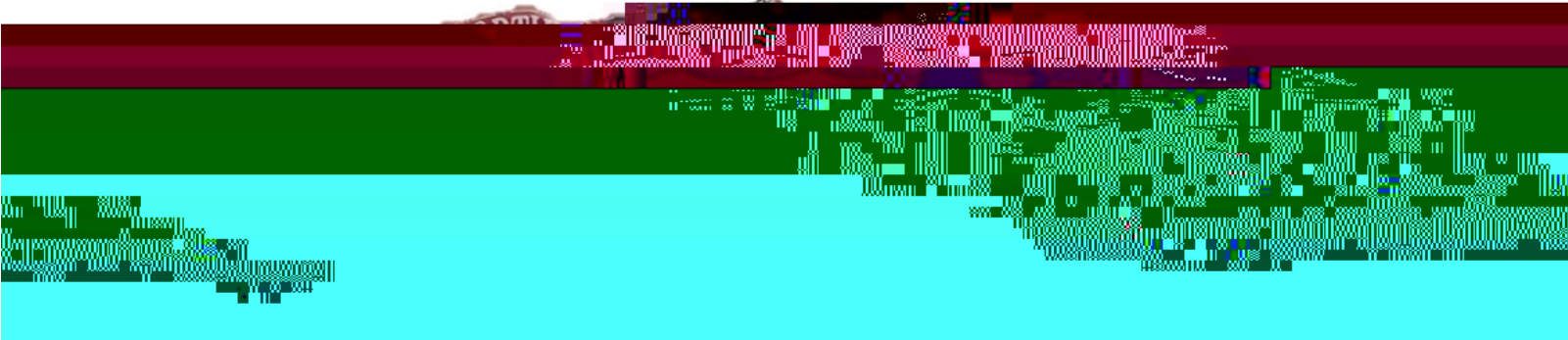


Galena Park Independent School District

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

Vcdng"qh"Eqpvgpvu

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	4
Student Learning	6

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.

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

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

Student Learning

Student Learning Summary

participation. As we move forward, we will continue to focus on increasing performance in AP Economics, AP Math, and AP Science.

School Processes & Programs

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








Priority Problem Statements

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>Strategy 1: Conduct an August training on campus safety protocols. Include vape detectors. Strategy's Expected Result/Impact: All campus staff is knowledgeable about appropriate safety protocols. Staff Responsible for Monitoring: Campus Safety and Operations Administrators ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Convene the Character Strong Committee to meet monthly and identify ways in which we can improve campus safety. Strategy's Expected Result/Impact: NSSH will be responsive to the evolving safety needs for staff and students Staff Responsible for Monitoring: Ostrava McGary</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: North Shore High School will assign morning and afternoon duty areas based on the strengths of its staff. Strategy's Expected Result/Impact: Expected Result/Impact High risk areas are properly monitored by strong staff members. Staff Responsible for Monitoring: Duty Administrator</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<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 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>Strategy 1: Implement an extended ISS as a consequence to students who accrue excessive absences. Strategy's Expected Result/Impact: Students are deterred from violating the student code of conduct. Staff Responsible for Monitoring: Christopher Griffith and Ostrava McGary ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the "Big 3" campaign where students must ensure they have an ID badge , follow the dress code and reduce tardies. Strategy's Expected Result/Impact: Maximize instructional time and maintain student safety. Staff Responsible for Monitoring: Ostrava McGary, Wiley Johnson and Christopher Griffith ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: North Shore High School will have a strong Foundations Program to ensure the safety of all students. Strategy's Expected Result/Impact: Emergency drills will be completed more efficiently. Students and teachers will become more knowledgeable about maintaining daily proper safety measures Staff Responsible for Monitoring: Safety and Foundations Administrator. ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="451 1015 651 1063"> No Progress</div> <div data-bbox="751 1015 976 1063"> Accomplished</div> <div data-bbox="1081 1015 1333 1063"> Continue/Modify</div> <div data-bbox="1438 1015 1638 1063"> Discontinue</div> </div>				

Go**l**mb**v**nb**m** f % w G # b | nciov w G3

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>Strategy 1: 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>Strategy's Expected Result/Impact: Students will garner skills on coping with stressful situations and exercising resilience and tolerance.</p> <p>Staff Responsible for Monitoring: Ostrava McGary</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative	
	Sept	Summative

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

Goal 2: Student Achievement and Post-Secondary Readiness

Goal 2: Student Achievement and Post-Secondary Readiness

Performance Objective 3: Improve state test scores in all categories

Strategy 1 Details	Reviews			
<p>Strategy 1: Implement the TIL model in tested areas Strategy's Expected Result/Impact: Teachers will learn to provide interventions for their students each week. Staff Responsible for Monitoring: Joe Coleman, Jillian Howard and Campus Instructional Leadership Team Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement weekly DDI meetings in US History and English Strategy's Expected Result/Impact: Teachers will meet interim assessment targets leading to EOC tests Staff Responsible for Monitoring: Joe Coleman, Jillian Howard, Scott Merry, Christopher Griffith and Wiley Johnson. Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Hold a parent meeting to explain STAAR EOC preparation, curriculum and supports for success Strategy's Expected Result/Impact: Parent support in student success on STAAR EOC Exams Staff Responsible for Monitoring: Joe Coleman and Jillian Howard Title I Schoolwide Elements: 2.4, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 4 Details	Reviews			
<p>Strategy 4: B sts</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>Strategy 1: Utilize the Career Plan in Skyward for future scheduling Strategy's Expected Result/Impact: Better anticipate staffing needs allowing for more students to take CTE</p>	

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>Strategy 1: Identify at-risk students eligible to attend ACE and facilitate their enrollment. Strategy's Expected Result/Impact: Students at risk of dropping out will graduate. Staff Responsible for Monitoring: Joe Coleman, Jillian Howard and Ivy Prince Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop a focus group of LEP students at risk of dropping out and monitor their attendance Strategy's Expected Result/Impact: LEP graduation rates will increase from 77% to 85% Staff Responsible for Monitoring: Joe Coleman, Jillian Howard and Ivy Prince. Title I Schoolwide Elements: 2.4, 2.6 - ESF Levers: Lever 1: Strong School Leadership and Planning</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<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 3: Wide Range of Student Opportunities

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

Strategy 1 Details	Reviews
<p>Strategy 1: Provide information on-campus clubs and organizations during Open House</p> <p>Strategy's Expected Result/Impact: increased student awareness of inclusive opportunities.</p> <p>Staff Responsible for Monitoring: Joe Coleman and Amelie Sanchez</p> <p>Title I Schoolwide Elements: 2.6, 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	







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>Strategy 1: Create a flexible master schedule allowing for students to participate in multiple fine arts programs</p> <p>Strategy's Expected Result/Impact: students will be able to explore multiple interests in fine arts.</p> <p>Staff Responsible for Monitoring: Joe Coleman and Jillian Howard</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create collaboration periods in the master schedule allowing for program leads to recruit students at middle schools.</p> <p>Strategy's Expected Result/Impact: increased interest in fine arts programs at the lower levels.</p> <p>Staff Responsible for Monitoring: Joe Coleman and Jillian Howard</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Sept	Dec	Feb	May
				
<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 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>Strategy 1: Hire ESL certified teachers in English.</p> <p>Strategy's Expected Result/Impact: Increase the number teachers equipped to teach our growing population of Emergent Bilingual students.</p> <p>Staff Responsible for Monitoring: Joe Coleman, Jillian Howard and Mack Eagleton.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Sept	Dec	Feb	May
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Implement the DDI weekly planning structure during department PLC</p> <p>Strategy's Expected Result/Impact: Teachers are trained in delivering rigorous aligned instruction.</p> <p>Staff Responsible for Monitoring: Joe Coleman, Jillian Howard, Mack Eagleton, Gaye Don Minchew, Scott Merry, Wiley Johnson and Christopher Griffith.</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: 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
				
<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 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>Strategy 1: Implement thematic calendars, special dress days and campus competitions to build campus climate</p> <p>Strategy's Expected Result/Impact: Teachers will feel more positive when at work.</p> <p>Staff Responsible for Monitoring: Joe Coleman and Amelie Sanchez</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</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>Strategy 1: 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>Strategy's Expected Result/Impact: Staff members will successfully earn promotions and/or support the administrative staff in meeting campus goals.</p> <p>Staff Responsible for Monitoring: Joe Coleman and Wiley Johnson</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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>Strategy 2: Implement professional development led by teachers for other teachers during campus leadership, counselor and instructional specialist meetings.</p> <p>Strategy's Expected Result/Impact: Campus leaders will strengthen their own leadership capabilities while strengthening the leadership team.</p> <p>Staff Responsible for Monitoring: Joe Coleman and Jillian Howard</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: 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
				
<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 4: High Quality Staff

Performance Objective 4: Survey staff annually on professional development needs

Strategy 1 Details	
---------------------------	--







Goal 5:

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

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>Strategy 1: North Shore High School will evaluate current assets and develop a plan to repair and/or replace equipment in a timely manner.</p> <p>Strategy's Expected Result/Impact: Planned timeline for the repair and/or replacement of current assets and equipment.</p> <p>Staff Responsible for Monitoring: Joe Coleman, Wiley Johnson and Ostrava McGary</p> <p>ESF Levers: 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>Strategy 2: Plan to replace capitol outlay items as needed by speaking with teachers/specialists/staff</p> <p>Strategy's Expected Result/Impact: Ensure students and staff have up to date equipment and facilities to support daily usage.</p> <p>Staff Responsible for Monitoring: Joe Coleman, Wiley Johnson and Ostrava McGary</p> <p>ESF Levers: 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 **October 4, 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 chrome books to view data sources and chart paper for brainstorming. The Google Classroom allowed each committee to view another committee's progress and ideas. Each committee designated a recorder for their group. The recorder input the teams' feedback. The committee reviewed the data sources using the google classroom. Committee members worked collaboratively to identify the needs, strengths, problems, root causes and strategies of their respective NCLB 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

CAN Member	Department	Role
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

CAN Member	Department	Role
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

Enrollment	CAN Member	Department	Role
	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
	Thompson, Cynthia	iaSb	

2.2: Regular monitoring and revision

CPAC will meet on.

Ugrvgo dgt"45."4243.

Fgeg o dgt"4."4243.

Hgdtwct{"39."4244"cpf

Oc{"7."4244"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 **Gpinkuj"cpf"Urcpkuj** in the following areas of North Senior High areas:

- **Ec orwu"Ygdukyg**

/"Ockp"qhhkeg"gpvtkgu"cpf"

/"Rwdnken{"rtgugpvfg"fwtkpi"Qrgp"Jqwug

/"RVC"Oggvkiu

/IRKUF"Cf o kpkuvtcvkqp

2.4: Opportunities for all children to meet State standards

North Shore Senior High has developed multiple strategies for **cm"qh"kvu"uvwfgpvu** 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:

Fgrctv o gpv	Pqtvj"Ujqtg";th I tcfg	Pqtvj"Ujqtg"^{32th} I tcfg	Pqtvj"Ujqtg"Ugpkqt" Jki j
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 **\$Gxgt{"Okpwg"Eqwpvu\$** 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 **Hwpfc o gpvcn"7"Uvtcvgikgu** and ensure all teachers do their due diligence in its implementation.

4242/4243"ERCE"Eq o o kvvgg

Addendums