

Galena Park Independent School District

North Shore 10th Grade Center

2020-2021 Campus Improvement Plan

North Shore Senior High



Mustang by
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C/O 2016

Home of the Mustangs

Board Approval Date: August 10, 2020

Mission Statement

North Shore 10th Grade Center is committed to providing all the necessary resources and strategies so that students reach a high level of social and academic achievement through rigorous and relevant content to ensure college and career readiness so that all students exceed state and national standards.

Vision

“Our Vision is all students will be successful.”

Value Statement

North Shore 10th Grade Center will create and cultivate a culture of excellence based upon the belief that all students are *"Made 4 Greatness"*.

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	12
Goals	14
Goal 1: North Shore 10th Grade Center will provide a safe, productive, and healthy learning/working environment for students and staff.	14
Goal 2: North Shore 10th Grade Center will provide information and opportunities to assist all students in preparing for college, career, and/or military service.	17
Goal 3: North Shore 10th Grade Center will ensure student growth in all tested areas.	19
Goal 4: North Shore 10th Grade Center will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.	22
Goal 5: North Shore 10th Grade Center will strive for a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.	24
Goal 6: North Shore 10th Grade Center will provide opportunities for parental and community involvement as well as business partnerships.	25
Goal 7: North Shore 10th Grade Center will ensure high quality staff is employed.	26
Goal 8: North Shore 10th Grade Center will provide superior operational services to best support student and staff success.	28
Plan Notes	30

Comprehensive Needs Assessment

Demographics

Demographics Summary

All data shown below is from the Texas Academic Performance Reports – most current is the 2018-2019 school year.

North Shore High School serves a diverse student population. The table below shows the North Shore High School student subpopulations.

Sup Population	Student
African American	24.2%
American Indian	.2%
Asian	1%
At Risk	63.8%
Economically Disadvantaged	81.8%
English Language Learners	15.3%
Hispanic	70.1%
Special Education	10%
White	3.8%

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

Grade Level	Population
9 th Grade	1162
10 th Grade	1116
11 th Grade	1130
12 Grade	1126

The table below shows the average daily attendance over time.

Year	2014	2015	2016	2017	2018	2019	2020
NSSH	93%	93.6%	93.6%	94.3%	93.7%	95% (SS)	
State	95.9%	95.7%	95.8%	95.7%	95.4%		
Difference	-2.9%	-2.1%	-2.2%	-1.4%	-1.7%		

Demographics Strengths

Using data from School Status

Year	2014	2015	2016	2017	2018	2019	2020
NSSH	93%	93.6%	93.6%	94.3%	93.7%	95%	

The year-to-date average for the 2019 school year was 95%

Comparing data from 2-28-19 (95%) and 2-28-20 (94.64%) it is safe to say that our focus on student attendance for the last two years has resulted in an increase in our campus averages.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): NS10 had 778 teacher-generated discipline referrals for the 2019-2020 school year (through March 6). This resulted in excessive classroom removal and subsequent loss of instructional time. **Root Cause:** Teachers report not having enough training and/or practice in preventative measures such as de-escalation, restorative practices, as well as students lacking social and emotional strategies necessary for self-regulation.

Student Learning

Student Learning Summary

Despite the challenges presented during the 2019-2020 school year, North Shore Senior High continued its tradition of academic excellence.

The 2018-2019 school year marked the first year in which the Texas Education Agency (TEA) designated a letter grade to campuses; North Shore Senior High School earned a grade of "B" for its overall achievement. The achievement indicators include STAAR performance, graduation rate, college readiness, career readiness, and military readiness. STAAR performance is measured by the average rate of approaches, meets, and masters on all 5 STAAR EOCs.

During the 2019-2020 school year, North Shore High School set a goal to focus on increasing the English I and English II retester's approaches performance- we met this goal. We increased English retester performance by nearly 15%. Algebra I EOC approaches and masters scores exceed the state year after year. Math retesters were very successful as nearly 70% of retesters scored approaches. Biology I re-tester performance increased significantly when compared to last year. While we experienced decreases in US History retester performance, benchmark scores revealed increases in US History primary tester performance.

English Learners (EL) students perform at much lower rates than other students. According to the data tables published by the Texas Education Agency (TEA) for the 2017-2018 school year, North Shore Senior High School did not meet the target Meets score of 74% amongst Asians in Reading. As a result, the state-designated North Shore Senior High as needing additional targeted support in this area. However, we met this goal and intervention is no need for this particular subgroup any longer.

The table below shows STAAR EOC performance for Fall 2019.

Fall 2019 EOC Performance	Approaches	Meets	Masters
Algebra I	69%	0%	0%
Biology I	53%	7.5%	0%
English I	44%	17%	1%
English II	37%	11%	0%
US History	41%	10%	0%

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.

Student Learning Strengths

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

North Shore High School achieved excellent results on the STAAR English EOC in December

Our Algebra I EOC scores lead the Region IV area in 2019

North Shore High School students frequently participate at the state UIL competition level in Fine Arts, Athletics, and Academics.

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

NSSH Calculator Applications team are State Champions.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Instructional time is not maximized efficiently and consistently. **Root Cause:** On average, students were actively engaged approximately two-thirds of the class period. Teachers did not vary the instructional presentation and/or practices often enough to maintain student engagement.

Problem Statement 2 (Prioritized): Only 50% of the student population were consistently and actively engaged during virtual learning. **Root Cause:** Students did not have equitable access to technology and resources required to participate during instructional opportunities. Many students had to share devices and minutes with siblings.

School Processes & Programs

School Processes & Programs Summary

As we embark upon a new school year with unprecedented challenges, school processes, and programs are of the utmost importance. 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 2020-2021 school requires a proactive plan addressing the health, safety, and educational needs of our students. The three campuses are interconnected in many ways and benefit from consistent communication to align programs and processes. We will offer students a face-to-face instructional means to solidify virtual learning. We will regulate the number of students allowed on campus and in individual classrooms. Teachers will be trained on how to manage virtual instruction coupled with face-to-face instruction. During the 2020-2021 school year, the North Shore "system" will increase its collaboration efforts to ensure teaching and learning are optimized for its students. Campus administrators have revised campus operations in observance of the district's health and safety guidelines. Teachers will share responsibility in maintaining the health and safety of all students. All policies and procedures will be implemented with fidelity throughout the school year by frequent collaboration, follow-up, analysis of effectiveness, and recognition of success. Communication between administrators and teachers will be more transparent to improve the morale of the school. It is important for teachers and staff to be involved in the development and planning phases of campus goals and the school vision. Notwithstanding the challenges, North Shore will ensure its teachers are trained in all operational processes while maintaining a laser focus on teaching and learning.

School Processes & Programs Strengths

There are campus committees in place to provide teachers a voice in the development of policy, procedures, and programs.

Teachers perform morning and afternoon duties based on their individual strengths.

We have developed our own incentive programs in regard to student and staff attendance and performance.

We have a coordinated intervention/support program for students both virtually and face-to-face.

NS10 and NSSH coordinate efforts to ensure safety drills are completed consistently and within given timelines.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Discipline practices and policies are not sufficient to bring about a change in student behaviors. **Root Cause:** There are not universal classroom expectations and implementation of the "Tools & Rules of Engagement." (Classroom rules, procedures, and expectations that promote positive behavior and engagement.)

Problem Statement 2 (Prioritized): Administrators do not handle disciplinary infractions consistently for similar infractions. **Root Cause:** There has not been any "calibration" regarding infractions and action expectations, norms, and levels.

Perceptions

Perceptions Summary

Creating and cultivating a culture of collaboration and excellence is North Shore Senior High's is one of our highest priorities. Throughout the sudden closure, North Shore ensured parents were consistently informed through the campus newsletter. 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 provided hundreds of hours of online instruction for students. Teachers offered "Virtual Office Hours" to answer questions regarding online assignments. Teachers held individual tutorials and provided feedback to ensure every student turned in an acceptable project.

Perceptions Strengths

Most parents report feeling welcomed across campuses and that their students are being provided with an educational foundation that prepares them for college.

It is reported that 93% of parents utilize Skyward parent portal to access grades, attendance, and other student information.

Parents have requested a central platform for all communication between campuses.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Parent and family engagement is not at a level necessary to support student engagement productivity and achievement. **Root Cause:** Lack of timely, streamlined, appropriate communication procedures contribute to a lack of engagement.

Priority Problem Statements

Problem Statement 1: Instructional time is not maximized efficiently and consistently.

Root Cause 1: On average, students were actively engaged approximately two-thirds of the class period. Teachers did not vary the instructional presentation and/or practices often enough to maintain student engagement.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Only 50% of the student population were consistently and actively engaged during virtual learning.

Root Cause 2: Students did not have equitable access to technology and resources required to participate during instructional opportunities. Many students had to share devices and minutes with siblings.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Discipline practices and policies are not sufficient to bring about a change in student behaviors.

Root Cause 3: There are not universal classroom expectations and implementation of the "Tools & Rules of Engagement." (Classroom rules, procedures, and expectations that promote positive behavior and engagement.)

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: NS10 had 778 teacher-generated discipline referrals for the 2019-2020 school year (through March 6). This resulted in excessive classroom removal and subsequent loss of instructional time.

Root Cause 4: Teachers report not having enough training and/or practice in preventative measures such as de-escalation, restorative practices, as well as students lacking social and emotional strategies necessary for self-regulation.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Administrators do not handle disciplinary infractions consistently for similar infractions.

Root Cause 5: There has not been any "calibration" regarding infractions and action expectations, norms, and levels.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Parent and family engagement is not at a level necessary to support student engagement productivity and achievement.

Root Cause 6: Lack of timely, streamlined, appropriate communication procedures contribute to a lack of engagement.

Problem Statement 6 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Local benchmark or common assessments data
- Observation Survey results

Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data









- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Goal 1: North Shore 10th Grade Center will provide a safe, productive, and healthy learning/working environment for students and staff.

Performance Objective 1: NS10 will provide regular communication for students, staff, and parents.

Evaluation Data Sources: CNA survey data

<p>Strategy 1: NS10 will produce a weekly newsletter for all employees. Strategy's Expected Result/Impact: CNA survey data will show that most staff members agree that NS10 effectively communicates with all staff. TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: NS10 will produce a monthly newsletter for parents and community to be distributed via multiple media channels. Strategy's Expected Result/Impact: CNA survey data will show that most stakeholders agree that NS10 effectively communicates with all stakeholders. Title I Schoolwide Elements: 3.1 - TEA Priorities: Improve low-performing schools Problem Statements: Perceptions 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
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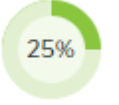
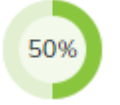
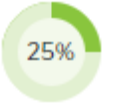
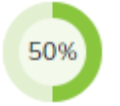




Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Parent and family engagement is not at a level necessary to support student engagement productivity and achievement. Root Cause: Lack of timely, streamlined, appropriate communication procedures contribute to a lack of engagement.</p>

Goal 1: North Shore 10th Grade Center will provide a safe, productive, and healthy learning/working environment for students and staff.

Performance Objective 2: NS10 will teach all required safety practices and protocols to all students and staff members.

Evaluation Data Sources: Submission of all required documentation.

<p>Strategy 1: Review and practice all drill procedures within the required time frame. Strategy's Expected Result/Impact: All students and staff will demonstrate understanding of all drills. Staff Responsible for Monitoring: Associate Principal of Operations</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Post all required signage as it relates to safety practices and protocols throughout the building. Strategy's Expected Result/Impact: All students and staff will be aware of all expectations. Staff Responsible for Monitoring: Associate Principal of Operations.</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: North Shore 10th Grade Center will provide a safe, productive, and healthy learning/working environment for students and staff.

Performance Objective 3: Using a 2019-2020 monthly average as a baseline; NS10 will see an overall decrease in teacher discipline referrals of 15% for the 2020-2021 school year.

Evaluation Data Sources: Skyward Discipline Reports

<p>Strategy 1: Staff will monitor, reflect, and adjust strategies and implementation each six weeks to decrease student removals and increase student engagement and achievement.</p> <p>Strategy's Expected Result/Impact: Teachers will report feeling better equipped to deescalate and redirect off-task behaviors. Data will be collected through staff surveys.</p> <p>Staff Responsible for Monitoring: Associate Principal of Operations and Foundations Committee</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Demographics 1 - School Processes & Programs 1</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>				







Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 1: NS10 had 778 teacher-generated discipline referrals for the 2019-2020 school year (through March 6). This resulted in excessive classroom removal and subsequent loss of instructional time. Root Cause: Teachers report not having enough training and/or practice in preventative measures such as de-escalation, restorative practices, as well as students lacking social and emotional strategies necessary for self-regulation.</p>
School Processes & Programs
<p>Problem Statement 1: Discipline practices and policies are not sufficient to bring about a change in student behaviors. Root Cause: There are not universal classroom expectations and implementation of the "Tools & Rules of Engagement." (Classroom rules, procedures, and expectations that promote positive behavior and engagement.)</p>

Goal 2: North Shore 10th Grade Center will provide information and opportunities to assist all students in preparing for college, career, and/or military service.

Performance Objective 1: NS10 will increase student access to a variety of resources related to college, career, and/or military options.

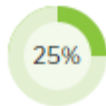





Evaluation Data Sources: The number of students accepted into colleges, receiving certificates, and/or enlisting in the military.

Strategy 1: Implement a regular Counselor's Corner program to give students access to information. Strategy's Expected Result/Impact: Increased access to counselors for all students. Staff Responsible for Monitoring: Lead counselor TEA Priorities: Connect high school to career and college	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: North Shore 10th Grade Center will provide information and opportunities to assist all students in preparing for college, career, and/or military service.

Performance Objective 2: NS10 will continue to increase the number of students enrolled in dual credit courses for early exposure to college curriculum and educational opportunities.










Evaluation Data Sources: Number of students enrolled and successful with dual credit courses

<p>Strategy 1: NS10 will continue to increase the number of students enrolled in dual credit courses.</p> <p>Strategy's Expected Result/Impact: Increase in number of students successfully completing dual credit classes.</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 4: High-Quality Curriculum</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: North Shore 10th Grade Center will ensure student growth in all tested areas.

Performance Objective 1: Students required to take the Algebra 1 EOC in December will be identified and targeted to receive appropriate interventions.

Evaluation Data Sources: Review of Algebra 1 credit earned and documentation that EOC is Waived.

<p>Strategy 1: NS9 rising sophomores will be identified and placed into MMA classes in August 2020. Strategy's Expected Result/Impact: All students will be properly placed in remediation class. Staff Responsible for Monitoring: Math AP & Math Instructional Specialist Problem Statements: Student Learning 1, 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: Algebra 1 - Test Prep: Data will be used to targeted students for small group and/or Saturday tutorials. Strategy's Expected Result/Impact: 33% of students will score Approaches or higher on the December EOC. Staff Responsible for Monitoring: Math AP & Math Specialist</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Instructional time is not maximized efficiently and consistently. Root Cause: On average, students were actively engaged approximately two-thirds of the class period. Teachers did not vary the instructional presentation and/or practices often enough to maintain student engagement.</p> <p>Problem Statement 2: Only 50% of the student population were consistently and actively engaged during virtual learning. Root Cause: Students did not have equitable access to technology and resources required to participate during instructional opportunities. Many students had to share devices and minutes with siblings.</p>

Goal 3: North Shore 10th Grade Center will ensure student growth in all tested areas.

Performance Objective 2: Students required to take the English 1 EOC in December will be identified and targeted to receive appropriate interventions.

Evaluation Data Sources: Review of English 1 credit earned and documentation that EOC is Waived.

<p>Strategy 1: NS9 rising sophomores will be identified and placed into Reading classes in August 2020. Strategy's Expected Result/Impact: All students will be properly placed in remediation class. Staff Responsible for Monitoring: ELA AP & ELA Specialist Problem Statements: Student Learning 1, 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p>Strategy 2: English 1 - Test Prep: Data will be used to targeted students for small group and/or Saturday tutorials. Strategy's Expected Result/Impact: 40% of students will score Approaches, and 25% will score Meets, or higher on the December EOC Staff Responsible for Monitoring: ELA AP & ELA Specialist Problem Statements: Student Learning 1, 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Instructional time is not maximized efficiently and consistently. Root Cause: On average, students were actively engaged approximately two-thirds of the class period. Teachers did not vary the instructional presentation and/or practices often enough to maintain student engagement.</p> <p>Problem Statement 2: Only 50% of the student population were consistently and actively engaged during virtual learning. Root Cause: Students did not have equitable access to technology and resources required to participate during instructional opportunities. Many students had to share devices and minutes with siblings.</p>

Goal 3: North Shore 10th Grade Center will ensure student growth in all tested areas.

Performance Objective 3: Students required to take the Biology EOC in December will be identified and targeted to receive appropriate interventions.

Evaluation Data Sources: Review of Biology credit earned and documentation that EOC is Waived.

<p>Strategy 1: NS9 rising sophomores will be identified and placed into Environmental Systems classes in August 2020.</p> <p>Strategy's Expected Result/Impact: 50% of students will score Approaches or higher on the December EOC</p> <p>Staff Responsible for Monitoring: Science AP & Science Specialist</p> <p>Problem Statements: Student Learning 1, 2</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Instructional time is not maximized efficiently and consistently. Root Cause: On average, students were actively engaged approximately two-thirds of the class period. Teachers did not vary the instructional presentation and/or practices often enough to maintain student engagement.</p> <p>Problem Statement 2: Only 50% of the student population were consistently and actively engaged during virtual learning. Root Cause: Students did not have equitable access to technology and resources required to participate during instructional opportunities. Many students had to share devices and minutes with siblings.</p>

Goal 4: North Shore 10th Grade Center will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 1: NS10 will implement a Social Emotional Learning Curriculum this year.







Targeted or ESF High Priority

Evaluation Data Sources: Foundations & CNA surveys

Goal 4: North Shore 10th Grade Center will ensure students are provided quality enrichment/extracurricular programs and encourage their participation.

Performance Objective 2: NS10 will implement a Trauma-Skilled School Model to support students and establish a culture that eliminates practices that may be detrimental to trauma-impacted students.











Evaluation Data Sources: Teacher surveys following each new module introduced.

<p>Strategy 1: NS10 will develop a series peer-to-peer trainings to be presented throughout the year.</p> <p>Strategy's Expected Result/Impact: NS10 will be described as having a culture of acceptance and support for all students and staff.</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
	 25%	 75%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 5: North Shore 10th Grade Center will strive for a 96.5% or higher student attendance rate and a 97% or higher staff attendance rate.









Performance Objective 1: NS10 will develop an attendance incentive program with a variety of incentives being offered each grading period.

Evaluation Data Sources: Student attendance rates

<p>Strategy 1: NS10 will maintain a daily record of attendance. Strategy's Expected Result/Impact: Administrators will recognize abnormalities in attendance patterns and address them immediately.</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
<p>Strategy 2: NS10 will conduct quarterly attendance committee meetings. Strategy's Expected Result/Impact: Students with attendance issues will be targeted early and monitored throughout the school year. Staff Responsible for Monitoring: Administrators, Attendance Clerk, Truancy Clerk</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 6: North Shore 10th Grade Center will provide opportunities for parental and community involvement as well as business partnerships.

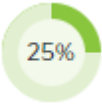

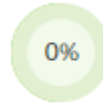




Performance Objective 1: NS10 will communicate opportunities for parental and community involvement throughout the year via various platforms, to include, but not limited to, monthly meetings, newsletters, campus webpage, and social media.

Strategy 1: NS10 Counselors will take the lead in coordinating parent meetings on, at a minimum, monthly.	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
Strategy 2: NS10 will communicate involvement opportunities in a coordinated method using available media platforms.	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: North Shore 10th Grade Center will ensure high quality staff is employed.

Performance Objective 1: NS10 will increase opportunities for teachers to provide peer-to-peer trainings.

Evaluation Data Sources: Teacher surveys.

<p>Strategy 1: NS10 will create and maintain a video library for teachers to post training videos for one another.</p> <p>Strategy's Expected Result/Impact: Teachers will create and present professional development videos for their colleagues.</p> <p>Staff Responsible for Monitoring: All Administrators</p>	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 7: North Shore 10th Grade Center will ensure high quality staff is employed.











Performance Objective 2: All English 2 teachers will acquire ESL certification.

Evaluation Data Sources: Human Resources & TEA Teacher Certification

Goal 8: North Shore 10th Grade Center will provide superior operational services to best support student and staff success.








Performance Objective 1: NS10 will emphasize the "No More Than 24" policy for all emails and phone messages.

Evaluation Data Sources: Parent Suveys

Strategy 1: NS10 will maintain updated information on their campus voice mails. Strategy's Expected Result/Impact: Successful internal and external communication.	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
Strategy 2: NS10 staff will check emails at least twice daily. Strategy's Expected Result/Impact: Successful internal and external communication.	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 8: North Shore 10th Grade Center will provide superior operational services to best support student and staff success.

Performance Objective 2: All teachers will create and maintain teacher webpages.

Strategy 1: Teachers will communicate Virtual Office Hours as well as their Planning Period on their webpages.	Reviews			
	Formative			Summative
	Oct	Dec	Feb	May
	 25%	 50%	 0%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

Plan Notes

Demographics

- Problem Statement: NS10 had 778 teacher referrals for the 2019-2020 school year. excessive discipline referrals, excessive classroom removals
 - SMART Objective: NS10 will decrease teacher discipline referrals by 15% by providing ongoing training and reflective opportunities on Positive Behavior Intervention & Support (PBIS). Staff will monitor, reflect and adjust strategies and implementation each six weeks to decrease student removals and increase student engagement and achievement.
1. **Strategy:** Discipline Practices can be more effective if we took a rehabilitative approach. If we taught students necessary skills/norms of classroom engagement. Provide ongoing training to identify implicit bias.
 1. Universal classroom expectation of positive student conversation and feedback (teachers can't allow students to demean or degrade other students for their answers)
 2. Give them the tool, not "TOOLS", for those things that need to be universal norms and expectations, and subsequently how to use.
 3. "Tools & Rules of Engagement" - Classroom Rules, Procedures and expectations that promote positive behavior and engagement.
 4. With PD this year as we focus on building relationships as it pertains behavior, we need to outline how and when to input a discipline referral.
 5. CHAMPS? Compliance v. Universal use with fidelity
 6. Preventative measures - deescalation, restorative practices, social and emotional strategies for self-regulation, Every Day is a New Day, Making Connections- Building Relationships, Identifying your students as human beings that merit respect.
 1. Root Cause: Ongoing training and reflection (monitor and adjust), **lack of training on behavior interventions and rehabilitation practices.**
 2. **Strategy:** Administrators do not handle disciplinary infractions consistently for similar infractions.
 1. Transparency with teachers about the disciplinary actions process and its objective
 2. Administrators meet on infraction and action expectations, norms, and levels; administrators monitor
 3. Professional Learning - More time for teacher observations, universal planning sessions/cross-content planning with tools, technology, and blended instructional strategies
 4. Strategy: Diversity, Equity, Cultural Competency and Responsiveness - "Being Human Together"

NOTE:

- Teachers do not like ISS; if ISS had a computer for every kid students will continue with instruction
- 778 (probable) Teacher Discipline referrals for 2023 cohort group for 2019-2020 school year.

Procedures

Problem Statement: Instructional Time is not maximized efficiently and consistently. On average, students are engaged two-thirds of the class period.

Root Cause: Students are disengaged after a certain amount of time.

SMART OBJECTIVE: Consistently incorporate brain breaks and total response cues with physicality at least twice in a class period to improve student engagement and productivity. Improvement in student engagement and productivity will increase student achievement by decreasing student failure rate.

How to measure/Quantify Improvement: walkthrough, teacher reflections and surveys, student achievement-decrease in failure rate and incomplete assignments.

1. Strategy: Professional development-brain break research, strategies, and implementation

2. Strategy: monitor, reflection and adjustment
3. Strategy: Incorporate total response system and brain breaks in universal Lesson Plan (and template)

Problem Statement: Consistently, only 50% of the student population was actively engaged in instruction and completed assignment during virtual learning in Spring 2020.

Root Cause: Not every student has equitable access to technology and resources required to complete assignments.

SMART Objective: (Making technology accessible to 100% of students)

1. Strategy: Make campus itself be a hotspot location so that students have access to internet simply by being in proximity of the school.
2. Strategy: Checkout resources during registration process

Notes: Part of registration process to distribute technology to families; add additional toggle switch on the registration forms to determine family need; require students to bring device to school on the day you come (would require bags or sleeves [\$10 each, but ask Kenny from Herf-Jones] to transport them in); some parents do not want to check out the technology-about 5%; expectation is you bring your chromebook fully charged.

PERCEPTIONS

- Problem Statement: Parental involvement doesn't meet the requirement necessary to support student engagement productivity and achievement.
 - Root Cause: lack of streamlined and appropriate communication procedures lead to lack of parent involvement.
 - SMART Objective: Staff will be able to establish effective two-way communication with all parents, increasing parent and student engagement.
 - Measurement: Staff survey, Parent Survey, School Status reports, platform analytics (program usage for social media, websites, and apps)
1. Strategy: Streamline process - Major news from district, all other information from campus (trickle-down from district to campus); consistent infrastructure for universal communications at campus and classroom level that utilizes various means of communication effectively (designate who sends out what types of information, who updates platforms, directing community to website for all communications)
 2. Strategy: Utilize Spanish Speaking support staff to translate calls and conferences; Utilize technology to communicate with non-English speaking parents
 3. Strategy: Survey parents for the most effective form of communication at the beginning of the year; make this information available to all staff.
 4. Strategy: Diversity, Equity, Cultural Competency and Responsiveness - "Being Human Together"; Cultural Responsiveness training to build personal connections/relationships with all stakeholders (with specificity of outreach to spanish speaking parents)

Notes:

- Non-English Speaking parents rely on children to translate.
- Set tone early on parent communication
- What are teacher expectations
- Parent contact must be made with any student who did not attend (teacher guideline)
- Students and