

Galena Park Independent School District

North Shore Senior High School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Social Studies

Top 25 Percent: Comparative Academic Growth



Mission Statement

North Shore High School is committed to providing all the necessary resources and strategies so that students reach a high level of socio-emotional and academic achievement through rigorous and relevant curricula to ensure students are prepared for career, military, and college.

Vision

Every student of North Shore High School will graduate prepared to begin a career, enroll in the military, or attend the college of their choice as they become productive citizens.

History

North Shore High School is one of 23 campuses in the Galena Park Independent School District. North Shore High School opened in 1962 and serves predominantly middle and low socioeconomic urban families. The original location was 13501 Holly Park Drive. The first class of Seniors graduated from North Shore High School in 1965. Over the next several decades, the population of the area steadily increased leading to the building of a new campus that would house 11th and 12th graders. The new campus opened in December of 1999. At that time, the 9th and 10th graders remained at the Holly Park campus. In 2007, an additional wing was added to 11th and 12th grade campus to accommodate the 10th Grade. Due to the steady increase in the student population, GPISD opened a 10th Grade Center in the Fall of 2018. North Shore High School has a population of nearly 4800 students and serves their needs on three campuses.

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Goal 2: North Shore High School will provide information and opportunities to assist students in preparing for college and careers.

Goal 3: North Shore High School will ensure student growth in the tested areas.

Goal 4: North Shore High School will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Goal 5: North Shore High School will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

Goal 6: North Shore High School will provide opportunities for parental/community involvement and business partnership.

Goal 7: North Shore High School will ensure high quality staff is employed.

Goal 8: North Shore High School will provide superior operational services to best support students and staff success.

Goal 9: North Shore High School will achieve a 96.0% or higher student attendance rate, utilizing the \$6,842.00 Attendance Incentive Plan allotment. North Shore High School will achieve a student attendance rate of 95.5% for the Fall 2019 semester and 95.0% for the Spring 2020 semester utilizing the \$12,634 Attendance Incentive Plan allotment.

Comprehensive Support Strategies

RDA Strategies

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.2: Regular monitoring and revision

2.3: Available to parents and community in an understandable format and language

2.4: Opportunities for all children to meet State standards

2.5: Increased learning time and well-rounded education

2.6: Address needs of all students, particularly at-risk

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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2019-2020 CPAC Committee

Demographics

Student Achievement

Staff Quality, Recruitment and Retention

Curriculum, Instruction and Assessment Committee

Family and Community Involvement

Culture and Climate

School Context and Organization

Technology

Campus Instructional Leadership Team

Attendance Committee

Comprehensive Needs Assessment

Needs Assessment Overview

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	2019-2020 Campus Focus
Demographics	Increase student attendance
Student Achievement	Meet ELL and SpEd Performance Targets
Culture and Climate	Increase teacher recognitions
Staff Quality	Increase supports for new teachers
Curriculum and Instruction	Increase the use of ELL and SpEd high yield strategies
Parent Involvement	Provide a variety of communication mediums to parent and community
School Organization	Increase teacher visibility/accontability
Technology	Easy access to needed technology to improve student achievement

Demographics

Demographics Summary

North Shore High School serves a diverse student population. In the previous year, TEA designated North Shore as needing improvement in the area of Asian Meets performance in Reading. This year we met this target. The 2019 NSSH accountability report showed a need for improved performance for Special Education students. There are significant gaps in their performance in ELA and Math among SpEd students. Also, NSSH did not meet targets in Domain III, Closing the Gaps, in TELPAS. The state set a target of 36% of students needing to demonstrate growth; however we showed only 25%. North Shore's graduation rate has declined over the last 7 to 8 years.

Sub Population	Student
English Language Learners	14%
SpEd	10%

North Shore High School serves 4,534 students in grades 9 through 12. The table below shows each student population by grade level.

Grade Level	Population
9 th Grade	1182
10 th Grade	1146
11 th Grade	1155
12 Grade	1150

9th-12th Grade	Percentage
% Econ Disadv	81.1%
% EL	15.3%
Mobility Rate	12.7%
% Special Ed	10.4%

The 2018 TAPR report reflects student attendance is .5 percentage points below the states average of 95.8%. The information below highlights the attendance trends for North Shore High School students for the last 3 years.

2017	2018	2019
93.6%	93.4%	95.03

Demographics Strengths

Although we did not meet state set targets, North Shore High School continues to narrow academic achievement gaps. Its student subpopulations (i.e. Hispanic, African Americans, White, etc.) continue to score close to the campus average in all 5 EOCs. 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. We experienced a 20% increase in the number of College, Career and Military Ready students. Attendance rates are steadily increasing and there is a diverse staff at North Shore High School with 66% minorities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for consistent monitoring across campus staff and administration in regards to student attendance. **Root Cause:** Attendance rates have hit a ceiling of 94.3%.

Problem Statement 2: There is a need to train teachers on how to build relationships between students in low-socioeconomic groups. **Root Cause:** Drop Out rates are significantly higher than State Average--3.4% for NSSH vs. 1.3% for the State of Texas.

Problem Statement 3: There is a need for a dedicated for an At-Risk Specialist for each campus to communicate between parents, teachers, and administration about attendance. **Root Cause:** There is a greater need for more effective communication between the school and the community in regards to resources and programs available to students.

Problem Statement 4: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. **Root Cause:** There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Problem Statement 5: The at-risk percentage is 11 percent higher than the state average of 49%. **Root Cause:** English EOC primary tester passing rate is low and interventions are ineffective.

Student Academic Achievement

Student Academic Achievement Summary

The 2018-2019 school year marked dynamic changes in the state's accountability system. This served as the first year districts will be subjected to an A-F standard to measure student achievement. Achievement indicators include STAAR performance, graduation rate and college, career and military readiness. STAAR performance is measured by the average rate of approaches, meets and masters on all 5 STAAR EOCs. North Shore High School will focus on increasing the English I and English II retester's approaches performance. In addition, we will focus on the US History Approaches, Meets and Masters performance and the Biology Approaches and Masters performance. The table below outlines student performance on these exams during the Spring 2019 EOC administration. Primary testers were successful; however, re-tester results continue to lag. Algebra I EOC approaches and masters scores maintained its success from the previous year. Math retesters were very successful as nearly 65% of retesters scored approaches. While the approaches performance increased only 1%, the Meets and Masters scores in US History remained stagnant from the previous year. LEP students perform well in US History. Despite missing state expected targets, SpEd and LEP students have made greater than expected progress overall. According to the data tables published by the Texas Education Agency (TEA) North Shore Senior High School did not meet the target Meets score of 74% amongst Asians in Reading. As a result, the state has designated North Shore Senior has needing additional targeted support in this area. North Shore High School set a goal of achieving at B or higher campus rating. The charts below summarize EOC performance based on the 2019 Spring STAAR performance. Student participation in extracurricular activities and the success of the program is another way we measure student achievement.

	Approaches	Meets	Masters
Algebra I	90%	70%	40%
Biology I	86%	56%	17%
English I	59%	43%	6%
English II	62%	40%	4%
US History	92%	69%	33%

College, career and military readiness focuses on college board test performance, AP exam performance, TSIA performance, CTE coherent sequence completion, military enlistment and dual credit course completion. North Shore High School students continue to score significantly below the state average on the SAT and ACT exams. There is a need for increased participation and performance on these tests. North Senior High School has experienced an increase in dual credit completion rates and continues to lead its comparison group in this area. An unintended consequence has been the slight dip in the number of students completing AP courses as evident by the 1% drop in participation. This year we experienced an overall decrease of 3% in AP Scores. There is a need to increase scores in AP Economics, AP Math and AP Science performance.

Extra Curricular Activities

North Shore High School has a campus organization that is designed to accommodate the needs of the students. All students are provided opportunities to participate in Fine Arts, Career & Technology, Athletics, and/or extracurricular clubs/organizations. North Shore High School has experienced much

success in UIL competitions in the area of Fine Arts and CTE. All athletic teams have excelled in district and playoff competitions.

Student Academic Achievement Strengths

North Shore High School achieved a Met Standard Rating under the 2019 state accountability system and expect to achieve this rating for 2020 accountability.

North Shore High School achieved excellent results on the AP performance in Math, Science, Music Theory, Spanish Language, Spanish Literature, Studio Art and English Literature.

In Spring 2019, we increased performance in Biology (meets and masters), Algebra (approaches, meets and masters), English I (Masters) English II (Masters) and US History (Approaches).

Our Algebra I EOC scores lead the Region IV area.

North Shore High School students frequently participate at the state UIL competition level.

Our teams have won the state championship for a number of years in Accounting, Computer Applications, and Calculator Applications.

NSSH Calculator Applications team are State Champions.

The class of 2019 received over 4 million dollars in college scholarships.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: There is a need to provide ample planning time for our teachers/coteachers in order to address curriculum changes/modifications, instructional practices, incentives, tutorials, etc. **Root Cause:** The master schedule does not reflect common planning for gen ed and co teachers.

Problem Statement 2: There is an insufficient number of teachers with an ESL certification to meet the growing demands of ELs. **Root Cause:** Teachers do not understand the value of gaining the certification.

Problem Statement 3: There is a need to create a strategic tutorial plan to encourage maximum participation and outside support. **Root Cause:** Students see the current plan as focused only on "passing" either a course or test. If they think they are "passing" they won't come.

Problem Statement 4: There is a need to establish common expectations in all AP contents in regards to testing calendar, format, data tracking, and student goal sheets. **Root Cause:** The expectations are not consistent across content areas.

Problem Statement 5: US History EOC Master performance amongst Dual Credit and AP students is low. **Root Cause:** Goal setting and interventions begin too late in the year and should begin in the Fall Semester.

Problem Statement 6: The performance gap between general education students and ICS students is too wide. **Root Cause:** SpEd ratios in classrooms are too large.

Problem Statement 7: There is a need to provide a consistent incentive implementation system for various categories such as data driven by content, attendance, and tutorials. **Root Cause:** Most students are not intrinsically motivated.

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 amongst each other to become cohesive in regards to campus policies, procedures, and standards. All policy 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 need 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.

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

Each campus has a coordinated intervention/support program for students.

There is a 30/30 rule on all campuses. No student is to be released from any class during the first or last 30 minutes of each class period.

Safety drills are completed consistently and within given timelines.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need for more efficient and consistent communication across campuses. It is important that every campus know what is happening on all campuses. **Root Cause:** Each campus prioritizes communication within its own faculty and staff. There is no common communication system being utilized.

Problem Statement 2: Student compliance with expectations regarding attendance, dress code, conduct, etc. varies across campuses. **Root Cause:** There is inconsistent enforcement/focus in regards to campus and district policies, procedures, and standards as they relate to student compliance.

Problem Statement 3: There is a need to improve teacher morale, commonly accepted goals, and compliance. **Root Cause:** Many teachers are unaware, unable, or choose not to provide their voice in the development of policies, procedures and programs.

Problem Statement 4: There is a need for teacher and administrative staff to follow through and enforce campus practices and procedures. **Root Cause:** There are perceived inconsistencies when it comes to fulfilling roles and responsibilities.

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 engaging activities 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 certificate. We would also like to post information in English/Spanish.

Perceptions Strengths

The identified strengths were competitive teacher salaries. Also, most parents report feeling welcomed across campuses and that their students are being provided an educational foundation that prepares them for college. It is reported that 93% of parents utilize SkyWard parent portal to access grades, attendance, and other student information. There is sufficient parent communication regarding parental involvement activities on the various campuses.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Students have no incentive to change negative behaviors. **Root Cause:** There is no consistency when holding students accountable for their actions.

Problem Statement 2: There is a need to increase student engagement throughout each instructional period. **Root Cause:** Teachers lack the skills and/or incentive to incorporate strategies to increase student engagement.

Problem Statement 3: Student attendance rates need to increase. **Root Cause:** Students and parents have not been directly involved in the development of incentive plans.

Problem Statement 4: Information is not provided in a timely, easily accessible manner. **Root Cause:** Teacher web-pages, Class Dojo's, Google Classrooms, Voice Mail, etc., are not updated on a routine basis.

Priority Problem Statements

Problem Statement 1: The at-risk percentage is 11 percent higher than the state average of 49%.

Root Cause 1: English EOC primary tester passing rate is low and interventions are ineffective.

Problem Statement 1 Areas: Demographics - Demographics

Problem Statement 2: There are few students utilizing social services and counseling resources.

Root Cause 2: Parents are not effectively educated on social services available to students and families such as Communities In Schools, Unlimited Visions and Social Work services.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There are few opportunities for teachers to collaborate.

Root Cause 3: Most staff development sessions are lecture orientated sessions from administrators and teachers are given few opportunities to learn from one another.

Problem Statement 3 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 4: Teachers do not readily support new instructional initiatives.

Root Cause 4: Teachers struggle with managing multiple initiatives and are often overwhelmed with implementation.

Problem Statement 4 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 5: Beginning teachers are not supported by their designated mentor teachers.

Root Cause 5: Mentors need additional training.

Problem Statement 5 Areas: Staff Quality, Recruitment, and Retention

Problem Statement 6: North Shore High School LEP students failed to meet safeguards in English Language Arts.

Root Cause 6: Teachers are not effectively implementing sheltered strategies across all contents.

Problem Statement 6 Areas: Student Achievement

Problem Statement 7: North Shore High School Special Education students are failing to meet safeguards in all contents.

Root Cause 7: General education teachers are not effectively implementing specially designed instruction to Special Education students.

Problem Statement 7 Areas: Student Achievement

Problem Statement 8: English I and English II Masters performance of 3% are below the states average of 8%.

Root Cause 8: The scope and sequence of Pre-AP English does not meet the rigor of the tested TEKs.

Problem Statement 8 Areas: Student Achievement

Problem Statement 9: North Shore High School needs to develop more partnerships with the community.

Root Cause 9: There are limited opportunities to build relationships with the school.

Problem Statement 9 Areas: Parent and Community Engagement

Problem Statement 10: Parents are not as actively involved at the high school level.

Root Cause 10: Parents report they do not feel welcomed.

Problem Statement 10 Areas: Parent and Community Engagement

Problem Statement 11: North Shore High needs to use a variety of strategies to communicate with parents.

Root Cause 11: Parents ignore call outs and may not follow campus social media outlets.

Problem Statement 11 Areas: Parent and Community Engagement

Problem Statement 12: Teachers and students need to feel supported.

Root Cause 12: There needs to be more positive relationships between students, teachers, and administrators.

Problem Statement 12 Areas: School Culture and Climate

Problem Statement 13: There are not enough students participating in the extracurricular/organizational opportunities offered on the campus.

Root Cause 13: There is a lack of participation in beginning of the year orientation events.

Problem Statement 13 Areas: School Culture and Climate

Problem Statement 14: Staff and students are not at their assigned duty areas consistently.

Root Cause 14: Administrators and duty captains are not consistently monitoring and holding staff accountable for being on duty.

Problem Statement 14 Areas: School Context and Organization

Problem Statement 15: US History masters level performance of 28% is ranked in the bottom half of our comparison schools.

Root Cause 15: Dual credit students are not exposed to US History TEKs as compared to Advanced Placement and On-Level US History students.

Problem Statement 15 Areas: Student Achievement

Problem Statement 16: We will increase the implementation of sheltered strategies and specially designed instruction for our ELL and SpEd students.

Root Cause 16: Lack of intentional planning and PLC time for instructors

Problem Statement 16 Areas: Curriculum, Instruction, and Assessment

Problem Statement 17: Too many students not prepared for college and/or careers.

Root Cause 17: Current curricula does not include college preparation activities in on-level courses.

Problem Statement 17 Areas: Curriculum, Instruction, and Assessment

Problem Statement 18: The English II EOC performance is consistently performed below the state for the last 5 years.

Root Cause 18: English re-testers are not receiving effective interventions

Problem Statement 18 Areas: Student Achievement

Problem Statement 19: Technology use is not consistent across all classrooms.

Root Cause 19: Technology available to and trainings provided are not consistent across contents.

Problem Statement 19 Areas: Technology

Problem Statement 20: Teachers find it difficult to use technology to analyze their data

Root Cause 20: Teachers are not required to attend Aware data training.

Problem Statement 20 Areas: Technology

Problem Statement 21: There is a need to provide ample planning time for our teachers/coteachers in order to address curriculum changes/modifications, instructional practices, incentives, tutorials, etc.

Root Cause 21: The master schedule does not reflect common planning for gen ed and co teachers.

Problem Statement 21 Areas: Student Academic Achievement

Problem Statement 22: There is an insufficient number of teachers with an ESL certification to meet the growing demands of ELs.

Root Cause 22: Teachers do not understand the value of gaining the certification.

Problem Statement 22 Areas: Student Academic Achievement

Problem Statement 23: There is a need to create a strategic tutorial plan to encourage maximum participation and outside support.

Root Cause 23: Students see the current plan as focused only on "passing" either a course or test. If they think they are "passing" they won't come.

Problem Statement 23 Areas: Student Academic Achievement

Problem Statement 24: There is a need to establish common expectations in all AP contents in regards to testing calendar, format, data tracking, and student goal sheets.

Root Cause 24: The expectations are not consistent across content areas.

Problem Statement 24 Areas: Student Academic Achievement

Problem Statement 25: US History EOC Master performance amongst Dual Credit and AP students is low.

Root Cause 25: Goal setting and interventions begin too late in the year and should begin in the Fall Semester.

Problem Statement 25 Areas: Student Academic Achievement

Problem Statement 26: The performance gap between general education students and ICS students is too wide.

Root Cause 26: SpEd ratios in classrooms are too large.

Problem Statement 26 Areas: Student Academic Achievement

Problem Statement 27: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success.

Root Cause 27: There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Problem Statement 27 Areas: Demographics - Demographics

Problem Statement 28: Only a few teachers are given the newest technology.

Root Cause 28: Lack of teacher interest in using technology.

Problem Statement 28 Areas: Technology

Problem Statement 29: Information is not provided in a timely, easily accessible manner.

Root Cause 29: Teacher web-pages, Class Dojo's, Google Classrooms, Voice Mail, etc., are not updated on a routine basis.

Problem Statement 29 Areas: Perceptions

Problem Statement 30: Sixth six weeks attendance is the lowest for the Spring Semester.

Root Cause 30: Tracking of student attendance is difficult due to increased special attendance protocols associated with field trips, assemblies, ceremonies, EOC/AP testing and other school activities outside of the classroom.

Problem Statement 30 Areas: Demographics

Problem Statement 31: Fifth six weeks attendance declines compared to the fourth 6 Weeks

Root Cause 31: Students are exhausted due to DA testing, TELPAS testing, and English EOC testing.

Problem Statement 31 Areas: Demographics

Problem Statement 32: The first week of the fourth 6 Weeks, garners the lowest attendance days of the year.

Root Cause 32: Students do not return on time from holiday travel.

Problem Statement 32 Areas: Demographics

Problem Statement 33: Third 6 Weeks attendance is the lowest for the Fall Semester.

Root Cause 33: Students become fatigued and give up if failing their classes or have already acquired numerous absences

Problem Statement 33 Areas: Demographics

Problem Statement 34: Second 6 Weeks attendance drops compared to First 6 Weeks.

Root Cause 34: Students who are "off calendar" are not aware of their new ADA periods and are not as intentional about attending those classes.

Problem Statement 34 Areas: Demographics

Problem Statement 35: First 6 Weeks attendance is compromised and does not accurately reflect actual student attendance.

Root Cause 35: Numerous schedule changes and miscommunication with students result in students in the wrong room during ADA time and marked absent.

Problem Statement 35 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data

Goals

Goal 1: North Shore High School will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 1: North Shore High School will reduce its number of disciplinary referrals by 5% compared to 2018-2019 school year.



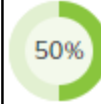
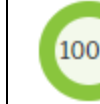
Evaluation Data Source(s) 1: NSSH TTESS Analysis

Power Walk Data

Teacher Surveys

Discipline Report Data

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 1) North Shore High School Administrators will conduct at least one walk through of all of its teachers by December 1st and identify any teachers who struggle with classroom management.	2.5, 2.6	Administrators,	Struggling teachers will improve their relationship with students.				
Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 6							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) North Shore Senior High Administrators will identify teachers who struggle with classroom management and send them to at least one classroom management training session sponsored by the District's Professional Development department.	2.6	Campus Disciplinary Officer	Increase in school climate Increase in effective instruction Increase in student achievement Increase in teacher-student relationship.				
	Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 1: Teachers and students need to feel supported. Root Cause 1: There needs to be more positive relationships between students, teachers, and administrators.
Staff Quality, Recruitment, and Retention
Problem Statement 2: Teachers do not readily support new instructional initiatives. Root Cause 2: Teachers struggle with managing multiple initiatives and are often overwhelmed with implementation.
Curriculum, Instruction, and Assessment
Problem Statement 1: We will increase the implementation of sheltered strategies and specially designed instruction for our ELL and SpEd students. Root Cause 1: Lack of intentional planning and PLC time for instructors
Student Academic Achievement
Problem Statement 6: The performance gap between general education students and ICS students is too wide. Root Cause 6: SpEd ratios in classrooms are too large.

Goal 1: North Shore High School will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 2: North Shore High School will increase the percentage of staff members reporting North Shore to be a safe and positive workplace by 2% according to the campus needs assessment survey

Evaluation Data Source(s) 2: Campus Needs Assessment Survey

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy TEA Priorities Improve low-performing schools 1) North Shore High School will implement the "No Place for Hate" program.	2.6	Counselor Assigned	Build more positive relationships between students, teachers, administrators, and all other stakeholders.				
	Problem Statements: Demographics 2, 3 - School Culture and Climate 1 - Demographics 4 Funding Sources: 199 - Local - 401.88						
2) North Shore High School will have a strong Foundations Program to ensure the safety of all students.		Safety and Foundations Administrator.	Emergency drills will be completed more efficiently. Students and teachers will become more knowledgeable about maintaining daily proper safety measures				
Funding Sources: 199 - Local - 21249.50							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: There are few students utilizing social services and counseling resources. Root Cause 2: Parents are not effectively educated on social services available to students and families such as Communities In Schools, Unlimited Visions and Social Work services.
Problem Statement 3: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. Root Cause 3: There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.
School Culture and Climate
Problem Statement 1: Teachers and students need to feel supported. Root Cause 1: There needs to be more positive relationships between students, teachers, and administrators.

Demographics

Problem Statement 4: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. **Root Cause 4:** There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Goal 1: North Shore High School will provide a safe, productive and healthy learning/working environment for students and staff.

Performance Objective 3: North Shore High School staff will be on duty each morning, afternoon and during passing periods.

Evaluation Data Source(s) 3: Weekly Duty Check Reports
Campus Needs Assessment Survey

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 1) North Shore High School will assign morning and afternoon duty areas based on the strengths of its staff.		Duty Administrator	High risk areas are properly monitored by strong staff members.				
	Problem Statements: School Culture and Climate 1 - School Context and Organization 2						
2) North Shore High School will perform daily and/or weekly duty checks.		Duty Administrator	Increased presence of staff during high risk times				
	Problem Statements: School Culture and Climate 1						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Teachers and students need to feel supported. Root Cause 1: There needs to be more positive relationships between students, teachers, and administrators.
School Context and Organization
Problem Statement 2: Staff and students are not at their assigned duty areas consistently. Root Cause 2: Administrators and duty captains are not consistently monitoring and holding staff accountable for being on duty.

Goal 2: North Shore High School will provide information and opportunities to assist students in preparing for college and careers.








Performance Objective 1: We will increase the average ACT score of 18.6 to the state average of 20.3

Evaluation Data Source(s) 1: TAPR

Campus Needs Assessment

Practice ACT test scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p>Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>1) North Shore Senior High 11th and 12th grade Math and English teachers will utilize ACT prep questions as warm ups twice week.</p>	2.5, 2.6	Teachers, Specialist, Administrators	Increase in student college and career readiness through participation and performance.				
	Problem Statements: Curriculum, Instruction, and Assessment 2						
<p>TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools</p> <p>2) North Shore Senior High 12th Grade English IV/College Prep courses will perform ACT goal setting conferences with its students.</p>	2.4	English Administrator, English Specialists, Associate of Curriculum and Instruction.	Students are more knowledgeable about components of the ACT and will develop a plan to be successful.				
	Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: 199 - Local - 0.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Connect high school to career and college Improve low-performing schools 3) North Shore Senior High will identify and contact the parents of students enrolled in advanced classes to take the ACT exam.	2.4, 2.5, 3.2	Academic Advisor, Associate Principal, ACT Testing Coordinator	Increased student and parent awareness and an increase in student participation and performance.				
	Problem Statements: Parent and Community Engagement 1, 2, 3						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: Too many students not prepared for college and/or careers. Root Cause 2: Current curricula does not include college preparation activities in on-level courses.
Parent and Community Engagement
Problem Statement 1: North Shore High School needs to develop more partnerships with the community. Root Cause 1: There are limited opportunities to build relationships with the school.
Problem Statement 2: Parents are not as actively involved at the high school level. Root Cause 2: Parents report they do not feel welcomed.
Problem Statement 3: North Shore High needs to use a variety of strategies to communicate with parents. Root Cause 3: Parents ignore call outs and may not follow campus social media outlets.

Goal 2: North Shore High School will provide information and opportunities to assist students in preparing for college and careers.

Performance Objective 2: 20% of students will pass the TSIA.

Evaluation Data Source(s) 2: Math and English Common Assessment Data
2018 TSIA Score Report

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Enroll students who have not shown college readiness into a college prep Math or College prep English course.	2.4, 2.6	Associate principal of curriculum and instruction, Counselors, and Specialists.	Students will be exposed to a curriculum geared towards being successful on the TSIA. Students will increase their college opportunities and will not have to take remediation courses.				
	Problem Statements: Curriculum, Instruction, and Assessment 2						
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 2) North Shore Senior High will incorporate a practice TSIA activity as a part of the College Prep Math and English IV curriculum.	2.4	Math Specialists, English Specialist and Associate of Curriculum and Instruction.	Students will be exposed to a curriculum geared towards being successful on the TSIA. Students will increase their college opportunities and will not have to take remediation courses.				
	Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: 199 - Local - 0.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: Too many students not prepared for college and/or careers. Root Cause 2: Current curricula does not include college preparation activities in on-level courses.

Goal 2: North Shore High School will provide information and opportunities to assist students in preparing for college and careers.

Performance Objective 3: North Shore Senior High will ensure 95% of students will demonstrate College, Career or Military Readiness

Evaluation Data Source(s) 3: TEA CCMR Report
CCMR Tracking Spreadsheets

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Connect high school to career and college 1) NSSH Counselors will use the GPISD CCMR forms to identify any students who have not met CCMR and place them on the path to gain CCMR.	2.4, 2.5, 2.6	Lead Counselors, Registrar, Associate Principal					
Problem Statements: Curriculum, Instruction, and Assessment 2							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 2: Too many students not prepared for college and/or careers. Root Cause 2: Current curricula does not include college preparation activities in on-level courses.

Goal 3: North Shore High School will ensure student growth in the tested areas.

Performance Objective 1: North Shore High School will increase the English I and II passing rate for primary testers to 75%









Evaluation Data Source(s) 1: Unit Assessments

Semester Exams

District Assessments

2017 TAPR Report

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) North Shore 10th Grade Center will enroll re-tester students into an on-level core course and 1 remediation course.	2.4, 2.5, 2.6	Associate of Curriculum and Instructional Specialists.	With the renewed focus on students excelling beyond the Approaches standard, we expect re-testers to show greater than expected progress as a result of their being surrounded by students closer to their own level of achievement				
Problem Statements: Student Achievement 5 - Curriculum, Instruction, and Assessment 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Student Achievement
Problem Statement 5: The English II EOC performance is consistently performed below the state for the last 5 years. Root Cause 5: English re-testers are not receiving effective interventions
Curriculum, Instruction, and Assessment
Problem Statement 1: We will increase the implementation of sheltered strategies and specially designed instruction for our ELL and SpEd students. Root Cause 1: Lack of intentional planning and PLC time for instructors

Goal 3: North Shore High School will ensure student growth in the tested areas.

Performance Objective 2: Each EOC tested content area will increase their Masters level performance to meet that of the state by the end of the 2019-2020 school year.

Evaluation Data Source(s) 2: TAPR

EOC results

Unit Assessments

Semester Exams

District Assessments

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math 1) North Shore High School will conduct weekly tutorials for re-testers and students within 5 points of scoring Meets or Masters level on the EOC.	2.4, 2.5	Department chairs will turn in targeted tutorial plans each semester outlining their tutorial schedules.	We expect for there to be a steady increase in masters level performance after each common assessment.				
	Problem Statements: Student Achievement 3, 4, 5 - Student Academic Achievement 3, 5, 6 Funding Sources: 199 - Local - 0.00, 285 - Title IV - 7242.31						
Comprehensive Support Strategy 2) Students and teachers will set and review Masters goals.	2.4, 2.6	Associate of Curriculum and Instruction, Instructional Specialist.	Advanced students will continue to work towards progress.				
	Problem Statements: Student Achievement 3, 4 - Student Academic Achievement 3, 5						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
TEA Priorities Improve low-performing schools 3) Teachers will cycle US History lessons on Fridays for US History Dual Credit students beginning in the FALL semester.	2.4	Administrators will conduct at least 10 power walks each Friday into the Dual Credit classrooms.	US History Dual Credit students will increase their master performance by 5% points from the previous year. The teaching team will have a shared responsibility for these students' test results.				
Problem Statements: Student Achievement 4 - Student Academic Achievement 5							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 3: English I and English II Masters performance of 3% are below the states average of 8%. Root Cause 3: The scope and sequence of Pre-AP English does not meet the rigor of the tested TEKs.
Problem Statement 4: US History masters level performance of 28% is ranked in the bottom half of our comparison schools. Root Cause 4: Dual credit students are not exposed to US History TEKs as compared to Advanced Placement and On-Level US History students.
Problem Statement 5: The English II EOC performance is consistently performed below the state for the last 5 years. Root Cause 5: English re-testers are not receiving effective interventions
Student Academic Achievement
Problem Statement 3: There is a need to create a strategic tutorial plan to encourage maximum participation and outside support. Root Cause 3: Students see the current plan as focused only on "passing" either a course or test. If they think they are "passing" they won't come.
Problem Statement 5: US History EOC Master performance amongst Dual Credit and AP students is low. Root Cause 5: Goal setting and interventions begin too late in the year and should begin in the Fall Semester.
Problem Statement 6: The performance gap between general education students and ICS students is too wide. Root Cause 6: SpEd ratios in classrooms are too large.

Goal 3: North Shore High School will ensure student growth in the tested areas.

Performance Objective 3: ELA scores for LEP students will increase by 4% points each year and will meet state expected targets by the year 2020.

Evaluation Data Source(s) 3: TAPR Reports

- Unit Assessments
- Semester Exams
- District Assessments
- EOC results

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy 1) NSSH will continue its implementation of the cross curricular team of teachers who will provide visual, interactive teaching for accelerating learning to all beginning and intermediate LEP students.	2.4, 2.5, 2.6	The members of the team will participate in a data debriefing each six weeks to discuss the progress of its beginning and intermediate LEP students.	We expect LEP students will received highly sheltered instruction in each of their core classes resulting in accelerated language proficiency as evident on the TELPAS exam.				
				Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 Funding Sources: 285 - Title IV - 31007.26			
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Core content teachers will use Kerzweil at least twice a week during instruction.	2.4, 2.6	Instructional Specialists	Students will become comfortable with online supports.				
				Problem Statements: Student Achievement 2, 5 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 6			
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: North Shore High School LEP students failed to meet safeguards in English Language Arts. **Root Cause 1:** Teachers are not effectively implementing sheltered strategies across all contents.

Problem Statement 2: North Shore High School Special Education students are failing to meet safeguards in all contents. **Root Cause 2:** General education teachers are not effectively implementing specially designed instruction to Special Education students.

Problem Statement 5: The English II EOC performance is consistently performed below the state for the last 5 years. **Root Cause 5:** English re-testers are not receiving effective interventions

Curriculum, Instruction, and Assessment

Problem Statement 1: We will increase the implementation of sheltered strategies and specially designed instruction for our ELL and SpEd students. **Root Cause 1:** Lack of intentional planning and PLC time for instructors

Student Academic Achievement

Problem Statement 6: The performance gap between general education students and ICS students is too wide. **Root Cause 6:** SpEd ratios in classrooms are too large.

Goal 3: North Shore High School will ensure student growth in the tested areas.

Performance Objective 4: NSSH will experience a 4% increase in SpEd approaches performance in all EOC tested areas.

Evaluation Data Source(s) 4: TAPR
NSSH Power Walk Data

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 1) Co-Teachers and General and education teachers will be assigned a common planning period.	2.4, 2.5, 2.6	The master schedule will reflect common planning periods. We will check this on a semesterly basis,	SpEd d and general education teachers will learn content and specially designed instruction from one another. They will each become more versed in proper differentiation strategies.				
				Problem Statements: Student Achievement 2 - Student Academic Achievement 1			
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) Special Education teachers in tested content areas will perform goal setting conferences with each of the SpEd students.	2.4, 2.6	Content Administrators	Special Education students will internalize the need to show progress and actively work towards meeting their goals.				
				Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 6			
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Student Achievement
Problem Statement 1: North Shore High School LEP students failed to meet safeguards in English Language Arts. Root Cause 1: Teachers are not effectively implementing sheltered strategies across all contents.

Student Achievement

Problem Statement 2: North Shore High School Special Education students are failing to meet safeguards in all contents. **Root Cause 2:** General education teachers are not effectively implementing specially designed instruction to Special Education students.

Curriculum, Instruction, and Assessment

Problem Statement 1: We will increase the implementation of sheltered strategies and specially designed instruction for our ELL and SpEd students. **Root Cause 1:** Lack of intentional planning and PLC time for instructors

Student Academic Achievement

Problem Statement 1: There is a need to provide ample planning time for our teachers/coteachers in order to address curriculum changes/modifications, instructional practices, incentives, tutorials, etc. **Root Cause 1:** The master schedule does not reflect common planning for gen ed and co teachers.

Problem Statement 6: The performance gap between general education students and ICS students is too wide. **Root Cause 6:** SpEd ratios in classrooms are too large.

Goal 3: North Shore High School will ensure student growth in the tested areas.

Performance Objective 5: North Shore High School will receive a STAAR Component Score of 80 or higher.

Evaluation Data Source(s) 5: TAPR Reports

Unit Assessments

Semester Exams

District Assessments

EOC results

student Data

Accountability Letter Grade Designation

Summative Evaluation 5: No progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) North Shore High School EOC teachers will complete goal setting conferences with all students	2.4, 2.6	Associate Principal of Curriculum and Instruction, Instructional Specialists, Content Assistant Principals	Students will show increased progress after each common assessment.				
				Problem Statements: Student Achievement 1, 3, 4, 5			
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) North Shore High School will create an Instructional Leadership Team and Campus Needs Assessment meetings to review, reflect and revise strategies for student academic success.	2.4, 2.6	Associate of Curriculum and Instruction, Instructional Specialists,					
				Problem Statements: School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1, 2 Funding Sources: 199 - Local - 1699.70			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 3) North Shore High School administrators will set approaches, meets and masters goals with EOC teachers and regularly review their progress towards their goals.	2.4, 2.6	Associate Principal of Curriculum and Instruction, Content Assistant Principals.	Teachers are knowledgeable about their students' progress at all times.				
				Problem Statements: Student Achievement 1, 2, 3, 4, 5			
TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 4) North Shore High School core teachers will be trained on how to utilize Aware data reports and effectively identify instructional implications.	2.4, 2.6	Associate Principal of Curriculum and Instruction and Instructional Specialists.	Teachers will be able adjust lesson plans to meet individual student needs.				
				Problem Statements: School Culture and Climate 1 - Student Academic Achievement 1			
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

Student Achievement
Problem Statement 1: North Shore High School LEP students failed to meet safeguards in English Language Arts. Root Cause 1: Teachers are not effectively implementing sheltered strategies across all contents.
Problem Statement 2: North Shore High School Special Education students are failing to meet safeguards in all contents. Root Cause 2: General education teachers are not effectively implementing specially designed instruction to Special Education students.
Problem Statement 3: English I and English II Masters performance of 3% are below the states average of 8%. Root Cause 3: The scope and sequence of Pre-AP English does not meet the rigor of the tested TEKs.
Problem Statement 4: US History masters level performance of 28% is ranked in the bottom half of our comparison schools. Root Cause 4: Dual credit students are not exposed to US History TEKs as compared to Advanced Placement and On-Level US History students.
Problem Statement 5: The English II EOC performance is consistently performed below the state for the last 5 years. Root Cause 5: English re-testers are not receiving effective interventions
School Culture and Climate
Problem Statement 1: Teachers and students need to feel supported. Root Cause 1: There needs to be more positive relationships between students, teachers, and administrators.

Staff Quality, Recruitment, and Retention

Problem Statement 1: There are few opportunities for teachers to collaborate. **Root Cause 1:** Most staff development sessions are lecture orientated sessions from administrators and teachers are given few opportunities to learn from one another.

Problem Statement 2: Teachers do not readily support new instructional initiatives. **Root Cause 2:** Teachers struggle with managing multiple initiatives and are often overwhelmed with implementation.

Student Academic Achievement

Problem Statement 1: There is a need to provide ample planning time for our teachers/coteachers in order to address curriculum changes/modifications, instructional practices, incentives, tutorials, etc. **Root Cause 1:** The master schedule does not reflect common planning for gen ed and co teachers.

Goal 3: North Shore High School will ensure student growth in the tested areas.

Performance Objective 6: North Shore Senior High will provide recognition to staff whose students show growth on common and district assessments according to teacher and student goal forms.

Evaluation Data Source(s) 6: Unit Assessment Data

District Assessment Data

Semester Exam Data

Summative Evaluation 6: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 1) North Shore Senior High School will recognize teachers whose students have shown growth throughout their common assessments to reach their EOC goals.	2.4, 2.6	Associate Principal of Curriculum Culture and Climate AP Instructional Specialists	Students will reach the campus EOC goals.				
Problem Statements: School Culture and Climate 1							
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Improve low-performing schools 2) North Shore Senior High School will recognize students who've met their EOC goals.	2.4, 2.6	Associate Principal of Curriculum Culture and Climate AP Instructional Specialists	Students will reach the campus EOC goals.				
Problem Statements: School Culture and Climate 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 6 Problem Statements:

School Culture and Climate
Problem Statement 1: Teachers and students need to feel supported. Root Cause 1: There needs to be more positive relationships between students, teachers, and administrators.

Goal 3: North Shore High School will ensure student growth in the tested areas.

Performance Objective 7: North Shore Senior High will ensure all sub populations meet TEA meets performance targets with a concentration on Asian performance in Reading.

Evaluation Data Source(s) 7: District Common Assessments
2019 Closing the Gaps Status Table

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Improve low-performing schools 1) North Shore Senior High School will track student performance by subpopulation.	2.4, 2.6	Instructional Specialists and Associate of Curriculum and Instruction	Increased achievement of students in low performing subpopulations.				
	Problem Statements: Student Achievement 1, 2, 3, 4, 5 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 6						
Comprehensive Support Strategy Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) North Shore Senior High School English Teachers will perform goal setting conferences with students and set a goal of "Meets" or higher for all students primary testing and enrolled in English II onlevel and Pre AP course.	2.4, 2.5, 2.6	Instructional Specialists and Associate Principal	All students will meet targets for their subpopulations.				
	Problem Statements: Student Achievement 1, 3, 5						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 7 Problem Statements:

Student Achievement

Problem Statement 1: North Shore High School LEP students failed to meet safeguards in English Language Arts. **Root Cause 1:** Teachers are not effectively implementing sheltered strategies across all contents.

Problem Statement 2: North Shore High School Special Education students are failing to meet safeguards in all contents. **Root Cause 2:** General education teachers are not effectively implementing specially designed instruction to Special Education students.

Problem Statement 3: English I and English II Masters performance of 3% are below the states average of 8%. **Root Cause 3:** The scope and sequence of Pre-AP English does not meet the rigor of the tested TEKs.

Problem Statement 4: US History masters level performance of 28% is ranked in the bottom half of our comparison schools. **Root Cause 4:** Dual credit students are not exposed to US History TEKs as compared to Advanced Placement and On-Level US History students.

Problem Statement 5: The English II EOC performance is consistently performed below the state for the last 5 years. **Root Cause 5:** English re-testers are not receiving effective interventions

Curriculum, Instruction, and Assessment

Problem Statement 1: We will increase the implementation of sheltered strategies and specially designed instruction for our ELL and SpEd students. **Root Cause 1:** Lack of intentional planning and PLC time for instructors

Student Academic Achievement

Problem Statement 6: The performance gap between general education students and ICS students is too wide. **Root Cause 6:** SpEd ratios in classrooms are too large.

Goal 4: North Shore High School will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.








Performance Objective 1: Increase the number of students participating in the extracurricular/organizational opportunities offered on the campus.

Evaluation Data Source(s) 1: Campus Needs Assessment

Program Enrollment Data

Principal Advisory Survey

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Host a "Club & Organization Fair" during the first 6 weeks of school to provide information and enrollment opportunities.		Counselor Assigned	Increase knowledge of and participation in campus opportunities.				
Problem Statements: School Culture and Climate 3							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

School Culture and Climate
Problem Statement 3: There are not enough students participating in the extracurricular/organizational opportunities offered on the campus. Root Cause 3: There is a lack of participation in beginning of the year orientation events.

Goal 4: North Shore High School will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 2: North Shore High School will have 4 clubs/organization presentations throughout the year.

Evaluation Data Source(s) 2: Club/organization rosters

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) North Shore 9th Grade Center, 10th Grade Center and Senior High will host a clubs/organizations fair during its special programs and student orientation activities.	2.6, 3.1	Club Sponsor Administrator	Increased program participation				
Problem Statements: School Culture and Climate 1, 3 - Parent and Community Engagement 2							
2) North Shore High School will recognize students who excel in UIL activities via newsletter and/or social media outlets.	3.1, 3.2	Assigned Administrator	Increase in program participation				
Problem Statements: School Culture and Climate 1, 3 - Parent and Community Engagement 1, 2, 3							
3) North Shore Senior High School will offer leadership activities, i.e. recognition luncheon, principal breakfast and other student recognition activities.	3.1	Assigned Administrator	Increased participation in extracurricular sponsor.				
Problem Statements: School Culture and Climate 1, 3 - Parent and Community Engagement 2							
Funding Sources: 199 - Local - 2163.74							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 1: Teachers and students need to feel supported. Root Cause 1: There needs to be more positive relationships between students, teachers, and administrators.
Problem Statement 3: There are not enough students participating in the extracurricular/organizational opportunities offered on the campus. Root Cause 3: There is a lack of participation in beginning of the year orientation events.

Parent and Community Engagement

Problem Statement 1: North Shore High School needs to develop more partnerships with the community. **Root Cause 1:** There are limited opportunities to build relationships with the school.

Problem Statement 2: Parents are not as actively involved at the high school level. **Root Cause 2:** Parents report they do not feel welcomed.

Problem Statement 3: North Shore High needs to use a variety of strategies to communicate with parents. **Root Cause 3:** Parents ignore call outs and may not follow campus social media outlets.





Goal 5: North Shore High School will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

Performance Objective 1: North Shore High School will increase 6th Six Weeks attendance from 94.36 to 95%

Evaluation Data Source(s) 1: Six Weeks Attendance data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Additional Targeted Support Strategy 1) North Shore High School will increase attendance incentives for students during the last 3 weeks of school.	2.5, 2.6	Attendance Administrators, Attendance Committees	Increased participation of final exams as students will be present for exam reviews.				
				Problem Statements: Demographics 3 - Demographics 4 Funding Sources: 461 - Campus Activity Funds - 0.00			
Comprehensive Support Strategy 2) North Shore Senior High School will assist with phone calls and messages for students who struggle with attendance.	2.5, 2.6	Fine Arts and CTE Administrator, Attendance Administrator, At Risk Coordinator	Students will have increased supports. In addition the entire school will be knowledgeable of at risk students and participate in meeting their needs.				
				Problem Statements: Demographics 3 - Parent and Community Engagement 1, 2, 3 - Demographics 4			
3) North Shore High School will implement "Free Slush Friday" during the 3rd and 6th six weeks where 80 students will be selected each Friday from the Perfect Attendance list for the week to receive a slush on Friday. Names will be called right before lunch during announcements.	2.5	Attendance Administrator	Recognition for having great attendance for the week instead of overall perfect attendance motivates students to continue to come to school that may not have perfect attendance.				
				Problem Statements: Demographics 3 - School Culture and Climate 1 - Demographics 4			
4) North Shore 9th Grade Center will reward the team with overall most attendance growth from the 1st six weeks to 3rd six weeks and from 4th six weeks to 6th six weeks with a Celebration. Team Administrators and Counselors not a part of rewarded team will have to serve the winning team.	2.5	Attendance Administrator and Attendance Committee	To provide constant reminders of the importance of attendance by teams. Students look forward to the celebration and all leaders on campus are involved: Teams, Team Leaders, Counselors, Administrators				
				Problem Statements: Demographics 3 - School Culture and Climate 1 - Demographics 4			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. Root Cause 3: There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.
School Culture and Climate
Problem Statement 1: Teachers and students need to feel supported. Root Cause 1: There needs to be more positive relationships between students, teachers, and administrators.
Parent and Community Engagement
Problem Statement 1: North Shore High School needs to develop more partnerships with the community. Root Cause 1: There are limited opportunities to build relationships with the school.
Problem Statement 2: Parents are not as actively involved at the high school level. Root Cause 2: Parents report they do not feel welcomed.
Problem Statement 3: North Shore High needs to use a variety of strategies to communicate with parents. Root Cause 3: Parents ignore call outs and may not follow campus social media outlets.
Demographics
Problem Statement 4: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. Root Cause 4: There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Goal 5: North Shore High School will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

Performance Objective 2: North Shore High School will reduce the number of students who lost credit due to non-attendance.

Evaluation Data Source(s) 2: 2018-2019 North Shore Senior High loss of credit report

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy 1) North Shore High School Administrators and counselors will hold individual student conferences with students who struggle with attendance beginning with the 3rd absence. North Shore High School will offer incentives for students with struggling attendance, improved attendance and excellent attendance. North Shore will recognize teachers with exemplary attendance and those who met professional goals.	2.4, 2.6	Attendance Administrator	Parents will increase their involvement in ensuring their children regularly attend school.				
				Problem Statements: Demographics 3 - School Culture and Climate 1 - Demographics 4 Funding Sources: 199 - Local - 13249.12			
Comprehensive Support Strategy 2) North Shore High School will recognize teachers during monthly faculty meetings for implementing student attendance incentive programs in their classrooms.	2.4, 2.6	Attendance Administrator, Administrators	An increase in attendance since there is a push to speak the language throughout the campus.				
				Problem Statements: Demographics 3 - School Culture and Climate 1 - Demographics 4			
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 3: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. Root Cause 3: There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.
School Culture and Climate
Problem Statement 1: Teachers and students need to feel supported. Root Cause 1: There needs to be more positive relationships between students, teachers, and administrators.

Demographics

Problem Statement 4: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. **Root Cause 4:** There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Goal 5: North Shore High School will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

Performance Objective 3: North Shore High School will increase attendance data quality.

Evaluation Data Source(s) 3: Unrecorded Class Attendance Report
2017-2018 Campus Attendance Audit

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy 1) North Shore High School will maintain a daily record of grade level attendance.		Attendance Administrator	Administrators will recognize abnormalities in attendance patterns and rectify them immediately.				
	Problem Statements: Demographics 3 - Technology 2 - Demographics 4						
Comprehensive Support Strategy 2) North Shore High School will regularly review attendance codes for students against absent counts and ensure they are coded correctly.		Attendance administrator	Home Bound attendance will not be counted against the school.				
	Problem Statements: Demographics 3 - Demographics 4						
Comprehensive Support Strategy 3) North Shore High School will conduct quarterly attendance committee meetings.	2.4, 2.6	Attendance Administrator, Grade level leads and Registrar	Students will receive interventions for attendance in a more timely manner.				
	Problem Statements: Demographics 3 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1 - Demographics 4						
4) North Shore High School will provide training including ways to assist and respond to students with low attendance.		Attendance Committee	Teachers will have tools to respond to high absentee students.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 3: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. **Root Cause 3:** There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

School Culture and Climate

Problem Statement 1: Teachers and students need to feel supported. **Root Cause 1:** There needs to be more positive relationships between students, teachers, and administrators.

Staff Quality, Recruitment, and Retention

Problem Statement 1: There are few opportunities for teachers to collaborate. **Root Cause 1:** Most staff development sessions are lecture orientated sessions from administrators and teachers are given few opportunities to learn from one another.

Technology

Problem Statement 2: Teachers find it difficult to use technology to analyze their data **Root Cause 2:** Teachers are not required to attend Aware data training.

Demographics

Problem Statement 4: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. **Root Cause 4:** There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Goal 5: North Shore High School will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

Performance Objective 4: North Shore High School will maintain 98% teacher attendance on testing days, days before holidays and the first week of each semester.

Evaluation Data Source(s) 4: 2017-2018 TAPR report

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy 1) North Shore High School will communicate to teachers of anticipated high attendance days at least 2 weeks in advance.	2.4, 2.5	Attendance Administrator	Teachers will prepare to be in attendance and make the necessary arrangements.				
Problem Statements: Demographics 1 - Demographics 5							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 1: The at-risk percentage is 11 percent higher than the state average of 49%. Root Cause 1: English EOC primary tester passing rate is low and interventions are ineffective.
Demographics
Problem Statement 5: The at-risk percentage is 11 percent higher than the state average of 49%. Root Cause 5: English EOC primary tester passing rate is low and interventions are ineffective.

Goal 5: North Shore High School will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

Performance Objective 5: Increase the number of students at North Shore High School who understand the importance of "Attendance Matters."

Evaluation Data Source(s) 5: Six weeks attendance data

RaaWee

Attendance Contract

School Status reports

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) North Shore High School will implement the "5 and 10 Days Straight Challenge." Students who have been identified in the bottom 10% for attendance who attend school 5 or 10 days straight without any absences will be able to attend the Candyland Store or receive another type of incentive.	2.5	Attendance Administrator and Attendance Committee	Incentive for students without perfect attendance and encourages attendance improvement				
				Problem Statements: Demographics 3 - School Culture and Climate 1 - Demographics 4			
2) North Shore High School will conduct mandatory Parent and Student conferences for all students not meeting the expectations in the Attendance contract. Parents and students must attend a conference with their administrator to discuss the concerns of the students attendance.	2.5	Attendance Administrator and Attendance Committee	Gives parents a better understanding of District policy on Attendance. Administrators can clarify and answer any misconceptions about the attendance policy and reassure parents and students the opportunity to improve on attendance is always available.				
				Problem Statements: Demographics 1, 3 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2 - Parent and Community Engagement 1, 2, 3 - Demographics 4, 5			
Comprehensive Support Strategy 3) North Shore High School staff will recognize students with exemplary attendance each month.	2.4	Attendance Committee	Teachers will become more aware at tracking their own attendance. Students will have increased learning time with a certified instructor.				
				Problem Statements: Demographics 1, 3 - School Culture and Climate 1 - Parent and Community Engagement 2 - Demographics 4, 5 Funding Sources: 199 - Local - 24265.88			
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 1: The at-risk percentage is 11 percent higher than the state average of 49%. **Root Cause 1:** English EOC primary tester passing rate is low and interventions are ineffective.

Problem Statement 3: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. **Root Cause 3:** There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

School Culture and Climate

Problem Statement 1: Teachers and students need to feel supported. **Root Cause 1:** There needs to be more positive relationships between students, teachers, and administrators.

Curriculum, Instruction, and Assessment

Problem Statement 2: Too many students not prepared for college and/or careers. **Root Cause 2:** Current curricula does not include college preparation activities in on-level courses.

Parent and Community Engagement

Problem Statement 1: North Shore High School needs to develop more partnerships with the community. **Root Cause 1:** There are limited opportunities to build relationships with the school.

Problem Statement 2: Parents are not as actively involved at the high school level. **Root Cause 2:** Parents report they do not feel welcomed.

Problem Statement 3: North Shore High needs to use a variety of strategies to communicate with parents. **Root Cause 3:** Parents ignore call outs and may not follow campus social media outlets.

Demographics

Problem Statement 4: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. **Root Cause 4:** There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Problem Statement 5: The at-risk percentage is 11 percent higher than the state average of 49%. **Root Cause 5:** English EOC primary tester passing rate is low and interventions are ineffective.

Goal 5: North Shore High School will have a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.

Performance Objective 6: Due to the 2018-2019 data results being the lowest percentage of the entire school year, North Shore High School will focus on improving the 5th 6 weeks attendance.

Evaluation Data Source(s) 6: District 6 weeks School Data Report
School Weekly Enrollment Report

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Focus on Attendance Growth by hosting a Party on the Patio for the bottom 10 % students who showed improvement in attendance the month of April by completing their attendance contracts .		Attendance Committee, Administrators, Team Leaders	Target Students with excessive absences to get a chance to improve their attendance.				
	Problem Statements: Demographics 1 - Demographics 5						
2) Students will placed on an Attendance Contract and have an assigned Campus Attendance Committee member to each student in order to follow up and support the student in being successful at meeting the goals in their Action Plan.		Attendance Committee Members	Students will improve in attendance and not be at risk of dropping out of school.				
	Problem Statements: Demographics 1, 3 - Demographics 4, 5						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 6 Problem Statements:

Demographics
Problem Statement 1: The at-risk percentage is 11 percent higher than the state average of 49%. Root Cause 1: English EOC primary tester passing rate is low and interventions are ineffective.
Problem Statement 3: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. Root Cause 3: There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Demographics

Problem Statement 4: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. **Root Cause 4:** There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.








Problem Statement 5: The at-risk percentage is 11 percent higher than the state average of 49%. **Root Cause 5:** English EOC primary tester passing rate is low and interventions are ineffective.

Goal 6: North Shore High School will provide opportunities for parental/community involvement and business partnership.

Performance Objective 1: Increase the number of communication platforms utilized to reach parents and community.

Evaluation Data Source(s) 1: Campus Needs Assessment
Parent Surveys

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Establish a stronger communication presence. Utilize a variety of forums, such as, social media, "Remind", , as well as print medium in both English and Spanish to reach out to and to keep parents informed.	3.2	Campus Key Communicator	Better family and community relations through the an open line of communication for all parties.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 6: North Shore High School will provide opportunities for parental/community involvement and business partnership.

Performance Objective 2: North Shore High School will increase the participation of parent nights by 2%

Evaluation Data Source(s) 2: Parental Involvement Survey

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) North Shore High School will implement a "Refer a Friend" program for designated parent involvement events.	2.4, 2.6, 3.1, 3.2	Parent Liaison and Parent Volunteer Coordinator.	Increased parental involvement.				
2) Use the Open House forum, special parent meetings (i.e. College Readiness nights and transitional meetings) to build relationships with the campus stakeholders.	2.4, 2.6	Principal's Secretary					
Funding Sources: 199 - Local - 1698.48							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 7: North Shore High School will ensure high quality staff is employed.

Performance Objective 1: North Shore High School will increase opportunities for teachers to collaborate.

Evaluation Data Source(s) 1: TTESS Analysis
Teacher Survey
CNA

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue teacher selected PLCs & increase teacher participation in Instructional Rounds.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) All North Shore Senior High Teachers will participate in one of the following PLC groups: Differentiation, 21st Century Classroom, Fundamental 5, Reading Across the Curriculum, 7 Steps to a Language Rich Classroom, or Specially Designed Instruction	2.4, 2.5, 2.6	Administrators, Instructional Specialists	Teachers will improve their classroom instruction through authentic discourse and observation from accomplished teachers.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 - Student Academic Achievement 1						
2) Restructuring of the monthly faculty meetings will provide opportunities for teachers to participate in teacher selected PD.	2.4, 2.5, 2.6	Administrators, Instructional Specialists	Teachers will improve their classroom instruction through authentic discourse and observation from accomplished teachers.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1						
3) Teachers will create and present professional development to their colleagues during campus professional development days and PLC/Monthly faculty meetings.	2.4, 2.5, 2.6	Aspiring Administrators Supervisor	Teachers will increase presentation and leadership experiences.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1, 2 Funding Sources: 199 - Local - 19998.35						
4) Non-core departments such as CTE, Fines Arts, LOTE, PE and Athletics will participate in Data Reflection Learning Walks at least twice a year to discuss opportunities for intervention for re-tester students.	2.4, 2.5, 2.6	Instructional Specialists and Department Chairs	Increased use of EOC data driven instruction in non core classes. Increase in after school tutorial attendance. Non core departments will have an enhanced knowledge of EOC standards.				
	Problem Statements: Student Achievement 3, 5 - Technology 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
5) Teachers, administrators, and specialists will participate in cross-curricular instructional rounds .	2.4, 2.5, 2.6	Administrators, Specialists	Teachers will improve their classroom instruction through guided observation and authentic discussion of instructional strategies and practices.				
Problem Statements: Demographics 1 - Student Achievement 1, 2, 5 - Demographics 5 - Student Academic Achievement 6							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: The at-risk percentage is 11 percent higher than the state average of 49%. Root Cause 1: English EOC primary tester passing rate is low and interventions are ineffective.
Student Achievement
Problem Statement 1: North Shore High School LEP students failed to meet safeguards in English Language Arts. Root Cause 1: Teachers are not effectively implementing sheltered strategies across all contents.
Problem Statement 2: North Shore High School Special Education students are failing to meet safeguards in all contents. Root Cause 2: General education teachers are not effectively implementing specially designed instruction to Special Education students.
Problem Statement 3: English I and English II Masters performance of 3% are below the states average of 8%. Root Cause 3: The scope and sequence of Pre-AP English does not meet the rigor of the tested TEKs.
Problem Statement 5: The English II EOC performance is consistently performed below the state for the last 5 years. Root Cause 5: English re-testers are not receiving effective interventions
Staff Quality, Recruitment, and Retention
Problem Statement 1: There are few opportunities for teachers to collaborate. Root Cause 1: Most staff development sessions are lecture orientated sessions from administrators and teachers are given few opportunities to learn from one another.
Problem Statement 2: Teachers do not readily support new instructional initiatives. Root Cause 2: Teachers struggle with managing multiple initiatives and are often overwhelmed with implementation.
Technology
Problem Statement 2: Teachers find it difficult to use technology to analyze their data Root Cause 2: Teachers are not required to attend Aware data training.
Demographics
Problem Statement 5: The at-risk percentage is 11 percent higher than the state average of 49%. Root Cause 5: English EOC primary tester passing rate is low and interventions are ineffective.

Student Academic Achievement
Problem Statement 1: There is a need to provide ample planning time for our teachers/coteachers in order to address curriculum changes/modifications, instructional practices, incentives, tutorials, etc. Root Cause 1: The master schedule does not reflect common planning for gen ed and co teachers.
Problem Statement 6: The performance gap between general education students and ICS students is too wide. Root Cause 6: SpEd ratios in classrooms are too large.

Goal 7: North Shore High School will ensure high quality staff is employed.

Performance Objective 2: North Shore High will work to increase the number of ESL certified teachers in all areas.

Evaluation Data Source(s) 2: 2017-2018 TAPR Report

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Next Year's Recommendation 2: Continue to communicate the expectation that all teachers become ESL certified.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy 1) The Vital Team will participate in at least two ESL preparation courses and subsequently take and pass the ESL exam.	2.4, 2.6	Vital Team Supervisor, LPAC administrator and Associate Principal of Curriculum and Instruction.	LEP students will experience quality Sheltered Instruction in all core classes.				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1 - Student Academic Achievement 2							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: North Shore High School LEP students failed to meet safeguards in English Language Arts. Root Cause 1: Teachers are not effectively implementing sheltered strategies across all contents.
Curriculum, Instruction, and Assessment
Problem Statement 1: We will increase the implementation of sheltered strategies and specially designed instruction for our ELL and SpEd students. Root Cause 1: Lack of intentional planning and PLC time for instructors
Student Academic Achievement
Problem Statement 2: There is an insufficient number of teachers with an ESL certification to meet the growing demands of ELs. Root Cause 2: Teachers do not understand the value of gaining the certification.

Goal 7: North Shore High School will ensure high quality staff is employed.

Performance Objective 3: North Shore High School staff will implement all areas of the Fundamental 5 at the "good" or "great" percentiles.

Evaluation Data Source(s) 3: Fundamental 5 annual report.
Power Walk Coaching Conference Data

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue the expectations for Fundamental 5 and PowerWalks.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Comprehensive Support Strategy 1) Administrators will hold four Fundamental 5 conference cycles during the year.	2.4, 2.6	Principal and Associate Principal of Curriculum and Instruction.	Teachers will reach their fundamental 5 goals.				
	Problem Statements: Staff Quality, Recruitment, and Retention 2 - Student Academic Achievement 6						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 2: Teachers do not readily support new instructional initiatives. Root Cause 2: Teachers struggle with managing multiple initiatives and are often overwhelmed with implementation.
Student Academic Achievement
Problem Statement 6: The performance gap between general education students and ICS students is too wide. Root Cause 6: SpEd ratios in classrooms are too large.

Goal 8: North Shore High School will provide superior operational services to best support students and staff success.

Performance Objective 1: North Shore High School will evaluate current assets and develop a plan to repair and/or replace equipment in a timely manner.

Evaluation Data Source(s) 1: Planned time line for the repair and/or replacement of current assets and equipment.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Identify needs and make adjustments as identified by distance learning.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) Conduct financial information breakdown during site based meetings and review capital outlay needs during CPAC meetings.		Administrators and CPAC members	Maintaining moneys in the budget to cover repair/replacement cost to equipment.				
Funding Sources: 199 - Local - 634.44							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 8: North Shore High School will provide superior operational services to best support students and staff success.

Performance Objective 2: North Shore High School will achieve high customer satisfaction ratings by providing excellent customer service to both internal and external customers.

Evaluation Data Source(s) 2: Ongoing and end of year customer service survey results.

Summative Evaluation 2: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) North High School staff will maintain updated information on their campus voice mails and websites.		TIS	Successful internal and external communication.				
Problem Statements: Perceptions 4							
2) North Shore High School will provide staff with customer service training.		Assigned Administrator	Teachers will maintain updated contact information at all times.				
Problem Statements: Perceptions 4							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 4: Information is not provided in a timely, easily accessible manner. Root Cause 4: Teacher web-pages, Class Dojo's, Google Classrooms, Voice Mail, etc., are not updated on a routine basis.

Goal 8: North Shore High School will provide superior operational services to best support students and staff success.

Performance Objective 3: North Shore High School will ensure an efficient and effective use of District resources in order to best support students and staff.

Evaluation Data Source(s) 3: Budget review data

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue on separate campuses

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) North Shore High School principals will meet regularly with the financial clerk to insure proper budgetary planning.		Principal	Budget expenditures align with campus instructional needs.				
Problem Statements: Demographics 1, 2 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 3 - Technology 1, 3 - Demographics 5							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: The at-risk percentage is 11 percent higher than the state average of 49%. Root Cause 1: English EOC primary tester passing rate is low and interventions are ineffective.
Problem Statement 2: There are few students utilizing social services and counseling resources. Root Cause 2: Parents are not effectively educated on social services available to students and families such as Communities In Schools, Unlimited Visions and Social Work services.
School Culture and Climate
Problem Statement 1: Teachers and students need to feel supported. Root Cause 1: There needs to be more positive relationships between students, teachers, and administrators.
Staff Quality, Recruitment, and Retention
Problem Statement 3: Beginning teachers are not supported by their designated mentor teachers. Root Cause 3: Mentors need additional training.

Technology

Problem Statement 1: Technology use is not consistent across all classrooms. **Root Cause 1:** Technology available to and trainings provided are not consistent across contents.

Problem Statement 3: Only a few teachers are given the newest technology. **Root Cause 3:** Lack of teacher interest in using technology.

Demographics

Problem Statement 5: The at-risk percentage is 11 percent higher than the state average of 49%. **Root Cause 5:** English EOC primary tester passing rate is low and interventions are ineffective.

Goal 8: North Shore High School will provide superior operational services to best support students and staff success.

Performance Objective 4: North Shore High School will provide staff appreciation activities throughout the year.

Evaluation Data Source(s) 4: Campus Needs Assessment Survey

Summative Evaluation 4: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) North Shore Senior High will solicit cosmetology students to perform manicures and pedicures to deserving teachers.		Assigned Administrator, Climate Committee	Increased teacher morale and retention.				
Problem Statements: School Culture and Climate 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

School Culture and Climate
Problem Statement 1: Teachers and students need to feel supported. Root Cause 1: There needs to be more positive relationships between students, teachers, and administrators.

Goal 9: North Shore High School will achieve a 96.0% or higher student attendance rate, utilizing the \$6,842.00 Attendance Incentive Plan allotment. North Shore Senior High School will achieve a student attendance rate of 95.5% for the Fall 2019 semester and 95.0% for the Spring 2020 semester utilizing the \$12,634 Attendance Incentive Plan allotment.





Performance Objective 1: Increase student attendance percentage from 95.79% to 96.5% at North Shore 10 and achieve 95.5% or higher for the 2nd 6 Weeks Period at North Shore Senior High. Increase student attendance percentage from 95.7% to 96.08% at North Shore 9

Evaluation Data Source(s) 1: Increased student attendance on PEIMS, Skyward and School Status Reports.





Summative Evaluation 1: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 1: Attendance needs to be a continued focus

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p>Targeted Support Strategy Additional Targeted Support Strategy RDA ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Attendance Credit Recovery (ACR) Checkpoint Incentives: Students participants in the attendance credit recovery program will receive a positive reward each week they complete their assigned ACR tasks.</p>		Each Week students will report to their assigned attendance committee partner who will determine their completion of weekly tasks and give them ACR bucks to redeem for snacks or school paraphernalia.	Chronically absent students will increase their attendance through this period, with this group achieving 97-100% attendance during this time, increasing the overall attendance rate for the six weeks by 1%-1.5%				
Problem Statements: Demographics 3 - Demographics 4							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p>Targeted Support Strategy Additional Targeted Support Strategy RDA</p> <p>2) Accountability Coaches (ACs) will be assigned to students with chronic absenteeism issues (8%-10%+ Absences). ACs will meet with students weekly to monitor progress towards improving attendance, academic performance, and provide awards and incentives for positive progress along the way</p>		Accountability Coaches will collect data from students each week; ACs will provide data to the at-risk coordinator who will meet with ACs regularly to discuss interventions	The positive relationship students develop with ACs will give them connections to the campus and develop good attendance habits and a desire to attend and complete high school; The program will have a positive impact on chronically absent student attendance with a 1%-2% impact on overall campus attendance				
Problem Statements: Demographics 3 - Demographics 4							
<p>Targeted Support Strategy Additional Targeted Support Strategy RDA ESF Levers</p> <p>Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>3) Monthly Attendance Incentive Activities: 1. Student v. Faculty Volleyball Game-students who have no more than one unexcused absence for the month will be able to attend</p> <p>2. Bi-weekly attendance give-a-ways: tickets to district athletic events, gift cards and snacks.</p>		Skyward ADA reports; School Status run by the attendance clerk, monitored by the attendance team	<p>1. award students with excellent attendance increasing the student bodies' attendance habits.</p> <p>2. Bi-weekly attendance-give-a-ways will provide incentives for students to make incremental gains in their attendance developing better attendance habits one week at a time</p>				
Problem Statements: Demographics 3 - Demographics 4							
<p>TEA Priorities Improve low-performing schools ESF Levers</p> <p>Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture</p> <p>4) Students with perfect attendance will receive free football game tickets. Students with improved attendance from the 1st Six Weeks to the 2nd Six Weeks and students who achieve 96.5% for the 2nd 6 Weeks will receive ice cream sandwiches.</p>	2.4, 2.6	The campus attendance administrator will run Skyward and School Status reports to identify students.					
Problem Statements: Demographics 4 Funding Sources: 199 - Attendance Incentive Allocation - 1140.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. Root Cause 3: There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.
Problem Statement 4: First 6 Weeks attendance is compromised and does not accurately reflect actual student attendance. Root Cause 4: Numerous schedule changes and miscommunication with students result in students in the wrong room during ADA time and marked absent.
Demographics
Problem Statement 4: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. Root Cause 4: There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Goal 9: North Shore High School will achieve a 96.0% or higher student attendance rate, utilizing the \$6,842.00 Attendance Incentive Plan allotment. North Shore Senior High School will achieve a student attendance rate of 95.5% for the Fall 2019 semester and 95.0% for the Spring 2020 semester utilizing the \$12,634 Attendance Incentive Plan allotment.





Performance Objective 2: Increase student attendance percentage to 96% or higher at North Shore 10 and 95.5% or higher at North Shore Senior High for the 3rd 6 Weeks Period. Increase student attendance percentage from 95.45% to 95.75% at North Shore 9

Evaluation Data Source(s) 2: Increased student attendance on PEIMS, Skyward and School Status Reports.

Summative Evaluation 2: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 2: Attendance needs to be a continued focus

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p>Targeted Support Strategy Additional Targeted Support Strategy ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) An Attendance Restoration event will be held to where students who completed the Attendance Credit Recovery Program will be honored for their achievement; parents will be invited and refreshments provided.</p>		Students will be monitored over the course of the 2nd six weeks; parents will be updated of student progress throughout the process.	The expectation is that parents will see the value and their importance in student attendance; chronically absent student will be given the time to change their behavior and develop a new habit of regularly attending school.				
Problem Statements: Demographics 3 - Demographics 4							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Targeted Support Strategy Additional Targeted Support Strategy RDA ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) 3) Monthly Attendance Incentive Activities: 1. Fall Theater Production (November) & Coco, Cookies & Karaoke (December)-students who have no more than one unexcused absence for the month will be able to attend 2. Bi-weekly attendance give-a-ways: tickets to district athletic events, gift cards and snacks.		Skyward ADA reports; School Status run by the attendance clerk, monitored by the attendance team	1. award students with excellent attendance increasing the student bodies' attendance habits. 2. Bi-weekly attendance-give-a-ways will provide incentives for students to make incremental gains in their attendance developing better attendance habits one week at a time				
	Problem Statements: Demographics 3 - Demographics 4						
3) Students achieving 96.5% attendance for the 2nd 6 weeks will receive ice cream sandwiches. Students with 96.5%+ attendance for the 3rd 6 weeks will get Hot Cheetos and cheese. The top three attendance percentage classes will receive donuts/kolaches delivered to room. Special groups (Raa Wee contract students, Dual Credit, perfect attendees, lowest ten of each grade level) will be entered into a drawing for free playoff football tickets. Students who achieved the attendance contract requirements will receive a special assembly with Menchies Ice Cream. Second Chance contract students will receive a \$10 AMC gift card upon completion. McKenny Vento and EOC Retester students with 96.5% attendance for the semester will receive free SR Talent Show tickets.	2.5, 2.6	Attendance Administrator, Lead Senior Administrator, Culinary Arts teacher, Attendance Team.	Students in various groups will be rewarded for achieving growth and/or a specific attendance goal. Students will also be provided extrinsic motivation to get to school as these strategies are advertised each day.				
	Problem Statements: Demographics 6 Funding Sources: 199 - Attendance Incentive Allocation - 2830.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. **Root Cause 3:** There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Problem Statement 6: Third 6 Weeks attendance is the lowest for the Fall Semester. **Root Cause 6:** Students become fatigued and give up if failing their classes or have already acquired numerous absences

Demographics

Problem Statement 4: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. **Root Cause 4:** There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Goal 9: North Shore High School will achieve a 96.0% or higher student attendance rate, utilizing the \$6,842.00 Attendance Incentive Plan allotment. North Shore Senior High School will achieve a student attendance rate of 95.5% for the Fall 2019 semester and 95.0% for the Spring 2020 semester utilizing the \$12,634 Attendance Incentive Plan allotment.

Performance Objective 3: Increase student attendance percentage to 96% or higher at North Shore 10 and 95% or higher at North Shore Senior High for the 4th 6 Weeks Period. Increase student attendance percentage to 95.35% at North Shore 9

Evaluation Data Source(s) 3: Increased student attendance on PEIMS, Skyward and School Status Reports.

Summative Evaluation 3: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 3: Attendance needs to continue to be a focus

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Targeted Support Strategy Additional Targeted Support Strategy RDA ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Spring Attendance Kick-Off Campaign: This event will be a pep rally including school organization performances, giveaways, presentation of attendance goals and the attendance incentive calendar, as well as the presentation of the alpha house trophy and banner.			The expected impact of this event is to increase attendance for the lowest six-week periods (spring semester); increasing the overall campus attendance by 2%-3% .				
Problem Statements: Demographics 3 - Demographics 4							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Targeted Support Strategy Additional Targeted Support Strategy RDA ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) 3) Monthly Attendance Incentive Activities: 1. Sadie Hawkins Dance (February)-students who have no more than one unexcused absence for the month will be able to attend 2. Bi-weekly attendance give-a-ways: tickets to district athletic events, gift cards and snacks.		Skyward ADA reports; School Status run by the attendance clerk, monitored by the attendance team	The expectation is that parents will see the value and their importance in student attendance; chronically absent student will be given the time to change their behavior and develop a new habit of regularly attending school.				
	Problem Statements: Demographics 3 - Demographics 4						
3) Group celebration for all students achieving 96.5% attendance for the fall 2019 semester with new NSSH gift lanyards. Lowest ten junior and senior attendance students, EOC retesters, McKinney Vento students achieving 96.5% for the 3rd 6 weeks to be given ice cream. Seniors with perfect attendance each week entered into a drawing for two free prom tickets each Friday.	2.5, 2.6	Attendance Administrator, Junior and Senior Lead Administrators, Culinary Arts teacher	Reward consistent students for their Fall 2019 attendance if over 96.5%, reward and provide incentive to seniors for perfect attendance each week, and reward special groups for their consistent (96.5%+) attendance during the 3rd 6 weeks.				
Problem Statements: Demographics 7							
Funding Sources: 199 - Attendance Incentive Allocation - 3390.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. Root Cause 3: There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.
Problem Statement 7: The first week of the fourth 6 Weeks, garners the lowest attendance days of the year. Root Cause 7: Students do not return on time from holiday travel.
Demographics
Problem Statement 4: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. Root Cause 4: There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Goal 9: North Shore High School will achieve a 96.0% or higher student attendance rate, utilizing the \$6,842.00 Attendance Incentive Plan allotment. North Shore Senior High School will achieve a student attendance rate of 95.5% for the Fall 2019 semester and 95.0% for the Spring 2020 semester utilizing the \$12,634 Attendance Incentive Plan allotment.









Performance Objective 4: Increase student attendance percentage to 95.5% or higher at North Shore 10 and 95% or higher at North Shore Senior High for the 5th 6 Weeks Period. Increase student attendance percentage to 95% or higher at North Shore 9

Evaluation Data Source(s) 4: Increased student attendance on PEIMS, Skyward and School Status Reports.

Summative Evaluation 4: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 4: Attendance needs to continue to be a focus

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
1) 1) Attendance Credit Recovery (ACR) Checkpoint Incentives: Students participants in the attendance credit recovery program will receive a positive reward each week they complete their assigned ACR tasks.		Each Week students will report to their assigned attendance committee partner who will determine their completion of weekly tasks and give them ACR bucks to redeem for snacks or school paraphernalia.	Chronically absent students will increase their attendance through this period, with this group achieving 97-100% attendance during this time, increasing the overall attendance rate for the six weeks by 1%-1.5%				
2) Monthly Attendance Incentive Activities: 1. Movie Marathon (March) & Student v. Faculty Basketball Game (April)-students who have no more than one unexcused absence for the month will be able to attend 2. Bi-weekly attendance give-a-ways: tickets to district athletic events, gift cards and snacks.		Skyward ADA reports; School Status run by the attendance clerk, monitored by the attendance team	The expectation is that parents will see the value and their importance in student attendance; chronically absent student will be given the time to change their behavior and develop a new habit of regularly attending school.				
Problem Statements: Demographics 3 - Demographics 4							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
3) Students who achieve 96.5% attendance for the fifth 6 weeks will get free Chili Cheese Fritos during all lunches. Seniors with perfect attendance each week entered into drawing for 2 free SR Prom tickets each Friday.	2.5, 2.6	Attendance Administrator, JR and SR class Lead Administrators, Culinary Arts teacher	Senior Attendance, which usually wanes in the Spring will be kept high by offering rewards each week to those who come to all their weekly classes. Students showing consistency in attendance from both grade levels (96.5%+) will continue to come to school due to extrinsic rewards (food, ice cream, chili Cheetos, etc).				
Problem Statements: Demographics 8 Funding Sources: 199 - Attendance Incentive Allocation - 1625.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Demographics
Problem Statement 3: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. Root Cause 3: There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.
Problem Statement 8: Fifth six weeks attendance declines compared to the fourth 6 Weeks Root Cause 8: Students are exhausted due to DA testing, TELPAS testing, and English EOC testing.
Demographics
Problem Statement 4: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. Root Cause 4: There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Goal 9: North Shore High School will achieve a 96.0% or higher student attendance rate, utilizing the \$6,842.00 Attendance Incentive Plan allotment. North Shore Senior High School will achieve a student attendance rate of 95.5% for the Fall 2019 semester and 95.0% for the Spring 2020 semester utilizing the \$12,634 Attendance Incentive Plan allotment.


Performance Objective 5: Increase student attendance percentage to 95.5% or higher at North Shore 10 and 95% or higher at North Shore Senior High for the 6th 6 Weeks Period. Increase student attendance percentage to 95% or higher at North Shore 9

Evaluation Data Source(s) 5: Increased student attendance on PEIMS, Skyward and School Status Reports.

Summative Evaluation 5: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 5: Attendance needs to continue to be a focus

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
<p>Targeted Support Strategy Additional Targeted Support Strategy ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) 1) An Attendance Restoration event will be held to where students who completed the Attendance Credit Recovery Program will be honored for their achievement; parents will be invited and refreshments provided.</p>		Students will be monitored over the course of the 5th six weeks; parents will be updated of student progress throughout the process.	The expectation is that parents will see the value and their importance in student attendance; chronically absent student will be given the time to change their behavior and develop a new habit of regularly attending school.	0%	0%	0%	
Problem Statements: Demographics 3 - Demographics 4							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Targeted Support Strategy Additional Targeted Support Strategy RDA ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 2) Monthly Attendance Incentive Activities: 1. Alpha-House Olympics-students who have no more than one unexcused absence for the month will be able to attend 2. Bi-weekly attendance give-a-ways: tickets to district athletic events, gift cards and snacks.		Skyward ADA reports; School Status run by the attendance clerk, monitored by the attendance team	The expectation is that parents will see the value and their importance in student attendance; chronically absent student will be given the time to change their behavior and develop a new habit of regularly attending school.				
	Problem Statements: Demographics 3 - Demographics 4						
Comprehensive Support Strategy TEA Priorities Improve low-performing schools ESF Levers Lever 3: Positive School Culture 3) Seniors with perfect attendance will be entered into a weekly drawing for free tickets to MAIN EVENT Sr trip held May 1st. ALL Juniors with perfect attendance in their US History classes (EOC course) for the Spring 2020 semester will earn \$10 Buffalo Wild Wings gift cards after taking US History EOC exam on May 5th. This will be advertised all Spring as "Earn Your Wings in History" junior attendance initiative. Nachos offered to students who achieved a 96.5%+ attendance rate for the sixth 6 weeks.	2.5, 2.6	Attendance Administrator, Senior Lead Administrator, Attendance Team, Culinary Arts teacher.	Seniors will continue to come to school in May. Juniors will concentrate on attending their US History class so they are prepared for that EOC exam. All students will maintain consistent attendance rates (96.5%+) and be rewarded extrinsically (nachos, other food items).				
	Problem Statements: Demographics 9 Funding Sources: 199 - Attendance Incentive Allocation - 3645.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 5 Problem Statements:

Demographics

Problem Statement 3: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. **Root Cause 3:** There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Problem Statement 9: Sixth six weeks attendance is the lowest for the Spring Semester. **Root Cause 9:** Tracking of student attendance is difficult due to increased special attendance protocols associated with field trips, assemblies, ceremonies, EOC/AP testing and other school activities outside of the classroom.

Demographics

Problem Statement 4: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. **Root Cause 4:** There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Goal 9: North Shore High School will achieve a 96.0% or higher student attendance rate, utilizing the \$6,842.00 Attendance Incentive Plan allotment. North Shore Senior High School will achieve a student attendance rate of 95.5% for the Fall 2019 semester and 95.0% for the Spring 2020 semester utilizing the \$12,634 Attendance Incentive Plan allotment.

Performance Objective 6: Increase teacher participation in campus-wide goal to increase student attendance.

Evaluation Data Source(s) 6: Increased student attendance on PEIMS, Skyward and School Status Reports.

Summative Evaluation 6: Met Performance Objective

Targeted or ESF High Priority

Next Year's Recommendation 6: Attendance needs to continue to be a focus

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Feb	May
Targeted Support Strategy Additional Targeted Support Strategy RDA ESF Levers Lever 1: Strong School Leadership and Planning Lever 3: Positive School Culture 1) Teachers will provide student incentive to award attendance improvement and high attendance to their students utilizing early release to lunch passes, VIP lunch lounge passes, Lunch Cinema Passes, and lunch gaming passes.		Attendance Clerk and At Risk Coordinator and attendance committee will monitor the usage of the program	Expected results include a campus-wide focus by all staff members on attendance, additional opportunities to award students for outstanding attendance and improved attendance on a weekly basis.				
	Problem Statements: Demographics 3 - Demographics 4						
2) March Madness - All 2nd & 6th period classes will compete throughout the month of March. The four highest classes for the month will attend a trip to main event after the English II EOC. Prizes will be given away to the class with the highest attendance each week of the program.		Truancy Clerk and the Attendance committee will monitor the program	This strategies expected results will be to increase the campus-wide attendance by 1%-2% for the month with the lowest school attendance March.				
Problem Statements: Demographics 3 - Demographics 4							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 3: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. **Root Cause 3:** There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Demographics

Problem Statement 4: Student attendance is below the state average. We need to improve attendance since it is a direct correlation to student success. **Root Cause 4:** There is a lack of parental involvement/student motivation and a need for targeted, consistent, effective student attendance incentives.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	North Shore High School Administrators will conduct at least one walk through of all of its teachers by December 1st and identify any teachers who struggle with classroom management.
1	1	2	North Shore Senior High Administrators will identify teachers who struggle with classroom management and send them to at least one classroom management training session sponsored by the District's Professional Development department.
1	2	1	North Shore High School will implement the "No Place for Hate" program.
2	1	1	North Shore Senior High 11th and 12th grade Math and English teachers will utilize ACT prep questions as warm ups twice week.
2	1	3	North Shore Senior High will identify and contact the parents of students enrolled in advanced classes to take the ACT exam.
2	2	1	Enroll students who have not shown college readiness into a college prep Math or College prep English course.
2	2	2	North Shore Senior High will incorporate a practice TSIA activity as a part of the College Prep Math and English IV curriculum.
3	1	1	North Shore 10th Grade Center will enroll re-tester students into an on-level core course and 1 remediation course.
3	2	1	North Shore High School will conduct weekly tutorials for re-testers and students within 5 points of scoring Meets or Masters level on the EOC.
3	2	2	Students and teachers will set and review Masters goals.
3	3	1	NSSH will continue its implementation of the cross curricular team of teachers who will provide visual, interactive teaching for accelerating learning to all beginning and intermediate LEP students.
3	4	1	Co-Teachers and General and education teachers will be assigned a common planning period.
3	4	2	Special Education teachers in tested content areas will perform goal setting conferences with each of the SpEd students.
3	5	1	North Shore High School EOC teachers will complete goal setting conferences with all students
3	5	2	North Shore High School will create an Instructional Leadership Team and Campus Needs Assessment meetings to review, reflect and revise strategies for student academic success.
3	5	3	North Shore High School administrators will set approaches, meets and masters goals with EOC teachers and regularly review their progress towards their goals.

Goal	Objective	Strategy	Description
3	6	1	North Shore Senior High School will recognize teachers whose students have shown growth throughout their common assessments to reach their EOC goals.
3	6	2	North Shore Senior High School will recognize students who've met their EOC goals.
3	7	1	North Shore Senior High School will track student performance by subpopulation.
3	7	2	North Shore Senior High School English Teachers will perform goal setting conferences with students and set a goal of "Meets" or higher for all students primary testing and enrolled in English II onlevel and Pre AP course.
5	1	2	North Shore Senior High School will assist with phone calls and messages for students who struggle with attendance.
5	2	1	North Shore High School Administrators and counselors will hold individual student conferences with students who struggle with attendance beginning with the 3rd absence. North Shore High School will offer incentives for students with struggling attendance, improved attendance and excellent attendance. North Shore will recognize teachers with exemplary attendance and those who met professional goals.
5	2	2	North Shore High School will recognize teachers during monthly faculty meetings for implementing student attendance incentive programs in their classrooms.
5	3	1	North Shore High School will maintain a daily record of grade level attendance.
5	3	2	North Shore High School will regularly review attendance codes for students against absent counts and ensure they are coded correctly.
5	3	3	North Shore High School will conduct quarterly attendance committee meetings.
5	4	1	North Shore High School will communicate to teachers of anticipated high attendance days at least 2 weeks in advance.
5	5	3	North Shore High School staff will recognize students with exemplary attendance each month.
7	2	1	The Vital Team will participate in at least two ESL preparation courses and subsequently take and pass the ESL exam.
7	3	1	Administrators will hold four Fundamental 5 conference cycles during the year.
9	5	3	Seniors with perfect attendance will be entered into a weekly drawing for free tickets to MAIN EVENT Sr trip held May 1st. ALL Juniors with perfect attendance in their US History classes (EOC course) for the Spring 2020 semester will earn \$10 Buffalo Wild Wings gift cards after taking US History EOC exam on May 5th. This will be advertised all Spring as "Earn Your Wings in History" junior attendance initiative. Nachos offered to students who achieved a 96.5%+ attendance rate for the sixth 6 weeks.

RDA Strategies

Goal	Objective	Strategy	Description
9	1	1	Attendance Credit Recovery (ACR) Checkpoint Incentives: Students participants in the attendance credit recovery program will receive a positive reward each week they complete their assigned ACR tasks.
9	1	2	Accountability Coaches (ACs) will be assigned to students with chronic absenteeism issues (8%-10%+ Absences). ACs will meet with students weekly to monitor progress towards improving attendance, academic performance, and provide awards and incentives for positive progress along the way
9	1	3	Monthly Attendance Incentive Activities: 1. Student v. Faculty Volleyball Game-students who have no more than one unexcused absence for the month will be able to attend 2. Bi-weekly attendance give-a-ways: tickets to district athletic events, gift cards and snacks.
9	2	2	3) Monthly Attendance Incentive Activities: 1. Fall Theater Production (November) & Coco, Cookies & Karaoke (December)-students who have no more than one unexcused absence for the month will be able to attend 2. Bi-weekly attendance give-a-ways: tickets to district athletic events, gift cards and snacks.
9	3	1	Spring Attendance Kick-Off Campaign: This event will be a pep rally including school organization performances, giveaways, presentation of attendance goals and the attendance incentive calendar, as well as the presentation of the alpha house trophy and banner.
9	3	2	3) Monthly Attendance Incentive Activities: 1. Sadie Hawkins Dance (February)-students who have no more than one unexcused absence for the month will be able to attend 2. Bi-weekly attendance give-a-ways: tickets to district athletic events, gift cards and snacks.
9	5	2	Monthly Attendance Incentive Activities: 1. Alpha-House Olympics-students who have no more than one unexcused absence for the month will be able to attend 2. Bi-weekly attendance give-a-ways: tickets to district athletic events, gift cards and snacks.
9	6	1	Teachers will provide student incentive to award attendance improvement and high attendance to their students utilizing early release to lunch passes, VIP lunch lounge passes, Lunch Cinema Passes, and lunch gaming passes.

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

CPAC met on April 11, 2019 to gather data for each group and initiate the CNA conversations. Eight teams were established and met on **April 17, 2019**. Each team reviewed the data . There were 50 staff members comprised of administrators, teachers, counselors, instructional specialists, paraprofessionals and parents to participate in the meeting. We held one meeting from 3:00PM-6:00PM at NSSH and another meeting from 3:00-6:00 at North Shore 10th Grade Campus. Data sources (i.e. parent, student, and teacher surveys, STAAR results, attendance data, discipline data, schedules, etc.), reference materials, graphic organizers etc. were all provided in the Google Classroom. In addition, each committee was given 3 google chrome books to view data sources and chart paper for brainstorming. The Google Classroom allowed each committee to view another committee's progress and ideas. Each committee designated a recorder for their group. The recorder input the teams' feedback. The committee reviewed the data sources using the google classroom. Committee members worked collaboratively to identify the needs, strengths, problems, root causes and strategies of their respective NCLB area. The recorder documented the teams' responses on the "Findings Analysis" page located in the google classroom. Based on our CNA, our 3 areas of focus will be:

1. Increase Attendance
2. Increase meets and masters in English and Social Studies
3. Increase students graduating College, Career or Military Ready

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

NSSH CPAC and Staff Developed the Campus Improvement Plan

Member	Campus	Roles
Barika Noris	9th Grade Center	Administrator
Charlene Culpepper	9th Grade Center	Classroom Teacher
David Pierson	9th Grade Center	Principal
Debra Kegler	9th Grade Center	Counselor

Member	Campus	Roles
Ernesto Ramirez	9th Grade Center	Classroom Teacher
Janace Soders	9th Grade Center	Counselor
Janet Mustain	9th Grade Center	Classroom Teacher
Jasmine Haynes	9th Grade Center	Classroom Teacher
Jermietta Howard	9th Grade Center	Classroom Teacher
Jesse Cantu	9th Grade Center	Counselor
Joe Ramirez	9th Grade Center	Instructional Specialist
Martha Yanez	9th Grade Center	Classroom Teacher
Morgan Broussard	9th Grade Center	Classroom Teacher
Nakia Armstrong	9th Grade Center	Classroom Teacher
Nancy Silva	9th Grade Center	Media Specialist/Librarian
Penny Taylor	9th Grade Center	Classroom Teacher
Ruby Bonilla	9th Grade Center	Administrator
Sandra Salge	9th Grade Center	Instructional Specialist
Sima Mathews	9th Grade Center	Instructional Specialist
Tara Thompson	9th Grade Center	Instructional Specialist
Terika Stewart	9th Grade Center	Classroom Teacher
Arlonda Henderson	10th Grade Center	Classroom Teacher
Ashley Dennis	10th Grade Center	Classroom Teacher
Ayanna Harris	10th Grade Center	Administrator
Briana Ferguson	10th Grade Center	Classroom Teacher
Brieontae Taylor	10th Grade Center	Classroom Teacher
Charlotte Rogers	10th Grade Center	Instructional Specialist
Christopher Ybarra	10th Grade Center	Classroom Teacher
Claudia Martinez	10th Grade Center	Classroom Teacher
Courtney Sutton	10th Grade Center	Classroom Teacher
Cydnee Williams	10th Grade Center	Classroom Teacher
D'Andre Joseph	10th Grade Center	Classroom Teacher
Debbie Hensarling	10th Grade Center	Administrator
Delicia Smith	10th Grade Center	Classroom Teacher
Dollie Ann Rodriguez	10th Grade Center	Instructional Specialist
Duane Turner	10th Grade Center	Classroom Teacher

Member	Campus	Roles
Erik Esparza	10th Grade Center	Administrator
Holly Morgan	10th Grade Center	Classroom Teacher
Jaremy Sanders	10th Grade Center	Administrator
Javian Taylor	10th Grade Center	Classroom Teacher
Jessica Taylor	10th Grade Center	Classroom Teacher
Joshua Adams	10th Grade Center	Classroom Teacher
Kenneth Bryant	10th Grade Center	Principal
LaTisha Guillory	10th Grade Center	Classroom Teacher
Manuel Marasigan	10th Grade Center	Classroom Teacher
Manuel Vargas	10th Grade Center	Classroom Teacher
Matthew McAfee	10th Grade Center	Classroom Teacher
Michele Taylor	10th Grade Center	Para Professional
Nancy Orellana	10th Grade Center	Counselor
Na'Teasel Davis	10th Grade Center	Counselor
Richard Hurtado	10th Grade Center	Classroom Teacher
Shelley Holland	NSSH	Instructional Specialist
Shelby Allen	10th Grade Center	Classroom Teacher
Shirolyn Strong	10th Grade Center	Classroom Teacher
Sundra Taylor	10th Grade Center	Classroom Teacher
Sylvia Brosig	10th Grade Center	Classroom Teacher
Tawana Daniels	10th Grade Center	Classroom Teacher
Todd Thurston	10th Grade Center	Classroom Teacher
Vianey Luna	10th Grade Center	Classroom Teacher
Vincent Tsang	10th Grade Center	Classroom Teacher
William Hitt	10th Grade Center	Classroom Teacher
Zuania Serrano Rivera	10th Grade Center	Classroom Teacher
Adrienne Cavazos	North Shore Senior High	Counselor
Alan Moye	North Shore Senior High	Administrator
Amelie Sanchez	North Shore Senior High	Administrator

Member	Campus	Roles
Andrea Jones	North Shore Senior High	Counselor
Angelica Flores	North Shore Senior High	Classroom Teacher
Ann Semler	North Shore Senior High	Classroom Teacher
Brenna McCauley	North Shore Senior High	Classroom Teacher
BreSean Cockrell	North Shore Senior High	Administrator
Brian King	North Shore Senior High	Classroom Teacher
Christopher Griffith	North Shore Senior High	Administrator
Curita Curry	North Shore Senior High	Classroom Teacher
Dustin Watson	North Shore Senior High	Classroom Teacher
Gaye Don Minchew	North Shore Senior High	Administrator
Jamie Hargrave	North Shore Senior High	Instructional Specialist
Jay Cherin	North Shore Senior High	Classroom Teacher
Jessica Bennight	North Shore Senior High	Counselor
Jillian Howard	North Shore Senior High	Administrator
Joe Coleman	North Shore Senior High	Principal
Johnese Hunter	North Shore Senior High	Classroom Teacher
Kenneth Cannick	North Shore Senior High	Counselor
Lavincia Barnett	North Shore Senior High	Classroom Teacher

Member	Campus	Roles
LeKeitha Johnson	North Shore Senior High	Counselor
Lois Price	North Shore Senior High	Parent
Lori Wright	North Shore Senior High	Instructional Specialist
Mack Eagleton	North Shore Senior High	Administrator
Marlon Trent	North Shore Senior High	Classroom Teacher
Melissa Cintron	North Shore Senior High	Classroom Teacher
Paige Sikkema	North Shore Senior High	Classroom Teacher
Robert Flatt	North Shore Senior High	Classroom Teacher
Sherissa Veal	North Shore Senior High	Classroom Teacher
Tabitha Sapien	North Shore Senior High	Counselor
Wendy Jones	North Shore Senior High	Classroom Teacher
Wendy Jones	North Shore Senior High	Classroom Teacher
Wendy Reeves	North Shore Senior High	Classroom Teacher
Wiley Johnson	North Shore Senior High	Administrator
Wimbley	North Shore Senior High	Parent

2.2: Regular monitoring and revision

CPAC will meet on, **September 12th, December 5th, February 6th and May 19th** to review, monitor, and revise the CIP.

2.3: Available to parents and community in an understandable format and language

The North Shore High School CIP will be made available to parents and community members in **English and Spanish** in the following areas of North Shore 9th Grade, 10th Grade and Senior High areas:

- **Campus Website**
- **Main office entries and**
- **Publicly presented during Open House**
- **PTA Meetings**
- **GPISD Administration**

2.4: Opportunities for all children to meet State standards

North Shore 9th Grade, 10th Grade and Senior High has developed multiple strategies for **all of its students** to meet state standards. Each campus will implement target tutorials, Kerzweil software, and data driven instruction while providing intervention for struggling students. Administrators will conduct data reflection conferences with their teachers. Teachers will hold data reflection conferences with their students to ensure they are focused on progress. North Shore High School will maintain a targeted focus in the following areas:

Department	North Shore 9 th Grade	North Shore 10 th Grade	North Shore Senior High
English Language Arts	-English I EOC Approaches & Masters Performance -LEP and SpEd Safeguards	-English II EOC Approaches and Masters Performance -LEP and SpEd Safeguards -English I EOC Re-tester Approaches Rates	-English Re-Tester Approaches Rates - AP Performance -Dual Credit Completion Rates

Department	North Shore 9 th Grade	North Shore 10 th Grade	North Shore Senior High
Mathematics	Algebra I EOC Approaches and Masters Performance	- Algebra I EOC Re-tester Approaches Rates	-Re-tester Approaches Rates -AP Performance -Dual Credit Completion Rates
Science	Biology I EOC Approaches and Masters Performance	-Biology I EOC Re-Tester Approaches Rates	-Biology I EOC Re-tester Approaches Rates -AP Performance -Dual Credit Completion Rates
Social Studies	Human Geography AP exam performance	World History AP exam performance	-US History EOC Approaches Meets and Masters Performance -Dual Credit Completion Rates
Fine Arts	-Coherent Sequence Scheduling -UIL Performance	-Coherent Sequence Scheduling -UIL Performance	-Attainment of Endorsement -UIL Performance
CTE	-Coherent Sequence Scheduling -UIL Performance	-Coherent Sequence Continuation -UIL Performance	-Attainment of Endorsement -UIL Performance
Athletics	-Athletics Scheduling -Athletics Passing Rate	-Athletics Scheduling -Athletics Passing Rate	-Athletics Scheduling -Athletics Passing Rate -NCAA Eligibility

The North Shore Campus Improvement Plan has specifically addressed opportunities for children to meet all state standards in the following ways:

- North Shore Senior High 12th Grade English IV/College Prep courses will perform ACT goal setting conferences with its students.
- Enroll students who have not shown college readiness into a college prep Math or College prep English course.
- North Shore Senior High will incorporate a practice TSIA activity as a part of the Intense Algebra and English IV curriculum.
- North Shore 10th Grade Center will enroll re-tester students within one point of passing into an on-level core course and 1 remediation course.
- North Shore High School will conduct weekly Masters tutorials for their students within 5 points of the Masters performance.
- Students and teachers will set and review Masters goals.
- Teachers will cycle US History lessons on Fridays for US History Dual Credit students
- NSSH will create a cross curricular team of teachers who will provide visual, interactive teaching for accelerating learning to all beginning and intermediate LEP students.
- Core content teachers will use Kerzweil at least twice a week during instruction.
- Co-Teachers and General and education teachers will be assigned a common planning period.
- Special Education teachers in tested content areas will perform goal setting conferences with each of the SpEd students.
- North Shore High School EOC teachers will complete goal setting conferences with all students
- North Shore High School will create an Instructional Leadership Team to review, reflect and revise strategies for student success.
- North Shore High School administrators will set approaches, meets and masters goals with EOC teachers and regularly review their progress towards their goals.
- North Shore High School core teachers will be trained on how to utilize Aware data reports and effectively identify instructional implications.
- North Shore High School Administrators and counselors will hold individual student conferences with students who struggle with attendance. beginning with the 3rd absence.
- North Shore High School will recognize teachers during monthly faculty meetings for implementing student attendance incentive programs in their classrooms.
- North Shore High School will conduct quarterly attendance committee meetings.
- North Shore High School will recognize teachers and students with exemplary attendance each month.
- North Shore High School will implement a "Refer a Friend" program for designated parent involvement events.
- Change the structure and format of the fall "Open House" to include more relationship building activities.
- Teachers will sign up for at least one PLC during August training.
- Non- core departments such as CTE, Fines Arts, LOTE, PE and Athletics will participate in Data Reflection Learning Walks at least twice a year to discuss opportunities for intervention for re-tester students.
- The Vital Team will participate in at least two ESL preparation courses and subsequently take and pass the ESL exam.
- Administrators will hold four Fundamental 5 conference cycles during the year.

2.5: Increased learning time and well-rounded education

Master schedule will be created to ensure "**Every Minute Counts**" and that at least the minimum required minutes for all content areas are allotted for each class. Teachers will ensure all lessons are planned and prepared to maximize instructional time. We will incorporate **Fundamental 5 Strategies** and

ensure all teachers do their due diligence in its implementation. **After school tutorials** and **Saturday tutorials** will be offered to all students. Students will attend all CTE, Fine Arts and Athletic classes to ensure a **well-rounded education** to hone and develop their other talents. Extra-curricular activities will be available for students including, but not limited to: Academic Honor Societies, Specialist Interest clubs and UIL Academic Meets.

The North Shore High School Campus Improvement Plan have addressed increased learning time in the following ways:

- North Shore High School Administrators will conduct at least one walk through of all of its teachers by December 1st and identify any teachers who struggle with classroom management.
- North Shore Senior High 11th and 12th grade Math and English teachers will utilize ACT prep questions as warm ups twice a week.
- North Shore 10th Grade Center will enroll re-tester students within one point of passing into an on-level core course and 1 remediation course.
- North Shore High School will conduct weekly Masters tutorials for their students within 5 points of the Masters performance.
- NSSH will create a cross curricular team of teachers who will provide visual, interactive teaching for accelerating learning to all beginning and intermediate LEP students.
- Co-Teachers and General and education teachers will be assigned a common planning period.
- North Shore High School will increase attendance incentives for students during the last 3 weeks of school.
- North Shore Senior High School will assist with phone calls for students who struggle with attendance.
- Teachers will sign up for at least one PLC during August training.
- Non-core departments such as CTE, Fines Arts, LOTE, PE and Athletics will participate in Data Reflection Learning Walks at least twice a year to discuss opportunities for intervention for re-tester students

2.6: Address needs of all students, particularly at-risk

English language arts, specifically, Reading is a focus for our **At-risk**, SPED, and EL populations. Attendance and mobility are also a concern as it creates instructional gaps.

The North Shore High School Campus Improvement Plan have addressed needs of all students particularly at-risk in the following ways:

- Struggling teachers will be allowed a half day to observe an effective teacher.
- North Shore High School will implement the "No Place for Hate" program.
- Enroll students who have not shown college readiness into a college prep Math or College prep English course.
- North Shore 10th Grade Center will enroll re-tester students within one point of passing into an on-level core course and 1 remediation course.
- Students and teachers will set and review Masters goals.
- NSSH will create a cross curricular team of teachers who will provide visual, interactive teaching for accelerating learning to all beginning and intermediate LEP students.
- Core content teachers will use Kerzweil at least twice a week during instruction.
- Co-Teachers and General and education teachers will be assigned a common planning period.
- Special Education teachers in tested content areas will perform goal setting conferences with each of the SpEd students.
- North Shore High School EOC teachers will complete goal setting conferences with all students

- North Shore High School will create an Instructional Leadership Team to review, reflect and revise strategies for student success.
- North Shore High School administrators will set approaches, meets and masters goals with EOC teachers and regularly review their progress towards their goals.
- North Shore High School core teachers will be trained on how to utilize Aware data reports and effectively identify instructional implications.
- North Shore 9th Grade Center, 10th Grade Center and Senior High will host a clubs/organizations fair during its orientation activities.
- North Shore High School will increase attendance incentives for students during the last 3 weeks of school.
- North Shore Senior High School will assist with phone calls for students who struggle with attendance.
- North Shore High School Administrators and counselors will hold individual student conferences with students who struggle with attendance. beginning with the 3rd absence.
- North Shore High School will recognize teachers during monthly faculty meetings for implementing student attendance incentive programs in their classrooms.
- North Shore High School will conduct quarterly attendance committee meetings.
- North Shore High School will implement a "Refer a Friend" program for designated parent involvement events.
- Change the structure and format of the fall "Open House" to include more relationship building activities.
- Teachers will sign up for at least one PLC during August training.
- Non- core departments such as CTE, Fines Arts, LOTE, PE and Athletics will participate in Data Reflection Learning Walks at least twice a year to discuss opportunities for intervention for re-tester students.
- The Vital Team will participate in at least two ESL preparation courses and subsequently take and pass the ESL exam.
- Administrators will hold four Fundamental 5 conference cycles during the year.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

North Shore High School recognizes the importance of forming strong partnerships with parents and family. Our campus Family Engagement Committee has developed a family engagement plan in English and Spanish to be readily available for parents to view in the following areas:

- Campus Website
- Main office entries and
- Publicly presented during Open House on **September 23,2019**

The parent and Family Engagement Policy was reviewed, revised and accepted on **April 23, 2019**. The committee members were:

Tabitha Sapien, Counselor

Lois Price, Parent

3.2: Offer flexible number of parent involvement meetings

North Shore High School recognizes the importance of forming strong partnerships with parents and family. As a result we have developed a plan to increase parental involvement through the following events:

- 1. Bring your father to school day - **September 20, 2019 at North Shore Senior High Library**
- 2. Senior Project Grad Information Meeting- **September 23, 2019, October 21, 2019, March 23, 2019, and May 15 at North Shore Senior High Auditorium**
- 3. FAFSA Night- **September 30, 2019 at North Shore Senior High Red Room Cafeteria**
- 4. Open House-Title I meeting - **September 23, 2019 at North Shore 9th, 10th, and Senior High Campuses**
- 5. Top 10% Senior Meeting- **September 12, 2019 at North Shore Senior High Auditorium**
- 6. Family Friendly Schools- **November 13, 2019 in the North Shore Senior High Auditorium**

2019-2020 CPAC Committee

Committee Role	Name	Position
Paraprofessional	Belen Salazar	North Shore 10th Grade Center-Bookkeeper
Administrator	Jillian Howard	North Shore Senior High-Associate Principal of Curriculum and Instruction
Administrator	Joe Coleman	North Shore Senior High-Principal
Administrator	Barika Noris	North Shore 9th Grade Center Associate Principal of Curriculum and Instruction
Administrator	David Pierson	North Shore 9th Grade Center-Principal
Administrator	Debra Hensarling	North Shore 10th Grade Center-Associate Principal of Curriculum and Instruction
Administrator	Kenneth Bryant	North Shore 10th Grade Center-Principal
Classroom Teacher	Jay Cherin	North Shore Senior High-English Teacher
District-level Professional	Marley Morris	Director of CTE
Classroom Teacher	Johnnese Hunter	North Shore Senior High- Credit Recovery Teacher
Counselor	Jesse Cantu	North Shore 9th Grade Center- Counselor
Business Representative	Robert Dixon	North Shore Fellowship of Faith Church- Senior Pastor
Community Representative	Anne Balthazar	Community Representative
Parent	Pamela Jones	North Shore Senior High- Parent of Naya Edwards
Classroom Teacher	Kimberly Roberson	North Shore 9th Grade Center-PE/ Teacher
Classroom Teacher	Kara Traylor	North Shore 9th Grade Center- Special Education Teacher
Classroom Teacher	Janet Mustain	North Shore 9th Grade Center- English Teacher
Classroom Teacher	Laina Barajas	North Shore Senior High - CTE Teacher

Committee Role	Name	Position
Classroom Teacher	Michael Parrott	North Shore Senior High- Special Education Teacher
Classroom Teacher	Corey Haynes	North Shore Senior High- Art Teacher
Classroom Teacher	Jacob Rhame	North Shore Senior High School-Coach/Soc. Stud. Teacher
Classroom Teacher	Karen Cordeiro	North Shore Senior High - SpEd Teacher
Classroom Teacher	Amanda Dean	North Shore 9th Grade Center- English Teacher
Classroom Teacher	Javian Taylor	North Shore 10th Grade Center - Science Teacher
Classroom Teacher	Briana Ferguson-Franklin	North Shore 10th Grade Center- Social Studies Teacher
Counselor	Andrea Jones	North Shore Senior High- Counselor
Classroom Teacher	Vivian Rosenthal	North Shore 10th Grade Center - ELA Teacher
Classroom Teacher	Evan Basham	North Shore 10th Grade Center - Social Studies Teacher
Classroom Teacher	Brieontae Taylor	North Shore 10th Grade Center - ELA Teacher
Classroom Teacher	Claudia Martinez	North Shore 10th Grade Center - Math Teacher
Counselor	Nancy Orellana	North Shore 10th Grade Center - Lead Counselor
Classroom Teacher	Clayton Jasper	North Shore 9th Grade Center- Band Teacher
Classroom Teacher	Vanessa De Guzman	North Shore 9th Grade Center- Science Teacher
Classroom Teacher	Tia Davis	North Shore 9th Grade Center - Social Studies Teacher

Demographics

Committee Role	Name	Position
Non-classroom Professional	Jesse Cantu	Counselor - 9th
Classroom Teacher	Jermietta Howard	Teacher - 9th
Classroom Teacher	Brenna McCauley	Teacher - 10th
Classroom Teacher	Paige Sikkema	Teacher - 10th
Classroom Teacher	Duane Turner	Teacher - 10th
Classroom Teacher	Javian Taylor	Teacher - 10th
Non-classroom Professional	Dairus Cosby	Counselor - 10th
Classroom Teacher	Curita Curry	Teacher - 11th & 12th
Classroom Teacher	Sherissa Veal	Teacher - 11th & 12th
Classroom Teacher	Marlon Trent	Teacher - 11th & 12th
Administrator	Mack Eagleton	Assistant Principal - 11th & 12th
Administrator	Christopher Griffith	Assistant Principal

Student Achievement

Committee Role	Name	Position
Non-classroom Professional	Tara Thompson	Math Specialist
Non-classroom Professional	Sandra Salge	ELA Specialist
Non-classroom Professional	Sima Mathew-Tanner	Science Specialist
Administrator	Ayanna Harris	Testing Coordinator
Classroom Teacher	Shirolyn Strong	Teacher - 10th
Classroom Teacher	Ashley Dennis	Teacher - 10th
Classroom Teacher	Manuel Vargas	Teacher - 10th
Classroom Teacher	D'Andre Joseph	Teacher - 10th
Non-classroom Professional	Lori Wright	Math Specialist
Classroom Teacher	LaKeitha Johnson	Teacher - 11th & 12th
Administrator	Gaye Don Minchew	Special Programs Coordinator

Staff Quality, Recruitment and Retention

Committee Role	Name	Position
Classroom Teacher	Martha Yanez	Teacher - 9th
Classroom Teacher	Morgan Broussard	Teacher - 9th
Classroom Teacher	Matthew McAfee	Teacher - 10th
Classroom Teacher	Shelby Allen	Teacher - 10th
Non-classroom Professional	Dollie Rodriguez	ELA Specialist
Paraprofessional	Michele Taylor	Principal's Secretary
Classroom Teacher	Arlonda Henderson	Teacher - 10th
Classroom Teacher	Lavinia Barnett	Teacher - 11th & 12th
Non-classroom Professional	Jessica Bennight	Counselor
Classroom Teacher	Wendy Reeves	Teacher - 11th & 12th
Administrator	Alan Moye	Assistant Principal - 11th & 12th
Classroom Teacher	Adrienne Cavazos	Teacher - 11th & 12th
Classroom Teacher	Penney Taylor	Teacher - 9th
Classroom Teacher	Ernesto Ramirez	Teacher - 9th
Classroom Teacher	Manuel Marasigan	Teacher - 10th
Non-classroom Professional	Charlotte Rogers	Technology Instructional Specialist - 10th
Classroom Teacher	Brieontae Taylor	Teacher - 10th
Classroom Teacher	Christopher Ybarra	Teacher - 10th
Classroom Teacher	Cydnee Williams	Teacher - 10th
Classroom Teacher	Johnese Hunter	Teacher - 11th & 12th
Classroom Teacher	Brian King	Teacher - 11th & 12th
Classroom Teacher	BreSean Cockrell	Teacher - 11th & 12th

Curriculum, Instruction and Assessment Committee

Committee Role	Name	Position
Administrator	Barika Noris	Associate of Curriculum & Instruction - 9th Grade
Administrator	Debra Hensarling	Associate of Curriculum & Instruction - 10th Grade
Administrator	Jillian Howard	Associate of Curriculum & Instruction - 11th & 12th
Classroom Teacher	Charlene Culpepper	Teacher - 9th
Classroom Teacher	Janet Mustain	Teacher - 9th
Classroom Teacher	Jessica Taylor	Teacher - 10th
Classroom Teacher	LaTisha Guillory	Teacher - 10th
Classroom Teacher	Delicia Smith	Teacher - 10th
Classroom Teacher	Holly Morgan	Teacher - 10th
Classroom Teacher	Yeri Villalobos	Teacher - 11th & 12th
Non-classroom Professional	Jamie Hargrave	ELA Specialist
Classroom Teacher	Robert Flatt	Teacher - 11th & 12th
Classroom Teacher	Wendy Jones	Teacher - 11th & 12th

Family and Community Involvement

Committee Role	Name	Position
Non-classroom Professional	Janace Soders	Counselor - 9th
Non-classroom Professional	Debra Kegler	Counselor - 9th
Classroom Teacher	Zuania Serrano-Rivera	Teacher - 10th
Classroom Teacher	Vianey Luna	Teacher - 10th
Non-classroom Professional	Nancy Orellana	Counselor - 10th
Classroom Teacher	Sylvia Brosig	Teacher - 10th
Administrator	Erik Esparza	Associate of Operations - 10th Grade
Classroom Teacher	Lois Price	Teacher - 11th & 12th
Classroom Teacher	Sasha Wimbley	Teacher - 11th & 12th

Culture and Climate

Committee Role	Name	Position
Classroom Teacher	Nakia Armstrong	Teacher - 9th
Administrator	David Pierson	Principal - 9th
Classroom Teacher	Jasimine Haynes	Teacher - 9th
Administrator	Kenneth Bryant	Principal - 10th
Classroom Teacher	Courtney Sutton	Teacher - 10th
Non-classroom Professional	Na'Teasel Davis	Counselor - 10th
Classroom Teacher	Jordan Brown	Teacher - 10th
Classroom Teacher	Tawana Daniels	Special Education Department Chair - 10th
Administrator	Amalie Sanchez	Assistant Principal - 11th & 12th
Classroom Teacher	Melissa Cintron	Teacher - 11th & 12th
Classroom Teacher	Ann Semler	Teacher - 11th & 12th
Classroom Teacher	Andrea Jones	Teacher - 11th & 12th
Classroom Teacher	Wendy Jones	Teacher - 11th & 12th

School Context and Organization

Committee Role	Name	Position
Administrator	Ruby Bonilla	Assistant Principal - 9th
Classroom Teacher	Terika Stewart	Teacher - 9th
Classroom Teacher	Todd Thurston	Teacher - 10th
Classroom Teacher	Vincent Tsang	Teacher - 10th
Classroom Teacher	Richard Hurtado	Teacher - 10th
Administrator	Jaremy Sanders	Assistant Principal - 10th
Classroom Teacher	Briana Ferguson	Teacher - 10th
Administrator	Wiley Johnson	Deputy Principal - 11th & 12th
Administrator	Joe Coleman	Principal - 11th & 12th
Classroom Teacher	Angelica Flores	Teacher - 11th & 12th

Technology

Committee Role	Name	Position
Non-classroom Professional	Joe Ramirez	Technology Instructional Specialist
Classroom Teacher	Nancy Silva	Teacher - 10th
Classroom Teacher	William Hitt	Teacher - 10th
Classroom Teacher	Joshua Adams	Teacher - 10th
Classroom Teacher	Ryan Martin	Teacher - 10th
Classroom Teacher	Sundra Taylor	Teacher - 10th
Classroom Teacher	Claudia Martinez	Teacher - 10th
Classroom Teacher	Jay Cherin	Teacher - 11th & 12th
Classroom Teacher	Dustin Watson	Teacher - 11th & 12th
Non-classroom Professional	Kenneth Cannick	Counselor
Classroom Teacher	Tenecia Brown	Teacher - 11th & 12th

Campus Instructional Leadership Team

Committee Role	Name	Position
Administrator	Joe Coleman	North Shore Senior High -Principal
Administrator	Kenneth Bryant	North Shore 10th Grade Center-Kenneth Bryant
Administrator	David Pierson	North Shore 9th Grade Center-Principal

Attendance Committee

Committee Role	Name	Position
Administrator	Jillian Howard	Associate Principal - NSSH
Administrator	Christopher Griffith	Lead 11th Grade Administrator - NSSH
Paraprofessional	Shella Pruitt	Lead Attendance Clerk - NSSH
Paraprofessional	Emely Vega	Attendance Clerk - NSSH
Paraprofessional	Enrika Auzenne	Attendance Clerk - NSSH
Administrator	Scott Merry	Assistant Principal - NSSH
Administrator	Mack Eagleton	Lead 12th Grade Administrator - NSSH