

Galena Park Independent School District

North Shore 10th Grade Center

2026-2027 Comprehensive Needs Assessment



Board Approval Date: August 10, 2026

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"**.

Campus History

The 2016 Bond Fund provided for the construction of a new North Shore Senior High campus, NorthShore 10th Grade Center. This campus will educate the North Shore Sophomores in English, Math, Science, Social Studies, and CTE studies. Construction began in the Fall of 2017 and opened in August of 2018. North Shore 10th Grade Center was designed as a 21st Century School with open collaborative areas, a Learning Platform, modern cafeteria seating, and state-of-the-art technology in the common areas and classrooms.

Mr. Kenneth Bryant, Jr., was selected as the Principal in the Spring of 2018.

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Comprehensive Needs Assessment

Revised/Approved: June 9, 2026

Demographics

Demographics Summary

North Shore 10th Grade Center serves a diverse student population of 1033. Just over 85% of our students are economically disadvantaged; nevertheless, they tend to perform higher than students in comparable schools with similar rates. The table below shows each student population by student group.

Subgroup	Percentage
African American	23%
American Indian	0.2%
White	1.8%
Asian	0.29%
Hispanic	74%
Native Hawaiian-Pacific Islander	0.09%
Economically Disadvantaged	86.6%
At-Risk	70.8%
Emergent Bilingual	27%
Special Education	14%
504	5.8%

Demographics Strengths

North Shore 10th Grade Center continues to close academic achievement gaps across all subgroups. All Student groups continue to score close to the campus average on the English II EOC. In addition, there has been an increase in the number of students meeting the CCMR requirement over the past several years.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Student attendance is consistently below the state average.

Root Cause: Students and parents do not see the immediate consequences of student poor attendance.

Problem Statement 2: Students in special education programs are under performing academically

Root Cause: IEP accommodations are not being implemented effectively. Tools are not being practiced continuously.

Problem Statement 3: Students not meeting CCMR while in 10th grade.

Root Cause: Students are unaware about the requirements needed to meet CCMR.

Problem Statement 4: Emergent Bilingual students are not improving on the speaking portion of the TELPAS test

Root Cause: Teachers need access to the student's responses on TELPAS test

Student Learning

Student Learning Summary

The Spring 2025 scores showed an increase in English II EOC from the previous year, an increase in re-testers for Algebra I, Biology, and English I in the Fall.

NS10	2022	2023	2024	2025	2026
Algebra I	83%	34.48% (Re-testers)	53% (Re-testers)	54% (Fall 2024) 26% (Spring 2025)	40.9% (Fall 2026) 59% (Spring 2026)
Biology	77%	53.3% (Re-testers)	60% (Re-testers)	68% (Fall 2024) 77% (Spring 2025)	62% (Fall 2025) 75% (Spring 2026)
English I	56%	24% (Re-testers)	33% (Re-testers)	43% (Fall 24) 24% (Spring 2025)	40% (Fall 2025) 22% (Spring 2026)
English II	64%	77%	75%	77%	72%
US History	85%	95.24%	100%	100%	100%

Student Learning Strengths

NS10's specific accountability exam is the English II STAAR EOC.

- 72% of our students scored at the Approaches level
- 58% of our students scored at the Meets and above level

NS10's re-testers had some success as well.

- English I scored 17% at the Approaches level, and 5% scored at the Meets and above level
- Algebra I scored 50% at the Approaches level, and 9% scored at the Meets and above level
- Biology scored 49% at the Approaches level and 26% at the Meets and above level

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There is an identified performance gap between Special Education and Emergent Bilingual learners when compared to non-identified subgroups.

Root Cause: Lack of consistent, training, planning, and/or implementation of a variety of proven instructional strategies.

Problem Statement 2: Increase test scores in academic areas of achievement (including EOC, TSIA, ACT)

Root Cause: Students not participating in tutorials scheduled for each type of test

Problem Statement 3: Increase CCMR and College Readiness in all students

Root Cause: Students are not meeting standard on TSIA test or scoring at least a 4000 on STAAR English II EOC

School Processes & Programs

School Processes & Programs Summary

NSSH is a school that consists of 3 separate 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 10th Grade Center shares its students across all three campuses. Students are shuttled between campuses to attend campuses. The three campuses are interconnected in many ways and benefit from consistent communication to align programs and processes.

As part of the initiative, North Shore principals participate in vertical alignment meetings. Communication between administrators and teachers will be more transparent to improve the morale of each campus and the school as a whole. The principals discuss staffing needs and determine if staff need to be moved to various campuses based on student needs.

All campus leaders should communicate with each other to become cohesive regarding campus policies, procedures, and standards. Communication between administrators and teachers needs to be more transparent to improve the morale of the school. Teachers and staff need to be involved in the development and planning phases of goals, programs, and initiatives.

School Processes & Programs Strengths

In the 2025-2026 school year, our Instructional Leadership Team began working on identifying, creating, and providing training and support for a variety of campus programs. (Backward design, Data-Driven Instruction, 5 E's, Fundamental 5, 7 Steps to a Language Rich Classroom, etc.) Instructional walk-throughs will focus on targeted practices each month. Administrators, specialists, and department chairs will meet monthly to review data, plan, and implement the next steps.

The staff is celebrated monthly with treats delivered to their classroom and at faculty meetings when we announce Teacher and Para of the month. Students are celebrated by the counselors every 6 weeks for the A and A-B Honor Roll during their lunch.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Staff have indicated a need to improve morale and increase opportunities to be recognized and celebrated.

Root Cause: Staff indicated on needs survey that our campus lacks consistency in continuing the celebrations of teachers & paras at faculty meetings.

Problem Statement 2: The students are demonstrating a lack of skills necessary for learning, as well as short tempers, and impulsivity.

Root Cause: The various stresses has created a significant regression in our students' way of functioning socially and emotionally

Perceptions

Perceptions Summary

From our inception, our focus has been on "Creating and Cultivating a Culture of Excellence". We have communicated with parents and the community with a monthly newsletter, in addition to necessary emails, texts, and/or call-outs. Communication with staff included emails, texts, and a weekly "Need to Know".

Teachers are expected to be active participants in weekly department meetings/planning and in our monthly faculty meetings. Surveys revealed that teachers feel supported and safe at work. They feel staff meetings are focused and align with the vision of the school. Teachers would like to see professional development in the following areas: Classroom Management, Student Engagement & Purposeful Talk and Differentiation. Parent surveys revealed that overall, the campus is doing a great job of sending messages out to parents daily or as needed. Parents would like teachers to reach out for in person interviews instead of texting to say their child is failing. They also feel their phone calls and emails are not returned in a timely manner. Parents state some reasons they do not get involved with parent activities on campus is due to the language barrier, having to work or not having a ride to school. Student surveys revealed that they feel welcomed at school and that staff members care about them.

Perceptions Strengths

Teachers liked the 25-26 academic calendar, allowing for time off each month. Teachers' surveys reveal that NS10 feel safe and supported at all times, and the campus has a warm family feel. 95% of parents reported feeling welcomed at North Shore 10th Grade Center. They feel communication from teachers is relevant and informative and counselors and administrators provide good customer service. 85% of parents report utilizing Skyward parent portal to access grades, attendance, and other student information. 100% of parent surveys reveal that they receive campus information in a format they can understand.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parents not using Skyward to monitor attendance and grades.

Root Cause: Parents do not understand the impact that poor attendance has on student performance.

Problem Statement 2: Parents would like staff to return phone calls or emails in a timely manner

Root Cause: Staff members getting occupied with other tasks and do not return calls or emails withing 24 hours.

Problem Statement 3: Parents not attending campus activities

Root Cause: Parents site language barriers, not having a ride or having to work

Problem Statement 4: Teachers struggle with engaging their students in the classroom

Root Cause: Many teachers struggled with the short transition time between classes and students would arrive 10-15 minutes to class constantly disrupting the classroom engagement of the lesson.

Problem Statement 5: Teachers struggled with classroom management

Root Cause: Teachers not constantly moving around the classroom to monitor behavior or new to teaching