

Galena Park Independent School District
North Shore 9th Grade Center
2023-2024 Comprehensive Needs Assessment



Board Approval Date: August 1, 2023

Mission Statement

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

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

Vision

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

Value Statement

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

Campus History:

School Mascot: Mustang

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

1965: First graduating class

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

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

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

Present: North Shore Senior High Ninth Grade Center

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

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Comprehensive Needs Assessment

Revised/Approved: June 26, 2023

Demographics

Demographics Summary

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

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

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

Grade Level	Population
9 th Grade	1166

NS9 Attendance History:

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

Staff Demographics:

Teachers by Ethnicity and Sex:

African American 38.8%

Hispanic 24.4%

White 28.5%

American Indian 0.4%

Asian 5.1%

Males 45.6%

Females 54.4%

Teachers by Highest Degree Held:

No Degree 3.3%

Bachelors 60.1%

Masters 34.2%

Doctorate 2.5%

Demographics Strengths

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

Student Learning

Student Learning Summary

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

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

Student Learning Strengths

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

Problem Statements Identifying Student Learning Needs

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

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

School Processes & Programs

School Processes & Programs Summary

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

School Processes & Programs Strengths

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

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

NS9 has a coordinated intervention/support program for students.

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

Safety drills are completed consistently and within given timelines.

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

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

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

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

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

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

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