

**Canutillo Independent School District  
Northwest Early College High School  
2017-2018 Campus Improvement Plan**



# Mission Statement

Northwest Early College High School will promote a highly rigorous learning environment to ensure that students earn the distinguished achievement plan diploma and the associate of arts/science degree from El Paso Community College and transition to a 4 year college/university to pursue a bachelor's degree.

## Vision

Northwest Early College High School students will be educated in an environment that promotes scholarship, leadership, character education and community service.

## Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Currently, NECHS has 362 students enrolled. Our enrollment is at an all time high, with continued growth expected. Our largest class is our 11th grade class, with 107 students. 84% Hispanic, 10% white, 4% Black, 1% Asian and 1% two or more races. There are 196 (57%) females enrolled and 147 (43%) males enrolled. There are 15 students who have a 504 plan (.04%). 21% economically disadvantaged, 16% GT, 4% LEP.

### Demographics Strengths

- Recruitment of underrepresented populations has been successful (at-risk, economic disadvantaged, first generation college student).
- Enrollment has increased.
- Attendance rate is 98% or better.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** There are more girls (60%) enrolled than boys (40%). **Root Cause:** Possible causes: lack of extra curricular activities, lack of male role model, peer pressure.

**Problem Statement 2:** Those that would benefit most from the program often do not have the skills to be successful. **Root Cause:** Possible causes: ESL, lack of academic oriented home life.

## Student Academic Achievement

### Student Academic Achievement Summary

NECHS earned all 7 distinctions = ELA/Reading, Math, Science, Social Studies, Top 25% in Student Progress, Top 25% in Closing Performance Gaps, Postsecondary Readiness. We increased our scores in all areas (specifically targeting advanced scores on EOC) dramatically. 98% of our seniors took the ACT and our

ACT scores outperform the state of Texas and the nation.

### Student Academic Achievement Strengths

- EOC exam performance - Nearly all students passed on the first time taken.
- Highly qualified teachers - nearly all teachers have an advanced degree and are credentialed at EPCC.
- Participation rates are high - 100% took PSAT, all but two seniors took ACT.
- More and more students are graduating with their AA - 85% obtainment rate.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** ACT scores need to increase **Root Cause:** Students math scores need to increase.

**Problem Statement 2:** AP scores need to increase **Root Cause:** Lack of training for teachers.

**Problem Statement 3:** Increase score levels in the advanced area for EOC. **Root Cause:** Students and some faculty feel that passing is sufficient.

## School Processes & Programs

### School Processes & Programs Summary

Our staff is very committed to the school. 94% of the staff have a Master's Degree with at least 18 credit hours of graduate study in the area they are teaching. 100% of our classes are taught by teachers who are certified in that subject area. In addition, 94% of our staff sponsor an extra-curricular activity of some sort. 75% of our teachers are dual credit credentialed. Faculty recruitment and retention is an important focus. This year we were able to recruit five new staff members who will continue to shape our organization. Only 2 teachers have less than 5 years of experience.

### School Processes & Programs Strengths

- Teachers have advanced degrees, most are credentialed to teach at EPCC.
- Teachers are well prepared in their content areas.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** We need more elective teachers. **Root Cause:** We lack space and funding for personnel.

**Problem Statement 2:** When have a vacancy, we have not been able to hire. **Root Cause:** Funding shortages or low enrollment in other schools have led to staff being assigned to us rather than hiring.

**Problem Statement 3:** Teachers need more opportunities for PD, especially in areas of technology and AP. **Root Cause:** District does not provide resources in-house. Budget must be set aside for teachers to get this training elsewhere.

# Perceptions

## Perceptions Summary

We had significant gains in all areas of our OHI report. OHI results indicate that the principal has accurate read on faculty. OHI data indicates that we working as an interdependent group.

For most of last year, we were without a parent liaison. This made it difficult to build on what we had accomplished in the previous year. Monthly parent meetings which were held in 2015-2016, stopped in Fall 2016. We continued to have evening parent educational sessions led by our counselor and ACT teacher. We tried to start a PTO, but there was limited interest in running for officer positions.

Administration and teachers also use a variety of electronic resources to connect with parents such as: web page, Remind, e-mail, BlackBoard, etc. CTE did one newsletter in the fall semester for parents. Our school volunteer who led college and career readiness events for us every Friday was not able to volunteer last year.

## Perceptions Strengths

- Principal seeks faculty input.
- OHI data indicates that we are interdependent.
- Teachers dedicated to school.
- AP duties are blended with principal so that either is approachable.
- Calendar reminders are regularly shared with staff.
- Parent surveys are positive.
- CISD parent surveys are positive.
- Siblings enroll.
- Families encourage others to apply.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Continue to improve on regular communication with staff. **Root Cause:** Changes to schedule/and calendar/gmail next year will change how we communicate with faculty.

**Problem Statement 2:** A decrease in activities for parental involvement occurred this year. **Root Cause:** Loss of support staff led to this decrease.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates



- Observation Survey results

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

### **Employee Data**

- Professional learning communities (PLC) data
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Budgets/entitlements and expenditures data

# Goals

## Goal 1: Provide a safe and secure environment.

**Performance Objective 1:** In 2017-2018 school year, to ensure the safety of our students, all employees will be trained on emergency procedures, prevention of bullying and prevention of sexual harassment.







**Evaluation Data Source(s) 1:** Training logs

CPR Certification

Safe Schools Certificates

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Distribute necessary tools/equipment for faculty to respond appropriately to emergency situations.	10	Administration, Nurse	Faculty and staff must be prepared in the event of an emergency.				
2) Conduct monthly fire drills and participate in the yearly safety inspection by the fire department.	10	Administration, Nurse	Faculty and staff must be prepared in the event of an emergency.				
3) Conduct a mock emergency drill with the cooperation of EPCC and local law enforcement.	10	Administration, Teachers, EPCC Law Enforcement	Faculty and staff must be prepared in the event of an emergency.				
4) Review and update campus EOP with faculty and staff.	10	Review and update campus EOP with faculty and staff.	Faculty and staff must be prepared in the event of an emergency.				
5) NWECHS will require 100 % of the students to sign a standards of behavior contract yearly to provide clarity on the expectations of the campus.	10	Administration	We expect a decrease in behavioral issues.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 1:** Provide a safe and secure environment.

**Performance Objective 2:** In 2017-2018 school year, NWECHS will reduce tardies and improve attendance using PBIS strategies. Our goal is to reach 98% ADA and reduce tardies by 25%.

**Evaluation Data Source(s) 2:** Meeting Minutes

Faculty Meeting Presentations







PBIS Incentives

PBIS Reflection Forms

Attendance and Tardy Data

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6</p> <p>1) Coordinate the implementation of school wide positive behavior intervention support.</p>	2, 10	PBIS Team Administration Counselor	PBIS IS a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.				
<p>Problem Statements: Demographics 2</p> <p>Funding Sources: 211-Title I-Part A - \$1,000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 CSF 6</p> <p>2) Build into master schedule a time for PBIS team to meet. Team should include counselor, teachers (representing different departments) and dean.</p>	2, 10	Administration	PBIS IS a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.				
<p>Problem Statements: Demographics 2</p> <p>Funding Sources: 199-Local Funds - \$2,119.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 CSF 6</p> <p>3) PBIS team will implement PBIS model including meeting on a weekly basis to conduct needs assessments, analyze data, and identify and target campus needs through the implementation of evidence-based practices.</p>	2, 10	PBIS Team	Meeting agendas and minutes Meeting sign in sheets Discipline quarterly reports Campus Needs Assessment Action Plan				
<p>Funding Sources: 199-Local Funds - \$829.00</p>							
<p>4) Through the student support department, the campus will implement a science based substance abuse and violence prevention curriculum to educate students in grade 9.</p>	2, 10	Prevention Specialist Administration Counselor	Drug and alcohol prevention through education.				

<p><b>Critical Success Factors</b> CSF 6</p> <p>5) Participate in the "No Place for Hate" anti-bullying campaign.</p>	1	PBIS Team Teacher Sponsor	Promote a positive school climate.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 CSF 6</p> <p>6) Maintain positive behavior by implementing tiered responses through grade level teams, thus resulting in fewer discipline referrals (no more than 5%), in school suspensions and out of school suspensions (no more than 5%).</p>	1, 2	PBIS Team	PBIS IS a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6</p> <p>7) Develop a student peer mediation team to assist with additional options for behavioral intervention referrals.</p>	1, 2	PBIS Team	Decrease student conflict Teach students how to mediate conflict with peers				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 CSF 6</p> <p>8) Develop an incentive system for students who are following PBIS expectations.</p>	1, 2	PBIS Team	Decrease tardies Decrease absences Reward students for positive behavior				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Performance Objective 2 Problem Statements:**


<b>Demographics</b>
<b>Problem Statement 2:</b> Those that would benefit most from the program often do not have the skills to be successful. <b>Root Cause 2:</b> Possible causes: ESL, lack of academic oriented home life.

**Goal 1:** Provide a safe and secure environment.

**Performance Objective 3:** NWECHS will require 100 % of the students to sign a standards of behavior contract yearly to provide clarity on the expectations of the campus for 17-18 school year.

**Evaluation Data Source(s) 3:** Student Contracts signed

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) NWECHS will address behavior contracts with students and sign contracts at the beginning of the year.		Administration	Signed contracts				
							

## Goal 2: Increase student academic achievement.

**Performance Objective 1:** For the 2017-2018 school year, all students will pass EOC exams on the first attempt. Continue to improve the number of students earning Advanced scores on EOC exams. (Last year ELA I 23%, ELA II 16%, Algebra I 26%, US History 55%)


**Evaluation Data Source(s) 1:** Common Assessments

STAAR Ready Tests

EOC Scores

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Double block Algebra I and Algebra II, ELA I and ELA II and Biology to increase exposure to tested curriculum.</p> <p>Limit class sizes in tested areas.</p>	1	Administration	More exposure to curriculum content increases student performance.				
Problem Statements: Student Academic Achievement 3							
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Unblock ELA I based on performance on the EOC ELA I Ready Test.</p>	1	Administration, English PLC	Being proactive, rather than reactive, increases student performance and morale.				
Problem Statements: Student Academic Achievement 3							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Encourage campus participation in the National Board Certification process.</p>	1	Administration Teachers	Encouraging teachers to challenge themselves with this process will augment our instructional practice.				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 3							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>4) Continue to implement TEKS (Texas Essential Knowledge and Skills).</p>	1	Teachers, Administration	By reviewing data from common assessments, we can assure that teachers are aligned to the TEKS. If we follow the TEKS, students will perform better on state mandated assessments.				
Problem Statements: Student Academic Achievement 3							
<p><b>Critical Success Factors</b> CSF 1</p> <p>5) Provide students with materials and/or equipment needed to advance the TEKS within the curriculum and provide an academically rigorous program.</p>	1	Administration, Teachers, Office Manager	Students must have all necessary resources to be successful (lab equipment, textbooks, etc.)				
Problem Statements: Student Academic Achievement 3							

<b>Critical Success Factors</b> CSF 1	1, 2, 9, 10	Administration, Teachers	Increased passing rates on the EOC tests.				
6) Provide tutoring to students who are expected to not meet minimum expectations on the EOC exams.	Problem Statements: Student Academic Achievement 3						
<b>Critical Success Factors</b> CSF 1 CSF 2	1, 9	Administration, Teachers	Understanding how students are assessed across the disciplines for EOC writing will improve scores.				
7) Organize a cross-curricular grading party of the ELA I and ELA II benchmarks.	Problem Statements: Student Academic Achievement 3						
<b>Critical Success Factors</b> CSF 1 CSF 2	1, 9	Administration, Teachers, Parent Liaison	Student academic performance will increase if provided with opportunities to receive help.				
8) Develop a campus-wide tutoring schedule that can be distributed at parent teacher conferences.	Problem Statements: Student Academic Achievement 3						
<b>Critical Success Factors</b> CSF 1 CSF 2	1, 9, 10	Administration, Teachers, Tutor	Data indicates that 90% of our students will pass the TSI reading after interventions during the course of this academic year.				
9) As part of the school day, schedule a reading class for students who have not passed the TSI.	Problem Statements: Student Academic Achievement 3						
							

### Performance Objective 1 Problem Statements:

<b>Student Academic Achievement</b>
<b>Problem Statement 2:</b> AP scores need to increase <b>Root Cause 2:</b> Lack of training for teachers.
<b>Problem Statement 3:</b> Increase score levels in the advanced area for EOC. <b>Root Cause 3:</b> Students and some faculty feel that passing is sufficient.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 3:</b> Teachers need more opportunities for PD, especially in areas of technology and AP. <b>Root Cause 3:</b> District does not provide resources in-house. Budget must be set aside for teachers to get this training elsewhere.



**Goal 2:** Increase student academic achievement.

**Performance Objective 2:** By June 2018 NECHS will promote a college going culture through a minimum of four different events that inform and guide students and parents about college.

**Evaluation Data Source(s) 2:** Flier to Parents


Announcements to Parents

Attendance at Meetings

Presentations

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Conduct a degree plan audit three times a year to determine courses needed for associate degree.</p>	1, 6	Counselor	*Banner				
<p>2) Continue to be a TSI testing site to ensure student access.</p>	1, 2, 8, 9, 10	Administration, Counselor, Instructional Coach, Technology Teacher	*TSI test data				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Streamline course selection at EPCC for students based on high performing ECHS schedules in the area. Develop the master schedule for school year to better fit student needs for EPCC. Organize the schedule in such a way to facilitate student time and resources.</p>	1	Administration, Counselor	Master schedule for 2017-2018 will be complete prior to the end of the 2017 school year with 100% populated.				
Funding Sources: 199-Local Funds - \$12,499.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Develop a structured program of field trips that allow students to visit various college campuses within the state during their four year tenure at Northwest. Increase number of college recruiters that come to our campus.</p>	1, 2	Administration, Counselor	Transportation logs, photos, information collected by students, student surveys.				
Funding Sources: 199-Local Funds - \$168.00							

<b>Critical Success Factors</b> CSF 1  5) Increase percentages of students earning Level III in all four tested areas for placement in Quartile 1.	1	Administration Teachers	By focusing on the highest standard, we ensure that students are adequately prepared for the rigor of college.				
	Problem Statements: Student Academic Achievement 3						
<b>Critical Success Factors</b> CSF 1  6) Target students who have not passed the TSI reading, writing and math tests for intervention.	1	Administration Teachers	All students will pass all three components of the TSI by the time they graduate.				
							

**Performance Objective 2 Problem Statements:**

<b>Student Academic Achievement</b>	
<b>Problem Statement 3:</b> Increase score levels in the advanced area for EOC. <b>Root Cause 3:</b> Students and some faculty feel that passing is sufficient.	

**Goal 2:** Increase student academic achievement.

**Performance Objective 3:** Throughout 17-18 school year, NECHS will monitor progress for all students, grades 9-12, including special populations such as ELL, SPED, 504 and GT, every three weeks.

**Evaluation Data Source(s) 3:** Grade Reports

Minutes for LPAC, 504

Faculty Review of Grades

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Each faculty meeting will devote some time to reviewing as a group the academic progress of students. Teachers will list students who are struggling and parent contact will be made.</p>	1, 9	Administration, Counselor, Teachers, Parent Liaison	*Meeting Rosters *Grade Reports *Team Meetings - Reflection * Improved Grades				
Problem Statements: Demographics 2							
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Based on faculty input, develop and implement a structured response to improve student academic performance. Meet with students who are struggling academically to develop contract for improvement.</p>	1, 9	Administration, Counselor, Teachers	*Meeting Rosters *Grade Reports *Academic Probation Notices *Parent Conferences				
Problem Statements: Demographics 2 Funding Sources: 255-Title II-Part A Teacher/Principal - \$1,200.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Monthly meetings with LPAC committee to monitor ELL performance.</p>	1, 8, 9, 10	Administration, Counselor, LPAC Committee	LPAC documentation				
Problem Statements: Demographics 2							
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) Monitor graduation rates to ensure that 100% of our students graduate from high school and 90% graduate with an associate's degree.</p>	1, 2	ALL	Graduation numbers for both high school and EPCC				
Problem Statements: Demographics 2							

**Performance Objective 3 Problem Statements:**

## Demographics

**Problem Statement 2:** Those that would benefit most from the program often do not have the skills to be successful. **Root Cause 2:** Possible causes: ESL, lack of academic oriented home life.







**Goal 2:** Increase student academic achievement.

**Performance Objective 4:** By June 2018, NECHS will increase performance on ACT/TSI. Increase math and ELA performance on these examinations to maintain quartile 1 distinctions.

**Evaluation Data Source(s) 4:** ACT and Pre-ACT scores

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Use PLCs to analyze the data from the ACT. Each teacher will develop an ACT related learning goal. Our overall goal is to match ECHS performance in our region, which would mean an increase of 2 points on our average ACT score.</p>	1, 2	Teachers, Administration	Data analysis will help us improve our ACT scores.				
Problem Statements: Student Academic Achievement 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Develop a school-wide program that builds in various SAT and ACT test prep strategies into our curriculum.</p>	1, 2	Instructional Coach, Teachers	Data analysis will help us improve our ACT scores.				
Problem Statements: Student Academic Achievement 1							
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Encourage and support students on standardized tests by providing tutoring geared toward specific exams - PSAT, ACT, SAT, AP and TSI. Provide funding for these tests to ensure participation. Provide funding for Princeton Review (or other vendor of district's choice) for continued intervention. Provide Saturday mock AP test sessions and high-impact review prior to ACT.</p>	1, 2	Administration, Counselor, Instructional Coach, Teachers, Academic Tutors	Attendance at tutoring events, participation in exams, performance data on exams				
Problem Statements: Student Academic Achievement 1 Funding Sources: 199-Local Funds - \$2,400.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Attend training/conferences as appropriate to raising the rigor of provided coursework to better prepare all students for college.</p>	1, 2	Administration, Teachers, Counselor,	We want to make sure that students successfully transition to post-secondary education.				

<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) The students will utilize TSI My Foundations Lab on Mondays and Wednesdays for 1.5 hours and on Fridays for 40 minutes and because the site adjusts to the students' needs and improvements, we will be able to chart their growth and adjust my assistance to them.</p>	1, 2, 3, 8, 9	Jon Schwartz	Improve TSI Test Scores				
<p>Funding Sources: 199-Local Funds - \$799.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) All juniors will take the PSAT. 9th grade and 10th grade will take the Pre-ACT. Fund this to ensure 100% participation.</p>	1, 2	Counselor, Administration	<p>By having 9th and 10th graders take the Pre-ACT, we will be able to immediately use that data to inform instruction and prepare students for ACT/SAT/PSAT.</p> <p>For PSAT, we want students to qualify for National Merit.</p>				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 196- High School Allotment - \$1,600.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) Using the data collected from the 10th graders who took the PSAT, develop a comprehensive program that will prepare students for the exam that will take as a junior.</p>	1, 2	Counselor, Administration, Princeton Review	We will get an individualized plan from test results and then be able to develop a targeted review in classrooms of skills necessary to be successful.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>8) 100 % of the senior class will take at least one college entrance exam.</p>	1, 2	Counselor, Administration	All students will be ready for the next step.				
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Performance Objective 4 Problem Statements:**







<p><b>Student Academic Achievement</b></p>
<p><b>Problem Statement 1:</b> ACT scores need to increase <b>Root Cause 1:</b> Students math scores need to increase.</p>

**Goal 2:** Increase student academic achievement.

**Performance Objective 5:** Increase yearly student attendance rate from 96.42% to 98%. Monitor teacher attendance to ensure that students receive quality instruction from certified teachers throughout 2017-2018 school year.

**Evaluation Data Source(s) 5:** Attendance Reports

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3</p> <p>1) Monitor attendance closely, with reviews with individual students every 3 weeks. Improve TEAMS reporting to simplify review.</p>	1, 2	Dean of Students, Counselor, Teachers, Attendance Clerk	Increasing attendance rates is directly tied to academic performance.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) Coordinate weekly meetings with school truant officer to notify students who have excessive absences.</p>	1, 2	Dean of Students, Counselor, Teachers, Attendance Clerk	Increasing attendance rates is directly tied to academic performance.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Closely monitor tardies, trancies and unexcused absences. Utilize tardy sweeps. Strictly enforce discipline consequences.</p>	1, 2	Dean of Students, Counselor, Teachers, Attendance Clerk	Increasing attendance rates is directly tied to academic performance.				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Coordinate attendance rewards every marking period to students demonstrating perfect attendance.</p>	1, 2	Dean of Students, Attendance Clerk	Increasing attendance rates is directly tied to academic performance.				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 2:** Increase student academic achievement.

**Performance Objective 6:** By June 2018, all seniors will become aware of various college funding opportunities through two specific financial aid counselor sessions. Track number of students who complete FAFSA and apply for scholarships; increase college funding for graduating class from last year.







**Evaluation Data Source(s) 6:** Attendance at sessions

FAFSA completion rates

Scholarships reported through TEAMS

**Summative Evaluation 6:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5  1) Organize a financial aid night for students and parents of juniors and seniors.	1, 2, 10	Counselor	100% FAFSA completion rate				
<b>Critical Success Factors</b> CSF 5  2) Track FAFSA completion, our goal is 100%	1, 2	Counselor	100% FAFSA completion rate				
<b>Critical Success Factors</b> CSF 3 CSF 5  3) Track scholarships applied for - every student will be encouraged to apply for at least 3 scholarships through Financial Literacy class.	1, 2	Counselor	Increased scholarship monies for all students.				
<b>Critical Success Factors</b> CSF 5  4) Collect scholarship award letters from students. Enter amounts earned into TEAMS to track total scholarship monies earned from Northwest.	1, 2	Counselor	Monitoring will increase scholarship monies for all students.				

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue



**Goal 2:** Increase student academic achievement.

**Performance Objective 7:** Increase participation in our summer bridge program from 80% of those planning to enroll to 90%.

**Evaluation Data Source(s) 7:** Retention Rates

**Summative Evaluation 7:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  1) Plan and organize summer bridge program.	1, 2	Administration, CIC and ILT	Get students familiar with NWECHS				
			Ease anxiety about our program				
Problem Statements: Demographics 1, 2							
<b>Critical Success Factors</b> CSF 5 CSF 6  2) All freshmen will be enrolled in AVID. Sophomores who are at-risk, ED or ELL will be enrolled in AVID.	1, 2	Administration AVID Team	Close achievement gap by preparing all students for college.				
			Problem Statements: Demographics 1, 2				
<b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6  3) All freshmen and sophomore teachers will be trained in the AVID program to support our struggling students.	1, 2	Administration Teachers	Increased retention rate.				
			Close achievement gap by preparing all students for college.				
Problem Statements: Demographics 1, 2							
Funding Sources: 185-State Compensatory Education - \$519.00							

**Performance Objective 7 Problem Statements:**


Demographics
<b>Problem Statement 1:</b> There are more girls (60%) enrolled than boys (40%). <b>Root Cause 1:</b> Possible causes: lack of extra curricular activities, lack of male role model, peer pressure.
<b>Problem Statement 2:</b> Those that would benefit most from the program often do not have the skills to be successful. <b>Root Cause 2:</b> Possible causes: ESL, lack of academic oriented home life.

**Goal 2:** Increase student academic achievement.

**Performance Objective 8:** By June 2018, All teachers will continue to emphasize technology as a tool for learning.

**Evaluation Data Source(s) 8:** Observations  
Technology usage reports

**Summative Evaluation 8:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide each student with a laptop.		Administration Teachers	Increased feedback from teachers Increased technology proficiency in both students and teachers Students are better prepared for the demands of the work world				
<b>Critical Success Factors</b> CSF 7		Administration	Using technology decreases their work load (grading, feedback, copies) Using technology increases student engagement				
2) Provide teachers with necessary equipment/technology.							
<b>Critical Success Factors</b> CSF 7		Administration	Using technology decreases their work load (grading, feedback, copies) Using technology increases student engagement				
3) Train teachers who need help to use technology effectively.							
							

**Goal 2:** Increase student academic achievement.

**Performance Objective 9:** NWECHS will participate in National Board Certification for 10 teachers as well as provide other professional development opportunities in content areas for ELA, Math and Science.

**Evaluation Data Source(s) 9:** Completion of Training  
 Observation - Implementation of Training

**Summative Evaluation 9:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7 1) Support teachers who wish to pursue National Board Certification in 17-18 school year financially and as a cohort group.	1, 2, 3, 4, 5	Administration	Serious reflection on instructional practices and community engagement.				

**Goal 2:** Increase student academic achievement.

**Performance Objective 10:** By June 2018, NWECHS will ensure that all teachers have needed supplies to deliver appropriate instruction to students before each semester begins. This includes books, materials, lab equipment, etc.

**Evaluation Data Source(s) 10:** POs Submitted  
 Order Arrival Dates  
 Usage

**Summative Evaluation 10:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Maintain organized system for requesting needed supplies.		Administration	Teachers must have the necessary books and tools to do their jobs successfully.				

**Goal 3: Enhance Student Character & Drive Towards a Career/Profession**

**Performance Objective 1:** Promote college readiness by extending what the counselor does to the classroom teacher. Every student in grades 9-12 will be enrolled in a college preparatory class that will address soft skills needed for success.

**Evaluation Data Source(s) 1:** Completion of various college readiness activities

- FAFSA Completion
- ACT Participation
- Pre-ACT and PSAT Participation

**Summative Evaluation 1:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Organize in the school schedule a set time/period for each grade level to discuss college readiness issues/topics.  Seniors = Financial Literacy Juniors = College Prep Sophomores = Ethics Freshmen = AVID	1, 7	Counselor Administration Assigned teachers	One counselor can not adequately advise 400 students. For this reason, we must extend what the counselor does to the classroom teacher. With increased communication, we expect greater results.				

**Goal 3:** Enhance Student Character & Drive Towards a Career/Profession

**Performance Objective 2:** By June 2018, NWECHS will implement the Coordinated School Health program by organizing at least four events.

**Evaluation Data Source(s) 2:** Participation at events.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Offer at least two activities per month for faculty and at least four focused activities per year for students.		School Nurse Administration	Promote healthy living among the staff the students.				
							

**Goal 3:** Enhance Student Character & Drive Towards a Career/Profession

**Performance Objective 3:** NWECHS will encourage career awareness through a variety of activities. A minimum of 3 activities will take place throughout the school year and conclude in Spring 2018.

**Evaluation Data Source(s) 3:** Job Shadow Placement Forms  
 Research Paper  
 Attendance at Career Presentations/Advising Sessions

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 2  1) Organize advising sessions so that students understand college majors and select courses appropriately.	7	Counselor Administration	Students need advising beyond the scope of EPCC. Advising sessions will dispense student perceptions about majors and what is transferable.				
2) All juniors will complete a job shadowing experience in spring semester 2018.	7	Junior English Teacher	The job shadowing experience helps students get a real world experience in their chosen career.				
3) Organize career presentations (ongoing throughout the year).	7	Parent Liaison Registrar Administration	Presentations from various community professionals help educate students about career options.				

**Goal 3:** Enhance Student Character & Drive Towards a Career/Profession


**Performance Objective 4:** By June 2018, NWECHS will support district and campus implementation of PBIS. Use the PBIS rating system to measure our growth; eliminate need for Tier II interventions.

**Evaluation Data Source(s) 4:** PBIS Meetings

PBIS Reflection Forms

PBIS Data

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 4 CSF 6  1) Schedule time for campus PBIS time to meet.		Dean of Students PBIS Team	PBIS helps set expectations for the student body as well as encourage students.				
Funding Sources: 211-Title I-Part A - \$700.00							
<b>Critical Success Factors</b> CSF 4 CSF 6  2) Schedule time for PBIS to present at faculty meetings.		Dean of Students PBIS Team	Data presented at these meetings is helpful in identifying patterns for student misbehavior/struggles.				
							




## Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

**Performance Objective 1:** Hold monthly parent meetings to address parent concerns as well four informational meetings on college readiness topics. Provide a monthly newsletter to parents, October - May.

**Evaluation Data Source(s) 1:** Attendance Participation

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Organize and promote monthly parent/principal coffee meetings.</p>	6	Administration Parent Liaison	Regular meetings will increase communication and lend to a more positive school culture.				
Problem Statements: Family and Community Involvement 1 - Perceptions 2 Funding Sources: 211-Title I-Part A - \$709.99							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Form a NWECHS PTO and elect officers.</p>	6	Administration Parent Liaison	We believe that an organized group of parents will greatly help promote our school and generate a more positive school/parent relationship.				
Problem Statements: Family and Community Involvement 1 - Perceptions 2							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) For every marking period, conduct a drive-by parent meeting.</p>	6	Administration Parent Liaison	When able to do this in the past, parents responded positively. It also increased interaction with parents that are not often able to come to school for events.				
Problem Statements: Family and Community Involvement 1 - Perceptions 2							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Follow the customer service plan for the front office.</p>	6	Administration Parent Liaison	Surveys indicate that more parents find our front office staff to be helpful and friendly. We want to maintain those results.				
Problem Statements: Family and Community Involvement 1 - Perceptions 2							
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>5) Educate parents on the college readiness process by hosting four events. These events are open to the entire district.</p>	1, 2, 6	PIO Administration Parent Liaison	We want to increase greater knowledge and understanding of college readiness not only at our school but district-wide. Last year, these presentations were well attended by the parents of our students. We want to encourage parents from the district to attend.				
							

### Performance Objective 1 Problem Statements:







<b>Family and Community Involvement</b>
<b>Problem Statement 1:</b> Parent communication has dipped tremendously. <b>Root Cause 1:</b> Staffing issues have caused us to struggle.
<b>Perceptions</b>
<b>Problem Statement 2:</b> A decrease in activities for parental involvement occurred this year. <b>Root Cause 2:</b> Loss of support staff led to this decrease.

**Goal 4:** Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

**Performance Objective 2:** NWECHS will provide opportunities to encourage student participation in a variety of activities by planning at least four school-wide events throughout the academic year.

**Evaluation Data Source(s) 2:** Participation  
School Calendar

**Summative Evaluation 2:**







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Throughout the year, organize a variety of different school events that promote school spirit and culture.</p>		STUCO Sponsor STUCO Administration	Although we are not a traditional high school, it is important to build school culture and spirit in other ways.				
<p>2) Encourage students to participate in clubs and activities.</p>		STUCO Sponsor Club Sponsors Administration Counselor	Participation in clubs and activities increases retention rates.				
<p>3) Organize NWECHS social events that promote camaraderie among Griffins.</p>		STUCO Sponsor Club Sponsors Administration Counselor Receptionist	It is stressful for students to be simultaneously enrolled in high school and college. We need to organize various activities that allow students to de-stress and promote friendship and acceptance.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 4:** Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

**Performance Objective 3:** By June 2018, NWECHS will regularly recognize and promote the achievements of our students during our fall semester and spring awards ceremony and during our EPCC graduation dinners.

**Evaluation Data Source(s) 3:** Event Participation

**Summative Evaluation 3:**


Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) NWECHS will recognize student accomplishments (GPA, class rank - top scholars receive letter jackets, AP scores, number of college hours earned in each grade level, earning an Associate's degree) through a variety of different events.</p>		Administration Counselor STUCO Sponsor	Our students' successes need to be recognized and promoted. This reinforces student effort, promotes our school and builds positive community relationships.				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

## Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 1:** NECHS will effectively use website, school messenger, parent portal and other electronic resources to communicate with stakeholders. A weekly school messenger will be sent out (Sunday) and our website will be updated by October 31.

**Evaluation Data Source(s) 1:** Website, school messenger logs, parent portal participation, and parent liaison logs

### Summative Evaluation 1:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 5 1) Assign staff to be in charge of maintaining and updating the website.	6	Administration Receptionist	Keeping an up to date and accurate website will help with student recruitment.  We must post our ECHS activities as a component of the blueprint.				
<b>Critical Success Factors</b> CSF 5 CSF 6 2) Every Sunday, schedule a school messenger that will update parents on the events of the week.	6	Administration Parent Liaison	Setting a regular schedule of announcements will help not only the office organize, but also parents. We expect that increasing our messaging will improve communication with parents and students and improve campus climate.				
<b>Critical Success Factors</b> CSF 1 CSF 5 3) Host several events that encourage parents to use parent portal.	6	Administration Parent Liaison	Use of the parent portal helps both students and parents monitor grades.  We expect that with a higher percentage of usage that we will also have a decrease in failure rates.				
							

**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 2:** By June 2018, NWECHS will host a community event at least once per year to market our program.

**Evaluation Data Source(s) 2:** Attendance at event, tracked by school

**Summative Evaluation 2:**

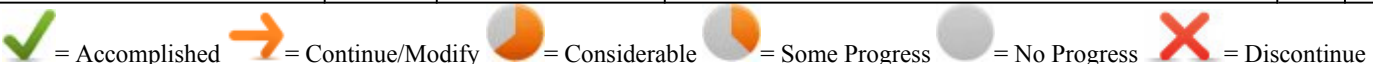
Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>1) Organize an Open Trick or Treat; encourage children from all district elementary schools to attend. Partner with Community Night Out.</p>	5, 6	Student Activities Manager STUCO Administration	This event often serves as the first introduction to our program for many families. Each participant will receive our marketing brochure and meet our students that night will engaging in a fun, family friendly event.				
<p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>							

**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 3:** Promote NWECHS through various recruitment events. Visits to AMS and CMS are scheduled for November. Our annual informational meeting is scheduled for January 2018.

**Evaluation Data Source(s) 3:** Applications for the class of 2022

**Summative Evaluation 3:**







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Critical Success Factors</b> CSF 3 1) Survey 7th and 8th graders to identify ways in which we can increase recruitment.	2, 7	Administration Counselor Department Chairs Teachers	We need to target more carefully at-risk, ED, first generation, ELL and SPED students. We expect that with thoughtful recruitment this can be accomplished.				
<b>Critical Success Factors</b> CSF 6 2) Visit all 8th graders in the district to promote our program.	2, 7	Administration Counselor Teachers	We need to target more carefully at-risk, ED, first generation, ELL and SPED students. We expect that with thoughtful recruitment this can be accomplished.				
<b>Critical Success Factors</b> CSF 5 3) Host evening parent sessions about our program.	2, 6	Administration Counselor Teachers	We need to target more carefully at-risk, ED, first generation, ELL and SPED students. We expect that with thoughtful recruitment this can be accomplished.				
							

**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 4:** Student council and National Honor Society will organize at least four opportunities for community service throughout the 2017-2018 school year.

**Evaluation Data Source(s) 4:** Student logs of community service hours

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) NWECHS will provide at least one opportunity per semester for students/faculty to participate in community service.</p>		Grade level sponsors	Having students out assisting in the community where needed promotes our school, but it also promotes an important value: service. We also want students to begin building their resumes for scholarships. By having class sponsors organize an event each semester, it will give the entire student body four opportunities each semester to serve the community.				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							



# State Compensatory

## Budget for Northwest Early College High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
185.11.6126.03.003.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$8,171.00
<b>6100 Subtotal:</b>		<b>\$8,171.00</b>
<b>6200 Professional and Contracted Services</b>		
185.11.6299.20.003.30	6299 Miscellaneous Contracted Services	\$3,695.00
<b>6200 Subtotal:</b>		<b>\$3,695.00</b>
<b>6400 Other Operating Costs</b>		
185.13.6411.20.003.30	6411 Employee Travel	\$4,350.00
<b>6400 Subtotal:</b>		<b>\$4,350.00</b>

**Personnel for Northwest Early College High School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jon Schwartz	Academic Tutor	TSI Intervention	19 hours per week

# Title I

## Schoolwide Program Plan

Northwest Early College High School plans to use Title I funds this year for two primary purposes: retention of struggling students and teacher training.

### Ten Schoolwide Components

#### 1: Comprehensive Needs Assessment

The comprehensive needs assessment was completed in May 2016. We looked at enrollment data, attendance rates, ethnicity report, male to female ratio, at-risk

report, and student grades/college hours accrued.

#### 2: Schoolwide Reform Strategies

Our focus in this area is on improving EOC and TSI performance for all students. We will also address some social and emotional issues that have been identified as problem areas for our students.

#### 3: Instruction by highly qualified professional teachers

All teachers are HQ certified. New teachers are assigned a mentor. New teachers to our school but not to the field of education are also assigned a mentor.

We will focus our efforts on building capacity in all teachers, working toward meeting their TTESS goals.

#### 4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

A significant need identified by teachers last year was lack of opportunities for training in their content area. Funds from 211 will be used primarily for this purpose as we encourage teacher's professional growth. In addition, training specific to department chairs and office staff will be sought out.

#### 5: Strategies to attract highly qualified teachers

We will continue to work on issues that our teachers have identified as areas of improvement in an effort to retain our staff. Safety and security issues, as

well as student discipline issues (PBIS) will be our focus.

#### **6: Strategies to increase parental involvement**

While working with the parent liaison and the Desktop Publishing class, we will develop a monthly newsletter. This newsletter will be given to parents during the monthly drive by meetings as well as the school board. Using data collected from last year, we will provide evening workshops for parents on various topics to help educate/inform parents about our program.

#### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

N/A

#### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Departments are asked to elect a department chair, that individual meets twice a month with the principal. In addition, feedback is frequently sought from all staff at our weekly faculty meetings. PLCs, which take place on B days, are set aside for departments to focus on curricular issues.

#### **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

We have several structures in place to support struggling students. For example, a 0/9th period will occur for students who have yet to pass the TSI reading test. Later, we will begin a Math TSI remediation for the same purpose. We have incorporated AVID into our master schedule and all the 9th grade teachers have attended training. We will continue to discuss student performance at grade level team meetings every three weeks.

#### **10: Coordination and integration of federal, state and local services and programs**

We have carefully analyzed our data and use of funds. We know that we can improve in some areas - specifically more effectively planning for budget timelines. This will be our focus for this year.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Vacant	Parent Liaison	Parent Engagement	.5

## Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	James O'Keeffe	English
Classroom Teacher	Adrian Estorga	Math
Classroom Teacher	Luz Carrillo	Science
Classroom Teacher	Miguel Martinez	History
Administrator	Tracy Speaker	Principal
Administrator	Jessica Harrison	Dean of Students
Community Representative	Lydia Tena	Dean NW EPCC
Parent	Gabriel Solis	Parent
Parent	Patricia Reyes	Parent
Parent	Karen Washington	Parent