

# Galena Park Independent School District

## North Shore Senior High School

### 2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: August 9, 2021

# 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 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.

# Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Mental, Physical, and Emotional Safety and Health for all Students and Staff	14
Goal 2: Student Achievement and Post-Secondary Readiness	17
Goal 3: Wide Range of Student Opportunities	22
Goal 4: High Quality Staff	24
Goal 5: Excellent Operational and Fiscal Support and Responsibility	28
Title I Schoolwide Elements	31
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	32
1.1: Comprehensive Needs Assessment	32
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	32
2.1: Campus Improvement Plan developed with appropriate stakeholders	32
2.2: Regular monitoring and revision	36
2.3: Available to parents and community in an understandable format and language	37
2.4: Opportunities for all children to meet State standards	37
2.5: Increased learning time and well-rounded education	39
2.6: Address needs of all students, particularly at-risk	39
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	39
3.1: Develop and distribute Parent and Family Engagement Policy	39
3.2: Offer flexible number of parent involvement meetings	40
Addendums	40

# Comprehensive Needs Assessment

Revised/Approved: May 28, 2021

## Needs Assessment Overview

On March 26th 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	2021-2022 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	Increase teacher recognition when they successfully meet personal or campus goals.
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	Provide a variety of communication mediums to parent and community
School Organization, Processes and Programs	Create manageable processes and protocols to protect student and staff health and safety.
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. Nearly 82 percent of students are economically disadvantaged (eco-dis); nevertheless, NSSH students tend to perform higher than other comparable schools with similar eco-dis rates. NSSH did not receive an Accountability Rating for the 2020 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 2019 accountability report showed a need for improved performance for Special Education students. The COVID-19 pandemic led to an increase in virtual learning; Special Education students struggled with this learning platform due to the difficulty in employing in-class supports virtually. The pandemic forced many North Shore students to take on full-time work to mitigate the economic hardships within their families. This resulted in a decline in academic performance, increased failure rates, and an increase in the number of students needing to graduate through an individual graduation committee (IGC). North Shore's graduation rate has declined over the last seven to eight years. 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 4,534 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	81.1%
% EL	15.3%
Mobility Rate	12.7%
% Special Ed	10.4%

Grade Level	Population
9 <sup>th</sup> Grade	1182
10 <sup>th</sup> Grade	1146
11 <sup>th</sup> Grade	1155
12 Grade	1150

The state of Texas modified student accounting protocols allowing for students to demonstrate their presence through multiple methods. Despite this allowance, attendance during the pandemic year showed no significant increase.

2019	Fall 2020	2021
95.03	94.63%	95.65%

## Demographics Strengths

There is a strong connection between North Shore Senior High and the surrounding community. Nearly 87% of students took advantage of asynchronous learning opportunities

while mitigating the pandemic. Attendance soared to 95.65% as a result of this option for students. During the 6th Six Weeks, students responded well to the hold harmless attendance initiative. Life Skills students were able to attend school from the very first day to ensure they did not suffer any academic regression. Discipline referrals, suspensions, and expulsions were reduced.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Special Education students do not complete Career and Technology Education (CTE) coursework consistent with their post-secondary goals. **Root Cause:** There is a lack of understanding on how to provide effective career counseling to special education students.

**Problem Statement 2:** Home-school communication is ineffective. **Root Cause:** Educational stakeholders receive too many communication and too many forms making it difficult to determine what is important.

**Problem Statement 3:** Student attendance is steadily declining. **Root Cause:** Student incentive programs rarely motivate truant students to improve their attendance.

**Problem Statement 4:** 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 5:** North Shore Senior High students perform below students in their comparison schools on the SAT/ACT. **Root Cause:** Junior level Math and English classes need to be more aligned with the ACT.

**Problem Statement 6:** Too few students are entering college having established college readiness in the areas of the ACT and TSIA. **Root Cause:** Students are unsuccessful on the Math TSIA due lack of alignment of the Algebra II curriculum to the ACT.

# Student Learning

## Student Learning Summary

The COVID-19 pandemic greatly impacted student learning. As a result, all campuses were exempt from an A-F school accountability rating. The Fall STAAR EOC assessment revealed a decline in student academic progress. The table below displays campus performance. We experienced the greatest decline in Algebra I and English I.

### STAAR EOC Performance

North Shore 10 <sup>th</sup> -12 <sup>th</sup>	Fall 2018	Fall 2019	Fall 2020	Difference
Algebra I	48.72	68.75%	28.57%	-40.18%
Biology I	41.43%	52.50%	29.49%	-23.01%
English I	20.89%	44.36%	19.79%	-24.57%
English II	21.82%	36.36%	24.48%	-11.88%
US History	72.81%	57.50%	56.52%	-0.98%

To address declines in classroom performance, North Shore implemented an at-home tutorial program. STAAR EOC Performance improved during the Spring 2021 administration as more students returned face to face. CCMR continues to grow; however, Special Education students lag behind general education students in completing CTE-related endorsements and establishing Career Readiness. Failure rates among Special Education students in CTE classes are steadily increasing.

## Student Learning Strengths

The 2020-2021 school presented many challenges; however, North Shore Senior High built on its strengths. Despite the cancellation of Spring 2020 STAAR EOC assessments, Spring 2021 STAAR scores showed a minimal decline in student performance. Algebra I EOC approaches scores surpassed the performance from Spring 2019. Math re-testers were very successful as 62% of re-testers scored approaches. Biology I Fall re-tester performance surpassed the state's average Biology I EOC performance. Benchmark scores revealed increases in US History primary 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. However, due to social distancing requirements and CDC guidelines, we experienced a decline in participation in UIL activities. Notably, the NSSH football team appeared in the State Semi-final playoffs and the Calculator Applications team are state champions.

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:** North Shore Senior High students perform below students in their comparison schools on the SAT/ACT. **Root Cause:** Junior level Math and English classes need to be more aligned with the ACT.

**Problem Statement 3:** Too few students are entering college having established college readiness in the areas of the ACT and TSIA. **Root Cause:** Students are unsuccessful on the Math TSIA due lack of alignment of the Algebra II curriculum to the ACT.

**Problem Statement 4:** Special Education students do not complete Career and Technology Education (CTE) coursework consistent with their post-secondary goals. **Root Cause:** There is a lack of understanding on how to provide effective career counseling to special education students.



# School Processes & Programs

## School Processes & Programs Summary

The 2020-2021 school year ushered in the "One School" initiative. North Shore is a school consisting of three campuses- North Shore 9th Grade Center, North Shore 10th Grade Center, and North Shore Senior High. North Shore Senior High serves juniors and seniors. Each campus is staffed with a principal and assistant principals. North Shore shares its students across all three campuses. Students take shuttles to attend classes between campuses. The three campuses are interconnected in many ways and benefit from consistent communication to align programs and processes.

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. 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.

Students returned for face-to-face instruction during the last grading period. This transition revealed a need to increase teacher presence in the hallway.

## 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.

In anticipation of next year, counselors, department chairs, and specialists have chosen an area of expertise on which to present to their colleagues. Furthermore, we have developed instructional areas on which to focus when conducting classroom visits. To ensure teacher success they will train one another each month on best instructional practices prior to performing classroom visits.

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 in the top 5% participate in the "Being Your Best You" seminar focusing on proper stress management.

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 students who display unsafe behaviors online.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Student altercations are increasing as more students return for face-to-face instruction. **Root Cause:** There is a lack of presence in the hallways during passing periods.

**Problem Statement 2:** Students are easily able to enter and exit the building at inappropriate times. **Root Cause:** Doors are not properly locked after instructional time begins.

**Problem Statement 3:** Special Education students do not complete Career and Technology Education (CTE) coursework consistent with their post-secondary goals. **Root Cause:** There is a lack of understanding on how to provide effective career counseling to special education students.

# Perceptions

## Perceptions Summary

One of our highest priorities is creating and cultivating a culture of collaboration and excellence. During this virtual year, North Shore parents were consistently informed through the campus newsletter. The campus principal recorded a weekly address to students and parents. It is important the students of North Shore Senior High know their teachers and administrators are supporting them even when they can not be near them.

Instructionally, teachers were provided many opportunities for blended learning training. Along with training, teachers received "virtual periods" which allowed them extra time for instructional planning and providing interventions for virtual students. The teachers reported the campus environment promotes an open dialog for coaching.

Teachers were still overwhelmed by the expectations of hybrid instruction during this school year. They reported they were given large amounts of information for new process 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.

As teachers worked through a challenging year, administrators incorporated various campus-wide challenges and raffles to increase morale and teacher attendance. Furthermore, teachers were allowed to bring their children to work when school began allowing them time and flexibility to work through childcare needs. The teachers appreciated the opportunity to receive COVID-19 rapid testing conveniently on campus.

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 were not confident in their ability to deliver blended learning **Root Cause:** Lack of hands-on training modeling on how to deliver effective blended instruction

**Problem Statement 4:** Special Education students do not complete Career and Technology Education (CTE) coursework consistent with their post-secondary goals. **Root Cause:** There is a lack of understanding on how to provide effective career counseling to special education students.

**Problem Statement 5:** 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.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information
- (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) and TELPAS Alternate results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- SAT and/or ACT assessment data
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and progress
- Special programs data, including number of students, academic achievement, discipline, attendance, and progress
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including coherent sequence coursework, program growth and student achievement by race, ethnicity, gender, etc.
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- TTESS data

### **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
- Study of best practices
- Action research results

# Goals

**Goal 1:** Mental, Physical, and Emotional Safety and Health for all Students and Staff








**Performance Objective 1:** Teach safety practices and protocols to 100% of students and staff

**Evaluation Data Sources:** Eduphoria Professional Development Log

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Conduct an August training on campus safety protocols. Include vape detectors.  <b>Strategy's Expected Result/Impact:</b> All campus staff is knowledgeable about appropriate safety protocols.  <b>Staff Responsible for Monitoring:</b> Campus Safety and Operations Administrators  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
	0%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Convene the Character Strong Committee to meet monthly and identify ways in which we can improve campus safety.  <b>Strategy's Expected Result/Impact:</b> NSSH will be responsive to the evolving safety needs for staff and students  <b>Staff Responsible for Monitoring:</b> Ostrava McGary</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
	0%			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> North Shore High School will assign morning and afternoon duty areas based on the strengths of its staff.  <b>Strategy's Expected Result/Impact:</b> Expected Result/Impact            High risk areas are properly monitored by strong staff members.  <b>Staff Responsible for Monitoring:</b> Duty Administrator</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
	0%			
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







**Goal 1:** Mental, Physical, and Emotional Safety and Health for all Students and Staff

**Performance Objective 2:** Implement an effective student discipline management plan to reduce discipline incident rates and maintain compliance with state and federal requirements

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement an extended ISS as a consequence to students who accrue excessive absences.  <b>Strategy's Expected Result/Impact:</b> Students are deterred from violating the student code of conduct.  <b>Staff Responsible for Monitoring:</b> Christopher Griffith and Ostrava McGary  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the "Big 3" campaign where students must ensure they have an ID badge , follow the dress code and reduce tardies.  <b>Strategy's Expected Result/Impact:</b> Maximize instructional time and maintain student safety.  <b>Staff Responsible for Monitoring:</b> Ostrava McGary, Wiley Johnson and Christopher Griffith  <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> North Shore High School will have a strong Foundations Program to ensure the safety of all students.  <b>Strategy's Expected Result/Impact:</b> Emergency drills will be completed more efficiently. Students and teachers will become more knowledgeable about maintaining daily proper safety measures  <b>Staff Responsible for Monitoring:</b> Safety and Foundations Administrator.  <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<p style="text-align: center;">  No Progress                   Accomplished                   Continue/Modify                   Discontinue         </p>				

**Goal 1:** Mental, Physical, and Emotional Safety and Health for all Students and Staff





**Performance Objective 3:** Maintain a healthy environment so staff and students thrive and are productive

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Include students in leadership organizations such as student council and student advisory committee to provide suggestions on how to improve celebrations and recognitions.</p> <p><b>Strategy's Expected Result/Impact:</b> Improve teacher and student morale.</p> <p><b>Staff Responsible for Monitoring:</b> Amelie Sanchez, Campus Sponsors</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6 - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> North Shore High School will implement the "No Place for Hate" program.</p> <p><b>Strategy's Expected Result/Impact:</b> Build more positive relationships between students, teachers, administrators, and all other stakeholders.</p> <p><b>Staff Responsible for Monitoring:</b> Ostrava Mcgary and Joe Coleman</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				



**Goal 1:** Mental, Physical, and Emotional Safety and Health for all Students and Staff

**Performance Objective 4:** All campuses will provide social and emotional support through various programs





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement Character Strong with fidelity. The character strong committee will provide detailed lessons on how to meet the socio-emotional needs of students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will garner skills on coping with stressful situations and exercising resilience and tolerance.</p> <p><b>Staff Responsible for Monitoring:</b> Ostrava McGary</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
	0%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement SEL moments to faculty and staff each month</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will develop healthy mechanisms to deal with stress and develop a more positive attitude in the workplace.</p> <p><b>Staff Responsible for Monitoring:</b> Amelie Sanchez, Lead Counselors and Jillian Howard</p> <p><b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
	0%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2: Student Achievement and Post-Secondary Readiness**

**Performance Objective 1: Increase the number of students who graduate college-ready in English and Math**






**Targeted or ESF High Priority**

**Evaluation Data Sources:** OnDataSuite

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Convene a campus CCMR committee to progress monitor CCMR indicators  <b>Strategy's Expected Result/Impact:</b> Increased number of students earning CCMR indicators.  <b>Staff Responsible for Monitoring:</b> Joe Coleman, Jillian Howard, Scott Merry, and Amelie Sanchez  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college -  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
	0%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Offer multiple, flexible testing opportunities on school days and weekends to increase student participation  <b>Strategy's Expected Result/Impact:</b> Increased passing rates among students within the passing range.  <b>Staff Responsible for Monitoring:</b> Jillian Howard  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college -  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
	0%			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> North Shore Senior High 11th and 12th grade Math and English teachers will utilize ACT prep questions as warm ups twice a week.  <b>Strategy's Expected Result/Impact:</b> Expected Result/Impact            Increase in student college and career readiness through participation and performance.  <b>Staff Responsible for Monitoring:</b> Teachers, Specialist, Administrators  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	Formative			Summative
	Sept	Dec	Feb	May
	0%			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Expected Result/Impact            Better family and community relations through the an open line of communication for all parties.  <b>Staff Responsible for Monitoring:</b> Amelie Sanchez- Campus Key Communicator.  <b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning,            Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
	0%			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				





**Goal 2: Student Achievement and Post-Secondary Readiness**

**Performance Objective 2: Increase the number of students who graduate with an Associate's Degree or a Certificate of Technology**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Implement goal-setting with the CTE department <b>Strategy's Expected Result/Impact:</b> Increase IBC rates from 29% to 35% <b>Staff Responsible for Monitoring:</b> Ostrava McGary and Jillian Howard <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF</b> <b>Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Sept	Dec	Feb	May
	 0%			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				






**Goal 2: Student Achievement and Post-Secondary Readiness**

**Performance Objective 3: Improve state test scores in all categories**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement the TIL model in tested areas  <b>Strategy's Expected Result/Impact:</b> Teachers will learn to provide interventions for their students each week.  <b>Staff Responsible for Monitoring:</b> Joe Coleman, Jillian Howard and Campus Instructional Leadership Team  <b>Title I Schoolwide Elements:</b> 2.4, 2.6</p>	Formative			Summative
	Sept	Dec	Feb	May
	0%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement weekly DDI meetings in US History and English  <b>Strategy's Expected Result/Impact:</b> Teachers will meet interim assessment targets leading to EOC tests  <b>Staff Responsible for Monitoring:</b> Joe Coleman, Jillian Howard, Scott Merry, Christopher Griffith and Wiley Johnson.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
	0%			
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Hold a parent meeting to explain STAAR EOC preparation, curriculum and supports for success  <b>Strategy's Expected Result/Impact:</b> Parent support in student success on STAAR EOC Exams  <b>Staff Responsible for Monitoring:</b> Joe Coleman and Jillian Howard  <b>Title I Schoolwide Elements:</b> 2.4, 2.6, 3.2 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
	0%			
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Use the Open House forum, special parent meetings (i.e. College Readiness nights and transitional meetings) to build relationships with the campus stakeholders.  <b>Strategy's Expected Result/Impact:</b> Parents are informed on how to support their child's academic success.  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1, 3.2 - <b>TEA Priorities:</b> Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
	0%			
<p style="text-align: center;">  No Progress                       Accomplished                       Continue/Modify                       Discontinue             </p>				

**Goal 2: Student Achievement and Post-Secondary Readiness**







**Performance Objective 4: Increase the number of students who complete a Career and Technology Education (CTE) sequence of courses**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize the Career Plan in Skyward for future scheduling</p> <p><b>Strategy's Expected Result/Impact:</b> Better anticipate staffing needs allowing for more students to take CTE course and complete a program of study.</p> <p><b>Staff Responsible for Monitoring:</b> Joe Coleman, Jillian Howard, and Ostrava McGary</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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**Goal 2: Student Achievement and Post-Secondary Readiness**







**Performance Objective 5: Increase promotion and graduation rates**

**Evaluation Data Sources:** Skyward lever code report

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Identify at-risk students eligible to attend ACE and facilitate their enrollment.  <b>Strategy's Expected Result/Impact:</b> Students at risk of dropping out will graduate.  <b>Staff Responsible for Monitoring:</b> Joe Coleman, Jillian Howard and Ivy Prince  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Improve low-performing schools</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop a focus group of LEP students at risk of dropping out and monitor their attendance  <b>Strategy's Expected Result/Impact:</b> LEP graduation rates will increase from 77% to 85%  <b>Staff Responsible for Monitoring:</b> Joe Coleman, Jillian Howard and Ivy Prince.  <b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Goal 3: Wide Range of Student Opportunities**

**Performance Objective 1: Increase participation in student clubs, enrichment activities and extracurricular opportunities**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide information on-campus clubs and organizations during Open House <b>Strategy's Expected Result/Impact:</b> increased student awareness of inclusive opportunities. <b>Staff Responsible for Monitoring:</b> Joe Coleman and Amelie Sanchez <b>Title I Schoolwide Elements:</b> 2.6, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Spotlight various clubs and organizations on the announcements. <b>Strategy's Expected Result/Impact:</b> increased student awareness of campus clubs and organizations <b>Staff Responsible for Monitoring:</b> Joe Coleman and Amelie Sanchez <b>Title I Schoolwide Elements:</b> 2.6, 3.2 - <b>ESF Levers:</b> Lever 3: Positive School Culture	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
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**Goal 3: Wide Range of Student Opportunities**







**Performance Objective 2: Increase participation and performance in high quality fine arts programs in music, art, theatre and dance**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a flexible master schedule allowing for students to participate in multiple fine arts programs</p> <p><b>Strategy's Expected Result/Impact:</b> students will be able to explore multiple interests in fine arts.</p> <p><b>Staff Responsible for Monitoring:</b> Joe Coleman and Jillian Howard</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
	0%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Create collaboration periods in the master schedule allowing for program leads to recruit students at middle schools.</p> <p><b>Strategy's Expected Result/Impact:</b> increased interest in fine arts programs at the lower levels.</p> <p><b>Staff Responsible for Monitoring:</b> Joe Coleman and Jillian Howard</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>TEA Priorities:</b> Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
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**Goal 4: High Quality Staff**

**Performance Objective 1: Increase employee retention by 1% by recruiting, developing and supporting highly qualified staff**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hire ESL certified teachers in English.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number teachers equipped to teach our growing population of Emergent Bilingual students.</p> <p><b>Staff Responsible for Monitoring:</b> Joe Coleman, Jillian Howard and Mack Eagleton.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement the DDI weekly planning structure during department PLC</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers are trained in delivering rigorous aligned instruction.</p> <p><b>Staff Responsible for Monitoring:</b> Joe Coleman, Jillian Howard, Mack Eagleton, Gaye Don Minchew, Scott Merry, Wiley Johnson and Christopher Griffith.</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
				
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



**Goal 4: High Quality Staff**

**Performance Objective 2:** Obtain an employee satisfaction rate of 80% or higher in regard to employee relations services

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement thematic calendars, special dress days and campus competitions to build campus climate</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will feel more positive when at work.</p> <p><b>Staff Responsible for Monitoring:</b> Joe Coleman and Amelie Sanchez</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
	0%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide extended planning days for core teachers</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will feel more confident and prepared to meet their instructional and administrative responsibilities. Reduce teacher stress.</p> <p><b>Staff Responsible for Monitoring:</b> Joe Coleman and Jillian Howard</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
	0%			
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				







**Goal 4: High Quality Staff**

**Performance Objective 3: Provide training to selected employees in order to prepare them for advancement**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Incorporate a campus-based aspiring administrators academy to provide select teachers an opportunity to lead campus initiatives in curriculum, instruction, operation, and safety.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff members will successfully earn promotions and/or support the administrative staff in meeting campus goals.</p> <p><b>Staff Responsible for Monitoring:</b> Joe Coleman and Wiley Johnson</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
	0%			
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement professional development led by teachers for other teachers during campus leadership, counselor and instructional specialist meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus leaders will strengthen their own leadership capabilities while strengthening the leadership team.</p> <p><b>Staff Responsible for Monitoring:</b> Joe Coleman and Jillian Howard</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Sept</b>	<b>Dec</b>	<b>Feb</b>	<b>May</b>
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<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				






**Goal 4: High Quality Staff**

**Performance Objective 4:** Survey staff annually on professional development needs

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Solicit feedback from staff members on Campus PLCs</p> <p><b>Strategy's Expected Result/Impact:</b> Administrators will create teacher buy-in on how to best organize campus PLCs</p> <p><b>Staff Responsible for Monitoring:</b> Joe Coleman and Jillian Howard</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure 100% participation on the GPISD Campus Needs Assessment.</p> <p><b>Strategy's Expected Result/Impact:</b> We will get an accurate picture of professional development needs.</p> <p><b>Staff Responsible for Monitoring:</b> Joe Coleman and Jillian Howard</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				






**Goal 5:** Excellent Operational and Fiscal Support and Responsibility

**Performance Objective 1:** Ensure efficient and effective use of District resources in order to best support students and staff

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Principal meets regularly with bookkeeper/secretary on budget.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff and students will be supported with critical resources throughout the year</p> <p><b>Staff Responsible for Monitoring:</b> Joe Coleman</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







**Goal 5:** Excellent Operational and Fiscal Support and Responsibility

**Performance Objective 2:** Ensure fiscal soundness in future years and maintain organizational capacity sufficient to support progress towards fulfilling the District mission

Strategy 1 Details	Reviews			
Strategy 1: Secure funds for all areas of budget by planning appropriately	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 5:** Excellent Operational and Fiscal Support and Responsibility

**Performance Objective 3:** The operational department will have life cycle replacement plans to ensure GPISD can maintain excellent facilities and equipment

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> North Shore High School will evaluate current assets and develop a plan to repair and/or replace equipment in a timely manner.</p> <p><b>Strategy's Expected Result/Impact:</b> Planned timeline for the repair and/or replacement of current assets and equipment.</p> <p><b>Staff Responsible for Monitoring:</b> Joe Coleman, Wiley Johnson and Ostrava McGary</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Plan to replace capitol outlay items as needed by speaking with teachers/specialists/staff</p> <p><b>Strategy's Expected Result/Impact:</b> Ensure students and staff have up to date equipment and facilities to support daily usage.</p> <p><b>Staff Responsible for Monitoring:</b> Joe Coleman, Wiley Johnson and Ostrava McGary</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

CPAC met on February 11, 2021 to gather data for each group and initiate the CNA conversations. Eight teams were established and met on **March 26, 2021**. Each team reviewed the data. There were 91 staff members comprised of administrators, teachers, counselors, instructional specialists, paraprofessionals and parents to participate in the meeting. We held one meeting from 7:00AM-11:00AM at Zotz Education Center. 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 Chromebooks 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 areas. The recorder documented the teams' responses on the "Findings Analysis" page located in the Google Classroom. Based on the data we identified the following strengths and weaknesses:

Strengths:

1. Biology re-tester performance
2. UIL participation
3. Enrichment Programs

Priorities:

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

<b>CAN Member</b>	<b>Department</b>	<b>Role</b>
Akarue, Kaima	CTE	Teacher
Barajas, Laina	CTE	Teacher/Dept Chair
Barnett, Lavincia	English	Teacher
Barton, Amie	CTE	Teacher
Belcher, Vaughn	Fine Arts	Teacher
Bendorf, Adam	Fine Arts	Teacher
Benitez, Samuel	PE/Athletics	Teacher
Boykins, Gwendolyn	CTE	Teacher
Brooks, Paulette	SpEd	Teacher
Brown, Lashunda	Credit Recovery	Teacher/Credit Recovery
Bunquin, Maximo	Math	Teacher/Dept Chair
Carmon, Marlo	SpEd	Teacher
Centeno, Jedmy	Fine Arts	Teacher
Cherin, Jay	English	Teacher
Childres, John	Social Studies	Teacher
Cintron, Melissa	English	Teacher/Dept Chair
Clerk Beamon-Johnson, Allyscia	CTE	Teacher
Cockrell, Bresean	Administrator	Assistant Principal
Eagleton, Mack	Administrator	Assistant Principal
Griffith, Christopher	Administrator	Assistant Principal
Howard, Jillian	Administrator	Assistant Principal
Johnson, Wiley	Administrator	Assistant Principal
Collazo, Enrique	Fine Arts	Teacher
McGary, DeWayne	Administrator	Assistant Principal
Merry, Scott	Administrator	Assistant Principal
Minchew, GayeDon	Administrator	Assistant Principal
Cordeiro , Karen	SpEd	Teacher
Sanchez, Amelie	Administrator	Assistant Principal
Cuevas, Macaria	LOTE	Teacher
Davis, Jay	Fine Arts	Teacher
Davis, Rhodeshia	English	Teacher
Day, Donald	Math	Teacher

<b>CAN Member</b>	<b>Department</b>	<b>Role</b>
Derrickson, Jeffrey	English	Teacher
Dixon, Calvin	ROTC	Teacher
Draine, Arzell	CTE	Teacher
Edwards, Katrina	English	Teacher
Ellis, Jane	Science	Teacher
Fisher, Kenneth	CTE	Teacher/Dept Chair
Flatt, Robert	Social Studies	Teacher/Dept Chair
Fleming, Trynne	LOTE	Teacher
Flores, Nicholas	Safety/ISS	Teacher
Galloway, Damon	CTE	Teacher
Garza, Rigoberto	CTE	Teacher
Gilbreath, Jonathan	CTE	Teacher
Goforth, Shane	Fine Arts	Teacher
Goodman, Camryn	English	Teacher
Gray, Orlando	SpEd	Teacher
Green-Sandle, Cheryl	CTE	Teacher/Dept Chair
Greer, Brian	CTE	Teacher
Gupta, Gunjan	Science	Teacher
Davis, Keith	Science	Instructional Specialist
Hardin, Montana	CTE	Teacher
Galloway, Sherronda	Counseling	Counselor
Holland , Shelley	English	Instructional Specialist
Jensen, Melissa	Counseling	Counselor
Johnson, Lekeitha	Counseling	Counselor
Jones, Andrea	Counseling	Counselor
Loyd, Lindsey	Dual Credit	Teacher/Coach
Oliver, Felicia	Counseling	Counselor
Sapien, Tabitha	Counseling	Counselor
Wallace, Pamela	Counseling	Counselor
Wright, Lori	Math	Instructional Specialist
Hardin, Heidie	Counseling	Counselor
Harris, Melvin	CTE	Teacher
Flores, Bucky	Fine Arts	Teacher/Color Guard
Haynes, Ralph	Fine Arts	Teacher
Hensdill, Jose	Social Studies	Teacher

<b>CAN Member</b>	<b>Department</b>	<b>Role</b>
Hernandez, Jessica- RESIGNED	CTE	Teacher
Hilton, Jimmie	CTE	Teacher
Hooker, Jasmin	CTE	Teacher
Hunter, Johnnese	Credit Recovery	Teacher/Credit Recovery
Jackson, Marilyn	CTE	Teacher
Jackson, Nathaniel	CTE	Teacher
Johnson, Casey	CTE	Teacher
Johnson, Mark	English	Teacher
Jones, Bobby	Science	Teacher
Jones, Wendy	Social Studies	Teacher
Joyner, Brittany	CTE	Teacher
King, Brian	Science	Teacher
Kirby, Don	Science	Teacher
Lanham, Janie	SpEd	Teacher
Laxen , Corey	SpEd	Teacher
Mace, Paul	Social Studies	Teacher
Mansor, Looai	Math	Teacher
May-Sexton, Alice	CTE	Teacher
Mccullum, Charlie	CTE	Teacher
McGruder, Arlonda	CTE	Teacher
Mckinney, James	CTE	Teacher
Medina-Cuellar, Diana	Science	Teacher
Middleton, Brandon	Social Studies	Teacher
Morris, Silvester	Math	Teacher
Mukherjee, Chandrani	English	Teacher
Pante, Nathalie	CTE	Teacher
Persails, David	Math	Teacher
Phillips, Paula	Science	Teacher
Pickens , MacArthur	CTE	Teacher
Powers, Courtney	CTE	Teacher
Price, Previs	CTE	Teacher
Reagins, Theadis	CTE	Teacher
Reeves, Wendy	CTE	Teacher
Rhame, Jacob	Social Studies	Teacher

<b>CAN Member</b>	<b>Department</b>	<b>Role</b>
Roberson, Rochelle	Science	Teacher/Dept Chair
Rodriguez, Armando	English	Teacher
Roy, Valencia	Science	Teacher
Alexander, Gail	SpEd	Teacher/Life Skills
Bocard, Albert	SpEd	Teacher/SLC
Russell, Stephanie	CTE	Teacher
Jenkins-Post, Dana	SpEd	Teacher/FOCUS
Kirpatrick, Talia	SpEd	Teacher/Life Skills
Murray, Mickey	SpEd/PASS	Teacher
Parrot, Michael	SpEd	Teacher/Dept Chair
Reyes, Glenda	SpEd/PASS	Teacher
Reyna, Susana	SpEd	Teacher/Lifes Skills
Simmons, Taurean	SpEd/PASS	Teacher
Taylor, Tyrone-RESIGNED	SpEd	Teacher/FOCUS
Scott, Charmian	Science	Teacher
Sharma, Shakti	Science	Teacher
Simmons, Cynthia	CTE	Teacher
Smith, Darick	PE/Athletics	Teacher
Staten, Ferlencia	English	Teacher
Stell, Veronica	Fine Arts	Teacher
Sutton, Brooks	Math	Teacher
Taylor, Audra	Fine Arts	Teacher
Trent, Marlon	Math	Teacher
Tubbs, Felicia	CTE	Teacher
Upshaw, Angela	Fine Arts	Teacher
Vasquez, Mirna	LOTE	Teacher
Veal, Sherrissa	CTE	Teacher
Vela, Adam	CTE	Teacher
Wilkerson, Daryan	CTE	Teacher
Wilson Adelaja, Ashley	Social Studies	Teacher
Witt, Deitrick	CTE	Teacher
Wynn, Shaun	Credit Recovery	Teacher

## **2.2: Regular monitoring and revision**

CPAC will meet on,

**September 23, 2021,**

**December 2, 2021,**

**February 17, 2022 and**

**May 5, 2022** 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 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 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:

<b>Department</b>	<b>North Shore 9<sup>th</sup> Grade</b>	<b>North Shore 10<sup>th</sup> Grade</b>	<b>North Shore Senior High</b>
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
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

## **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.

## **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.

## **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 7, 2021**

The parent and Family Engagement Policy was reviewed, revised and accepted on **May 13, 2021**. The committee members were:

**Tabitha Sapien, Counselor**

## 2020-2021 CPAC Committee

### 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. Meet the Teacher -
- 2. Senior Parent Meeting-
- 3. FAFSA Night-
- 4. Open House-Title I meeting -
- 5. Top 10% Senior Meeting-
- 6. STAAR EOC Tester Meeting-



# Addendums