

Galena Park Independent School District
North Shore Senior High School
2022-2023 Comprehensive Needs Assessment



Board Approval Date: August 8, 2022

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 the 11th and 12th-grade campuses 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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Comprehensive Needs Assessment

Revised/Approved: July 18, 2022

Needs Assessment Overview

Needs Assessment Overview Summary

On February 18th, The Campus Needs Assessment Committees performed an in-depth analysis of various data sources. An overview of their findings is outlined in the table below:

NCLB Recommended Area	2022-2023 Campus Focus
Demographics	Ensure all student subgroups maintain equally high rates of attendance.
Student Achievement	Meet ELL and SpEd performance targets set in Domain III-Closing the Gaps.
Culture and Climate	Ensure the smooth operation of the school building
Staff Quality	Ensure teachers are equipped with the proper resources and training to deliver high-quality blended instruction.
Curriculum and Instruction	Increase the use of ELL and SpEd high yield instructional strategies
Parent Involvement	Ensure parents are informed of important College Readiness information in a timely manner.
School Organization, Processes and Programs	Create manageable processes and protocols to efficiently coordinate with the sophomore campus.
Technology	Ensure students and teachers have access to the technology resources they need to be successful.

Demographics

Demographics Summary

North Shore Senior High School (NSSH) serves a diverse student population. The 2021-2022 school year began with students returning to face-to-face instruction. The effects of the pandemic lingered throughout the year. NSSH continued to endure a decline in academic performance. The campus has 86% economically disadvantaged (eco-dis) students. NSSH students perform higher than other comparable schools with similar eco-dis rates. NSSH did not receive an Accountability Rating for the 2021 school year as it was declared "a state of disaster." As a result, the campus will maintain the same ratings from the 2019 school year. The 2021 accountability report showed a need for improved performance for Special Education students. The COVID-19 pandemic created long-term gaps among Special Education students. Unfortunately, less than 5% of Special Education students participated in the after-school tutorials required by House Bill 4545. The pandemic forced many North Shore students to take on full-time work to mitigate the economic hardships within their families. Students continued to maintain their employment resulting in critically low attendance rates. While North Shore's graduation rate has declined over the last seven to eight years last year's graduation rates increased to 90%. Students who used to participate in the Special Education program and have since exited are not performing at the same rates as other students. We also saw this trend among students who are not continuously enrolled in GPISD schools. North Shore Senior High School serves 4,528 students in grades 9 through 12. The table below shows each student population by grade level as well as student groups by ethnicity.

9th-12th Grade	Percentage
% Econ Disadv	86%
% EL	25%
Mobility Rate	12.7%
% Special Ed	10.8%

Grade Level	Population
9 th Grade	1078
10 th Grade	1107
11 th Grade	1168
12 Grade	1175

The state removed the COVID-19 attendance protocols. The 2021-2022 school year showed a significant decrease in attendance.

2019	Fall 2020	2021	2022
95.03	94.63%	95.65%	92.3%

Demographics Strengths

There is a strong connection between North Shore Senior High and the surrounding community. The graduation rate increased in the last year. The College and Career Readiness rates increased among Special Education students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The average attendance rate is 86% for 11th and 12th-grade students; this is below the state's average. **Root Cause:** Staff members lack the tools to build personal and instructional relationships with students motivating them to regularly attend school.

Problem Statement 2: Ninety percent of discipline infractions are committed by five percent of students; many students repeat the same discipline infractions. **Root Cause:** There is little follow-up with students on teaching skills to deter behaviors; they are only receiving discipline consequences.

Problem Statement 3: Special education students lack Career and Technology Education courses consistent with their career choices. **Root Cause:** There is an insufficient number of entry-level CTE classes for students at the 9th-grade level.

Student Learning

Student Learning Summary

NSSH set a goal for students to perform as they did prior to the pandemic. The 2021-2022 school year marked the first year of implementation of the Texas Instructional Leadership Model in hopes of meeting the accountability goals. Administrators were trained on the Data-Driven Instruction (DDI) protocols. DDI was implemented in the STAAR EOC corresponding courses. The COVID-19 pandemic continues to impact student learning. At NSSH, US History re-tester performance is declining and English I performance has decreased for the last three STAAR EOC administrations. The Fall STAAR EOC assessment table below displays campus performance from 10th-12th graders.

STAAR EOC Performance

North Shore 10 th -12 th	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Difference
Algebra I	48.72	68.75%	28.57%	68%	+39.43%
Biology I	41.43%	52.50%	29.49%	38%	+9%
English I	20.89%	44.36%	19.79%	24%	+4.21%
English II	21.82%	36.36%	24.48%	21%	-3.48%
US History	72.81%	57.50%	56.52%	54%	-2.52%

The table below displays Spring 2022 EOC performance. Three out of five areas decreased in Spring re-tester performance.

North Shore 10 th -12 th	Spring 2019	Spring 2022	Difference
Algebra I	49%	37%	-12%
Biology I	41%	33%	-8%
English I	21%	21%	0%
English II	22%	27%	+5%
US History	92%	85%	-7%

Student Learning Strengths

The 2021-2022 school year presented many challenges; however, North Shore Senior High built on its strengths. Despite the decrease in EOC performance, test scores among non-truant students were outstanding. There was an increase in English II re-tester performance.

College, career, and military readiness (CCMR) focuses on college board test performance, AP exam performance, TSIA performance, CTE coherent sequence completion, military enlistment, and dual credit course completion. The CCMR committee met regularly to track student CCMR progress. This year, the greatest number of students took the AP exam in school history. We were also able to complete mock exams for every AP test. North Senior High School has experienced an increase in dual credit completion rates and continues to lead its comparison group in this area. The Advanced Academics program at North Shore Senior High maintains an adequate balance of Dual Credit and Advanced Placement course participation. As we move forward, we will continue to focus on increasing performance in AP Economics, AP Math, and AP Science.

Extra-Curricular Activities

North Shore High School has a campus organization that is designed to accommodate the needs of the students. Since the elimination of social distancing protocols, NSSH

experienced an increase in extracurricular participation. Notably, the NSSH football team earned its third state championship in four years. Girls softball and basketball made playoff appearances. Choir students won sweepstakes in their UIL competitions.

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. This year, the greatest number of students took the AP exam in school history. North Senior High School has experienced an increase in dual credit completion rates and continues to lead its comparison group in this area. The Advanced Academics program at North Shore Senior High maintains an adequate balance of Dual Credit and Advanced Placement course participation. As we move forward, we will continue to focus on increasing performance in AP Economics, AP Math, and AP Science.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Special education students lack Career and Technology Education courses consistent with their career choices. **Root Cause:** There is an insufficient number of entry-level CTE classes for students at the 9th-grade level.

Problem Statement 2: Too few students are entering college having established college readiness in the areas of the ACT and TSIA. **Root Cause:** While parents are familiar with the ACT and SAT, they lack the knowledge of the importance of the TSIA and college admissions in Texas

Problem Statement 3: There were 90 students who regressed in their English Language Proficiency **Root Cause:** Teachers do not include Sheltered Strategies in their daily instruction with Emergent Bilingual students.

Problem Statement 4: US History primary testers have not met campus goals for Approaches, Meets and Masters for the last 3 years. **Root Cause:** Student attendance is critically low.

School Processes & Programs

School Processes & Programs Summary

The 2021-2022 school year began with students returning to face-to-face instruction. As part of the "One School" initiative, North Shore principals participate in vertical alignment meetings. Communication between administrators and teachers will be more transparent to improve the morale of the school. The principals discuss staffing needs and determine if staff needs to be moved to various campuses based on student needs. Staff conduct interviews and make recommendations on proper campus placement. It is important for teachers and staff to be involved in the development and planning phases of campus goals and the school vision. There are multiple opportunities to align processes with the Tenth Grade Center. Teachers who serve primarily tenth graders while at the Senior High struggle to manage expectations from both campuses. As students returned to face-to-face instruction, there was a need to improve the campus disciplinary program to include restorative practices.

School Processes & Programs Strengths

North Shore employs an inclusive process for recruiting, selecting, assigning, inducting, and retaining high-quality educators. A panel of administrators, teachers, specialists, and paraprofessionals work together to choose highly qualified teaching candidates. We collaborate with district program directors on master scheduling decisions to leverage teacher strengths to lead to improved student outcomes. North Shore is building instructional leaders among the teaching staff through teacher-led monthly training series. Notwithstanding the challenges, North Shore will ensure its teachers are trained in all operational processes while maintaining a laser focus on teaching and learning.

North Shore is intentional about meeting the unique needs of at-risk students. Currently, the school nutrition staff coordinates an after-school snack program affording students in extracurricular activities to have meals at school after hours. Students at risk receive socio-emotional counseling through the communities in schools program. Students participate in the one-to-one technology program to support online learning needs. We monitor healthy internet use through the Bark program. This program allows administrators and counselors to intercede against students who display unsafe behaviors online.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students are leaving campus during the lunch period and skipping subsequent classes. **Root Cause:** There is insufficient staff to cover all entry/exit points in the building.

Problem Statement 2: Students are excessively tardy during 1st/5th periods of each day resulting in a great loss of instruction. **Root Cause:** Tardy enforcement was delayed at the beginning of the year and inconsistent throughout the rest of the year.

Problem Statement 3: Ninety percent of discipline infractions are committed by five percent of students; many students repeat the same discipline infractions. **Root Cause:** There is little follow-up with students on teaching skills to deter behaviors; they are only receiving discipline consequences.

Perceptions

Perceptions Summary

North Shore Senior High School hopes to create a culture of collaboration and excellence among all three campuses. The return of students coupled with the realities of the pandemic made this year especially difficult for teachers. Both student and teacher attendance was lower than attendance rates in previous years. Surveys revealed teachers felt "burned out" this year due to student attendance and instructional expectations. They also reported spending their own money on classroom supplies. Teachers were overwhelmed by the planning and instruction expectations during this school year. They reported they were given large amounts of information for new processes and were held to high expectations many students struggled to reach.

Perceptions Strengths

Teachers report many strengths in the area of campus culture, climate, values, and beliefs. One of our highest priorities is creating and cultivating a culture of collaboration and excellence. During this year, North Shore parents were consistently informed through the campus newsletter. Instructionally, teachers were provided many opportunities for blended learning training. The teachers reported the campus environment promotes an open dialog for coaching. As teachers worked through a challenging year, administrators incorporated various campus-wide challenges and raffles to increase morale and teacher attendance. The faculty and staff at North Shore Senior high understand every child has a right to an education. The faculty works tirelessly to meet the unique needs of our students to ensure improved student outcomes.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: New teachers struggled in their first year of instruction **Root Cause:** The new teacher program is not as strong as it once was. The campus should return to individual buddies.

Problem Statement 2: Teachers are exhausted **Root Cause:** There are few activities or times of the day on which teachers can focus on mental health.

Problem Statement 3: Teachers reported in the Campus Needs Assessment that the school felt chaotic at times **Root Cause:** School processes were inconsistent.