

Galena Park Independent School District

North Shore Middle School

2025-2026 Comprehensive Needs Assessment



Board Approval Date: August 11, 2025

Mission Statement

We will work together to provide all students with a unique learning experience in a safe and supportive learning environment that promotes self-discipline, encourages collaboration, and embraces a diverse learning community.

Vision

The vision of North Shore Middle School is to provide students with a quality education to sustain a successful and productive life.

Campus Profile

Campus History

Over two decades after the establishment of the Galena Park Independent School District in 1930, Principal Robert Cloud opened the doors of North Shore Junior High School in 1956, on Holly Park Dr., to serve the educational needs of the Galena Park community. To put the landscape of the community in perspective, Uvalde and Wallisville was just a two-lane road. North Shore Junior High School served a farming community called Cloverleaf, and a newer neighborhood called Home Owned Estates. Until 1983, Mr. Cloud served as the longest-serving principal at North Shore Junior High/ North Shore Middle School for 27 years.

After students completed the ninth grade at North Shore Junior High School, they were bussed to Galena Park High School while plans were underway to build North Shore Senior High School. This was to accommodate the rapid population increase in the community. For the 1967-68 school year, adding a third wing and a girls' gym to North Shore Junior High School would help serve the educational needs of the increased student population. Almost a decade later in 1979, the ninth-grade level class was moved to the newly enlarged high school, and the sixth-grade level class was moved from each elementary school to the current North Shore Middle School campus.

In March of 1994, students and faculty moved into the current North Shore Middle School campus located on the corner of Wallisville Rd. and Castlegory St. There is a tradition of excellence that has been established at North Shore Middle School and it was recognized at the national level when North Shore Middle School received the coveted National Blue Ribbon School Award as one of the nation's exemplary schools in the late '80s. Since 1982, only 8,500 schools across the country have been presented with this prestigious award. North Shore Middle School is also known for piloting the concept of teaming, block scheduling, and the computer grade book (known as Skyward) for the district. Many members of the faculty have served on committees and projects at the district and state levels; and in the early '90s, the slogan "Home of Champions" was adopted by the staff.

In the 2021-2022 school year, North Shore Middle School earned an Accountability Rating of "A", and received 5 out of 7 Distinction Designations in the areas of (1) English Language Arts/ Reading, (2) Science, (3) Top 25% in Comparative Growth, (4) Top 25% Closing Performance Gaps, and (5) Postsecondary Readiness.

Since Mr. Cloud retired from being Principal of North Shore Middle School, the torch of his legacy has been carried by six other principals: Mr. Raymond Kilgo (15 years of service), Mr. Paul Drexler (16+ years), Mr. Brett Lalor (2 years), Mr. James Cline (2 years), , Dr. Christopher Eckford (6 years), and Mr. Erik Esparza.

Where We Are Now:

North Shore Middle School is one of twenty-six campuses in the Galena Park Independent School District. It opened its doors in 1956 on Holly Park St. and later moved to its current campus at the intersection of Wallisville and Castlegory Rd. in 1994. North Shore Middle School serves a predominantly low—to middle-class population.

North Shore Middle School continues to provide targeted instruction, implement team planning, and use differentiated instructional activities/strategies to ensure that the needs of all our students and student populations are met and that we continue to close instructional gaps exacerbated by the pandemic. We will also continue to conduct our weekly tutorials beginning in the Fall Semester in conjunction with Saturday tutorials and Saturday "STAAR Camps" until the week before the STAAR tests are administered. Our data analysis team (composed of Administrators, Instructional Specialists, & Department Chairs) believes that our 2024- 2025 STAAR and DA data demonstrate that we are on the right path, and we will continue to work diligently toward accomplishing our campus goals.

As always, NSMS leadership will continue to focus on increasing employee morale, student engagement, and parental involvement to ensure we create a positive, inclusive, and effective campus climate. This will be accomplished by opportunities that will include but are not limited to "Perfect Attendance Lunches", staff breakfasts/lunches, parent meetings, monthly counselors meetings, parent/campus academic nights, North Shore paraphernalia, student v staff sports games, after school clubs, "free dress" events, easy access to classroom supplies for students and staff, surprise snacks, etc.

Where We Are Going:

The North Shore Middle School CPAC team formed subcommittees to evaluate the previous years' data. The committees evaluated program evaluations, survey results, and the following data: Benchmarks, TPRI, STAAR, Attendance (students and staff), safe learning and working environment, college, and career prep, and improving scores. Documentation of the process includes meeting minutes, agendas, sign-in sheets, and copies of data reviewed. Survey data showed that a majority of staff believe that the campus should focus on school-wide discipline, parental engagement, and targeted intervention for disengaged students.

Our goal for next year is to continue to build on the growth of the 2024-2025 school year and ensure that we are implementing instruction, campus procedures, and programs that allow for all of our students as well as our targetted sub-populations to be an academic success and maximize their educational potential.

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Comprehensive Needs Assessment

Revised/Approved: June 17, 2025

Demographics

Demographics Summary

Galena Park ISD's North Shore Middle School serves approximately 1400 students in grades 7 and 8. North Shore Middle School opened its doors to students for the first time in 1956 as North Shore Junior High School. In 1979, North Shore Junior High School was renamed North Shore Middle School. North Shore Middle School has had seven principals: Mr. Robert Cloud (1956-1983), Mr. Raymond Kilgo (1983-1998), Mr. Paul Drexler (1998-2014), Mr. Brett Lalor (2014-2016), Mr. James Cline (2016-2018), Dr. Christopher Eckford (2018 - 2025), and Erik Esparza (2025-Present) . North Shore Middle School serves many special populations of 7th and 8th grade students, specifically EL, Life Skills students, Focus students, PASS students, and a high percentage of Economically Disadvantaged students.

The student population at North Shore Middle School is:

- African American 12.1%
- Hispanic 83.4%
- White 3.3%
- American Indian 0.2%
- Asian .6%
- Pacific Islander 0%
- Two or more races 0.4%

North Shore Middle School services:

- Socioeconomic/Special Population:
 - Economically Disadvantaged 86.9%
 - Non-Educational Disadvantaged 13.1%
 - English Language Learners (ELL) 48.5%
 - At-Risk 77.9%
 - Special Education 12.5%
 - Gifted and Talented 7.6%

North Shore Middle School mobility rate:

- Total mobility rate 10.7%

Demographics Strengths

- Student Groups
- Assistance for socioeconomically disadvantaged
- Intervention strategies for academic needs
- Low Percentages of Tardiness
- Staff Retention
- Professional Development

Problem Statements Identifying Demographics Needs

Problem Statement 1: We will work to resolve absences issues in order to improve student potential for academic growth and success.

Root Cause: Students' home life and a lack of incentives can interfere with understanding the importance of attending school regularly.

Problem Statement 2: We will work to diversify the representation of the campus personnel to reflect the student population.

Root Cause: There is a teacher shortage, a lack of representative teachers in the teacher pool, and a lack of targeted recruitment efforts.

Problem Statement 3: We will work to spotlight various cultural celebrations and heritage times.

Root Cause: There is a lack staff time and knowledge as well as low parent engagement and community involvement.

Student Learning

Student Learning Summary

At North Shore Middle School, we worked to "maintain our A" during the 24-25 school year with data-based, creative, and targeted instruction and intervention strategies. Our teachers and staff worked diligently to make sure no student was left behind and that we closed the instructional gaps. We have continued our robust system of tutorials and pull-outs led by our specialists and supported by our teachers, interventionists, and college tutors. Our teachers, with the help of subject-area specialists, have continued to adapt to teach students who had significant instructional gaps using creative and engaging differentiated lessons that incorporated a wide variety of technological tools, accommodations, and supports. Increased planning time and planning days were built into the schedule by our campus and district leaders to ensure that our instructional staff was able to plan together as a team and continue to implement Data Driven Instruction (DDI) and TIL. Through the DDI and TIL process, we revamped and expanded on our data collection and analysis to target all groups based on assessment data and classroom performance and work to ensure that all students receive the targeted support they need to show growth. Our campus will continue to focus on how to address remaining instructional/learning gaps, providing targeted support to meet the needs and improve the academic achievement of our EL and SPED students, and provide targeted support to increase the “meets” of the SPED population in all subject areas, hold students to high accountability standards, and address the social and emotional support for students.

Student Learning Strengths

North Shore Middle School has the following strengths in Student Academic Achievement based on the TAPR report and staff/parent surveys:

- Collaborative Planning
- Targeted Interventions Based on Data
- Data-Driven Instruction - TIL Process
- Technology integrated into many classrooms
- TEKS Aligned Curriculum
- Growth Chart Analyzing (Individual Student Growth)
- More Students showed growth in Reading and Math in both grades.
- More 8th Grade Students showed growth in science and social studies.
- Consistently achieved 100% Masters in the 8th Grade Algebra STAAR.
- Tutorials - After-school and Saturday tutorials were successful.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: New STAAR item types strategies need to be implemented in all STAAR testing subjects to increase student exposure and practice with consistent processes.

Root Cause: Students are in need of practice with how to answer the new STAAR item types including but not limited to ELAR short constructed response questions, ELAR extended constructed response questions, ELAR multi-response questions, math graphing questions, science hotspot questions, science constructed response questions, and how to answer math equation questions.

Problem Statement 2: Critical writing skills need to be implemented across campus in all classrooms and content areas to increase student exposure and practice with consistent processes.

Root Cause: We have a high emergent bilingual population and limited resources to support them. Many students lack academic language and writing is not a regularly practiced skill. Our schedule does not incorporate a dedicated reading time and some of our students struggle with reading comprehension. Some of our students struggle to synthesize ideas and/or write in complete sentences.

Problem Statement 3: In order to close the gaps and help students succeed on state testing, students must be present in the classroom.

Root Cause: Some students are chronically absent and/or tardy to school. If students aren't present, they aren't learning and their STAAR scores/grades are lower. If students aren't present, their learning gap grows. If EB students aren't present, their language acquisition gap grows. A lack of parent involvement getting students to school and in encouraging the importance of school attendance.

School Processes & Programs

School Processes & Programs Summary

North Shore Middle School and Galena Park ISD support new and returning teachers with instruction and operations through various professional development sessions at the beginning and throughout the year. As a campus, teachers are encouraged to become instructional leaders within their departments and teams. Their roles and responsibilities are communicated. North Shore Middle School focuses on improvement through the utilization of several committees and departments, such as our Foundations Committee, CPAC Committee, Student Engagement Committee, and all of the various departments and grade-level teams.

North Shore Middle School offers a variety of extracurricular activities that help teachers and students feel a part of the campus. North Shore Middle School offers robust programs to support students in special education, bilingual/ESL, gifted and talented, dyslexia, and Career and Technical education. All 8th-grade students also take a College and Career Readiness class to explore careers and postsecondary education options.

North Shore Middle School teachers use Galena Park ISD's curriculum in the classroom, which is aligned with state standards. District-created assessments, released STAAR tests, and formative assessments are used to measure students' progress throughout the school year. Data is used from a variety of assessments, both formal and informal, to determine best practices for classroom instruction as well as necessary student interventions. Struggling students are identified and tracked by the campus RTI Team. Students receive bell-to-bell protected instruction for 90-minute class periods for core classes and some electives, and other electives in 45-minute class periods. Students are given opportunities to attend tutorials before or after school to meet challenging state academic standards. Teachers have a 90-minute planning period every day.

All North Shore Middle School students have "1 to 1 technology in the classroom." Students without internet at home could also check out a hotspot from the district for internet access. Each classroom has a projector or interactive panel, and most classrooms also have a document camera.

All teachers at North Shore Middle School and in the district attend professional development regarding using the G.R.E.A.T. model for classroom management. Teachers are encouraged to utilize their grade-level teams to address concerns with student behavior and try multiple avenues to redirect behavior before having students removed from the classroom with an office referral. Teachers utilize lunch detentions, after-school detentions, team conferences with students, conferences with parents, and other options to address student discipline issues.

School Processes & Programs Strengths

The following are strengths that North Shore Middle School has regarding School Processes and Programs:

- Opportunities for teacher involvement- GREAT, CPAC, LPAC, CIP, RTI, Hall meetings, team meetings, department meetings
- Many teacher-led organizations such as Pride, Demoiselle Diamonds, Student Council, Theater Club, Anime Club, Chess Club, Academic Clubs, and more
- The campus is focused on student achievement- data meetings and campus planning
- Special programs are diverse and focus on differentiated instruction
- Guidance for students to plan post-secondary education and career paths through CCR, career day, JA Inspire, counselors, Houston Hispanic Forum Field trip, etc.
- Technology projects for all students throughout the school year, with choices and technology integrated into instruction
- All students may check out a Chromebook for use in school
- Programs that impact student performance are inclusive and diverse - Fine arts, clubs, extra-curricular, athletics, free breakfast, lunch, and Communities in Schools (CIS)
- Instructional time is maximized with bell-to-bell instruction and sheltered instruction, and classroom time is protected
- Services provided to students are equitable
- The school has a plan in place for safety, and admin/teachers are willing to change the process to adopt
- Professional development is available and includes round-robin style staff development at the beginning of the year as well as virtual PD
- Recordings of virtual training were made available to be viewed asynchronously
- The maximum allowed CTE courses available at the middle school are offered at NSMS
- G.R.E.A.T. is utilized for classroom management; as a result, discipline referrals decreased from the previous year
- Cafeteria TVs are utilized to project safety information and resources for students to see every day as well as flyers and posters throughout the campus that promote safety and positive behaviors
- The Counseling Department is available to address issues of bullying, drugs, violence, and suicide prevention
- E-Hall Pass- keeping students in class, protecting instruction
- ACE- academic and social support for students
- Friday planning days/ teacher work days; allowing teachers planning time as well as extra tutorial time
- Reduction of fights/conflicts school-wide, and an emphasis on safety
- The role of GREAT as a go-to for solving local hallway issues

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Too many students are out of area during class as well as during transitions. We will ensure that teachers prioritize keeping halls clear, keeping students contained at the correct times, and establishing dismissal procedures.

Root Cause: Teachers not securing the halls or ensuring student's method of travel, students are lying about their dismissal, need to use the restroom, and running errands for teachers.

Problem Statement 2: We have too many students showing up tardy to class and/or school and there is a lack of consistency of how it being recorded and dealt with by the campus. We will work as a staff to ensure that there is a consistent culture and uniform procedures in place regarding tardies.

Root Cause: Teachers mark students absent even though they have the silent minute to travel to class, our front office doesn't have a consistent mark off of a tardy time, and teachers do not mark tardy even when studies are tardy.

Problem Statement 3: Teachers do not feel adequately prepared to identify and deal with rising incidents of students under the influence at school.

Root Cause: Student drug use appears to be increasing and not all teachers are familiar with the signs of use or proper procedures when use is suspected.

Perceptions

Perceptions Summary

North Shore Middle School strives to foster an academic environment that is safe, comfortable, and tolerant of all people regardless of race, gender, or other discerning characteristics. In order to maintain a safe school climate and inclusive culture, the school has implemented a number of strategies to educate and promote positive and respectful behavior through engaging instruction and campus programming that enhances student life.

North Shore Middle continues to take a strong stance against bullying and harassing behavior both on and off school campuses that would cause any person to feel unsafe or uncomfortable while on campus. This type of behavior includes actions taken in school, on school buses, at school-sponsored activities, on and off school property, electronically (through the use of cell phones, social media, or other electronic means), and in any other circumstance that fits the definition of bullying as set forth by Galena Park ISD.

Perceptions Strengths

North Shore Middle School has the following Perceptions and Strengths based on data that was analyzed:

1. NSMS offers a variety of student organizations to promote positive behavior and academic excellence
2. NSMS has an active PTA chapter that has shown significant growth in membership and financial stability
3. Teacher demographics at NSMS accurately reflect the population of the general student body
4. NSMS offers a multitude of meal opportunities for students throughout the school day and during after-school activities (take-home lunches, grab and go Breakfast, tutorial meals)
5. NSMS fosters a safe and welcoming environment that is conducive to the well-being of each student
6. Translations of campus correspondence are available in both English and Spanish. In addition, materials can also be formatted for the visually impaired
7. Based on the 2024-2025 Parent Survey, the majority of the participants expressed they have had above-average experience with campus teachers, counselors, and administrators.
8. Based on the 2024-2025 Parent Survey, participants gave the school an above-average rating on every question regarding the school's climate, environment, parent meetings, and communication
9. NSMS offers a multitude of opportunities for staff to engage and collaborate through a variety of committees
10. Based on the 2024-2025 staff survey distributed by the NSMS administrative team, the majority of the staff reported favorable views on the school and district's expectations for student learning, quality of education, campus environment, and leadership. The staff strongly agreed/agreed the campus is operating effectively and efficiently based on the questions provided within the survey
11. Bilingual- Communication is effective in other languages
12. Strong campus communication with parents, staff, and faculty reach out on different platforms/methods (School Status, Google Classroom, Blackboard, school website, etc)
13. High-Quality Teachers
14. Staff Presence in the hallways, gyms, and cafeterias creates a sense of safety and accountability
15. The campus is doing a great job with social counseling (Think Tank)
16. DLAC is doing a great job communicating with staff
17. Bully Prevention Month/Think Tank/Poster/Trainings

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A lack of parental involvement in a variety of different areas regarding their child's education is leading to missed student opportunities and students not maximizing their academic potential. North Shore Middle School will work to increase parental awareness, academic support, and involvement in school activities/events.

Root Cause: Lack of Spanish language translation, work- school conflict (parents jobs), lack of proper identification, lack of transportation, lack of exposure, parents beginning to step back to allow the students to become more responsible, lack of positive communication, lack of advance notice, and a lack of events geared towards family

Problem Statement 2: Students, teachers, and parents lack sufficient exposure to programs aimed towards College and Career Readiness. North Shore Middle School will increase awareness, participation in, and the number of programs aimed towards College and Career Readiness.

Root Cause: The program is geared more towards student wanting to go to college as oppose to other alternatives, some parents lack awareness/information regarding CCR, and there is not enough information given to teachers. Not all students have the opportunity to take the PreACT or Texas Success Initiative Assessment (TSIA).

Problem Statement 3: Some students do not feel safe on campus or certain parts of campus. Therefore we will work to build a family environment (school wide) starting off with a kindness campaign.

Root Cause: Some students feel unsafe in certain areas due to incidents of theft, racial comments made by students, a lack of supervision in the restroom, a lack of supervision in the locker rooms, misbehavior on the bus, and a small groups of students who consistently get in trouble.