

Galena Park Independent School District
North Shore Middle School
2023-2024 Comprehensive Needs Assessment



Board Approval Date: August 1, 2023

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 with 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 a 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 girls' 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 2021-2022 school year, North Shore Middle School earned an Accountability Rating of "A", and received 5 out of 7 Distinction Designations in the areas of (1) English Language Arts/ Reading, (2) Science, (3) Top 25% in Comparative Growth, (4) Top 25% Closing Performance Gaps, and (5) 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 (5 years)

Where We Are Now:

North Shore Middle School is one of 26 campuses in the 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 2022- 2023 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 2022-2023 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: June 20, 2023

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 81.8%
- White 5.6%
- American Indian 0.4%
- Asian 1.0%
- Pacific Islander 0%
- Two or more races 0.3%

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 absences issues in order to improve student potential for academic growth and success. **Root Cause:** Students' home life can interfere with understanding the importance of attending school regularly.

Problem Statement 2: 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.

Problem Statement 3: 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.

Student Learning

Student Learning Summary

	Approaches	Meets	Masters
2019 STAAR	76%	46%	20%
2021 STAAR	57%	31%	13%
2022 STAAR	72%	43%	32%

At North Shore Middle School, we worked to "maintain our A" during the 22-23 school year with data-based, creative, and targeted instruction and intervention strategies. Our teachers and staff worked diligently to make sure no student was left behind, and that we closed the instructional gaps. We have continued our robust system of tutorials and pull-outs led by our specialists and supported by our teachers, interventionists, and college tutors. Our teachers, with the help of subject-area specialists, have continued 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. Increased planning time and planning days were built into the schedule by our campus and district leaders to ensure that our instructional staff was able to plan together as a team and continue to implement Data Driven Instruction (DDI) and TIL. Through the DDI and TIL process, we revamped and expanded on our data collection and analysis to target all groups based on assessment data and classroom performance and work to ensure that all students receive the targeted support they need to show growth. 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 and SPED 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, and staff/parent surveys:

Collaborative Planning

Targeted Interventions based on data

Data-Driven Instruction - TIL Process

One-to-one technology integration

TEKS Aligned Curriculum

Growth Chart Analyzing (Individual Student Growth)

Increase in Growth in both Math and Reading

Met target for SPED sub-pop in ELA

Increase in all performance standards in all subjects

Problem Statements Identifying Student Learning Needs

Problem Statement 1: New STAAR item types strategies need to be implemented in all STAAR testing subjects to increase student exposure and practice with consistent processes.

Root Cause: Students are unfamiliar with how to answer ELAR inline questions , how to answer ELAR short constructed response questions, how to answer ELAR extended constructed response questions, how to answer ELAR multi-response questions, how to answer math graphing questions, how to answer science hotspot questions, how to answer science constructed response questions, how to answer math equation...etc

Problem Statement 2: Critical writing skills need to be implemented across campus in all classrooms and content areas to increase student exposure and practice with consistent processes. **Root Cause:** High EB population, limited resources to support EB students, lack academic language Writing is not a regularly practiced skill Lack of dedicated reading time Low reading comprehension Students lack ability to synthesize ideas Students cannot write in complete sentences. Students do not have strong basic grammar skills, lack of parent ability and opportunity to support reading and writing

Problem Statement 3: In order to close the gaps and help students succeed on state testing, students must be present in the classroom. **Root Cause:** Some students are chronically absent and/or tardy to school. If students aren't present, they aren't learning and their STAAR scores/grades are lower. If students aren't present, their learning gap grows. If EB students aren't present, their language acquisition gap grows. A lack of parent involvement getting students to school and in encouraging the importance of school attendance.

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 day.

All North Shore Middle School students have "1 to 1 technology in the classroom." 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 adopt
- 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 training 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
- E-Hall Pass- keeping students in class, protecting instruction
- ACE- academic and social support for student
- Friday planning days/ teacher work days; allowing teachers planning time as well as extra tutorial time (ELAR and CCR/think tank)
- Reduction of fights/conflicts school-wide, an emphasis on safety
- The role of BUILD as a go-to for solving local halfway issues

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Some dismissal procedures in the morning and afternoon could be more effectively maintained and implemented. **Root Cause:** There unclear expectations not being followed or communicated.

Problem Statement 2: A greater structure or accountability with regard to In-School Suspension to increase its effectiveness as a punishment. **Root Cause:** A few students ISS is fun because of the lack of accountability and work , there is no clear structure or guidelines for teachers and students, and there is ISS teacher burnout.

Problem Statement 3: There is a lack of opportunities for teachers to spotlight professional development on campus (specifically sub-pops). **Root Cause:** Lack of time Lack of opportunity Scheduling concerns because of needs mandated by the state and district Staff doesn't always feel comfortable sharing their knowledge

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 campuses 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 and 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 reflect 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 2022-2023 Parent Survey, the majority of the participants expressed they have had above-average experience with campus teachers, counselors, and administrators.
8. Based on the 2022-2023 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 2022-2023 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.
11. Bilingual- Communication effective in other languages
12. Strong campus communication with parents- staff, and faculty reach out on different platforms/methods (School Status, Google Classroom, Blackboard, school website, etc)
13. High-Quality Teachers

14. Staff Presence in the hallways, gyms, and cafeterias creates a sense of safety and accountability.
15. The campus is doing a great job with social counseling (Think Tank)
16. DLAC is doing a great job communicating with staff
17. Bully Prevention Month/Think Tank/Poster/Trainings

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A lack of parental involvement in a variety of different areas regarding their child's education is leading to missed student opportunities and students not maximizing their academic potential. **Root Cause:** Lack of translation Bad timing of the day (Jobs) No ID No Transportation Exposure Parents stepping back to allow the students to become more responsible Lack of positive communication Advance notice Lack of events geared towards family

Problem Statement 2: Students, teachers, and parents lack sufficient exposure to programs aimed towards College and Career Readiness. **Root Cause:** Geared more towards students wanting to college Not enough information given to parents Not enough information given to teachers Focus is on state testing Not all students have an opportunity to take TSIA Not all students have an opportunity to take PreACT Lack of a single source of information Lack of teaming/cohesiveness Consistent updating Lack of parent meetings prior to scheduling