

Canutillo Independent School District

Northwest Early College High School

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Academic Achievement in Social Studies
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness



Board Approval Date: September 24, 2019

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

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Academic Achievement	6
School Processes & Programs	8
Perceptions	10
Priority Problem Statements	12
Comprehensive Needs Assessment Data Documentation	15
Goals	17
Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.	17
Goal 2: Increase student academic achievement.	22
Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12. ..	34
Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education	39
Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders	43
State Compensatory	48
Budget for Northwest Early College High School:	48
Personnel for Northwest Early College High School:	49
Title I Schoolwide Elements	50
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	50
1.1: Comprehensive Needs Assessment	50
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	51
2.1: Campus Improvement Plan developed with appropriate stakeholders	51
2.2: Regular monitoring and revision	52
2.3: Available to parents and community in an understandable format and language	52
2.4: Opportunities for all children to meet State standards	53
2.5: Increased learning time and well-rounded education	53
2.6: Address needs of all students, particularly at-risk	54
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	55
3.1: Develop and distribute Parent and Family Engagement Policy	55
3.2: Offer flexible number of parent involvement meetings	56
Title I Personnel	57

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary-- OUR CAMPUS STORY: Northwest serves 356 students who are dually enrolled in high school and college for the duration of their 4 high school years. Our student body is 59% female and 41% male, 87% is Hispanic/Latino, 9% White, and 3% African American. Of the students who attend Northwest, 21 are identified as ELL, 24 students have a 504 plan, and 4 students receive special education services through an IEP. Of the Northwest students, 49 students are considered at-risk. Our campus goal is to make college accessible for Canutillo students who may not normally have access to or go to college. Over the past three years, the Northwest attendance rate has been held above 95%. The majority of students receive their 2-year Associate degree before even graduating from high school. All but three of the teachers at Northwest have at least one Master's degree. Northwest staff is 75% female and 25% male. Withing Canutillo ISD, Northwest serves the largest number of out of district transfer students. When the enrollment goal is not met with in district students, spots are opened to out of distrcet candidates. Having a large mix of students helps the campus match more of a college campus in that students are from all different areas backgrounds.

Demographics Strengths

Northwest provides students with the oppotunity to earn an associate degree and a high school diploma at the same time. Teachers at Northwest value academic success as they themselves have pursued extended college degrees. Norhwest serves a diverse student population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Recruitment of male students continues to be a challenge. **Root Cause:** Sports continue to be a factor that prohibits male participation at NW.

Problem Statement 2: When we have a vacancy, more female candidates are in the hiring pool. **Root Cause:** When we have a vacancy, more female candidates are in the hiring pool.

Student Academic Achievement

Student Academic Achievement Summary

Student Academic Achievement Summary-- OUR CAMPUS STORY: Northwest students are high achievers, in looking at STAAR data for the past few years, students pass the exams on the first attempt. For the past two years, there have been less than five total students who did not pass either an EOC Algebra I, English I, or English II exam. All students at Northwest passed Biology in May 2018, with 44% achieving masters level. In US History, all students passed and 80% achieved the masters level. Due to the high rigorous demands that students be college ready, our students perform above average in the majority of exams they take. Approximately 50% of our students begin their freshman year already having passed the TSI reading exam. Students begin enrolling in college classes during their freshman year as the majority of them have already passed the TSI reading exam; the course they begin with is Education 1300. By sophomore year, 100% have passed TSI reading in order to be eligible to enroll in Dual Credit Biology (a 10th grade course on our campus that counts towards the associates degree). By the end of their Sophomore year, students have taken and passed the TSI Writing exam. Students also work towards passing the TSI Math exam in order to gain the ability to take a dual credit math class. In addition to taking Dual Credit courses, Northwest students also take AP courses, the most frequently offered AP courses and exams are: Human Geography, Spanish Language and Culture, English Literature and Composition, Computer Science A, and Computer Science Principles.

Student Academic Achievement Strengths

Our students are enrolled in rigorous, college-preparatory classes.
Our students graduate "college-ready" as defined by the Texas Higher Education Coordinating Board.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Some ACT scores are low. **Root Cause:** Students are not familiar with the ACT, students need test prep. Families do not have the resources for this.

Problem Statement 2: Increase score levels in the advanced area for EOC. **Root Cause:** Students and some faculty feel that passing is sufficient.

Problem Statement 3: Some students are unable to pass the TSI Reading and Math tests. **Root Cause:** Given our program goals (to attract at-risk students) some students are not academically ready for NW. Tutoring/intervention is needed.

Problem Statement 4: Student performance on AP tests is below state/national levels in some subject areas. **Root Cause:** Teachers need more professional

development.

Problem Statement 5: All students enrolled in AP classes do not take AP exams. **Root Cause:** The cost of AP exams often prevents students from participating.

School Processes & Programs

School Processes & Programs Summary

Processes & Programs Summary-- OUR CAMPUS STORY: Northwest is currently in its 11th year of operation. The students, teachers, and staff work extremely hard to ensure the success of the program. Our campus counselor manages up to three degree plans for each student - high school, associates degree at EPCC, and for those who excel, their bachelor's path at UTEP. Meanwhile, the counselor also supports students with their mental health, university applications, financial aid, scholarships, and coordinates campus visits from a wide variety of entities who come present to our students. Due to the small size of the campus, all teachers sponsor at least 1 to 2 clubs, serve on numerous committees, and support students throughout their time here in order to ensure they not only achieve success, but have a good time doing it. As our program continues to grow, there is need for more space, additional staff (a second counselor, full-time receptionist, and an additional math teacher). There are often more tasks to do than there are people to do them. When it comes to student scheduling, the counselor and administrative team work together to ensure all students are placed in the right courses on campus and at EPCC. Part of the student success process in ensuring our students are supported in their efforts to pass their TSI. To assist with passing TSI and supporting students, academic tutors are hired to provide tutoring and support services for students on campus, especially 9th graders. The campus is also supported by a part-time receptionist, one-day per week LPAC clerk, and a parent liaison. The campus process for testing in TSI, AP, STAAR, TELPAS, PSAT, and Pre-ACT is organized by administration, supported by all staff. The campus operates on a one-to-one device protocol system that is managed between the fixed assets clerk and the dean of students.

School Processes & Programs Strengths

Northwest provides students with significant support in order to ensure success.

The campus is a one-to-one device school.

All processes are focused on yielding the best outcomes for students.

Campus staff members take on additional roles and tasks in order to ensure the campus runs smoothly while providing students with access to a wide variety of activities, programs, and opportunities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Northwest needs an additional counselor in order to manage the needs of the 356 students on campus and their three degree plans.

Root Cause: When Northwest began, only one counselor was needed, but as the school grows and student needs increase, one counselor is inadequate.

Problem Statement 2: Northwest needs a full-time receptionist in order to ensure the highest level of customer service to all callers, visitors, and students on campus.

Root Cause: The campus is not at the required enrollment level for a full-time receptionist, however there is a need for constant consistent

staffing at the front desk in order to service

Problem Statement 3: Intervention tutors are needed to support students in the process of passing TSI exams and to support them as they transition from middle school to the Early College High School. **Root Cause:** Approximately 40% of each freshman class has not passed TSI Reading and requires additional instruction/strategies to ensure their passing of the exam by the end of their 9th grade year.

Problem Statement 4: As Northwest has grown, a need has developed for a dedicated Career and College Readiness/Testing coordinator to assist in the organization of presenters, exam administrations, and activities that are coordinated with EPCC/UTEP. **Root Cause:** The program has grown and in order to ensure all students receive needed services, proper testing, and support as they navigate EPCC/UTEP; additional staff is needed.

Problem Statement 5: Lap tops must be provided to students at no cost. **Root Cause:** For Northwest and EPCC coursework, it is imperative students have their own device.

Perceptions

Perceptions Summary

Perceptions Summary-- OUR CAMPUS STORY: Northwest is a 2018 Blue Ribbon school. This national recognition, as well as recognition from our state and our district, has helped to promote our program. Staff members are committed to the vision of the school. Our school climate focuses on creating a "College-going culture" which our faculty takes very seriously. Up until very recently, very few faculty members have left the school. When several teachers left at the end of the last year, we found ourselves with 1/3 of our staff being new. Parents understand the great benefit of the program, students can be harder to convince. At times, students have reported that the idea of college and high school at the same time is daunting and too difficult. Our response to that concern is that there is a great deal of assistance and support provided to all students at all levels in order to help them achieve success. For many students who attend Northwest, they often have siblings and other relatives who also attend. It is our belief that once students get started here, they find that it is manageable and are very happy. Due to the small size of the campus and the focus on high academic achievement, discipline incidents are very low. The campus prides itself on following a strong PBIS program, using restorative discipline, and any discipline that does arise is dealt with promptly. Students report feeling safe at Northwest and able to be themselves without fear of ridicule.

Perceptions Strengths

There is a college-going culture at Northwest.

One-third of our faculty possess the attitudes and behaviors that provide "lift" to the middle third.

PBIS data indicates that students feel safe.

Teachers sponsor clubs and activities for students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: At times, the vision of our school is unclear to new members. **Root Cause:** Improved communication is necessary (especially for new members) to promote group cohesiveness.

Problem Statement 2: Teachers do not coordinate with other grade level teachers. **Root Cause:** Teachers do not have a dedicated time/period to work across disciplines.

Problem Statement 3: Some PLCs did not meet as often/were not productive when they met. **Root Cause:** PLC groups have difficulty reaching academic goals because of personality conflicts.

Problem Statement 4: Northwest must continue to reward positive student behavior with events and prizes for students. **Root Cause:** Student respond

positively to being rewarded for good behavior and choices.

Priority Problem Statements

Problem Statement 1: Some ACT scores are low.

Root Cause 1: Students are not familiar with the ACT, students need test prep. Families do not have the resources for this.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Increase score levels in the advanced area for EOC.

Root Cause 2: Students and some faculty feel that passing is sufficient.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 4: At times, the vision of our school is unclear to new members.

Root Cause 4: Improved communication is necessary (especially for new members) to promote group cohesiveness.

Problem Statement 4 Areas: Perceptions

Problem Statement 6: Recruitment of male students continues to be a challenge.

Root Cause 6: Sports continue to be a factor that prohibits male participation at NW.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Some students are unable to pass the TSI Reading and Math tests.

Root Cause 7: Given our program goals (to attract at-risk students) some students are not academically ready for NW. Tutoring/intervention is needed.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: Lap tops must be provided to students at no cost.

Root Cause 8: For Northwest and EPCC coursework, it is imperative students have their own device.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: As Northwest has grown, a need has developed for a dedicated Career and College Readiness/Testing coordinator to assist in the organization of presenters, exam administrations, and activities that are coordinated with EPCC/UTEP.

Root Cause 9: The program has grown and in order to ensure all students receive needed services, proper testing, and support as they navigate EPCC/UTEP; additional staff is needed.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: Intervention tutors are needed to support students in the process of passing TSI exams and to support them as they transition from middle school to the Early College High School.

Root Cause 10: Approximately 40% of each freshman class has not passed TSI Reading and requires additional instruction/strategies to ensure their passing of the exam by the end of their 9th grade year.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Northwest needs a full-time receptionist in order to ensure the highest level of customer service to all callers, visitors, and students on campus.

Root Cause 11: The campus is not at the required enrollment level for a full-time receptionist, however there is a need for constant consistent staffing at the front desk in order to service

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Northwest needs and additional counselor in order to manage the needs of the 356 students on campus and their three degree plans.

Root Cause 12: When Northwest began, only one counselor was needed, but as the school grows and student needs increase, one counselor is inadequate.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Student performance on AP tests is below state/national levels in some subject areas.

Root Cause 13: Teachers need more professional development.

Problem Statement 13 Areas: Student Academic Achievement

Problem Statement 14: All students enrolled in AP classes do not take AP exams.

Root Cause 14: The cost of AP exams often prevents students from participating.

Problem Statement 14 Areas: Student Academic Achievement

Problem Statement 15: When we have a vacancy, more female candidates are in the hiring pool.

Root Cause 15: When we have a vacancy, more female candidates are in the hiring pool.

Problem Statement 15 Areas: Demographics

Problem Statement 16: Teachers do not coordinate with other grade level teachers.

Root Cause 16: Teachers do not have a dedicated time/period to work across disciplines.

Problem Statement 16 Areas: Perceptions

Problem Statement 17: Some PLCs did not meet as often/were not productive when they met.

Root Cause 17: PLC groups have difficulty reaching academic goals because of personality conflicts.

Problem Statement 17 Areas: Perceptions

Problem Statement 18: Northwest must continue to reward positive student behavior with events and prizes for students.

Root Cause 18: Student respond positively to being rewarded for good behavior and choices.

Problem Statement 18 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Accountability Distinction Designations
- Federal Report Card 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic math assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records

- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- TTESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Other additional data

Goals


Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.

Performance Objective 1: In 2019-2020 school year, to ensure the safety of our students, all employees will be trained on emergency procedures, and prevention of bullying.

Evaluation Data Source(s) 1: Training logs
Safe Schools Certificates

Summative Evaluation 1:

Strategy Description	ELEMENTS	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.		Administration, Nurse	Faculty and staff must be prepared in the event of an emergency.				
Problem Statements: Perceptions 1							
2) Conduct a mock emergency drill with the cooperation of EPCC and local law enforcement.		Administration, Teachers, EPCC Law Enforcement	Faculty and staff must be prepared in the event of an emergency.				
Problem Statements: Perceptions 1							
3) Review and update campus EOP with faculty and staff.		Review and update campus EOP with faculty and staff.	Faculty and staff must be prepared in the event of an emergency.				
Problem Statements: Perceptions 1							
4) NWECHS will require 100 % of the students to sign a standards of behavior contract yearly to provide clarity on the expectations of the campus.		Administration	We expect a decrease in behavioral issues.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) We will invite outside agencies (such as Emergence Health Network) to present to students on topics like mental health, substance abuse, bullying, digital safety, and other topics deemed relevant to our age group.	2.6	Counselor Nurse Administration	Students will be better prepared to identify when a friend or they themselves may need to seek help for a variety of common teen difficulties. Student will be kinder to each other and themselves.				
Problem Statements: Perceptions 1							
							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: At times, the vision of our school is unclear to new members. Root Cause 1: Improved communication is necessary (especially for new members) to promote group cohesiveness.

Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.

Performance Objective 2: In 2019-2020 school year, NWECHS will reach the goal of 97.7% attendance in all grade levels through increased focus on accurate attendance record keeping, use of positive attendance incentives, PBIS strategies, parent meetings, and parent/student attendance plans as needed.

Evaluation Data Source(s) 2: Faculty meeting presentations
 Weekly attendance rate reports by campus and grade level
 PBIS incentives
 PBIS reflection forms
 Attendance and tardy data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Coordinate the implementation of school wide positive behavior intervention support.	2.6	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.				
2) PBIS team will implement PBIS model including meeting on a bi-weekly basis to conduct needs assessments, analyze data, and identify and target campus needs through the implementation of evidence-based practices.	2.6	PBIS Team; Administration					
3) Through student support services department, the campus will implement a science based substance abuse and violence prevention curriculum to educate students in grade 9.	2.6	Prevention Specialist Administration Counselor	Drug and alcohol prevention through education.				
4) Participate in the "No Place for Hate" anti-bullying campaign to maintain NPFH status.	2.6	NPFH Sponsor Administration	Promote a positive school climate.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) 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%).	2.6	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.				


Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting learning environment with facilities conducive to effective learning.

Performance Objective 3: NWECHS will require 100% of the students to sign a Griffin expectations contract yearly to provide clarity on the expectations of the campus in regards to academics, behavior, attendance, and responsibilities for 19-20 school year.


Evaluation Data Source(s) 3: Student Contracts signed
 CP presentation on Griffin Expectations
 Discipline referral data

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Through College Prep, each teacher will review and issue a Griffin Expectations contract to students to be signed by students and parents.	2.6	CP Teachers Dean of Students	Reduced discipline issues Less absenteeism Improved overall student success				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 2: Increase student academic achievement.

Performance Objective 1: All students will pass EOC exams on the first attempt. Continue to improve the number of students earning Masters (Last year ELA I 20% to 22%, ELA II 16% to 20%, Algebra I 63 to 65%, Biology 52 to 53%, US History 64 to 65%)


Evaluation Data Source(s) 1: Common Assessments

STAAR Ready Tests

EOC Scores

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 1) Double block Algebra I and Algebra II for 10th grade, ELA I and Biology to increase exposure to tested curriculum.	2.4, 2.5, 2.6	Administration Teachers	More exposure to curriculum content increases student performance.				
Problem Statements: Student Academic Achievement 2							
TEA Priorities Build a foundation of reading and math 2) Continue to implement TEKS (Texas Essential Knowledge and Skills).	2.4, 2.5, 2.6	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 2							
TEA Priorities Build a foundation of reading and math Connect high school to career and college 3) Provide tutoring to students who are expected to not meet minimum expectations on the EOC exams.	2.4, 2.5, 2.6	Administration, Teachers	Increased passing rates on the EOC tests.				
Problem Statements: Student Academic Achievement 2							
TEA Priorities Build a foundation of reading and math 4) Organize a cross-curricular grading party of the ELA I and ELA II benchmarks.	2.4, 2.5, 2.6	Administration, Teachers	Understanding how students are assessed across the disciplines for EOC writing will improve scores.				
Problem Statements: Student Academic Achievement 2							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math 5) Develop a campus-wide tutoring schedule that can be distributed at parent teacher conferences.	2.4, 2.5, 2.6	Administration, Teachers, Parent Liaison	Student academic performance will increase if provided with opportunities to receive help.				
Problem Statements: Student Academic Achievement 2							
TEA Priorities Build a foundation of reading and math Connect high school to career and college 6) For students who do not pass the Writing TSI or score in 85% or better on the English II STAAR Ready test, enroll in a writing intervention course in spring 2020.	2.4, 2.5	Administration, Teachers	Increase the number of students earning Master's degree scores on EOC				
Problem Statements: Student Academic Achievement 2							
							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: Increase score levels in the advanced area for EOC. Root Cause 2: Students and some faculty feel that passing is sufficient.


Goal 2: Increase student academic achievement.

Performance Objective 2: NWECHS will retain 95% of our 95 entering freshmen (from freshmen year to sophomore year) as indicated through the enrollment data of May 2020.

Evaluation Data Source(s) 2: Enrollment Data in May 2020

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Review grades for freshmen every grading period. Schedule teacher meetings with parents immediately when a student is struggling.	2.4, 2.6	Administration Counselor	Quick intervention if student is struggling				
Problem Statements: Student Academic Achievement 2 - Perceptions 1							
2) Review attendance data for freshmen every week. Meet with students/parents immediately who have attendance issues.	2.5	Administration Attendance Clerk Counselor	Quick intervention if student is struggling				
Problem Statements: Perceptions 1							
TEA Priorities Connect high school to career and college 3) Set up structured mentoring program in College Preparatory class for all freshmen.	2.5, 2.6	Administration Counselor NW Teachers	Quick intervention if student is struggling				
4) Provide counseling on the benefits of the program to both students and parents when students are considering withdrawing.	2.6, 3.2	Administration Counselor	Quick intervention if student is struggling				
Problem Statements: Perceptions 1							
TEA Priorities Connect high school to career and college 5) Offer a variety of clubs and activities that will interest students and promote camaraderie.	2.5	Administration Counselor	If students have friends through a club or activity they are more likely to stay enrolled at NW				
Problem Statements: Demographics 1							
							

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 1: Recruitment of male students continues to be a challenge. **Root Cause 1:** Sports continue to be a factor that prohibits male participation at NW.

Student Academic Achievement

Problem Statement 2: Increase score levels in the advanced area for EOC. **Root Cause 2:** Students and some faculty feel that passing is sufficient.

Perceptions

Problem Statement 1: At times, the vision of our school is unclear to new members. **Root Cause 1:** Improved communication is necessary (especially for new members) to promote group cohesiveness.


Goal 2: Increase student academic achievement.

Performance Objective 3: By May 2020, all incoming freshmen will have passed the reading TSI. All sophomores will have passed the writing TSI. All students enrolled in Algebra II will have passed the math TSI. Incoming freshmen will pass the TSI reading before school starts.

Evaluation Data Source(s) 3: Scores from TSI testing

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Continue to be a TSI testing site to ensure student access. Train all teachers to proctor TSI Exams.	2.4, 2.5, 2.6	Administration, Counselor, Teachers					
	Problem Statements: Perceptions 1						
TEA Priorities Build a foundation of reading and math 2) Create a reading intervention class that is scheduled during the school day to support students who need help in this area. Group students according to their scores, so intervention is targeted.	2.4, 2.5	Reading Tutor English Department Administration Counselor	Increase in TSI Scores				
	Problem Statements: Student Academic Achievement 1, 2						
TEA Priorities Build a foundation of reading and math 3) Create a math intervention class that is scheduled during the school day to support students who need help in this area.	2.4, 2.5	Math Department Administration Counselor	Increase in TSI scores				
	Problem Statements: Student Academic Achievement 1, 2						
TEA Priorities Build a foundation of reading and math Connect high school to career and college 4) Unblock English I based on performance on the TSI Reading and EOC Benchmark Exam.	2.4, 2.5	English Department Administration Counselor	Increase in TSI Scores Proactive instead of reactive				
	Problem Statements: Student Academic Achievement 2						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Build a foundation of reading and math Connect high school to career and college 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.	2.4, 2.5, 2.6	Reading Tutor English Teacher	Improve TSI Test Scores				
Problem Statements: Student Academic Achievement 3							
							

Performance Objective 3 Problem Statements:

Student Academic Achievement
Problem Statement 1: Some ACT scores are low. Root Cause 1: Students are not familiar with the ACT, students need test prep. Families do not have the resources for this.
Problem Statement 2: Increase score levels in the advanced area for EOC. Root Cause 2: Students and some faculty feel that passing is sufficient.
Problem Statement 3: Some students are unable to pass the TSI Reading and Math tests. Root Cause 3: Given our program goals (to attract at-risk students) some students are not academically ready for NW. Tutoring/intervention is needed.
Perceptions
Problem Statement 1: At times, the vision of our school is unclear to new members. Root Cause 1: Improved communication is necessary (especially for new members) to promote group cohesiveness.

Goal 2: Increase student academic achievement.

Performance Objective 4: NWECHS will monitor progress for all students, grades 9-12, including special populations such as ELL, SPED, 504 and GT, every three weeks to ensure 100% of seniors will graduate College, Career and Military Ready.

Evaluation Data Source(s) 4: Grade Reports

Minutes for LPAC, 504

Faculty Review of Grades

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Build a foundation of reading and math 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>	2.6	Administration, Counselor, Teachers, Parent Liaison	*Meeting Rosters *Grade Reports *Team Meetings - Reflection * Improved Grades				
	Problem Statements: Student Academic Achievement 2						
<p>TEA Priorities Build a foundation of reading and math 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>	2.6	Administration, Counselor, Teachers	*Meeting Rosters *Grade Reports *Academic Probation Notices *Parent Conferences				
	Problem Statements: Student Academic Achievement 2, 3						
<p>3) Monthly meetings with LPAC committee to monitor ELL and migrant performance.</p>	2.6	Administration, Counselor, LPAC Committee					
	Problem Statements: Student Academic Achievement 1, 2, 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 4) Monitor graduation rates to ensure that 100% of our students graduate from high school and 90% graduate with an associate's degree.	2.6	ALL	Graduation numbers for both high school and EPCC				
	Problem Statements: Student Academic Achievement 3 - Perceptions 1						

Performance Objective 4 Problem Statements:

Student Academic Achievement	
Problem Statement 1: Some ACT scores are low. Root Cause 1: Students are not familiar with the ACT, students need test prep. Families do not have the resources for this.	
Problem Statement 2: Increase score levels in the advanced area for EOC. Root Cause 2: Students and some faculty feel that passing is sufficient.	
Problem Statement 3: Some students are unable to pass the TSI Reading and Math tests. Root Cause 3: Given our program goals (to attract at-risk students) some students are not academically ready for NW. Tutoring/intervention is needed.	
Perceptions	
Problem Statement 1: At times, the vision of our school is unclear to new members. Root Cause 1: Improved communication is necessary (especially for new members) to promote group cohesiveness.	





Goal 2: Increase student academic achievement.

Performance Objective 5: By June 2020, NWECHS will increase performance on ACT/TSI. Increase math and ELA performance on these examinations to maintain quartile 1 distinctions.

Evaluation Data Source(s) 5: ACT and Pre-ACT scores

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Teachers, Administration	Data analysis will help us improve our ACT scores.				
	Problem Statements: Student Academic Achievement 1						
2) 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.	2.6	Administration, Counselor, Instructional Coach, Teachers, Academic Tutors	Attendance at tutoring events, participation in exams, performance data on exams				
	Problem Statements: Student Academic Achievement 1, 3						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
3) All juniors will take the PSAT. 9th grade and 10th grade will take the Pre-ACT. Fund this to ensure 100% participation.		Counselor, Administration	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. For PSAT, we want students to qualify for National Merit.				
Problem Statements: Student Academic Achievement 1							
4) 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.		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.				
Problem Statements: Student Academic Achievement 1							
5) 100 % of the senior class will take at least one college entrance exam.		Counselor, Administration	All students will be ready for the next step.				
Problem Statements: Student Academic Achievement 3							
TEA Priorities Build a foundation of reading and math Connect high school to career and college	2.4, 2.5, 2.6	Administration, Dept Heads, Any Tests Scores	Reach higher Masters levels, earn distinctions and performance acknowledgements and increase GPA scores.				
6) Students enrolled in any dual credit class will have the opportunity to experience a rigorous learning environment to accelerate their learning.	Problem Statements: Student Academic Achievement 1, 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 5 Problem Statements:

Student Academic Achievement
Problem Statement 1: Some ACT scores are low. Root Cause 1: Students are not familiar with the ACT, students need test prep. Families do not have the resources for this.
Problem Statement 2: Increase score levels in the advanced area for EOC. Root Cause 2: Students and some faculty feel that passing is sufficient.
Problem Statement 3: Some students are unable to pass the TSI Reading and Math tests. Root Cause 3: Given our program goals (to attract at-risk students) some students are not academically ready for NW. Tutoring/intervention is needed.

Goal 2: Increase student academic achievement.

Performance Objective 6: NWECHS will support all our teachers anchored to Texas Teachers Evaluation Support System (TTESS) and Student Learning Objectives (SLO) by providing necessary professional development. In addition, administration and support staff will partake in Professional development to ensure student growth.

Evaluation Data Source(s) 6: Presentations to staff
Classroom walkthroughs
teacher documentation

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Train teachers in grades 9 and 10 with study skills.	2.4, 2.6	Dept Heads Administration	Provide needed support for at risk students. Close achievement gap by providing specialized support.				
Problem Statements: Perceptions 1							
TEA Priorities Recruit, support, retain teachers and principals 2) Train teachers to use purchased technology effectively.	2.4	Administration Department Chairs	Improve classroom engagement Improve communication with students and parents Reduce resources (paper) Prepare 21st century learners				
Problem Statements: Perceptions 1							
TEA Priorities Recruit, support, retain teachers and principals 3) Support teachers who wish to pursue National Board Certification.	2.4, 2.5	Administration Participating Teachers	Improved classroom learning for all students Improve PLCs with reflection				
Problem Statements: Perceptions 1							

Performance Objective 6 Problem Statements:

Perceptions


Problem Statement 1: At times, the vision of our school is unclear to new members. **Root Cause 1:** Improved communication is necessary (especially for new members) to promote group cohesiveness.

Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 1: To ensure college readiness, all 9th grade students will be enrolled in an College Prep course in order to provide them with valuable lessons and training in successful organization, time management, and ability to navigate successfully through their college courses that they will begin in Spring 2020.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Strategy TEA Priorities Build a foundation of reading and math Connect high school to career and college 1) Selected 10th grade students will be enrolled in College Prep 2 in order to maintain the support needed for college success as they begin to take on more college courses.	2.4, 2.5, 2.6	Administration Counselor Dept Head	Increase retention rates of our at-risk students. Increase grades of students.				
Problem Statements: Student Academic Achievement 1, 2, 3							
							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: Some ACT scores are low. Root Cause 1: Students are not familiar with the ACT, students need test prep. Families do not have the resources for this.
Problem Statement 2: Increase score levels in the advanced area for EOC. Root Cause 2: Students and some faculty feel that passing is sufficient.
Problem Statement 3: Some students are unable to pass the TSI Reading and Math tests. Root Cause 3: Given our program goals (to attract at-risk students) some students are not academically ready for NW. Tutoring/intervention is needed.

Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 2: 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) 2: Completion of various college readiness activities
Completion of CP with a "pass"

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Organize in the school schedule a set time/period for each grade level to discuss college readiness issues/topics.		Counselor Administration Assigned teachers	Increased communication, we expect greater results.				
Problem Statements: Student Academic Achievement 1, 2, 3							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: Some ACT scores are low. Root Cause 1: Students are not familiar with the ACT, students need test prep. Families do not have the resources for this.
Problem Statement 2: Increase score levels in the advanced area for EOC. Root Cause 2: Students and some faculty feel that passing is sufficient.
Problem Statement 3: Some students are unable to pass the TSI Reading and Math tests. Root Cause 3: Given our program goals (to attract at-risk students) some students are not academically ready for NW. Tutoring/intervention is needed.

Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 3: By June 2020, NWECHS will implement the Coordinated School Health program by organizing at least four events.

Evaluation Data Source(s) 3: Participation at events.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals Connect high school to career and college 1) Offer at least one activity per month for faculty and at least four focused activities per year for students.	2.5	School Nurse Administration	Promote healthy living among the staff and the students.				
Problem Statements: Demographics 1 - Perceptions 1							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Recruitment of male students continues to be a challenge. Root Cause 1: Sports continue to be a factor that prohibits male participation at NW.
Perceptions
Problem Statement 1: At times, the vision of our school is unclear to new members. Root Cause 1: Improved communication is necessary (especially for new members) to promote group cohesiveness.





Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 4: 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 2020.

Evaluation Data Source(s) 4: Job Shadow Placement Forms
 Research Paper
 Attendance at Career Presentations/Advising Sessions

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Organize advising sessions so that students understand college majors and select courses appropriately.		Counselor Administration	Students need advising beyond the scope of EPCC. Advising sessions will dispense student perceptions about majors and what is transferable.				
Problem Statements: Perceptions 1							
TEA Priorities Connect high school to career and college 2) Have all 9th graders in ED1300 complete career advising using the resources available at EPCC.		ED1300 Instructor Counselor	Students will identify a career pathway, so they may follow that degree plan.				
Problem Statements: Student Academic Achievement 1							
TEA Priorities Connect high school to career and college 3) Add course, Project Based Research, to help students identify their career pathway.		CTE Teachers Administration	Students will become more acquainted with the career pathway they identified through research and job shadowing.				
TEA Priorities Connect high school to career and college 4) Add course, Career Preparation, to teach students soft skills and support working students.		CTE Teachers Administration	Increase student marketability by providing real world job experience. Reduce number of work orders for technology by employing our own students as support mechanisms.				
Problem Statements: Demographics 1							
TEA Priorities Connect high school to career and college 5) Organize a career presentations for students based on their career interests (conduct a survey).		CTE Teachers Counselor	Students will develop awareness of various careers and the education required to work in those fields.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 4 Problem Statements:


Demographics
Problem Statement 1: Recruitment of male students continues to be a challenge. Root Cause 1: Sports continue to be a factor that prohibits male participation at NW.
Student Academic Achievement
Problem Statement 1: Some ACT scores are low. Root Cause 1: Students are not familiar with the ACT, students need test prep. Families do not have the resources for this.
Perceptions
Problem Statement 1: At times, the vision of our school is unclear to new members. Root Cause 1: Improved communication is necessary (especially for new members) to promote group cohesiveness.

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

Performance Objective 1: NWECHS will plan at least four school-wide events throughout the academic year that address student social and emotional needs to include teacher professional development.

Evaluation Data Source(s) 1: Participation
School Calendar

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Throughout the year, organize a variety of different school events that promote school spirit and culture.		STUCO Sponsor STUCO Administration	Important to build school culture and spirit in other ways.				
Problem Statements: Demographics 1							
2) Encourage students to participate in clubs and activities.		STUCO Sponsor Club Sponsors Administration Counselor	Participation in clubs and activities increases retention rates.				
Problem Statements: Demographics 1							
3) Organize NWECHS social events that promote camaraderie among Griffins.		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.				
Problem Statements: Demographics 1							
4) Educate students in various social and emotional topics such as dating violence, suicide prevention, drug abuse, and healthy relationships.	2.6	Counselor Student Support Services	These presentations are designed to help prevent students from making poor decisions.				
Problem Statements: Demographics 1							
							

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: Recruitment of male students continues to be a challenge. Root Cause 1: Sports continue to be a factor that prohibits male participation at NW.

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

Performance Objective 2: By June 2020, 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) 2: Event Participation

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Organize a spring EPCC graduation dinner.		EPCC, Administration	Recognize student achievements				
Problem Statements: Demographics 1							
2) Organize an event recognizing AP scholars for fall semester.		Administration	Recognize student achievements				
Problem Statements: Demographics 1							
							

Performance Objective 2 Problem Statements:



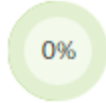

Demographics
Problem Statement 1: Recruitment of male students continues to be a challenge. Root Cause 1: Sports continue to be a factor that prohibits male participation at NW.

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

Performance Objective 3: NWECHS will hold quarterly parent meetings throughout the year on various educational/college readiness topics and will recruit for active parent participation in different committees/councils.

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Share the parent compact with parents through various methods.	3.1, 3.2	Administration Parent Liaison	Improve communication with parents Improve student retention				
Problem Statements: Perceptions 1							
2) Share how schools are funded with parents through the Title I presentation	3.1, 3.2	Administration, Parent Liaison	Keep parents informed on how schools are funded Provide parents an opportunity to ask questions				
Problem Statements: Perceptions 1							
3) Survey parents to determine topics of interest for parent meetings.	3.1, 3.2	Parent Liaison	Tailor our presentations to address parent needs.				
Problem Statements: Perceptions 1							
4) Organize parent meetings at a variety of different times/days to accommodate varied work schedules.	3.1, 3.2	Parent Liaison Counselor	Encourage greater parent participation Improve parent communication				
Problem Statements: Perceptions 1							
5) NWECHS will distribute a monthly newsletter to parents in the morning during drop off time throughout the academic year.	3.1, 3.2	CTE Teacher Administration Parent Liaison	Distribute a monthly newsletter in both English and Spanish to parent during our morning snack and facts meetings.				
Problem Statements: Perceptions 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:


Perceptions
Problem Statement 1: At times, the vision of our school is unclear to new members. Root Cause 1: Improved communication is necessary (especially for new members) to promote group cohesiveness.

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 through monthly updates with any relevant and marketable success of the campus.

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

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Assign staff to be in charge of maintaining and updating the website.		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.				
Problem Statements: Perceptions 1							
2) A weekly school messenger will be sent out (Sunday)		Administration	Parents will be kept up-breast on all NWECHS activities and events.				
							

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: At times, the vision of our school is unclear to new members. Root Cause 1: Improved communication is necessary (especially for new members) to promote group cohesiveness.

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

Performance Objective 2: By June 2020, 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	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Organize an Open Trick or Treat; encourage children from all district elementary schools to attend. Partner with Community Night Out.		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.				
Problem Statements: Demographics 1 - Perceptions 1							

Performance Objective 2 Problem Statements:


Demographics
Problem Statement 1: Recruitment of male students continues to be a challenge. Root Cause 1: Sports continue to be a factor that prohibits male participation at NW.
Perceptions
Problem Statement 1: At times, the vision of our school is unclear to new members. Root Cause 1: Improved communication is necessary (especially for new members) to promote group cohesiveness.

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

Performance Objective 3: By April 2020, NWECHS will promote their campus through at least 2 recruitment events focused on Middle Schools.

Evaluation Data Source(s) 3: Applications for the class of 2023

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Connect high school to career and college 1) Survey 7th and 8th graders to identify ways in which we can increase recruitment.		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.				
	Problem Statements: Demographics 1 - Perceptions 1						
TEA Priorities Connect high school to career and college 2) Visit all 8th graders in the district to promote our program. Scheduled for November 2019.		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.				
	Problem Statements: Demographics 1 - Perceptions 1						
TEA Priorities Connect high school to career and college 3) Host evening parent sessions about our program.	3.1	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.				
	Problem Statements: Perceptions 1						
4) The annual informational meeting is scheduled for January 2020.		Administration	To increase student enrollment.				
							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: Recruitment of male students continues to be a challenge. Root Cause 1: Sports continue to be a factor that prohibits male participation at NW.

Perceptions


Problem Statement 1: At times, the vision of our school is unclear to new members. **Root Cause 1:** Improved communication is necessary (especially for new members) to promote group cohesiveness.

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 2019-2020 school year.

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

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>TEA Priorities Connect high school to career and college 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.				
Problem Statements: Perceptions 1							
							

Performance Objective 4 Problem Statements:

Perceptions
Problem Statement 1: At times, the vision of our school is unclear to new members. Root Cause 1: Improved communication is necessary (especially for new members) to promote group cohesiveness.

State Compensatory

Budget for Northwest Early College High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6126.03.003.30	6126 Part Time Support Personnel - Locally Defined	\$13,824.00
185.11.6141.03.003.30	6141 Social Security/Medicare	\$137.00
185.11.6141.40.003.30	6141 Social Security/Medicare	\$65.00
185.11.6143.03.003.30	6143 Workers' Compensation	\$47.00
185.11.6143.40.003.30	6143 Workers' Compensation	\$23.00
185.11.6145.03.003.30	6145 Unemployment Compensation	\$9.00
185.11.6145.40.003.30	6145 Unemployment Compensation	\$5.00
6100 Subtotal:		\$14,110.00
6300 Supplies and Services		
185.11.6399.01.003.30	6399 General Supplies	\$17,342.00
185.11.6399.20.003.30	6399 General Supplies	\$17,950.00
6300 Subtotal:		\$35,292.00
6400 Other Operating Costs		
185.13.6411.00.003.30	6411 Employee Travel	\$4,997.00
185.13.6411.20.003.30	6411 Employee Travel	\$4,997.00
6400 Subtotal:		\$9,994.00

Personnel for Northwest Early College High School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ruben Laguna	Temporary Academic Tutor Part-time	Temporary Academic Tutor Part-time	
Saul Gonzalez	Temporary Academic Tutor Part-time	Temporary Academic Tutor Part-time	
Yasmin Nunez	Temporary Academic Tutor Part-time	Temporary Academic Tutor Part-time	

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is designed so that all stakeholders have an opportunity to not only analyze data but to provide feedback on what areas we need to focus this school year. All teachers and parents in the committees have an opportunity to share their thoughts and brainstorm ideas.

All the feedback we receive during these meetings, we are able to create S.M.A.R.T goals. Thus, we are able to come together to write our Campus Improvement Plan. The Campus Improvement Plan is an ongoing document that we revisit as a team during our Campus Improvement Committee. This committee meets once a month. Feedback is added to the notes to make sure everyone has an opportunity to share out.

After meeting with our CIC, parents, community and staff the following have been determined as the focus for 19-20 school year.

- Recruitment of male students continues to be a challenge, which sports may continue to be a factor that prohibits male participation at Northwest Early College
- We have had concerns that when we have a vacancy, more female candidates are in the hiring pool and would like to have an increase on male applicants to balance campus staff/ teacher ratio.
- Some ACT scores are low, which may be due to the fact that students are not familiar with the ACT, and students need test prepping. Families may not have the resources to work this at home.
- There is a need to increase score levels in the advanced area for EOC where some students and faculty may feel that passing is sufficient.
- There are some students that are unable to pass the TSI Reading and Math tests and given our program goals (to attract at-risk students) some students may not be academically ready for NW and tutoring/ intervention is required.
Student performance on AP tests is below state/national levels in some subject areas in order to raise performance professional

- development needs to be provided to our Teachers ensuring that they are receiving all tools and resources to support our students.
- Not all our students enrolled in AP classes are taking the AP exams, which the cost of AP exams may often prevent students from participating.
 - Our team concluded that Northwest needs an additional counselor in order to manage the needs of 356 students on campus and their three degree plans. Originally, when Northwest opened, only one counselor was needed, however, as the school grows and student needs increase, one counselor is inadequate.
 - Other personnel was discussed, where a full-time receptionist may be needed in order to ensure the highest level of customer service to all callers, visitors, and students on campus. Though the campus is not at the required enrollment level for a full-time receptionist, there is a need for constant, consistent staffing at the front desk in order to service our students, parents and community.
 - Intervention tutors are needed to support students in the process of passing TSI exams and to support them as they transition from middle school to the Early College High School. approximately 40% of each freshman class has not passed TSI Reading and requires additional instruction/strategies to ensure their passing of the exam by the end of their 9th grade year.
 - As Northwest continues to grow, a need has developed for a dedicated Career and College Readiness/Testing coordinator to assist in the organization of presenters, exam administrations, and activities that are coordinated with EPCC/UTEP, and in order to ensure all students receive needed services, proper testing, and support as they navigate EPCC/UTEP; additional staff is needed.
 - Lap tops must be provided to students at no cost it is imperative students have their own device so Northwest and EPCC coursework can be successful.
 - At times, the vision of our school is unclear to new members, so as campus administrators we need to improve communication specifically to new members in order to promote group cohesiveness.
 - Teachers do not coordinate with other grade level teachers since they do not have a dedicated time/period to work across disciplines.
 - Some PLCs did not meet as often/were not productive when they met as the PLC groups had difficulty reaching academic goals because of personality conflicts and will be approach in a positive manner.
 - Northwest must continue to reward positive student behavior with events and prizes for students. It is important to showcase all our students efforts that positively impact good behavior and smart choices.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

After Campus Needs Assessments we collaborate as a school to determine our goals for the school year.

This is how our Campus Improvement Plan is created.

- We meet once a month as a campus for CIC Campus Improvement Committee to revisit our goals.
- The CIP is an ongoing document, this is not something we develop once and never revisit. We come together to share thoughts and to add any important information we might of missed.
- The Campus Improvement Plan is shared in the school's website for our community to know and be aware of the our goals as a campus and the strategies we will be implementing this school year.
- Teachers and staff have access to our google drive in which we also have the CIP uploaded.
- Teachers are aware and revisit our campus goals when ordering any materials.
- The utilization of our funding is based on our campus needs identified in our needs assessments and campus goals.

2.2: Regular monitoring and revision

The Campus Improvement Committee meets regularly to revise the Campus Improvement Plan and the campus goals.

We meet the last Monday of the month.

Sign in sheets with Agendas and minutes are provided to ensure that any updates or changes that needs to occur is documented and shared with staff members, parents and community.

2.3: Available to parents and community in an understandable format and language

NWECHS takes pride in ensuring that all communication is sent home by the school in English and Spanish.

The monthly meeting with the Principal is delivered in English and Spanish.

School messenger with important messages is delivered in English and Spanish.

If necessary translators are available to assist our parents in understanding their child's educational program.

All flyers and notifications of events are sent in both languages.

Campus Improvement plans are available through various locations such as:

- Principal Office- English & Spanish
- At the campus Library- English & Spanish

- Counselors office
- Parent Advisory Council (PAC) binder which is available for viewing during every PAC meeting. English & Spanish
- On the campus website
- On the district website

2.4: Opportunities for all children to meet State standards

At Northwest all students have the same opportunities to excel and be successful in obtaining a high school diploma and/or Associates Degree. Teachers follow the TEKS designed by the Texas Education Agency.

In order to meet standards various approaches need to take place to ensure that every student's needs are being met differentiating at student level. There are key components that we target so several opportunities are provided to our students. The following are some examples of opportunities that NW provides:

- Double block Algebra I and Algebra II for 10th grade, ELA I and Biology to increase exposure to tested curriculum
- Provide tutoring to students who are expected to not meet minimum expectations on the EOC exams.
- Organize a cross-curricular grading party of the ELA I and ELA II benchmarks.
- Develop a campus-wide tutoring schedule that can be distributed at parent teacher conferences.
- For students who do not pass the Writing TSI or score in 85% or better on the English II STAAR Ready test, enroll in a writing intervention course in spring 2020.
- Review grades for freshmen every grading period. Schedule teacher meetings with parents immediately when a student is struggling.
- Create a reading intervention class that is scheduled during the school day to support students who need help in this area. Group students according to their scores, so intervention is targeted.
- Create a math intervention class that is scheduled during the school day to support students who need help in this area.
- Professional development for teachers in grades 9 and 10 with study skills.
- Professional development for teachers to use purchased technology effectively.

2.5: Increased learning time and well-rounded education

There are several components that we address when increasing learning time and providing our students an opportunity for a well-rounded education. Listed are a few examples of our target:

- Time during lunch, after school and on Saturday for intervention are blocked out weekly and that allows all our students to have more one on one instruction with the teacher and other staff members. Based on their needs, the intervention team to include the teacher monitors progress and areas of need.
- Organize a cross-curricular grading party of the ELA I and ELA II benchmarks.
- Double block Algebra I and Algebra II for 10th grade, ELA I and Biology to increase exposure to tested curriculum.
- Offer a variety of clubs and activities that will interest students and promote camaraderie.
- Set up structured mentoring program in College Preparatory class for all freshmen.
- Support teachers who wish to pursue National Board Certification.
- Offer at least one activity per month for faculty and at least four focused activities per year for students.
- Continue to be a TSI testing site to ensure student access. Train all teachers to proctor TSI Exams.
- Unblock English I based on performance on the TSI Reading and EOC Benchmark Exam.
- Selected 10th grade students will be enrolled in College Prep 2 in order to maintain the support needed for college success as they begin to take on more college courses.

2.6: Address needs of all students, particularly at-risk

Additional supplemental resources in all the core subjects are offered along with the class. A majority are computerbased. Every student on campus is also provided with a laptop to assist with instruction. Academic tutors are hired to support during college prep classes.

There are several systems in place to ensure that we are reaching all students by providing effective intervention and attend to students based on their individual needs. Several processes and systems in place are as follows:

- Coordinating the implementation of school wide positive behavior intervention support, where our PBIS team will implement the model including meetings on a bi-weekly basis to conduct needs assessments, analyze data, and identify and target campus needs through the implementation of evidence-based practices.
- With the assistance of the student support services department, our campus will implement a science based substance abuse and violence prevention curriculum to educate students in grade 9, to provide student support and retain our students for academic opportunities.
- Our campus works diligently in maintaining 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%)
- In order to reach our at risk population, Double block Algebra I and Algebra II for 10th grade, ELA I and Biology are provided to increase exposure to tested curriculum. Furthermore, our campus provides tutoring to students who are expected to not meet minimum expectations on the EOC exams.

Outside agencies will be invited (such as Emergence Health Network) to present to students on topics like mental health, substance

abuse, bullying, digital safety, and other topics deemed relevant to our age group.

- Continuous monitoring is important as we review grades for freshmen every grading period. In addition we schedule teacher meetings with parents immediately when a student is struggling.
- Counseling is provided on the benefits of our program to both students and parents when students are considering withdrawing.
- 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.
- Staff meetings are continuous and based on faculty input, we develop and implement a structured response to improve student academic performance. In addition, we meet with students who are struggling academically to develop a contract for improvement based on individual needs.
- Monthly meetings with LPAC committee has served to be successful in order to monitor ELL and migrant performance
- Professional development is crucial to ensure that we are meeting the needs of all at risk population, as an example we are Training teachers in grades 9 and 10 with study skills.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

During our Tea/Coffee with the Principal meetings, principal shares the parent and family engagement, parent compact and CIP. Parents provide feedback

to ensure that their thoughts are included in the goals for the year. Our full time Parent liaison assists with all parent meetings. our key components to develop and distribute the family engagement policy is through some processes that campus follows:

- Meetings that entail the following:

Share how schools are funded with parents through the Title I presentation

Survey parents to determine topics of interest for parent meetings.

Organize parent meetings at a variety of different times/days to accommodate varied work schedules.

Host evening parent sessions about our program.

Once all meetings and ensuring that we get as many parents actively participating the policy is developed, only through collaboration

is this task successful.

- NWECHS distributes through a monthly newsletter to parents in the morning during drop off time throughout the academic year.
- In addition, other informational flyers of workshops, trainings, meetings and events are shared through websites, school messengers and posters.

3.2: Offer flexible number of parent involvement meetings

Seven or more meetings that involve parents will be offered throughout the school year in the am and pm. Meetings consist of workshops, informational and providing feedback to campus regarding academics, social events, safety and other important aspects of the campus to ensure a positive culture.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amanda Cereceres	Parent Liaison	Student Support	1

Campus Improvement Plan Advisory Committee

Committee Role	Name	Position
Administrator	Jessica Harrison	Dean of Students
Non-classroom Professional	Michelle Belli	Counselor
Classroom Teacher	Heidi McConnell	English Dept
Classroom Teacher	Kirsten Wieseman	Math Dept
Classroom Teacher	Aurora Borunda	Social Studies Dept
Classroom Teacher	Luz Carrillo	Science Dept
Classroom Teacher	Sherral Trotter	CTE Dept
Paraprofessional	Amanda Cereceres	Parent Liaison
Parent	Amber Whitley	Parent Rep