

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



Board Approval Date: August 8, 2022

Mission Statement

The mission of North Shore Elementary is to prepare our students to become productive citizens and lifelong learners in society.

Vision

The vision of North Shore Elementary is to create a safe campus that has high academic standards for all students and work collaboratively with teachers, parents, and students to make positive contributions to the community.

History/Core Beliefs

History

North Shore Elementary (NSE) was constructed in 1961. It is the largest of 15 elementary campuses in the Galena Park Independent School District. Located at 14310 Duncannon (on the corner of Woodforest and BlackRock). In the 2018-2019 school year, NSE opened the doors to its new building. The campus has been served by four principals: Jim Palmer (1961-1962); Lewis Zelenevitz (1962-1987); Joyce Weir (1987-2007); and currently, Esmeralda Perez.

North Shore Elementary is committed to the education and well-being of all our students. The following virtues will be used in order to guide our policies, procedures, programs, and day-to-day decisions.

Tolerance: We will work collaboratively and be open to each other's ideas to help promote students' success

Responsibility: We will promote and support both the campus and the district's mission and vision for academic achievement

Confidence: We will build students' belief in the self-achievement of their goals

Perseverance: We will create students that continue to strive to be lifelong learners even when faced with various obstacles

Discipline: We will provide a safe environment for all students, in which they are able to control their thoughts and actions in order to make good choices

Respect: We will treat one another with dignity and courtesy

Honesty: We will be straightforward in all conversations and actions

Compassion: We will demonstrate care and concern for the welfare of students, staff, and the community in order to promote a safe environment in which all students can learn

Friendliness: We will provide an environment in which we are considerate, kind, and generous to others in all aspects of our daily routines

Service: We will develop positive relationships with the school, staff, and community

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Comprehensive Needs Assessment

Revised/Approved: July 18, 2022

Demographics

Demographics Summary

North Shore Elementary (NSE) is the largest of 15 elementary campuses in the Galena Park Independent School District. Located at 14310 Duncannon (on the corner of Woodforest and BlackRock). We have a low mobility rate, 12.3%, which enables us to help track students from Pre-Kinder through 5th grade. We are able to make a difference and help students be successful. The demographics committee looked at the TAPR Reports, Skyward referral reports, Skyward enrollment counts, and Skyward attendance rates. The school services Pre-K (4year olds) to 5th grade. We have multiple special education programs (Life Skills, FOCUS, PASS, Resource, Co-Teach); Gifted & Talented; 504, Dyslexia, and Tiered Intervention programs (RtI). Our EL population is 53.45%. 67.2% of students are considered at risk of dropping out of school. We have seen an increase in McKinney Vento students and continue to see an increase in our mobility rate from students living in the Lafayette Village Apartments. Our average daily attendance remains between 96% and 97%. Our economically disadvantaged population is 88.56%. For our most recent state assessment performance, NSE is ranked in the district's top 5 (out of 15) in both Math and Science. The school is ranked among the top 50% in the state of Texas. The current campus administrator, Mrs. Esmeralda Perez, has been the building Principal for the last 15 years. Under her leadership, the campus has received exemplary ratings and many other distinctions and awards over the years.

North Shore Elementary demographics:

- 84.8% Hispanic
- 9.9% African American
- 4.4% White
- 0.1% American Indian
- 0.2% Asian
- 0.1% Pacific Islander
- 0.4% Two or more races

Student/Teacher ratio: 17:1

100% of students receive a free or discounted lunch

North Shore Elementary school employs 58 full-time teachers.

Extracurricular activities for all student populations include the 21st Century Program, Communities in Schools, Boys Club, Girls Club, Soccer club, Honors Choir, Hand Bells, and a NASA Stem Program.

Demographics Strengths

Our demographic strengths include the Early Acts First Knight Character Education Program, School Clubs, District Workshops for all content/grades, student/family/community services provided by the School Counselors, Soccer team, Book Bus, Staff participation in the Rice Elementary Model Science Learning Lab (REMSL), NASA Stem Program, etc. 100% of our staff has completed the required GT hours. NSE received 1st place for the Do The Math Challenge (district-wide) and several students placed in multiple areas in our

district UIL Academic Competition. Much of our success is contributed to full campus participation and commitment and the support of our parents.

We also remain consistent processes for identifying homeless students, utilizing district resources for addressing attendance issues, ensuring the success of students identified as having low socioeconomic and providing free breakfast and lunch for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Students are lacking the knowledge and skills for problem solving, critical thinking, and writing skills in order to be prepared for college, career, and military readiness. **Root Cause:** Lack of student/family exposure to future academic and career options because of cultural and socio-economic backgrounds.

Student Learning

Student Learning Summary

North Shore Elementary's students have been progressing academically in all areas; however, science and writing as well as our special Education populations will continue to be a focus, along with technology due to the current COVID-19 pandemic. After reviewing STAAR and district assessment data we have gained a deeper understanding of our areas of need. As a result, we found that by integrating our science content into our ELA blocks, we can produce not only successful students but also further enrich our students' background knowledge and writing skills in the area of science. Schedules were continuously adjusted as needed to ensure appropriate SpEd service times.

	May 2022 STAAR Grade 3 Reading Preliminary				May 2021 STAAR Reading, Grade 3			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
North Shore Elementary School	84	83.33%	54.76%	20.24%	77	72.73%	42.86%	49.48%

	May 2022 STAAR Grade 4 Reading Preliminary				May 2021 STAAR Reading, Grade 4			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
North Shore Elementary School	106	79.25%	51.89%	30.19%	101	73.27%	39.60%	15.84%

	May 2022 STAAR Grade 5 Reading Preliminary				
	Total Students		Approaches	Meets	Masters
North Shore Elementary School	123		86.99%	65.85%	44.72%

	May 2022 STAAR Grade 3 Mathematics Preliminary				May 2021 STAAR Mathematics, Grade 3			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
North Shore Elementary School	89	86.52%	50.56%	22.47%	77	59.74%	31.17%	14.29%

	May 2022 STAAR Grade 4 Mathematics Preliminary				May 2021 STAAR Mathematics, Grade 4			
	Total Students	Approaches	Meets	Masters	Total Students	Approaches	Meets	Masters
North Shore Elementary School	111	77.48%	50.45%	26.13%	105	68.57%	39.05%	15.24%

	May 2022 STAAR Grade 5 Mathematics Preliminary			
	Total Students	Approaches	Meets	Masters
North Shore Elementary School	125	89.60%	60%	23.20%

	May 2021 STAAR Writing, Grade 4				
	Total Students	Percent Score	Approaches	Meets	Masters
North Shore Elementary School	103	54.74%	51.46%	20.39%	4.85%

	May 2022 STAAR Grade 5 Science Preliminary			
	Total Students	Approaches	Meets	Masters
North Shore Elementary School	153	66.01%	41.83%	13.73%

Student Learning Strengths

Campus Instructional Coaches and Specialists serve students and teachers with instructional support/lesson modeling. Teachers focus on student growth in all content areas, Co-Teaching is implemented, low student retention rates, reading Master's level is increasing, math Master's level is also increasing, and teachers base instruction on student data. In addition, our teachers have become more familiar with and comfortable using technology for virtual learning, and they are seeking more staff development in this area.

- School support sessions with Campus Instructional Coaches to assist with Curriculum Corner plans
- Push-in/pull-out instructional groups
- Fact Fluency/STEM Lab
- I-Station Reading implementation
- IPAD Implementation
- Data-driven decision-making by administrators, teachers, and CICs (DDI)
- Progress Monitoring

- Modeling & Coaching
- District Competition
- Meets-to-Masters Interventions
- Instructional Rounds
- Balanced Literacy/Anchor Charts (Campus Focus)

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Students are not demonstrating mastery in science concepts and writing skills. **Root Cause:** Significant instructional time was lost due to COVID-19 pandemic school closures and 100% virtual instruction did not meet the needs of all learners.

Problem Statement 2: Inconsistencies with services provided (virtual/face to face) for students through the special education department resulted in a failure to achieve or maintain academic growth. **Root Cause:** Changes in special education service providers and instructional platform resulted in inconsistent patterns/routines for students.

School Processes & Programs

School Processes & Programs Summary

This year NSE has formed a committee that has the specific duty of ensuring that we have our curriculum tightly aligned with the standards and 21st Century Learning Skills. We ensure that teachers are implementing the district's curriculum by visiting classrooms regularly. NSE teachers are also held accountable for implementation fidelity. A variety of assessments are used to assist in making instructional decisions that impact student academic success. The assessment data is also used to provide needed interventions. NSE teachers and instructional coaches collaborate to discuss the results of the data and the effectiveness of the implemented interventions.

School Processes & Programs Strengths

- Planning vertically and horizontally
- Data-driven decisions based on student achievement
- Making necessary interventions for student success
- Tutorials are offered in grades Kinder through 5th, with a special emphasis on the Meets to Masters student groups
- Math and Reading camp
- Instructional Rounds and Powerwalks
- Math and Science Family Night
- STEM lab and ELA lab
- Increased intervention time with CICs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Schedules and group size for maximizing student interventions are often difficult to create and maintain. **Root Cause:** Too few interventionists to implement scheduling for special populations (RtI, Special Education, dyslexia, ect.).

Perceptions

Perceptions Summary

North Shore Elementary is rich in culture and traditions and provides a friendly, diverse, and welcoming climate to families.

The School Culture and Climate Committee found that parent involvement has been very strong and responsive over the years. This school year, due to COVID-19 pandemic/CDC regulations for distancing and removal of all group, face-to-face meetings, our parental involvement has been minimized. We know that increasing parent involvement in areas such as PTA would greatly improve our volunteerism and involvement in the school activities and classroom support. We determined that by focusing on getting parents involved in monthly PTA meetings, providing them opportunities to serve in leadership roles on the PTA board, and including relevant school information at meetings, would encourage parents to join PTA and remain involved in their child(ren)'s education at NSE.

The students enjoy participating in our many programs that enrich our students' educational experience, which include the Fall Festival, Polar Express Day, Friendship Dance, Talent Show, Field Day, Pancakes for Parents, Donuts for Dads, Muffins for Moms, Grandparents Breakfast, 21st Century Program, and Parent training.

The School Culture and Climate Committee also examined discipline concerns and found that discipline problems occurred most frequently during dismissal procedures (in the hallways and on the bus), during lunch (in the cafeteria), and during recess (on the playgrounds). The committee determined that by focusing on a consistent Campus-wide Discipline Plan (Pony PRIDE) with fidelity, we will minimize discipline infractions at NSE Elementary.

Our Foundations Committee is a committee that is continuously working to help make NSE a safe place for all students and staff. Students and parents are aware of the expectations of our school through the Pony P.R.I.D.E. procedures and expectations of NSE.

Perceptions Strengths

- Students and staff motivation to improve our school attendance
- Monthly grade level meetings with administrators
- Weekly calendars (Week at A Glance) to inform teachers of all campus and district staff development and activities
- Campus goals are aligned with the goals of the district
- Family-oriented atmosphere and working environment for our staff and teachers
- Building good relationships among teams and coworkers
- Teachers and staff are 100% highly qualified
- Quality mentoring program and support network
- Parent communication through various methods in both languages

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Participation in NSE parent volunteer opportunities has become minimal. **Root Cause:** Due to the COVID 19 restrictions visitors were not permitted to volunteer.

Problem Statement 2: The number of student discipline referrals has increased during transitional periods and unstructured time throughout the school day. **Root Cause:** There is a lack of consistent, active monitoring during transitions and unstructured time.