Galena Park Independent School District

North Shore 9th Grade Center

2025-2026 Comprehensive Needs Assessment

Board Approval Date: August 11, 2025

Mission Statement

The mission of the Galena Park Independent School District and North Shore 9th Grade Center is to prepare students to become productive citizens and lifelong learners.

North Shore 9th Grade Center is committed to providing all the necessary resources and strategies so that students reach a high level of academic achievement through rigorous and relevant content and to ensure all students exceed state and national standards.

Vision

North Shore 9th Grade Center envisions Leading, Learning, and Serving our students and community.

Value Statement

North Shore 9th Grade Center will Lead, Learn, and Serve in Excellence in all, for all, and by all.

Campus History:

School Mascot: Mustang

1962-1963: The school opened as a 10th- 12th Grade Campus
1965: First graduating class
Several Years Later, it became a 9th-12th Grade Campus
1999: Campus Split- housing 9th and 10th Grade
2008: 10th grade relocated to North Shore Senior High
Present: North Shore Senior High Ninth Grade Center
2012-2013: celebrated the 50th Anniversary of North Shore Senior High, welcoming the first students through the doors. We look forward to 50 more great years and beyond!

Current Principal as of July 1, 2023: Barika A. Noris

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Comprehensive Needs Assessment

Revised/Approved: June 12, 2025

Demographics

Demographics Summary

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

Sup Population	Student
African American	23.06%
American Indian	.07%
White	2.33%
Asian	.65%
At Risk	70.87%
Economically Disadvantaged	87.77%
English Language Learners	34.14%
Hispanic	72.70%
SpEd	11.76%

Grade Level	Population 24-25
9th Grade	1048

NS9 Attendance History:

Year	Attendance- NS9
2019-2020	95.28%
2020-2021	96.43%
2021-2022	91.67%
2022-2023	91.27%
2023-2024	**92.55%**
2024-2025	**93.82%**

Staff Demographics:

Teachers by Ethnicity and Sex:

African American 40.0%

Hispanic 24.7%

White 27.5%

American Indian 0.3%

Asian 5.0%

Males 45.9%

Females 54.1%

Teachers by Highest Degree Held:

No Degree 4.3%

Bachelors   61.3%

Masters   31.3%

Doctorate 3.0%

Demographics Strengths

Over the past three years, NS9 has experienced consistent growth in student attendance by more than one percent each year. We attribute this success to the unwavering dedication of our administrators, team leaders, counselors, teachers, and clerical staff. Their commitment to holding students accountable for daily attendance has been instrumental in fostering a positive school environment.

Student Learning

Student Learning Summary

Spring 2022 Results - NS9	Approaches	Meets	Masters
Algebra I	88%	66%	42%
Biology I	85%	57.6%	15%
English I	67.5%	50%	5%

Spring 2023 Results - NS9	Approaches	Meets	Masters
Algebra I	86%	57%	24%
Biology I	88%	52%	16%
English I	77%	61%	11%

Spring 2024 Results- NS9	Approaches	Meets	Masters
Algebra l	86%	57%	24%
Biology	88%	51%	15%
English l	76%	60%	11%

Spring 2025 EOC Results	Approaches	Meets	Masters
Algebra	84%	49%	26%
Biology	89%	54%	15%
English	72%	54%	12%

Student Learning Strengths

Our Master's scores have demonstrated remarkable consistency over the years across all three examinations. Growth charts have been helpful for English and Math.. NS9 will continue to focus on new item types and ensure bell-to-bell student learning.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: TSIA lists are cut off at 50 participants
Root Cause: Not all 50 students are showing up for their testing date.

Problem Statement 2: Teachers are not provided effective professional development to support them in differentiating instruction to meet the needs of students.
Root Cause: Teachers need more support with understanding how to individualize a planned lesson to improve their rigor and support struggling students.

School Processes & Programs

School Processes & Programs Summary

NS9 staff are provided surveys to determine which professional development sessions should be offered.   The campus needs assessment is developed yearly by a group of teachers and staff members.   It is imperative that teachers and staff are involved in the development and planning phases of campus goals and the school vision.

School Processes & Programs Strengths

There are committees in place to provide teachers a voice in the development of policy, procedures, and programs. The district and campus is currently implementing G.R.E.A.T. to ensure students follow school and district procedures.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Condensing information and delivery of info to parents. We need guidelines for Smore
Root Cause: Information overload, language barriers, and deciding what is most important info at the time.

Problem Statement 2: Criteria for school/business relationships. (Add to employee handbook) What are the current guidelines to ask for donations?
Root Cause: Staff needs donation guidelines and ways to build relationships with non-vendors. What are the types of volunteer services needed on campus? Who will communicate with the businesses?

Problem Statement 3: Most NS9 Our events are held during school hours.
Root Cause: There are conflicts with parent work schedules.

Problem Statement 4: We need to provide uncertified teachers with various resources and options for them to select the best program to complete their certification.
Root Cause: Limited awareness of available certification programs Inadequate mentorship or advising systems Confusing or inconsistent district guidance Financial or scheduling barriers to pursuing certification

Perceptions

Perceptions Summary

We will proceed with the implementation of academic teaming based on the feedback from our student and staff surveys, which highlighted the significance of this approach at North Shore 9th Grade Center. Collaborating with our Stronger Connections Staff, we aim to create additional opportunities for parental involvement and establish more inclusive timeframes. Additionally, we seek to enhance the professional development offerings for our teaching staff to encompass differentiation strategies, campus policies, and cross-curricular instruction.

Perceptions Strengths

Based on the feedback from our parent survey, it is evident that parents feel warmly welcomed at NS9. They appreciate the prompt return of phone calls and find the communication from our teachers to be both relevant and informative. Additionally, parents indicated that they receive sufficient information about opportunities for parental involvement and expressed their enjoyment of the weekly newsletters.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Teachers and students need to be aware of the NS9 restroom policy.
Root Cause: Complacency Consistency Lack of accountability from the Safety and Support Team. Failure to enforce E-Hall pass policy by administrators

Problem Statement 2: Students need to be aware of rules, procedures, consequences, and protocols such as classroom rules, school rules, and lunch rules. We need more structured reminders(show ex to students and teachers of expectations every 6 weeks-)about the rules throughout the school year, not just at the beginning.
Root Cause: Students Lack Understanding of Rules Teacher Lack Understanding of Procedures & Protocols. Understanding Catapult System. Lack of Resources/Funding

Problem Statement 3: Advertise/Improve ways of reporting anonymously for potential bullying, fights, and conflicts for students/parents.
Root Cause: Teachers not knowing how to access the anonymous GPISD tipline. Students not even knowing the existence or how to access the helpline. Students not comfortable reporting issues. District needs to improve the advertisement of the helpline.