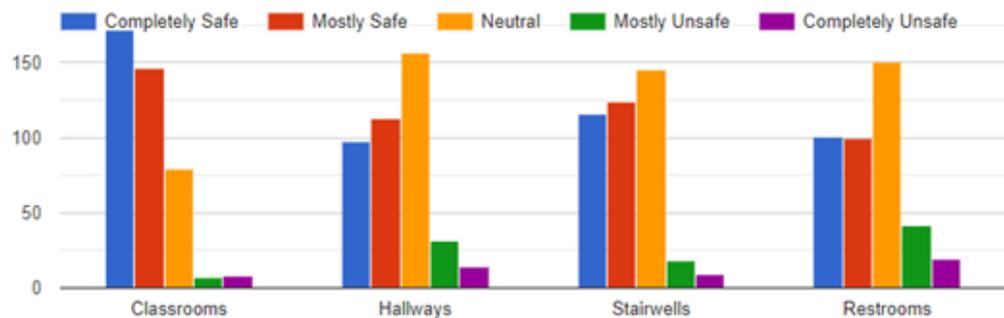
What form of harassments do you find most common on NS10 Campus?

412 responses



This information will be used by the counselors in the planning of activities.

Consider each of these locations on the NS10 campus and how safe you feel being there.



This information will be used when planning duty times and locations for staff.

Demographics

Demographics Summary

North Shore Senior High School serves a diverse student population. Just over 80% of students are economically disadvantaged; nevertheless, our students tend to perform higher than other comparable schools with similar rates. While there was no Accountability Rating for the 19-20 school year, the 18-19 rating showed a need for improved performance for Special Education students. While scores indicate that we have not yet closed the gap with our Special Education Students, we did see improvement from 2021 to 2022 in 4 of the 5 EOC exams. Data also indicates that this targeted population has shown growth from the 2018 data. NSSH served 4,633 students in grades 9 through 12. The table below shows each student population by grade level, student groups by ethnicity, and the data specific to the SpEd population.

Grade Level	Population						
9th Grade	1182						
10th Grade	1146						
11th Grade	1155						
12th Grade	1150						
Subgroup	Percentage						
Economically Disadvantaged	81.10%						
English Language Learners	15.30%						
Motability Rate	12.70%						
Special Education	10.40%						
Special Education Students	2018	2019	2020	2021	2022	21 to 22	18 to 22
Algebra 1	73%	66%		49%	59%	10%	-14%
Biology	67%	58%		45%	50%	5%	-17%
English 1	40%	29%		26%	20%	6%	-20%
English 2	24%	34%		23%	32%	9%	8%
US History	57%	65%		54%	59%	5%	2%

Demographics Strengths

NSSH continues to close academic achievement gaps across all subgroups. All Student groups continue to score close to the campus average on all 5 EOCs. In addition, the graduation rate has consistently been above the state and the NSSH drop-out/mobility rates are lower when compared to the state. There has been an increase in the number of students meeting CCMR classification over the past several years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students identified as SpEd do not complete Career and Technology Education coursework consistent with their post-secondary goals. **Root Cause:** There is a lack of understanding on how to provide effective career counseling for this subgroup across all campuses.

Problem Statement 2: Student attendance is consistently below the state average. **Root Cause:** Students and parents do not see the immediate consequences of their poor attendance.

Student Learning

Student Learning Summary

While the Spring 2022 scores showed an increase from the 2021 scores in 4 of the 5 EOC exams; our students are not yet performing at the level they were in the spring of 2018.

North Shore 10th - 12th	2018	2019	2020	2021	2022	21 to 22	18 to 22
Algebra 1	89%	91%		70%	83%	13%	-6%
Biology	86%	87%		75%	77%	2%	-9%
English 1	68%	66%		61%	56%	-5%	-12%
English 2	66%	66%		60%	64%	4%	-2%
US History	91%	92%		80%	85%	5%	-6%

Student Learning Strengths

NS10's specific accountability exam is the English 2 EOC. We saw considerable growth in our primary testers.

	Progress Measure					
	Count	Percentage	Accelerated	Expected	Limited	N/A
Absent	6	<1%				
Did Not Meet	302	28%	1	122	148	31
Approaches	205	71%		102	96	7
Meets	512	52%	2	328	156	26
Masters	45	4%	6	39		

Data for AP exams will be posted upon receipt.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students identified as SpEd lack Career and Technology Education courses consistent with their career choices **Root Cause:** There is an insufficient number of options for entry-level CTE classes for students beginning with 9th grade

Problem Statement 2: There is an identified performance gap between special education and English language learners when compared to non-identified subgroups. **Root Cause:** Lack of consistent, training, planning, and/or implementation of a variety of proven instructional strategies.

School Processes & Programs

School Processes & Programs Summary

With the 20-21 came the "One School" initiative. NSSH is a school that consists of 3 separate campuses - North Shore 9th Grade Center, North Shore 10th Grade Center, and North Shore Senior High. North Shore Senior High serves juniors and seniors. Each campus is staffed with a principal and assistant principals. North Shore shares its students across all three campuses. Students are shuttled between campuses to attend campuses. The three campuses are interconnected in many ways and benefit from consistent communication to align programs and processes.

As part of the initiative, North Shore principals participate in vertical alignment meetings. Communication between administrators and teachers will be more transparent to improve the morals of each campus and the school as a whole. The principals discuss staffing needs and determine if staff needs to be moved to various campuses based on student needs.

All campus leaders should communicate with each other to become cohesive in regard to campus policies, procedures, and standards. 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 goals, programs, and initiatives.

School Processes & Programs Strengths

In preparation for the 21-22 school year, our Instructional Leadership Team has begun working on identifying, creating, and providing training and support for a variety of campus programs. (Backward design, Data-Driven Instruction, 5 E's, Fundamental 5, 7 Steps to a Language Rich Classroom, etc.) Instructional walk-throughs will focus on targeted practices each month. Administrators, specialists, and department chairs will meet monthly to review data, plan, and implement the next steps.

We will restart our monthly staff activities (cook-offs, pumpkin decorating, etc.) to build participation and boost staff morale.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff have indicated a need to improve morale and increase opportunities to be recognized and celebrated. **Root Cause:** Due to the Covid-19 restrictions there has not been the opportunities to socialize and celebrate the things that matter - one another.

Problem Statement 2: The students that have returned to in-person learning are demonstrating a lack of skills necessary for learning, as well as short tempers, and impulsivity. **Root Cause:** The various stresses brought on by the pandemic, and the subsequent lock-down, has created a significant regression in our students' executive function skills.

Perceptions

Perceptions Summary

From our inception, our focus has been on "Creating, and Cultivating a Culture of Excellence". We have communicated with parents and the community with a monthly newsletter, in addition to necessary emails and/or call-outs. Communication with staff included emails, texts, and a weekly S'More.

Teachers are expected to be active participants in weekly department meetings/planning. This expectation is for this, and all other required meetings to return to in-person formats.

The 21-22 school year has been both stressful and overwhelming for our students and staff alike. It will be more important than ever to focus on SEL and incorporate Brain Breaks throughout the day.

Perceptions Strengths

Most parents reported feeling welcomed across all campuses. They felt that their students were being provided with an educational foundation that prepares them for college and/or careers. Just over 90% of parents report utilizing the Skyward parent portal to access grades, attendance, and other student information.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Student attendance rates need to increase across all subgroups. **Root Cause:** Students and parents do not understand the impact that poor attendance has on student performance.