

Galena Park Independent School District

North Shore Middle School

2026-2027 Comprehensive Needs Assessment



Board Approval Date: August 10, 2026

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.

Value Statement

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 bused 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 Tutorials" until the week before the STAAR tests are administered. Our data analysis team (composed of Administrators, Instructional Specialists, & Department Chairs) believes that our 2025- 2026 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 data from previous years. The committees evaluated program evaluations, survey results, and the following data: DAs, 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 this year is to continue building on the growth of the 2025-2026 school year and ensure that we implement instruction, campus procedures, and programs that enable all of our students, as well as our targeted sub-populations, to be academic successes and maximize their educational potential.

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Comprehensive Needs Assessment

Revised/Approved: April 2, 2026

Demographics

Demographics Summary

Galena Park ISD's North Shore Middle School serves approximately 1300 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 EBs, Life Skills, and students in the BEST program, as well as a high percentage of Economically Disadvantaged students.

The student population at North Shore Middle School is:

- African American 11.7%
- Hispanic 84.5%
- White 1.87%
- American Indian 0.15%
- Asian 0.93%
- Pacific Islander 0.07%
- Two or more races 0.62%

North Shore Middle School services:

- Socioeconomic/Special Population:
 - Economically Disadvantaged 86.97%
 - Non-Educational Disadvantage 12.03%
 - English Language Learners (ELL) 38.76%
 - At-Risk 73.01%
 - Special Education 14.97%

- Gifted and Talented 6.4%

Demographics Strengths

- Student Groups
- Assistance for socioeconomically disadvantaged
- Intervention strategies for academic needs
- Staff diversity
- Low Percentages of Tardiness
- Professional Development
- Community Interaction
- Parent Involvement
- Parent/School Contact

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is inconsistent implementation of cultural celebrations on campus due to limited staff knowledge, time, and planning, resulting in gaps in representation and student inclusivity.

Root Cause: Insufficient planning time built into staff schedules.

Problem Statement 2: Staff retention is impacted by changes in personal circumstances, school climate, workload, and compensation, resulting in increased turnover and decreased continuity in instruction and campus initiatives.

Root Cause: School changes, including recognition and staff voice.

Problem Statement 3: Student and staff attendance is impacted by factors such as low morale, mental health concerns, and illness, resulting in decreased consistency in instruction and learning.

Root Cause: Limited systems for recognizing and incentivizing strong attendance.

Student Learning

Student Learning Summary

At North Shore Middle School, we worked to "maintain our A" during the 25-26 school year with data-based, creative, and targeted instruction and intervention strategies. Our teachers and staff worked diligently to ensure no student was left behind and to close instructional gaps. We have continued our robust system of tutorials and pull-outs led by our specialists and supported by our teachers and interventionists. 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. Our campus and district leaders built increased planning time and planning days into the schedule to ensure our instructional staff could plan together as a team and continue implementing Data-Driven Instruction (DDI) and TIL. Through the DDI and TIL process, we revamped and expanded 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 Federal & School Report Cards:

- Collaborative Planning
- Targeted Interventions Based on Data
- Data-Driven Instruction - TIL Process
- Technology is integrated into many classrooms
- TEKS Aligned Curriculum
- Growth Chart Analyzing (Individual Student Growth)
- Consistently at 100% at approaches and meets for algebra
- Consistently above the state in ALL subjects
- TAPR Distinctions - Academic Achievement in ELA, math, and science & Top 25% in Academic Growth & Closing the Gaps
- Tutorials - after school and Saturdays were successful

Problem Statements Identifying Student Learning Needs

Problem Statement 1: 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 2: 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.

Problem Statement 3: 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.

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 G.R.E.A.T. 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 are used from a variety of assessments, both formal and informal, to determine best practices for classroom instruction and necessary student interventions. Struggling students are identified and tracked by the campus RTI Team. Students receive bell-to-bell protected instruction for 83-minute class periods. Students are given opportunities to attend tutorials before or after school to meet challenging state academic standards. Teachers have an 83-minute planning period every day.

All North Shore Middle School students have "1 to 1 technology in the classroom." 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 Demoiselle Diamonds, Student Council, Theater Club, Anime Club, Chess Club, Academic Clubs, NJHS, UIL groups, 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.
- 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 the admin/teachers are willing to change the process to adopt it
- Professional development is available and includes round-robin style staff development at the beginning of the year, as well as virtual PD
- The CTE courses are available at the middle school and 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: Student safety is directly linked to student supervision. Dismissal is a high stress time due to the movement of hundreds of students and the need to space teachers out appropriately to cover the spread. (Performance Objective: Rearrange and restructure placements and responsibilities for dismissal duty to ensure proper supervision)

Root Cause: 1. Students may be out of area saying they have places to be, when in fact they do not 2. Bad behavior may occur during dismissal 3. Hallway supervision can be limited due to duty schedule 4. There is a greater need for teacher communication if sending students during dismissal 5. The cafeteria can become overwhelmed with students who shouldn't be moving (at all or yet)

Problem Statement 2: Cell phones are illegal but continue to be used. Not all teachers and students are following procedures for cell phone use and assigning/ unlocking of pouches. (Performance Objective: There will be a decrease in incidents of failure to comply with policy as well as a decrease of student referrals for cell phones as they become accustomed to the across-the-board enforcement of policy)

Root Cause: 1. The law says that cell phone use is prohibited. 2. Cell phones in school provide distraction, disruption of learning, opportunities for bullying, and inappropriate behaviors 3. Lack of teacher clarity on procedures surrounding cell phones and pouches 4. Students not following procedures surrounding cell phone pouches 5. Lost instructional time due to phone usage and obtaining/ returning pouches

Problem Statement 3: Student dress code is not being enforced with fidelity. (Performance Objective: All members of staff feel empowered to enforce dress code in hallways and within classrooms, then they act on it. Incidents of students making it to lunch while out of dress code- without the situation having been addressed- will decrease).

Root Cause: 1. Teachers have not always felt the same power to address dress code as administrators 2. Passing the buck or thinking "someone else will catch it" 3. Student safety can be increased by adherence to policy so we have a clear picture of who belongs on campus 4. Disrespect aimed toward teacher who enforce dress code since others are more permissive 5. Not holding strong to expectations

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 several 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
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. NSMS offers a multitude of opportunities for staff to engage and collaborate through a variety of committees
8. Based on the 2025-2026 staff survey distributed by the NSMS administrative team, the majority of staff reported favorable views of the school's 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
9. Bilingual- Communication is effective in other languages
10. Strong campus communication with parents, staff, and faculty reaches out on different platforms/methods (School Status, Google Classroom, Blackboard, school website, etc.)
11. High-Quality Teachers
12. Staff Presence in the hallways, gyms, and cafeterias creates a sense of safety and accountability
13. The campus is doing a great job with social counseling (Think Tank)
14. DLAC is doing a great job communicating with staff
15. 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: North Shore Middle School faces the challenge of ensuring that every student feels safe and secure within the school environment. The current objective is to create a sense of belonging and safety for all students during their time at school. To address this issue, effective policies and programs are needed to foster a secure atmosphere, which is essential for promoting learning and growth.

Root Cause: North Shore Middle School is dedicated to creating an environment where every student feels safe and secure. The school's objective is to ensure that all students experience a sense of belonging and safety during their time at school. This commitment involves implementing policies and programs that promote a secure atmosphere conducive to learning and personal growth.