

# Northwest Independent School District

## Byron Nelson High School

### 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**  
Academic Achievement in Science



# Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

## Northwest ISD Vision

Northwest ISD empowers  
learners and leaders to positively impact the world.

## Byron Nelson High School Vision

The vision of BNHS is to be an exemplary community empowering learners with the knowledge, skills, and resources necessary for life long success in an ever-changing society.

## Northwest ISD Mission

Northwest ISD, in collaboration with

students, families, communities, and global partners,  
will engage in a culture of learning  
that prepares all students to confidently navigate their future.

## **Byron Nelson High School Mission**

BNHS, in partnership with students, parents, and community, will ensure a premier education for all learners. Through innovative educational opportunities, students will be challenged, engaged, and offered leadership experiences, thereby, creating the Byron Nelson culture.

# Table of Contents

Northwest ISD Vision	2
Byron Nelson High School Vision	2
Northwest ISD Mission	2
Byron Nelson High School Mission	3
Comprehensive Needs Assessment	5
Demographics	5
Student Learning	5
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	12
Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.	13
Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.	17
Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformation work of the NISD family.	19
State Compensatory	21
Budget for Byron Nelson High School	22
Personnel for Byron Nelson High School	22
Addendums	22

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Spanning 234 square miles, Northwest Independent School District (NISD) serves the educational needs of students in Tarrant, Denton, and Wise counties. Located in one of the state's fastest-growing areas, the district enjoys a diversified economic base. Currently, the district consists of four high schools, six middle schools, twenty one elementary schools and a special programs center utilizing a K–5, 6–8, 9–12 grade-level configuration.

Since its opening, in 2009 as Northwest ISD's second comprehensive high school, Byron Nelson High School's student population continues to increase. At the beginning of the 22-23 school year, campus enrollment reflected a student enrollment of 2,816 students with 225 staff members.

Byron Nelson High School is a comprehensive four-year public high school enrolling in grades 9–12. The school opened in August, 2009 and graduated its first senior class in the spring of 2012. Byron Nelson High School is accredited by the **Texas Education Agency**. The student body at BNHS is culturally diverse population that values school spirit, academic excellence, and the opportunity to learn-serve-lead.

Demographic Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
61%	20%	10%	0.1%	7%	18%	11%	16%	7%	14%	4%	23%	3%	0.18%

### Demographics Strengths

The strengths of the campus reflect a diversity of student population. Students have school-related and academic experiences that allow them to be academically successful, while at the same time, ensuring that background knowledge and context needs to be considered among all student groups as they pursue learning goals. The student population is primarily composed of students who live in Trophy Club, Roanoke and a smaller percentage of students who live within the city limits of north Fort Worth. As such, the campus's attendance zones provide a neighborhood-type school setting.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** Three student groups, economically disadvantaged, special education and LEP are not performing at the same level as their peers. **Root Cause:** Students may not have foundational skills or experienced effective instructional strategies in previous settings.

**Problem Statement 2 (Prioritized):** Various issues may prohibit all students from accessing the necessary academic, social and emotional support. **Root Cause:** Awareness of inadvertent causes, within the system, may lead to exclusion for some students.

# Student Learning

## Student Learning Summary

### STAAR Data

Grade Level & Test	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
	ELA I	ELA I	ELA II	ELA II	ALG I	ALG I	BIO I	BIO I	US HIST	US HIST
% Approaches	85%	85%	86%	86%	82%	87%	96%	95%	98%	97%

Byron Nelson High School retained the report grade of "A", as identified by the Texas Education Agency's School Report and received a distinction in the areas of science. In addition, for the fourth year in a row Byron was named as a top campus by the US News and World Report for the 2021-2022 school year.

Career and Technology courses, pathways and academies provide opportunities for students to take industry certified assessments. By doing so, students may gain advantages in the work-place environment during high school or post high school career.

Fall 2021 to Spring 2022

Percent of students who met growth projections		Mean RIT Score
ELA	56%	225.5 to 229.1
ALG	53%	234.1 to 238.8

9th Projected Growth		9th Observed Growth
ELA	3.0	4.0
ALG	4.8	5

## Student Learning Strengths

An overview of the campus's learning strengths can be reviewed as defined by the [Texas Education Agency's 21-22 Accountability Report](#), the following AP results, and other Awards and Distinctions earned in 2021-2022.

## Advanced Placement Results (May 2022)

- 940 students took AP Exams
- A total of 1,898 exams were taken in 26 subjects
- 72% of the AP exams received scores of 3 or higher
- 81% of the AP exams received scores of 2 or higher
- Total of 338 AP Scholars
  - 159 AP Scholars, 54 AP Scholars with Honors, 115 AP Scholars with Distinction and 10 AP Capstone Diplomas

## Awards and Distinctions, 2021 – 2022

- 2 National Merit Scholar Finalists
- 11 National Merit Commended Scholars
- 12 National Hispanic Recognition Program Scholars
- 7 National African American Recognition Program Scholars

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Various issues may prohibit all students from accessing the necessary academic, social and emotional support. **Root Cause:** Awareness of inadvertent causes, within the system, may lead to exclusion for some students.

**Problem Statement 2 (Prioritized):** After reviewing CCR, assessment, and attendance data, we note that our students' scores reflect a continued need for strategic and evidence-based instructional strategies that promote growth in critical thinking skills and literacy skill development. **Root Cause:** A review of campus-specific data from the 21-22 school year indicates that students need access to effective Tier I instruction in all content areas. With an increased focus on literacy strategies, all students will benefit from these specific strategies.

# School Processes & Programs

## School Processes & Programs Summary

Using the organizational structure that relies upon the importance of professional learning communities, the campus uses the Master Schedule and aligns common planning times so that teachers may examine their practices and reflect upon the teaching/learning process. The campus believes that collective efficacy and the resulting examination of the impact of teachers' practices and work will lead to student and adult learning. In addition to the ongoing belief that collective efficacy, as evidenced by professional learning communities composed of teachers, the campus relies upon student and teacher groups to gather feedback about school improvement needs. Combining the Problem of Practice, implementing learning behaviors and emphasizing the three principles of learning from the National Research Council, the 2020-21 school year will be one that institutes practices that reflect these strategies.

Because the campus also views the importance of teacher feedback and empowerment, small ad-hoc and work groups are created during the year to problem solve issues that may arise. For example, Advisory, Primetime, Lynx Leader (9th Grade Mentoring). Diversity Student Panel and Cell-Phone practices are examples of teachers working together to determine campus practices that align with the goals of developing personnel and allowing access to decision-making.

## School Processes & Programs Strengths

The counseling program was one of two high schools in Texas that awarded the American School Counselor Association's RAMP award as well as earning TEA's Crest Award for counseling program. In addition, the Parent Teacher Student Association received the "School of Excellence Award" during the 2018-19 school year.

As evidence related to the PTSA "School of Excellence Award", PTSA has created strong relationships among the community by helping to advocate for the needs of our students. Along with the partnership of many donors and PTSA, approximately 23,000 was raised for students scholarships and distributed the previous school year to members of the class of 2022.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Staff members need additional campus opportunities to demonstrate career goals. **Root Cause:** A limited growth/opportunity structure for career advancement appears to suppress opportunities.

**Problem Statement 2 (Prioritized):** Various issues may prohibit all students from accessing the necessary academic, social and emotional support. **Root Cause:** Awareness of inadvertent causes, within the system, may lead to exclusion for some students.



# Perceptions

## Perceptions Summary

At Byron Nelson our motto Learn, Serve, Lead serves as a guide for how we provide opportunities for students to grow and realize their purpose. The vision of Byron Nelson expands on our motto by focusing on the goal of lifelong student success in an ever-changing society. Our community partners with the campus in support of our motto and vision through communication, program volunteers, scholarships, and strong parent engagement. As a result our staff retention is high because they feel valued as a member of the Bobcat Family.

Byron Nelson High School retained the report grade of "A", as identified by the Texas Education Agency's School Report and received a distinction in the areas of science. In addition, for the fourth year in a row Byron was named as a top campus by the US News and World Report for the 2021-2022 school year.

## Perceptions Strengths

Communication and Goal Focused were the highest among the measured outcomes, as measured on the Organizational Health Survey among all indicators.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** All students may not be presented with access to curriculum, based upon skill gaps unique to their academic, social and/or emotional state. **Root Cause:** The natural course of development among teenagers may vary, based upon social and/or emotional background experiences.

**Problem Statement 2 (Prioritized):** Various issues may prohibit all students from accessing the necessary academic, social and emotional support. **Root Cause:** Awareness of inadvertent causes, within the system, may lead to exclusion for some students.

# Priority Problem Statements

**Problem Statement 2:** Three student groups, economically disadvantaged, special education and LEP are not performing at the same level as their peers.

**Root Cause 2:** Students may not have foundational skills or experienced effective instructional strategies in previous settings.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Various issues may prohibit all students from accessing the necessary academic, social and emotional support.

**Root Cause 3:** Awareness of inadvertent causes, within the system, may lead to exclusion for some students.

**Problem Statement 3 Areas:** Demographics - Student Learning - School Processes & Programs - Perceptions

**Problem Statement 4:** Staff members need additional campus opportunities to demonstrate career goals.

**Root Cause 4:** A limited growth/opportunity structure for career advancement appears to suppress opportunities.

**Problem Statement 4 Areas:** School Processes & Programs

**Problem Statement 1:** After reviewing CCR, assessment, and attendance data, we note that our students' scores reflect a continued need for strategic and evidence-based instructional strategies that promote growth in critical thinking skills and literacy skill development.

**Root Cause 1:** A review of campus-specific data from the 21-22 school year indicates that students need access to effective Tier I instruction in all content areas. With an increased focus on literacy strategies, all students will benefit from these specific strategies.

**Problem Statement 1 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Performance Objectives with summative review (prior year)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## **Student Data: Assessments**

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

## **Student Data: Student Groups**

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

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

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Enrollment trends

## **Employee Data**

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

**Parent/Community Data**

- Community surveys and/or other feedback

**Support Systems and Other Data**

- Budgets/entitlements and expenditures data
- Other additional data

# Goals

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 1:** Ensure that alignment among PLC, tasks and assessments are in place so that college and career readiness skills are demonstrated for all students. Prior to designing learning environments, PLCs will determine targets for reasons of measuring student growth, based upon specific interventions used by individual teachers.

**Evaluation Data Sources:** Task and assessment comparisons within Teacher Teams, EOC, dual credit and AP results as well as measurement of growth of students among ELL, Sped and Economically Disadvantaged.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Our work with PLCs will emphasize collective efficacy, and instructional methods based on needs assessments to support problem solving and reasoning. <b>Strategy's Expected Result/Impact:</b> Summatives, EOC, Dual Credit, AP scores, Certifications <b>Staff Responsible for Monitoring:</b> Kara Lea Deardorff, Maggie Norris, Kerry Knisley, Amy Lilly, Carol McDaniel-White, Brandon Thomas, Branden Richardson, Ron Mendoza, Amy Lilly, Lynette Llewellyn, Denise Tennison, Jamie Cerilli, Patrick Tobin, April Allison	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide targeted professional development to teachers, based upon the needs of individual students. <b>Strategy's Expected Result/Impact:</b> Summatives, EOC, Dual Credit, AP, Scores, Teacher Surveys <b>Staff Responsible for Monitoring:</b> Kara Lea Deardorff, Maggie Norris, Kerry Knisley, Amy Lilly, Branden Richardson, Ron Mendoza, Patrick Tobin, Denise Tennyson, April Allison, Lynette Llewellyn, Brandon Thomas, Carol White, Angie Vaitai, Melissa Luna, Darren Wilson, Mica Tucker  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May





Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Design and utilize processes, such as the Success Team, to identify students in need of support. <b>Strategy's Expected Result/Impact:</b> Academic and/or behavioral skill gaps addressed to identify selected students in need of appropriate intervention. <b>Staff Responsible for Monitoring:</b> Kara Lea Deardorff, Darren Wilson, Kerry Knisley, Branden Richardson, Brandon Thomas, Carol McDaniel-White, Maggie Norris, Amy Lilly, Ron Mendoza, Paige Smith, Jennifer Martinez, Leah Berry, Christina Salcido, Monique Chavez, Emily Shipman, Page Hannah, Darren Wilson, Ryan Laney  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Monitor freshman performance and on track indicators by referencing attendance, behavior and grades every quarter throughout the school year. <b>Staff Responsible for Monitoring:</b> Kara Lea Deardorff, Ron Mendoza, Maggie Norris, Monique Chavez, Paige Smith	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 2:** Establish systems among each grade that will monitor students who are considered At-Risk, 504, Dyslexic, Homeless and Response to Intervention

**Evaluation Data Sources:** Number of students who make improvement by passing state assessments such as STAAR and Telpas





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Using student progress reports, assistant principals and counselors will identify students who are at risk and when necessary, note progress for plans-of-actions such as: weekly data reviews, teacher input, and overall progress monitoring. <b>Strategy's Expected Result/Impact:</b> A decrease of students failing courses and an increase of students passing state assessments. <b>Staff Responsible for Monitoring:</b> Kara Lea Deardorff, Maggie Norris, Kerry Knisley, Amy Lilly, Branden Richardson, Ron Mendoza, Brandon Thomas, Carol White, Paige Smith, Jennifer Martinez, Leah Berry, Christine Salcido, Monique Chavez, Emily Shipman, Page Hanna	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 3:** Monitor students that are not on pace for graduation

**Evaluation Data Sources:** Student attendance, behavior, passing credits, and EOC performance





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify students within the grade level who have not passed a state assessment and/or who are credit deficient by creating an individualized plan for success utilizing resources such as: ACP lab, Success Team, and STAAR support Advisories.  <b>Strategy's Expected Result/Impact:</b> Increase percentage of students on track to graduate and an increase on meets and mastery on state assessments  <b>Staff Responsible for Monitoring:</b> Kara Lea Deardorff, Maggie Norris, Kerry Knisley, Amy Lilly, Branden Richardson, Brandon Thomas, Ron Mendoza, Carol White, Darren Wilson, Sarah Menn, Brittany Harper, Paige Smith, Mica Tucker, Dawn Schwalm, Heather Beasley, Connie Coppi  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 4:** Create systems of oversight that support students with excessive absences





**Evaluation Data Sources:** IPR, Grade Reports, Student Attendance

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> During the quarter, contact between home of the student who is absent more than 7+ days and the school will be made to check student status. <b>Strategy's Expected Result/Impact:</b> Passing all classes in which the students is enrolled and maintaining 90% attendance <b>Staff Responsible for Monitoring:</b> Kara Lea Deardorff, Kerry Knisley, Maggie Norris, Carol White, Branden Richardson, Brandon Thomas, Ron Mendoza, Amy Lilly, Adam Watkins, Cody Northcutt, Jazmin Lopez	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

**Performance Objective 1:** Develop administrative personnel and teams of teachers to acquire expertise regarding secondary school and other school-related functions. In particular, focus on the use of the coaching components when working with PLCs in order to develop PLCs that include data reviews as part of the process, instructional strategies and instructional rounds.





**Evaluation Data Sources:** Surveys, Performance Reviews

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Empower assistant principals to become more involved in the hiring process, as they lead their departments. <b>Strategy's Expected Result/Impact:</b> Number of personnel retained for 22-23 school year. <b>Staff Responsible for Monitoring:</b> Kara Lea Deardorff, Kerry Knisley, Amy Lilly, Branden Richardson, Brandon Thomas, Maggie Norris, Carol White, Ron Mendoza	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize assistant principals and teacher leaders to lead staff development as it is related to instructional needs, based upon research-based methods. <b>Strategy's Expected Result/Impact:</b> Number of sessions offered by assistant principals and staff <b>Staff Responsible for Monitoring:</b> Kara Lea Deardorff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Support PLC leads by using department chairs to lead their learning with regards to running an effective PLC. <b>Strategy's Expected Result/Impact:</b> PLCs using established protocols, based upon their goals of curriculum instruction or assessment. <b>Staff Responsible for Monitoring:</b> Kara Lea Deardorff, Kerry Knisley, Branden Richardson, Brandon Thomas, Amy Lilly, Maggie Norris, Carol McDaniel-White, Ron Mendoza, Patrick Tobin Lynnette Llewellyn, Denise Tennison, Jamie Cerilli	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

**Performance Objective 2:** Develop systems of leadership among teams of teachers in order to allow an increase involvement in decision-making.





**Evaluation Data Sources:** Number of sessions led by staff members, number of participants serving on school work teams.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Identify, based upon needs, and encourage teacher specific committees that pertain to school-based decision making. <b>Strategy's Expected Result/Impact:</b> Participation and number of strategies adopted and implemented, teacher surveys <b>Staff Responsible for Monitoring:</b> Kara Lea Deeardorff  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformation work of the NISD family.

**Performance Objective 1:** Provide consistent communication using technology and social media (ex. Parent Square, Facebook, Twitter, and Instagram)

**Evaluation Data Sources:** Survey data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use Parent Square, Facebook Page, Twitter, and Instagram for external communication and email & parent square for internal communication when distributing information. <b>Strategy's Expected Result/Impact:</b> Parent Square "appreciate" or comments, Number of "likes" on Facebook, number of followers on Twitter <b>Staff Responsible for Monitoring:</b> Kara Lea Deardorff, Kerry Knisley, Amy Lilly, Branden Richardson, Brandon Thomas, Ron Mendoza, Beth Miller, Paige Smith, Maggie Norris, Carol McDaniel-White	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformation work of the NISD family.

**Performance Objective 2:** Establish methods and practices that provide an equitable learning environment for all student groups.

**Evaluation Data Sources:** Evaluate the percentage of consequences among students and compare with general population.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Equip teachers with SEL training and resources to support students as they experience challenging topics within the campus setting. <b>Strategy's Expected Result/Impact:</b> Teachers will confidently facilitate conversations dealing with equality and social emotional learning across all student groups. <b>Staff Responsible for Monitoring:</b> Kara Lea Deardorff, Monique Chavez, Christina Salcido, Ron Mendoza, Maggie Norris  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize a student advisory panel to give student voice regarding campus topics of interest and concern. <b>Strategy's Expected Result/Impact:</b> Student engagement with advisory lessons will improve <b>Staff Responsible for Monitoring:</b> Maggie Norris	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Utilize ZOOM led by campus or district experts during Advisory to support district and campus level requirements and initiatives are provided to students that address possible social and emotional needs (dating violence, responsible technology use, state and national acknowledgments such as holidays, government and other important legislative actions). <b>Strategy's Expected Result/Impact:</b> Students will acquire awareness and/or demonstrate knowledge by through the use of survey or performance expectations. <b>Staff Responsible for Monitoring:</b> Kara Lea Deardorff, Branden Richardson, Brandon Thomas, Maggie Norris, Carol McDaniel-White, Ron Mendoza, Amy Lilly, Kerry Knisley	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

# State Compensatory

## Budget for Byron Nelson High School

**Total SCE Funds:** \$0.00

**Total FTEs Funded by SCE:** 51.35

**Brief Description of SCE Services and/or Programs**

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## Personnel for Byron Nelson High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Angie Vaitai	Teacher	0.25
Darren Wilson	MTSS Teacher	1
Melissa Luna	Teacher	0.1
Zach Woodard	Teacher	NaN

# Addendums



# BYRON NELSON HIGH SCHOOL

## 2022-23

### Instructional Focus

#### NISD Priority Goals

**Literacy:** NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

**Academic Progress:** NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

**College, Career, Military, and Life Readiness:** NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

**Faculty and Staff Support:** NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.



## 2022-23 Campus Goal(s)

*Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data:*

Our goal is to increase literacy skills for all students through a continued emphasis on student vocabulary acquisition, an intentional focus on problem solving and reasoning as measured by student growth on BOY to EOY performance assessments.

After reviewing CCR, assessment, and attendance data, we noted that our students' scores reflect a continued need for strategic and evidenced-based instructional strategies that promote growth in critical thinking skills and literacy skill development.

## Problem of Practice

(Instructional challenge we need to improve in order to meet our goal(s))

*Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:*

If all teachers implement problem solving, reasoning, and literacy strategies, then students will be able to demonstrate growth in literacy and professional problem-solving competencies as measured by qualitative and quantitative performance assessments.

A review of campus-specific data from the 21-22 school year indicates that students need access to effective Tier I instruction in all courses. With an increased focus on literacy strategies, all students will benefit from these specific strategies.

## Theory of Action

*(Anchored in the NISD Instructional Framework)*

*We are Map Makers  
and Meaning Makers.*

**If we place an importance on problem-solving, reasoning, and literacy strategies across the campus,**

**And if we ensure all teachers have an understanding of**

These layers to our map will help us improve our Instructional Challenge (POP) this year:	student vocabulary acquisition, problem-solving, and reasoning specific to their course,
	<b>And if we</b> , provide students with opportunities to develop and demonstrate these skills,
	<b>Then these are the changes we expect to see in ourselves and our students:</b>  Increased literacy and mathematical proficiencies in all courses.

### ACTION PLAN

As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How will we monitor our progress?
Communicate to stakeholders	Administrators, Counselors, Teachers, Support Staff, PTSA	Today - August 19	Feedback from parents and students
Bring to the whole staff and establish the "Why"	Teacher Leaders and Administrators	August 8-12, 2022	Notes from PLC's and Department Meetings

Professional Development	Administrators, Counselors, Teachers, Support Staff, Outside Resources	22-23 SY	Campus Data
PLCs and individual teachers will use the instructional framework as a guide	Campus teachers and Administrators	22-23 SY	In PLCs with student artifacts, SLO data, (student) Self reflection



# **Northwest Independent School District**

## **Eaton High School**

### **2022-2023 Campus Improvement Plan**



# Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

## Northwest ISD Vision

Northwest ISD empowers  
learners and leaders to positively impact the world.

## Northwest ISD Mission

Northwest ISD, in collaboration with  
students, families, communities, and global partners,  
will engage in a culture of learning  
that prepares all students to confidently navigate their future.

# V.R. Eaton High School

## Vision

Every student and staff member contributes to a culture of learning, with a vision of empowering Eagles to seek opportunities and to invest in themselves, our school and others.

## Mission

**At Eaton High School we,**

**Empathize** with others and build belonging through dignity & respect.

**Empower** Eagles to take risks and work through struggles.

**Encourage** Eagles to take responsibility for themselves and their community.

**Engage** in academic challenges and productive work.

**Excel** in all endeavors.



## Core Values

Empathy, Empowerment, Encouragement, Engagement, Excellence

# Table of Contents

Northwest ISD Vision	2
Northwest ISD Mission	2
V.R. Eaton High School	3
Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	9
Priority Problem Statements	10
Comprehensive Needs Assessment Data Documentation	11
Goals	13
Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.	14
Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.	16
Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.	17
Campus Funding Summary	18
Addendums	19

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Demographics

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
50.9%	25.9%	14.61%	1.94%	6.05%	23.41%	10.68%	%	7%	9.51%	3.82%	27.83%	%	.33%

Since the 2016-2017 school year,

- Our special education population has increased 3%
- Our White student population has decreased 12.73%, our Hispanic student population has increased 6.14%, and our African American student population has increased 4.69%
- At the end of the 2021-2022 school year, Eaton's ELL population was the highest in the District for the first time since Eaton opened. We have over 22 languages listed as home languages.
- Eaton's economically disadvantage student population has increased by approximately 5% in the past four years.

### Demographics Strengths

- Adapting to growth
- Vision and mission alignment to address core values and growing demographics
- Providing supports to ELL, 504, Sped, and GT students
- Recognizing the need to address diversity and a plan of action
- Parent involvement in extra-curricular activities and booster clubs
- Established feeder patterns
- District is preparing for the growth
- Community has high expectations to service all students and individual needs



- Variety of extra/co-curricular activities
- Strong CTE program alignment

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Eaton High School student demographics are shifting and the student population is growing. **Root Cause:** Eaton High School is in a fast growth area.

# Student Learning

## Student Learning Summary

(STAAR Data 2021 / 2022)

Grade Level & Test	2021	2022	2021	2022	2021	2022	2021	2022	2021	2022
	ELA I	ELA I	ELA II	ELA II	ALG I	ALG I	BIO I	BIO I	US HIST	US HIST
% Approaches	77%	75%	79%	79%	76%	68%	92%	90%	96%	96%

\*2019 Pre-Covid English 1 82%, English II 84%, Algebra 90%, Biology 97%, US History 97%

## Student Learning Strengths

- CTE Certifications continue to increase

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Assessment scores are near State and District averages but are lower than previous years. **Root Cause:** Quality instruction and strategies to reach all students post-COVID 2020 are not consistent.

# School Processes & Programs

## School Processes & Programs Summary

(MAP Growth Data)

	<b>Percent of students who met growth projections</b>	<b>Mean RIT Score</b>
ELA	55%	221.4 to 224.2
ALG	65%	225.4 to 231.8

Fall 2021 to Spring 2022

	<b>9th Projected Growth</b>	<b>9th Observed Growth</b>
ELA	2.6	3
ALG	3.9	6

## Support Programs

- Equity at Eaton Committee (Staff PD & Student Voice Seminars)
- Extra-curriculars in athletics, fine arts, CTE as well as co-curricular clubs
- Advisory
- Eagle Time
- Cycle Recovery
- Eagle Strong M-TH 4-6:30
- Teacher tutorials outside of school hours
- Different levels of classes to support needs of students
- AP / Dual Credit / On-Ramps / GT /Applied / Inclusion / SOAR / SEAC
- Teacher mentor / buddy program
- Tuesday's with Tracie
- Go Center - College recruitment
- Counselor one-to-one meetings with seniors about college and career plans
- PLC / Dept. groups to support students
- Student support meetings w/ Admin & Counselors

### **School Processes & Programs Strengths**

- Interview committees for hiring consisting of a combination of teachers, administrators, district support
- Teacher opportunity for growth and support - Tech Bytes, Mentor and Buddy Program, Department Head Support and Leadership Team, Walks w/ Admin & Department
- Strong intervention systems
- Leadership team's partnership with admin team
- The discipline and failure rates decreases as students stay continuously enrolled at Eaton.

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Students are underperforming. **Root Cause:** Teacher and student academic expectations can be higher.

# Perceptions

## Perceptions Summary

- Core values: The Expectations of Excellence (5 E's)
- Freshmen Focus Towers created in 2022
- Vision statement and aligned mission
- Development of Equity at Eaton Committee
- 1000 students surveyed: 83.3 3+ feel supported by admin / 95.9 3+ feel supported by teachers / 97.1 3+ supported by counselors
- 15.7 reported the wished Eaton had more school spirit
- 46.6 reported proud to be an Eagle
- 37.8% Eaton meets my needs

## Perceptions Strengths

- Building creates image of Elite
- Facilities appear as modern and cutting edge / working on updating landscaping
- Students should excel with resources

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students pride is growing slow and steady. **Root Cause:** Developing stronger and more varied communication with greater connection to the community and Eaton staff and students.

# Priority Problem Statements

**Problem Statement 2:** Assessment scores are near State and District averages but are lower than previous years.

**Root Cause 2:** Quality instruction and strategies to reach all students post-COVID 2020 are not consistent.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 1:** Students are underperforming.

**Root Cause 1:** Teacher and student academic expectations can be higher.

**Problem Statement 1 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

## Accountability Data

- Texas Academic Performance Report (TAPR) data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- PSAT
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dual-credit and/or college prep course completion data

## Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Enrollment trends

## Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data

- Campus department and/or faculty meeting discussions and data
- T-TESS data

**Parent/Community Data**

- Parent engagement rate

**Support Systems and Other Data**





- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data



# Goals

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 1:** Increase student learning through time spent in quality instruction with a focus on literacy.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase belonging (which comes before achievement) <b>Strategy's Expected Result/Impact:</b> *Student voice seminars *Focus PD sessions *Link leaders *P2 Representatives *Focus on classroom culture <b>Staff Responsible for Monitoring:</b> --PLCs --Dept. Chairs --Admin over Dept. --Counselors --StuCo	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Build literacy through purposeful planning and implementation of more reading, annotating, writing, vocabulary instruction, and classroom discussion. <b>Strategy's Expected Result/Impact:</b> *Lesson Planning Expectations *PLCs *Checks for understanding *Expectation of incorporating reading, writing, and discussion into each lesson. *PD on strategies for implementation. <b>Staff Responsible for Monitoring:</b> -PLC Team Leads -Dept. Chairs -Admin over Dept. -T-Tess Appraiser	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 2:** Grow and retain students in more advanced academic pursuits.





**High Priority**

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase and retain students engaged in advance academics. <b>Strategy's Expected Result/Impact:</b> *AP PLC *AP High 5 Signs *Focus on PSAT/National Merit through Eagle Time Activities *Recruitment *College Essay Seminars *College Activities *UIL Growth in participation and advancement <b>Staff Responsible for Monitoring:</b> -Advanced Academic Extension Supports -- Jennifer Higgins & Joey Calvillo -Recruitment Plans-- Ed Shelstead and Advanced Academic Teachers and Counselors -College Essay Seminars-- English Teachers -College Activities-- Counselors -UIL Academics-- Lincoln Hunt	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Focus on individualized student interventions. <b>Strategy's Expected Result/Impact:</b> *List of students needing support and individualized interventions. --Eagle Time Groups --Parent contact list --Mentorships *Developed interventions to meet needs of student groups *EOC interventions <b>Staff Responsible for Monitoring:</b> -Rti-- Ed Shelstead and Jenny Coons -SubPops-- Tracie Williams, Sauls, Sped Support -Tutorials-- Department Heads -Eagle Time Student Support Programs-- Chassidy Green -Eagle Strong-- Alicia Dunson -Cycle Recovery-- Alicia Dunson  <b>Targeted Support Strategy</b> <b>Funding Sources:</b> - Compensatory Education - \$6,750	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Development of our Freshmen Focus 9th grade transition program. <b>Strategy's Expected Result/Impact:</b> *Create Towers to increase belonging *Weekly student support meetings *Two 9th grade counselors *Attendance at Fresh Focus PLCs *Off-cohort students stay with counselors <b>Staff Responsible for Monitoring:</b> --Jennifer Higgins, James Jones, Mose Brown	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.





**Performance Objective 1:** Increase staff retention through purposeful support activities and/or programs.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Mentor Program for New Teachers (1-2 Years) <b>Strategy's Expected Result/Impact:</b> *Welcome letter *Purposeful Pairing *New Teacher Mentor Day *Tuesdays with Tracie 1st of Each Month *Department support *T-Tess *Walk-through <b>Staff Responsible for Monitoring:</b> -- Stacy Miles --Tracie Williams --Joey Calvillo & Jennifer Higgins: Walk-throughs --Department Chairs --Admin Team: T-Tess support	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Teacher Support for Established Teachers <b>Strategy's Expected Result/Impact:</b> --Tuesdays with Tracie --Department support --T-Tess Support --Walk-throughs with Admin <b>Staff Responsible for Monitoring:</b> -- Stacy Miles --Tracie Williams --Joey Calvillo & Jennifer Higgins: Walk-throughs --Department Chairs --Admin Team: T-Tess support	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 1:** Maximize communication with targeted parents and students to build relationships and parent engagement.

**Evaluation Data Sources:** Teacher Communication Logs, Student Attendance at Interventions, AP and Teacher Communication Logs, Counselor and AP Communication Logs

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Targeted communication by admin, counselors, and teacher. <b>Strategy's Expected Result/Impact:</b> *Target communication with select families. *Student list and targeted interventions. *PD focused on the why for conference nights. *PD focused on culture and belonging. <b>Staff Responsible for Monitoring:</b> -Leadership team -Department heads -Teachers -Counselors	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Campus Funding Summary

Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$6,750.00
Sub-Total					\$6,750.00

# Addendums



# Eaton High School

## 2022-23

### Instructional Focus

#### NISD Priority Goals

**Literacy:** NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

**Academic Progress:** NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

**College, Career, Military, and Life Readiness:** NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

**Faculty and Staff Support:** NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

#### 2022-23 Campus Goal(s)

*Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data:*

Increase student achievement through a focus on quality Tier 1 Instruction with a focus on literacy.

- Students are underperforming in all content areas; however, many are meeting student growth predictors on MAPs.



## Problem of Practice

(Instructional challenge we need to improve in order to meet our goal(s))

*Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:*

- Time spent each class period reading, writing, and discussing.

Contributing to the challenges are low expectations post-COVID and consistent implementation of quality instructional strategies with the use of reading, writing, and discussion to check for understanding.

## Theory of Action

*(Anchored in the NISD Instructional Framework)*

*We are Map Makers  
and Meaning Makers.*

These layers to our map will  
help us improve our  
Instructional Challenge  
(POP) this year:

**If we,** plan for daily reading, writing, and discussion opportunities for ALL students

**And if we,** focus in PLCs on implementation of reading, writing, and discussion opportunities and strategies during each class period

**And if we,** make sure all students in a class period are engage in the reading, writing, and discussion

**Then these are the changes we expect to see in ourselves and our students:**

- Teacher expectations will be higher
- Student engagement will increase
- Instruction will be of higher quality
- Students will achieve at a higher level on assessments

## **ACTION PLAN**

As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

<b>Action Step</b>	<b>Who will be involved?</b>	<b>What is our time frame?</b>	<b>How we will monitor our progress?</b>
Back-to-school PD & on-going PD with a focus on academic focus and instructional strategies	Leadership Team	August, November, January for PD	Attendance at training, evidence of implementation in lesson plans and walk-throughs
Walk-throughs & lesson plan checks	Admin & Dept. Heads	On-going monthly	Data from walk-throughs



**Northwest Independent School District**

**Northwest High School**

**2022-2023 Campus Improvement Plan**



# Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

## Northwest ISD Vision

Northwest ISD empowers  
learners and leaders to positively impact the world.

## Northwest ISD Mission

Northwest ISD, in collaboration with  
students, families, communities, and global partners,  
will engage in a culture of learning  
that prepares all students to confidently navigate their future.

# Table of Contents

Northwest ISD Vision	2
Northwest ISD Mission	2
Comprehensive Needs Assessment	4
Demographics	4
Priority Problem Statements	5
Comprehensive Needs Assessment Data Documentation	6
Goals	8
Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.	9
Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.	10
Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.	12
Campus Funding Summary	14
Addendums	15

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
56%	28%	10%	2%	4%	34%	11%	16%	9%	11%	7%	35 %	8%	16

Northwest High School is the flagship high school of Northwest ISD, having opened its doors in 1949. Situated in Justin, NHS serves the communities of Justin, Rhome, Haslet, Aurora, and Newark.

The campus has experienced significant fluctuation in student population, having enrolled some 3200 students fewer than ten years ago. With the opening of Eaton High School in 2013, a large segment of the NHS attendance zone shifted to the new school, and class by class a number of economically resourced students left NHS for their new attendance zone. Staff like to share the story that when Eaton opened staff were given the option to leave NHS to join the new high school; however, most staff chose to stay at NHS and it was difficult to find staff to leave.

With a current enrollment of just over 2300 students, Northwest High School has some interesting challenges that lie ahead. A host of rural economically disadvantaged students come to us with outside influences that may not parlay into academic interests or focus. We suspect numerous students in our building qualify for free and reduced lunches and have not completed the paperwork. Our challenge as we move forward likely will lie in understanding how to identify and engage students coming from impoverished home environments, increasing academic literacy for students who have little print in their environments outside of school, and fostering an environment of high academic and behavioral expectations coupled with relational practices that engage students with staff, the school, and ultimately learning.

We have discovered that we are a diverse learning community, and that this is a treasure that some have not yet discovered. As such, we will work going forward to help students and staff alike understand the beauty and advantage that lies in the cultural diversity of our campus. Additionally we have begun intentional work to hire staff to help us better reflect the cultural diversity of our student population.

### Demographics Strengths

Our strength lies in our diversity. We have students and staff who come from all walks of life. Over 30 different home languages are spoken at Northwest High School.

Northwest High School has a strong sense of tradition and pride. With the seclusion of the global pandemic, we have observed that we lost a little ground in this area, and we have identified the reteaching of our pride and school spirit as a goal this year. School spirit has been abundant in our school and community, and after almost two years of having some of our most enjoyable activities either canceled or limited, we will have to be intentional as we teach our freshmen and sophomores, as well as an abundance of newcomers to the area, the pride and honor we feel in being TEXANS.

Our students respond well to clearly articulated expectations. We have seen this time and again. Our students have a desire to do the right thing, and the vast majority of our students are respectful and courteous to adults and to one another.

We have a pronounced rural feel in our community while our students and staff enjoy the benefits of the resources that come from a large, suburban school district.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** We continue to see social gaps in many of our students, particularly freshmen and others new to NHS who are not accustomed to our expectations and how we do things (culture and climate). **Root Cause:** Huge transient population due to significant growth in the area. New students lack understanding of the Northwest Texan expectations and Texan Priorities

**Problem Statement 2:** Students new to the area and new to the district come to us with learning gaps. **Root Cause:** Instruction in other school districts differs from that of Northwest ISD. Many students have not had the quality education NISD provides.



# Priority Problem Statements

**Problem Statement 1:** We continue to see social gaps in many of our students, particularly freshmen and others new to NHS who are not accustomed to our expectations and how we do things (culture and climate).

**Root Cause 1:** Huge transient population due to significant growth in the area. New students lack understanding of the Northwest Texan expectations and Texan Priorities

**Problem Statement 1 Areas:** Demographics

**Problem Statement 2:** Teachers need support from administration and one another now more than ever. Students present academic and social issues not previously seen, parents present resistance and complaints more than ever before, and stress on teachers is very high

**Root Cause 2:** Remnant global, political, and economic issues post-pandemic have produced learning gaps with students and social gaps with all stakeholders. These things cause great stress on our teachers.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Some of our student populations are disenfranchised and feel they do not have a voice in the leadership of the school.

**Root Cause 3:** Traditional mindsets and activities tend to favor only certain populations among our students and lack inclusivity and/or observance of the interests of a variety of cultures on campus.

**Problem Statement 3 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 goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data

- Response to Intervention (RtI) student achievement data
- STEM and/or STEAM data

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

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-TESS data
- T-PSS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

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





- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 1:** Students on track to graduate will increase by 10% as measured by the number of students on-cohort at all grade levels by May 2023.

**Evaluation Data Sources:** Student on-cohort data/reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continued engagement of AVID programming and strategies campus-wide, with an emphasis on annotation strategies to support content literacy across the disciplines. <b>Strategy's Expected Result/Impact:</b> Array of strategies and resources common to all staff and students campus-wide. Students grow in reading proficiency and as such perform better in all content areas <b>Staff Responsible for Monitoring:</b> Teachers Administration Instructional Coaches, Intervention Teachers  <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> AVID Training - 199 General Fund - \$2,000, AVID Materials - 199 General Fund - \$600	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Provide teacher training in content literacy strategies <b>Strategy's Expected Result/Impact:</b> Increased teacher confidence in supporting literacy across the disciplines Increased teacher efficacy Increased student performance in all content areas <b>Staff Responsible for Monitoring:</b> Campus Administration Department Chairs PLC Leads  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 1 Problem Statements:**

## Student Learning

**Problem Statement 1:** Teachers need support from administration and one another now more than ever. Students present academic and social issues not previously seen, parents present resistance and complaints more than ever before, and stress on teachers is very high **Root Cause:** Remnant global, political, and economic issues post-pandemic have produced learning gaps with students and social gaps with all stakeholders. These things cause great stress on our teachers.

**Goal 2:** Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

**Performance Objective 1:** Increase teacher retention by 25%.

**Evaluation Data Sources:** Teacher retention data - Summer 2023

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Increase staff engagement on campus through staff "Houses." <b>Strategy's Expected Result/Impact:</b> Increased staff relationships and unity Increased staff sense of belonging to something meaningful, feeling valued Increased staff school spirit, culture/climate <b>Staff Responsible for Monitoring:</b> Campus administration House Leaders  <b>Problem Statements:</b> Student Learning 1 <b>Funding Sources:</b> Supplies and materials to support Houses - 199 General Fund - \$2,000	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Improve and communicate Safety and Security measures so that staff feel confident they are safe at school. <b>Strategy's Expected Result/Impact:</b> Staff feels safe at school and wants to remain at NHS Staff confidence in their work and workplace Staff retention <b>Staff Responsible for Monitoring:</b> Campus Administration Safety and Security Staff  <b>Funding Sources:</b> Staff Shirts for first day of school and special events - 199 General Fund - \$3,500, Parking stickers and supplies - 199 General Fund - \$2,500, Training and Development - 199 General Fund - \$5,000	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue to improve support and structure of PLCs <b>Strategy's Expected Result/Impact:</b> Improve teacher collaboration Increase teacher unity	Formative			Summative
	Nov	Jan	Mar	May

<p>Increase teacher sense of support</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration Department Chairs PLC Leads</p> <p><b>Problem Statements:</b> Student Learning 1</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Student Learning
<p><b>Problem Statement 1:</b> Teachers need support from administration and one another now more than ever. Students present academic and social issues not previously seen, parents present resistance and complaints more than ever before, and stress on teachers is very high <b>Root Cause:</b> Remnant global, political, and economic issues post-pandemic have produced learning gaps with students and social gaps with all stakeholders. These things cause great stress on our teachers.</p>

**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 1:** Increase student engagement in school by 30% as measured by event participation and participation in school spirit activities.

**Evaluation Data Sources:** Number of students attending and/or participating in school events  
Number of students participating in school spirit activities

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Organize, name, market, and structure the Texan Student Section. <b>Strategy's Expected Result/Impact:</b> Increased student engagement in school events and activities Increased school pride and spirit Increased sense of belonging among students <b>Staff Responsible for Monitoring:</b> Campus Administration Sponsors/Coaches of Student Activities  <b>Problem Statements:</b> Demographics 1 <b>Funding Sources:</b> Student Leadership Training - 199 General Fund - \$5,800, School Spirit Day Items - 199 General Fund - \$3,000, Student Section Supplies - 199 General Fund - \$3,000	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase voice of student groups that are often forgotten in traditional school activities <b>Strategy's Expected Result/Impact:</b> Increase voice of marginalized/disenfranchised students Increase cultural awareness <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Leverage student Diversity and Equity team to increase visibility of diverse cultural celebrations and observances <b>Strategy's Expected Result/Impact:</b> Greater sense of belonging for every student	Formative			Summative
	Nov	Jan	Mar	May



<p>Increased appreciation for the interests of a variety of cultures present on NHS campus</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Diversity and Equity Committee</p> <p><b>Problem Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Supplies and Materials - 199 General Fund - \$1,000</p>				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> We continue to see social gaps in many of our students, particularly freshmen and others new to NHS who are not accustomed to our expectations and how we do things (culture and climate). <b>Root Cause:</b> Huge transient population due to significant growth in the area. New students lack understanding of the Northwest Texan expectations and Texan Priorities
Perceptions
<b>Problem Statement 1:</b> Some of our student populations are disenfranchised and feel they do not have a voice in the leadership of the school. <b>Root Cause:</b> Traditional mindsets and activities tend to favor only certain populations among our students and lack inclusivity and/or observance of the interests of a variety of cultures on campus.

# Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	AVID Training		\$2,000.00
1	1	1	AVID Materials		\$600.00
2	1	1	Supplies and materials to support Houses		\$2,000.00
2	1	2	Staff Shirts for first day of school and special events		\$3,500.00
2	1	2	Parking stickers and supplies		\$2,500.00
2	1	2	Training and Development		\$5,000.00
3	1	1	School Spirit Day Items		\$3,000.00
3	1	1	Student Section Supplies		\$3,000.00
3	1	1	Student Leadership Training		\$5,800.00
3	1	3	Supplies and Materials		\$1,000.00
Sub-Total					\$28,400.00

# Addendums



# NORTHWEST HIGH SCHOOL

## 2022-23

### Instructional Focus

#### NISD Priority Goals

**Literacy:** NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

**Academic Progress:** NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

**College, Career, Military, and Life Readiness:** NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

**Faculty and Staff Support:** NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

#### 2022-23 Campus Goal(s)

*Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data:*

- Increase teacher support and development so that fewer than 20% of instructional staff leave NHS.
- Increase teacher engagement in school activities so that 100% of staff participates in at least one activity each semester.
- Increase student engagement in school activities so that every student participates in at least one non-classroom activity.

## Problem of Practice

(Instructional challenge we need to improve in order to meet our goal(s))

*Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:*

At NHS we lack a comprehensive system of teacher support and development to serve students with increasingly divergent needs and to maximize growth.

## Theory of Action

*(Anchored in the NISD Instructional Framework)*

*We are Map Makers  
and Meaning Makers.*

These layers to our map will  
help us improve our  
Instructional Challenge  
(POP) this year:

**If we focus on teacher support and professional learning,**

**And if we intentionally develop and communicate systems and processes,**

**And if we implement systems and processes with fidelity in a way that builds capacity campus-wide,**

**Then these are the changes we expect to see in ourselves and our students:**

- Decrease in discipline referrals
- Increase in student and staff attendance.
- Increase in student performance (will need specific percentages)
- Staff Retention (excluding retirement...may need numeric goal here)

## ACTION PLAN

As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
Identify exemplar teachers of on-level courses who can train other staff in strategies. Work with these teachers to develop the exemplar program and process.	Identified exemplar teachers	Early Fall 2022	Teachers engaged in the program  Staff surveys
Establish and articulate common expectations for PLCs	All instructional staff	First week of PD	PLC Agendas, posters, protocols
Establish campus-based PLC Lead training to calibrate PLC agendas and process.	Admin Team and Department Chairs	First semester	PLC notes and agendas, training documents
Foster cohesion and collaboration through staff House system	House committee All staff	Prior to school starting	House points, etc.
Create, articulate, and publish campus-wide classroom routines and procedures	Instructional staff (start with Houses, then to whole group)	First week of PD	Posters and behaviors as a walk-through look-for

Tips and tricks for managing accommodations	Special Education department chairs, 504 coordinator, administration	Back-to-school PD	Fewer incidents of incorrect application of accommodations
Walk-through positive post-it notes	Administration, department chairs	Start of school	Teachers reporting they feel supported
Train PLC Leads in WICOR strategies, and include WICOR in the agendas and protocols. What strategy will you use?	Christy Adair, Jenn Railsback, Carrie Jackson, PLC Leads/Department Chairs	Start of school	PLC agendas and lesson plans evidence use of WICOR strategies
Ensure students can access a published list of clubs and activities they can join.	David James, Counseling team	Start of school	List is accessible, students able to access
Every teacher attends at least one after-school activity per semester (sign-up)	Shannon Boudreaux, Texan Admin Team	Start of school	Campus administration ensures every teacher has signed up to attend/serve



**Northwest Independent School District**

**Special Programs Center**

**2022-2023 Campus Improvement Plan**





# Mission Statement

The SPC staff, in collaboration with all stakeholders, will provide a culture of acceptance and belonging through diverse experiences. Students will demonstrate personal growth in social emotional learning skills and academic success.

## Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

## Northwest ISD Vision

Northwest ISD empowers  
learners and leaders to positively impact the world.

## Northwest ISD Mission

Northwest ISD, in collaboration with  
students, families, communities, and global partners,  
will engage in a culture of learning  
that prepares all students to confidently navigate their future.



# Table of Contents

Northwest ISD Vision	2
Northwest ISD Mission	2
	2
Comprehensive Needs Assessment	5
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	11
Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.	12
Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.	12
Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family. Add a Goal	13
Addendums	15

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Campus	Mandatory	Discretionary	Total
Middle School	39	22	61
High School	187	115	302

## Demographics Strengths

Highest enrollment - 96 (5/19/2022)

Lowest enrollment - 19 (8/30/2021)

Total student enrollment increased significantly last year. When the campus was at the highest enrollment, this created a hardship for our campus processes due to the small size of our staff. Additional staff were required to address the high numbers in order to provide appropriate support and supervision and remain in compliance with Texas Education Code that states the student-to-teacher ratio be 1 certified teacher to each 15 students. The additional staff came in the form of long term substitutes. Given the lack of training and experience, this led to significant classroom management issues.

Campus staff remained relatively stable. Three of ten staff left, with one staying in district but moving to a traditional high school setting. One staff member retired mid year. A new principal was hired to start the 2021-2022 school year. Seventy percent of staff have been on campus 3+ years.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The size of our staff remains insufficient to provide necessary supports to students effectively when the number of students placed at DAEP begins to reach beyond capacity. Over one third (37%) of the total number of placements were sent for discretionary reasons. We were at or above capacity for approximately 75% of last school year, necessitating long term substitutes for additional support. **Root Cause:** The size of our DAEP staff is not growing at the same pace as the growth of the district.

# Student Learning

## Student Learning Summary

Special Programs Center does not receive campus specific scores and/or rating through TEA. Students remain enrolled on their home campus during their placement. Student enrollment in home campus courses, electives, and advanced placement courses is maintained during placement at the SPC, in an effort to decrease any loss in credits. Class sizes for the 2021-2022 school year were larger than have been in the past with additional staff required to maintain the 15:1 ratio required by the state.

Students do receive direct instruction in all on level core subjects and PE at the SPC campus. SPC teachers follow the district scope and sequence to design and deliver instruction to our students. This allows students to experience a traditional classroom experience in an alternative school environment.

Electives, AP, and Honors classwork comes from the home campus. This means that students do not receive direct instruction in those courses. AP and Honors coursework does receive support for our certified teachers. However, students in CTE and World Languages do not receive direct instruction in those courses. We have been able to hire a CTE teacher this year who can support students in these classes. All CTE coursework does still come from the home campus and our CTE teacher is able to support the students with it while they are here. We still have a need for a World Language Teacher to support students in Spanish instruction.

Another area of need is in Special Education. The number of students served through special education remains at close to 30% of our student population throughout the year. Currently, we have one dedicated Special Education teacher. He is tasked with providing inclusion minutes as well as instruction for resource/applied classes. It is impossible for us to stay in compliance with federal IDEA laws regarding students' IEP implementation with only one dedicated Special Education teacher. We need an additional dedicated Special Education teacher who is certified in math and English. We have been approved for a paraprofessional for Special Education, but have not been able to fill this position yet.

## Student Learning Strengths

Per Texas Administrative code, "the certified teacher-to-student ratio in a DAEP shall be one teacher for each 15 students in elementary through high school grades." By following this administrative code, students are able to see gains academically in most courses. Elective and Advanced Placement coursework comes from the home campus with support from our SPC teachers. Any drops in grades in these subjects are typically minimal, between 3-7 points.

Students thrive in the smaller environment. It is very structured and quiet in a way that allows students to focus on their academics. By keeping the numbers under that 15 per class threshold, students are able to receive a lot of one-on-one attention from our certified teachers. This helps many students strengthen a foundation in many subjects where they may have struggled prior to arriving at SPC.

Campus staff have longevity in their teaching field and expertise in a wide variety of courses within their teaching field. In addition, a collaborative atmosphere and high level of communication occurs with home campus teachers to ensure the students remain on track for smooth transitions when they return.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** In order to focus truly focus on student learning outcomes, we have to begin to track data that would support our instructional practices in a way that has never been tracked before. **Root Cause:** Texas Education Code states that home campuses are held accountable for the academic success of students sent to DAEP, rather than the DAEP itself. Because of this, instructional strengths/weaknesses of DAEPs are not tracked in any meaningful way. Anecdotal data is typically used to demonstrate success rather than concrete data.

# School Processes & Programs

## School Processes & Programs Summary

Structured daily routine and removal of distractions (cell phones, dress code) that often interfere with positive behavior are all implemented. Academic focus on maintaining progress with district scope and sequence to ensure smooth transition back to home campus upon return. Advanced placement and elective coursework is provided by home campus staff to allow students to continue on their academic track. A well structured system of open communication is established with home campus staff (admin and teachers) upon a student's placement. Students maintain their enrollment at their home campus and the ability to access all technology resources (HAC, staff moodle/google classroom pages, email, etc.).

Restorative practices are implemented through our point tracking system that allows students an opportunity to earn their way back to their home campus earlier than anticipated. This system also provides positive behavior privileges as students earn more points. Daily reporting of student progress occurs in the form of a point sheet sent home electronically via email to both student and parent/guardian.

Counseling opportunities are also present through our at-risk counselor, as well two outside entities who facilitate social emotional learning opportunities for our students on a weekly basis.

Student return to campus is based on 4 criteria focusing on academic performance, behavior, attendance, and a letter of personal responsibility.

## School Processes & Programs Strengths

Six of ten staff members have been employed by the district for 9+ years. All are very dedicated and exhibit a strong loyalty to the campus and district. New hires have multiple years experience in education.

Student grades increase during in-person placement.

Daily contact with parents that establishes strong collaborative relationships.

Small class sizes that enables increased amount of 1:1 support.

1:1 technology devices for all student. Campus has a charging station with 10 back-up chromebooks to enable all students access, even during times of chromebook repairs.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The number of staff we have is not proportional to population growth each year. This makes it very difficult to maintain school processes effectively that promote social emotional learning, self advocacy skills, positive decision making, problem solving skills, and safety and security. **Root Cause:** The fluctuation our student population may give a false narrative about the need for additional staff. Current staffing may be based on our lowest student population numbers rather than our highest as it should be.

# Perceptions

## Perceptions Summary

Our focus is to provide structure to the daily routine of students while removing major distractions that typically pull students off task at their home campus. We try to identify the needs of each student and work to help them implement strategies that will help them be more successful upon their return to their home campus. Our belief is that if we provide them with skills for success academically and behaviorally, they will make more appropriate choices upon return and have more self-confidence to refrain from making choices to seek acceptance from their peers.

Transition planning for each student has been a missing and much needed piece of the puzzle. When students return to the home campus, which is much larger, they do not have the same level of academic and behavioral support that they have while at the SPC. Last year we implemented a formal transition plan, created by SPC staff, that is shared with each student's home campus administrator. The goal of this transition plan is to create a partnership between SPC staff and home campuses in a way that will benefit each individual student as they transition back to a larger setting where more distractions may be present. This will not only help our students as they return, but will also allow us to track our instruction in a more authentic way that will help us improve our practices for future students.

## Perceptions Strengths

Campus mission and vision are reviewed every year.

Social Emotional Learning and Restorative Practices continue to be a focus and a priority.

Home campus administrators are becoming more aware of the need for support of the students upon return.

Strong transition planning minimizes recidivism.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** As students return to the home campus, where they may experience more freedoms and more distractions, academics and behavior tend to backslide a bit.

**Root Cause:** Data is not tracked to determine if the formal transition process created last school year is being utilized effectively. SPC Principal and Counselor fill out the first part of the plan and share with the home campus Assistant Principal to finish during each student's transition meeting. There is no data to support if this plan is being finished/utilized at the home campus at this time.



# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals
- Campus goals

## **Student Data: Assessments**

- STAAR End-of-Course current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- 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
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data

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

- Attendance data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

## **Employee Data**

- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

# Goals

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 1:** Campus staff will begin to track effectiveness of lesson planning and instruction in each core subject. Lessons will be planned following the district's outlined scope and sequence.





**Evaluation Data Sources:** Lesson plans, progress monitoring through individual student and campus wide profiles

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create individual and campus profiles through Five Labs and Edugence that will track instruction of core subject for effectiveness. <b>Strategy's Expected Result/Impact:</b> Provide SPC staff an avenue to begin tracking data in a measurable way that can be used to drive instruction, PLCs, and overall campus improvement and effectiveness. <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Staff will meet consistently in PLCs to plan for and discuss best practices as it pertains to our commitment to follow the district scope and sequence. <b>Strategy's Expected Result/Impact:</b> Students will stay on pace with their on level core subjects, making their transition back to the home campus much smoother. <b>Staff Responsible for Monitoring:</b> Principal and teaching staff  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

**Performance Objective 1:** Add additional staff in correlation with the yearly student population increase of the district to support the academic needs of students and our district

**Evaluation Data Sources:** Enrollment Numbers  
Individual and campus profile data  
Grades in elective subjects  
Discipline referral data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Demonstrate a need for a World Language Teacher, middle school Math teacher, Special Education Teacher, an Assistant Principal, school counselor, two paraprofessionals, and a receptionist through an analysis of enrollment numbers, grades, discipline referrals, and individual and campus profiles.</p> <p><b>Strategy's Expected Result/Impact:</b> Higher academic performance in world language and middle school math courses, creating a smoother transition for students as they return to these courses on the home campus. Special Education support for students who have specific needs that we are not able to meet but that are listed in their IEP. Additional academic and behavioral support for students and teachers from principal.</p> <p><b>Staff Responsible for Monitoring:</b> Campus and District Administration</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Add a Goal

**Performance Objective 1:** SPC staff, partnering with district staff, will provide resources and parent education to parents of SPC students.

**Evaluation Data Sources:** Parent/guardian communication (emails, phone calls, point sheets)  
Intake conference requiring parent/guardian to attend





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide opportunities/resources about Teen Life and Ground Zero to parents/guardians for education on a variety of topics impacting the lives of teenagers. <b>Strategy's Expected Result/Impact:</b> Increased awareness and involvement of parents <b>Staff Responsible for Monitoring:</b> Campus administration and counselor	Formative			Summative
	Nov	Jan	Mar	May
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Add a Goal

**Performance Objective 2:** SPC staff will partner with home campus administrators to strengthen the transition process for students returning to the home campus.

**Evaluation Data Sources:** Intake and exit conference with each student  
 Student interviews  
 Individual student profiles  
 Individual Student Transition Plans

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> SPC administration (principal and counselor) will continue to begin the transition process by completing the initial portion of the plan and then transferring the remainder to the home campus staff (assistant principal, counselor, intervention counselor), as the student returns to campus.  <b>Strategy's Expected Result/Impact:</b> Students will maintain grades, attendance, behavior and make use of identified resources designed to support their social and emotional needs as they return to campus. <b>Staff Responsible for Monitoring:</b> Campus Administration (principal and counselor)  <b>TEA Priorities:</b> Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> SPC campus administration and/or staff becoming a recurring role in the transition to the home campus by maintaining monthly visits to home campuses to follow up with and offer additional support to students who have been released.  <b>Strategy's Expected Result/Impact:</b> Students will feel supported by as many resources as possible as they return to the home campus, leading to more positive outcomes. <b>Staff Responsible for Monitoring:</b> Campus principal  <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

# Addendums



# SPECIAL PROGRAMS CENTER

## 2022-23

### Instructional Focus

#### NISD Priority Goals

**Literacy:** NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

**Academic Progress:** NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

**College, Career, Military, and Life Readiness:** NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

**Faculty and Staff Support:** NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

#### 2022-23 Campus Goal(s)

*Type your goal(s) here and provide a brief explanation about why you have identified this as your campus goal(s) based on your data:*

Incorporating more reading and writing into our instruction looking through the lens of equity, engagement, and content literacy.



## Problem of Practice

(Instructional challenge we need to improve in order to meet our goal(s))

*Type the instructional challenge (Problem of Practice) that your campus has identified as an area in need of improvement and provide a brief explanation of why this is challenge for your campus:*

Last school year, student engagement was a struggle across disciplines. Many students substituted being off task, sleeping, or being disruptive for authentic engagement opportunities. This impacted the entire classroom environment as well as individual student behavior and grades.

## Theory of Action

*(Anchored in the NISD Instructional Framework)*

*We are Map Makers  
and Meaning Makers.*

These layers to our map will  
help us improve our  
Instructional Challenge  
(POP) this year:

**If we** offer more meaningful, relevant, and consistent reading and writing opportunities

**And if we** diagnose and assess student gaps in academic skills

**And if we** adjust based individual strengths and needs

**Then these are the changes we expect to see in ourselves and our students:**

Students will demonstrate an increased motivation to learn, an increase in on task behavior, and a higher level of academic language.

We (staff) will be more intentional with our planning and instructional practices to address the individual needs and supports of all learners.

## ACTION PLAN

As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?
- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
Revisit 5 Labs to monitor instruction in core classes	Diana Foster Melissa Desimone	First 6 weeks	Faculty meetings
Incorporate this problem of practice into August DAEP Solutions PD to create a plan/protocol	All staff	August PD	Data/PLC meetings
Assess the strengths/weaknesses of all students by communicating with home campuses and building relationships with students. Use this information to drive lesson planning and instruction.	Teaching Staff	As new students arrive to our campus	Data/PLC meetings



# Northwest Independent School District

## Steele Early College High School

### 2022-2023 Campus Improvement Plan

**Accountability Rating: A**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading  
Academic Achievement in Science



# **Vision**

## **Core Beliefs**

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

## **Northwest ISD Vision**

Northwest ISD empowers  
learners and leaders to positively impact the world.

## **Northwest ISD Mission**

Northwest ISD, in collaboration with  
students, families, communities, and global partners,  
will engage in a culture of learning  
that prepares all students to confidently navigate their future.

# **James M. Steele Early College High School Vision**

James M. Steele Early College High School will be nationally recognized as a prestigious and innovative learning community where every graduate is empowered to choose a lifetime of learning and success.

# **James M. Steele Early College High School Mission**

James M. Steele Early College High School prepares every student for life by collaborating, building relationships, and offering unique and challenging opportunities that empower students to choose their own future.

# Table of Contents

Northwest ISD Vision	2
Northwest ISD Mission	2
James M. Steele Early College High School Vision	3
James M. Steele Early College High School Mission	3
Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	5
Student Learning	6
School Processes & Programs	7
Perceptions	8
Priority Problem Statements	9
Comprehensive Needs Assessment Data Documentation	10
Goals	13
Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.	14
Goal 2: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.	20
Goal 3: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.	22
Addendums	25

# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Steele Early College High School (ECHS) just completed our first year as a TEA Provisional Designation ECHS campus. At the end of the 4th year, Steele ECHS must apply for Designation status and must meet the state's Designated OBM criteria. TEA requires Designation renewal annually for each ECHS Campus. Campuses that meet the Distinguished OBM criteria for any of the three OBM categories of Access, Attainment, and Achievement will receive one or more Distinctions. Currently, we are focused on working on our three OBM categories for our 9th and 10th grade students.

Our Cosmetology Academy has transitioned into full implementation of our new 2 year program where students travel from their home high school campus to Steele for three class periods while completing four core classes on their home campus. Juniors attend the Cosmetology Academy at Steele in the morning and Seniors attend in the afternoon. We have seen a dramatic increase in students participating in the Cosmetology Academy. This year we have 68 students in our Cosmetology Academy.

As we continue to increase our student programs, we are working to figure out how two campus leaders can meet the district expectations of a 1) high principal, 2) high school associate principal, 3) high school counselor, 4) high school lead counselor, 5) high assistant principal, 6) high school testing coordinator, 7) Student Services Facilitator, 8) At-Risk teacher, 9) PEIMS coordinator, and 10) Campus Instructional teachers/coaches, without the additional support of administrative assistants.



# Demographics

## Demographics Summary

The RISE and Horizons programs moved from Steele to the Legacy building last January 2022. Our enrollment decreased in January by 30 students with RISE and Horizons moving to the new school. Even with losing 30 students, Steele Early College High School has continued to increase enrollment and has our largest enrollment in school history with around 230 students plus an additional 65 Cosmetology students traveling to Steele for the Cosmetology Academy. We have our largest ever freshmen class with 85 students.

The ethnic makeup of our students consists of 56.0% Caucasian, 23.0% Hispanic, 6% Asian, 12.0% African American, 2.0% American Indian, and 1% Pacific. Of our 229 students, At-Risk = 19%, Special Education = 7%, 504 = 15%, ELL = 1%, GT = 27%, and Economically Disadvantaged = 24%. Female = 63% and Male = 37%.

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
56%	23%	12%	1%	6%	24%	7%	15%	5%	27%	1%	19 %	10%	0

## Demographics Strengths

Our focus at Steele Early College High School is Dual Credit College hours. We had 16 students earn their Associate's degree last year and 13 students earn their Texas state Cosmetology license.

STAAR Passing Scores: Algebra One = 87%, Biology = 100%, U.S. History = 98%, English One = 96%, and English Two = 97%.

STAAR Masters Scores: Algebra One = 26%, Biology = 52%, U.S. History = 91%, English One = 37%, and English Two = 33%.

SAT - All 11th graders participated in the School Day SAT, March, 2022. Overall Total Mean Score of 1105. English = 568 and Math = 537.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1 (Prioritized):** With ECHS state requirements, working to have Steele ECHS demographics mirror or exceed district demographic data. **Root Cause:** The need for intentional and specific recruitment to reach all students throughout NISD.

# Student Learning

## Student Learning Summary

Last year, 50 of the 51 Seniors (Class of 2022) graduated being College and Career Ready. Coming out of the pandemic, our STAAR EOC scores increased to some of the highest scores in school history. Our students worked hard over the summer to retest their EOC exams, which results in less students needing to EOC test in December and more students On-Track towards graduation. Students continued to earn CTE certifications and college dual credit. Our Senior class this past year, 50 of the 51 Seniors earned at least one industry certification. The entire Senior class earned over 300 industry certifications.

Our focus at Steele Early College High School is Dual Credit College hours. We had 16 students earn their Associate's degree last year and 13 students earn their Texas state Cosmetology license.

STAAR Passing Scores: Algebra One = 87%, Biology = 100%, U.S. History = 98%, English One = 96%, and English Two = 97%.

STAAR Masters Scores: Algebra One = 26%, Biology = 52%, U.S. History = 91%, English One = 37%, and English Two = 33%.

SAT - All 11th graders participated in the School Day SAT, March, 2022. Overall Total Mean Score of 1105. English = 568 and Math = 537.

## Student Learning Strengths

Steele ECHS uses a positive reward system called the A-1 program that allows additional academic freedom for students who maintain a B average every three weeks, and who have no more than 2 absences, and no behavior referrals. We utilize EdEfficiency to maximize and support student learning and tutorials. Positive reinforcers, such as, popsicles, popcorn, and ice cream supports students working hard in the classrooms. CCMR is a focus for all students graduating from Steele. This past year, 98% of all Seniors graduated with Level One CCMR and around 60% graduated with Level Two CCMR.

Steele ECHS has a 5 day Power Hour Advisory rotation that includes:

Monday - Advisory Lessons

Tuesday - Tutorials

Wednesday - Tutorials

Thursday - Tutorials

Friday - Fun Day Friday

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Student academic growth across all subjects, increased industry certification and readiness, as well as student success in taking one or more sections of the TSI. **Root Cause:** Steele ECHS continually strives to provide students with future-ready opportunities for success, with all students achieving CCMR readiness goals.

# School Processes & Programs

## School Processes & Programs Summary

Power Hour is designed to support advisory, HB4545, tutorials, enrichment, clubs, organizations, CCMR, Work Day Wednesday, and Fun Day Friday. UNT G-Force is on campus to support our students in college applications, FAFSA, scholarships, and more. We started eSports and students are competing in tournaments. We became a UIL campus and will compete for our first year in UIL this school year. We will compete in Debate, UIL Academics, and UIL One Act Play (OAP). Our A-B Blocked schedule supports a college learning environment and our A-1 program supports excellence in academics, character, and leadership. Steele has three large student organizations that lead our events, activities, and programs on campus (Student Council, National Honor Society, and FBLA). Our Steele StuCo is very active in NISD student leadership, collaborating with BNHS, NHS, and EHS. StuCo is participating in state StuCo training and activities. UIL is a big focus for Steele this school year.

## School Processes & Programs Strengths

Building student leadership and involvement are a focus on campus. We are focused on our Early College High School program supporting all students in making college an option. The Cosmetology Academy is focused on retention, recruitment, and positively impacting student success. Our CTE program continues to excel in certifications and preparing students to be College, Career, Military, and Life Ready. We continue to refine and work on our Power Hour program to support all students.

We continue to increase the number of students earning Associate degrees (16 students) and Cosmetology state certification (13 students). We had our first three year graduate to earn her Associate degree this past year. The goal of Steele is to have around 100 students per grade level. This coming school year, we will have around 85 Freshmen in the ECHS program.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Being a small campus, we have limited staff to implement all the district expectations, campus needs, and the needs to create and implement new programs for ECHS success. **Root Cause:** District wide systems are designed for larger staff, how can we rethink district/campus systems and processes to stay focused on "Kids Come First" and not allow them to take away time from working with students.

# Perceptions

## Perceptions Summary

As we transition into year 2 of being an Early College High School, there are misconceptions of who we are and who can apply to Steele. Since we are not a large comprehensive high school, many people try to understand our school and which students would attend Steele. Many people have different perceptions of what ECHS means. It's important that we communicate our story, celebrations, successes, and who we are as a campus. Our focus at Steele is supporting students to earn dual credit courses, work towards their Associate degree, earn industry certifications, transition to a four year university, and gaining a competitive advantage for their future.

For the ECHS program, we have a lottery system for selecting students who complete the enrollment request form. We have three windows of time for students to submit their enrollment request. At the end of each window, we utilize the lottery system to select students for the program. After we reach our maximum number of 100 students in the Freshmen class, additional students who complete the enrollment request are placed on a waiting list. The state of Texas has Outcome Based Measures (OBM) for Early College High Schools. We as a campus focus our attention to supporting students and the campus in meeting the OBMs.

As we transition into Year 2 of our new Cosmetology model, it's important that we communicate district-wide to students, staff, families, and communities the opportunities available for students who want to earn their state Cosmetology certification. Recruitment is focused on 10th graders applying to the two year program starting their Junior school year. Our goal in the Cosmetology Academy is to have 40-50 Juniors in the morning session and 40-50 Seniors in the afternoon session.

## Perceptions Strengths

We are working to make connections with all middle schools and the other three high schools to communicate and educate about the opportunities at Steele. Our goal is to make college an option for all students who want to earn their four year college degree or earn their Cosmetology state certification. Through our Steele website, we are working on communicating who we are to better educate families interested in Steele. We continue to work with middle school CCR teachers, SPED teachers, counselors, administration, and more to better understand Steele ECHS.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students throughout NISD are not aware of all the opportunities at Steele ECHS and our Cosmetology Academy. **Root Cause:** Marketing, communication, opportunities to visit the campus, and the opportunity to hear our story.

# Priority Problem Statements

**Problem Statement 2:** With ECHS state requirements, working to have Steele ECHS demographics mirror or exceed district demographic data.

**Root Cause 2:** The need for intentional and specific recruitment to reach all students throughout NISD.

**Problem Statement 2 Areas:** Demographics

**Problem Statement 3:** Student academic growth across all subjects, increased industry certification and readiness, as well as student success in taking one or more sections of the TSI.

**Root Cause 3:** Steele ECHS continually strives to provide students with future-ready opportunities for success, with all students achieving CCMR readiness goals.

**Problem Statement 3 Areas:** Student Learning

**Problem Statement 1:** Being a small campus, we have limited staff to implement all the district expectations, campus needs, and the needs to create and implement new programs for ECHS success.

**Root Cause 1:** District wide systems are designed for larger staff, how can we rethink district/campus systems and processes to stay focused on "Kids Come First" and not allow them to take away time from working with students.

**Problem Statement 1 Areas:** School Processes & Programs

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Student failure and/or retention rates
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

#### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- Equity data
- T-P ESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

- Study of best practices
- Other additional data







# Goals

**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 1:** Freshmen Initiative - Ensure that all 9th grade students develop ECHS academic skills and have supports to find success in the Early College High School model.





**Evaluation Data Sources:** Grades, Dual Credit, Attendance, MAP data, Algebra One EOC, English One EOC, and Biology EOC.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Each three weeks we will monitor Freshmen grades and intervene early when students are needing additional supports. We will work to increase Freshmen leadership opportunities and involvement on campus. <b>Strategy's Expected Result/Impact:</b> 100% of all Freshmen earning eight high school credits. Freshmen earning 7 hours of Dual Credit. 100% of all Freshmen are On-Track at the end of the 2022 - 2023 school year. <b>Staff Responsible for Monitoring:</b> Kendra Langston, All Teachers, Sheneka Davis, and Todd Rogers.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
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**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 2:** Expand opportunities for individualized learning and increased dual credit opportunities for all students.





**Evaluation Data Sources:** ACP Lab results, CTE/BIM/PBR results, number of students taking dual credit, CTE certifications, dual credit grades, Seniors Core Complete, Seniors earning Associate degree, and increase dual credit English.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will take advantage of anytime learning to earn certifications and online learning courses which allow them to be future ready, accelerate learning, and work towards their Competitive Advantage. <b>Strategy's Expected Result/Impact:</b> Competitive Advantage, College, Career, and Life Ready. Increased certifications. Student success in the ACP Lab. <b>Staff Responsible for Monitoring:</b> Sarah Zeballos, Amberley Tanner, Heather Fowler, Gabby Lochridge, and Sheneka Davis.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase the opportunity for students to take dual credit courses, work towards being Core Complete, and work towards earning their Associates degree. <b>Strategy's Expected Result/Impact:</b> More students graduating having earned 42 college credits or 60 college credits. Increase college dual credit courses for students. <b>Staff Responsible for Monitoring:</b> Kendra Langston.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
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**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 3:** Ensure that students develop and graduate with the social and emotional awareness and skills to be effective citizens.

**Evaluation Data Sources:** Student feedback and graduate survey.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Steele ECHS will continue its progress and growth with our SEL program to support students and staff. Student Council will focus on creating a positive and supportive environment to meet student mental health needs. Grade level advisories will work to build a supportive and positive environment.  <b>Strategy's Expected Result/Impact:</b> Student and staff feedback and surveys. <b>Staff Responsible for Monitoring:</b> Lance Dewey, Jennifer Powers, Jennifer Allen, Tom Horn, Amberley Tanner, and Kendra Langston.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue our campus progress in social-emotional resources, Counseling lessons, Advisory lessons, Power Hour, Fun Day Friday, and A-1 programs to support a culture that supports student well-being.  <b>Strategy's Expected Result/Impact:</b> Student survey. Self reporting an increase in social-emotional well-being. <b>Staff Responsible for Monitoring:</b> Sheneka Davis, Tom Horn, Jennifer Allen, Keith Smith, Kendra Langston, Lance Dewey, Jennifer Powers, Amberley Tanner, and Todd Rogers.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
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**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 4:** Increase content area literacy and academic interventions to improve on student success and STAAR EOC mastery rates for all students.

**Evaluation Data Sources:** Increase STAAR EOC Met Standards and Mastery. Increase English 1 and English 2 EOC results.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> STAAR EOC interventions before the December testing dates and Spring testing dates. Intervention program to support students before taking STAAR EOC exams. <b>Strategy's Expected Result/Impact:</b> Increased number of students passing/mastery of EOC assessments for graduation. <b>Staff Responsible for Monitoring:</b> Todd Rogers, Sheneka Davis, Keith Smith, JT Espinosa, Katie Steinhauser, Kendra Langston, and Jennifer Allen.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Power Hour intervention program and tutorials to support students being academically successful in learning and assessments. Edficiency program utilized to support student success. <b>Strategy's Expected Result/Impact:</b> Students being successful with Grades, EOC, TSI, MAP, PSAT, and SAT. <b>Staff Responsible for Monitoring:</b> Teachers, Counselor, and Administration.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
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**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 5:** Effectively monitor students who are considered At-Risk, 504, Dyslexia, Special Education, Homeless, RTI, and/or require academic or social-emotional support.

**Evaluation Data Sources:** Progress reports, Report Card grades, attendance, EOC, MAP, and additional data.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers, Administration, and Counselor will identify students who are at-risk and develop progress monitoring process for learning success action plans (Power Hour). <b>Strategy's Expected Result/Impact:</b> Progress Reports, Quarterly Grades, and Assessments. <b>Staff Responsible for Monitoring:</b> Teachers, Todd Rogers, and Sheneka Davis.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continue to create individualized graduation plans to support students at-risk of dropping out or falling behind due to credits and/or STAAR EOC scores. <b>Strategy's Expected Result/Impact:</b> Decrease in students losing credits or needing summer school to make up credits. <b>Staff Responsible for Monitoring:</b> Teachers, Todd Rogers, and Sheneka Davis.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Continue to identify and progress monitor student growth and success for all at-risk students. Intervene early for students starting to fall behind.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased students being successful gaining credits, passing STAAR EOC, and 100% graduation rate.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Todd Rogers, and Sheneka Davis.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
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**Goal 1:** Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

**Performance Objective 6:** College, Career, Military, and Life Readiness.

**Evaluation Data Sources:** TSI Complete, Certifications, SAT, State Certifications, and/or Military.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All Seniors (100%) will graduate in 2023 meeting the Level One Texas state College and Career Readiness standard. 60% of Seniors graduating with Level Two CCMR (both college and career readiness). <b>Strategy's Expected Result/Impact:</b> All students graduating ready for College, Career, Military, and Life. <b>Staff Responsible for Monitoring:</b> Teachers, Todd Rogers, and Sheneka Davis.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Students working to be TSIA complete in English and Math. 80% of freshmen working to be TSIA English complete. Work to have have 60% or higher of Seniors TSIA complete. 85% of Sophomores TSIA English complete for dual credit English their Junior year. <b>Strategy's Expected Result/Impact:</b> TSIA results. <b>Staff Responsible for Monitoring:</b> Kendra Langston, Amberley Tanner, Katie Steinhauser, Jennifer Allen, Jennifer Powers, Tom Horn, and Keith Smith.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

**Performance Objective 1:** Collaborative and schoolwide leadership focused on schoolwide decision making process.

**Evaluation Data Sources:** Staff leadership, communication, participation, and staff survey.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Campus staff "Leadership Team" focused on the implementation of Early College High School, schoolwide decision making, and teacher voice. <b>Strategy's Expected Result/Impact:</b> Increase in teacher participation, leadership, and staff efficacy. <b>Staff Responsible for Monitoring:</b> Todd Rogers and the Leadership Team.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Middle of the school year staff survey to gather feedback and staff voice for the spring semester. Focus of the survey is climate, culture, decision-making, leadership, and staff voice. <b>Strategy's Expected Result/Impact:</b> Increase staff decision making, leadership, and voice about campus wide decisions. <b>Staff Responsible for Monitoring:</b> Todd Rogers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Weekly staff PLC time focused on campus communication, student progress, and teacher feedback. <b>Strategy's Expected Result/Impact:</b> Continuing a collaborative and teamwork approach to supporting the staff, student needs, and campus needs. <b>Staff Responsible for Monitoring:</b> Todd Rogers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Continue to evaluate and monitor campus safety procedures to support a positive and safe learning environment. <b>Staff Responsible for Monitoring:</b> James Maples and the Safety and Security Committee.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture	Formative			Summative
	Nov	Jan	Mar	May
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Continue opportunities to increase communication through student newspaper, video announcements (Broadcast News), ParentSquare, website, social media followers, and social media resources. Increased communication with ParentSquare. <b>Strategy's Expected Result/Impact:</b> Family engagement, student involvement, and increase education on ECHS, Cosmetology, CTE certifications, and Steele programs. <b>Staff Responsible for Monitoring:</b> Jennifer Powers, Amberley Tanner, Tom Horn, Katie Steinhauer, Amber Robinson, Kendra Langston, Heather Fowler, all Teachers, and Todd Rogers  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 1:** The implementation and continued progress of working towards Steele becoming a designated Early College High School.

**Evaluation Data Sources:** Freshmen and Sophomore success with ECHS OBMs, ECHS students success with retention, recruitment, dual credit, grades, EOC, attendance, MAP, and student voice.





Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Early College High School Committee focused on implementation, progress, community, recruitment, professional development, OBMs, accountability, communication, and the ECHS rubric. <b>Strategy's Expected Result/Impact:</b> Freshmen and Sophomore success, ECHS success, increased recruitment, Provisional ECHS working towards ECHS designation, and towards Distinguished ECHS designation. <b>Staff Responsible for Monitoring:</b> Steele ECHS Leadership and Implementation Committee  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Increase our ECHS recruitment for the 2023 - 2024 school year. Continue working towards our 5 year goal of having 100 students in our Freshman ECHS class. <b>Strategy's Expected Result/Impact:</b> Continued opportunity for students to earn their Associate degree or Core Complete. Working towards increasing our ECHS program goal to 400 students. <b>Staff Responsible for Monitoring:</b> Todd Rogers, Bobby Morris, Kendra Langston, Sheneka Davis, and Tom Horn.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The first year implementation of Steele ECHS as a UIL campus to support Academic UIL, Debate, One Act Play (OAP), and Fine Arts involvement. <b>Strategy's Expected Result/Impact:</b> Student involvement and student engagement. <b>Staff Responsible for Monitoring:</b> Amberley Tanner and Mylene Davis.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Campus committee (students and staff) focused on a positive climate and culture on campus that supports all students. <b>Strategy's Expected Result/Impact:</b> Inclusion, equity, participation, involvement, SEL, and student growth. <b>Staff Responsible for Monitoring:</b> Sheneka Davis and Gabby Lochridge.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 3:** Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

**Performance Objective 2:** The implementation and continued progress of the Cosmetology program.

**Evaluation Data Sources:** Student engagement, student involvement, student certification, student leadership, recruitment, and increased participation.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Year Two of implementing the moving of the Cosmetology Academy to a two-year program so students can travel to Steele to earn their Cosmetology state certification while continuing their core classes on their main campus. <b>Strategy's Expected Result/Impact:</b> Increased student enrollment, engagement, involvement, opportunity, and state certification. More students meeting state CCMR criteria. <b>Staff Responsible for Monitoring:</b> Heather Fowler and Gabby Lochridge.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Continued recruitment of Cosmetology students into the Junior class for the 2023-2024 school year. Working towards our campus goal of 40-50 Cosmetology students in the Junior class and 40-50 students in the Senior class. <b>Strategy's Expected Result/Impact:</b> Increased opportunities for students, leadership opportunities, and for more students to earn their state certification in Cosmetology. Increase number of students being College, Career, and Life Ready. <b>Staff Responsible for Monitoring:</b> Heather Fowler and Gabby Lochridge.  <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college <b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

# Addendums



# STEELE EARLY COLLEGE HIGH SCHOOL

## 2022-23

### Instructional Focus

#### NISD Priority Goals

**Literacy:** NISD will place an increased emphasis on literacy across all grade levels and content areas to help ensure that at least 90% of students are reading on or above grade level.

**Academic Progress:** NISD will increase student performance in all content areas through rigorous instruction designed to meet the needs of every child, every day and ensure equitable access to learning with appropriate supports for success.

**College, Career, Military, and Life Readiness:** NISD will ensure that every student is prepared to succeed in life after high school by developing strong social, emotional, and behavioral skills and by achieving College, Career, and Military Readiness (CCMR) status in order to attain their definition of personal success through personalized learning opportunities, equitable access free of institutional bias, and appropriate support for their chosen pathways.

**Faculty and Staff Support:** NISD will recruit and retain a diverse employee population through the use of a strategic, competitive total compensation and benefits plan.

#### 2022-23 Campus Goal(s)

Increase literacy rates and academic progress among all student populations to provide opportunities for achievement and success in the Early College High School.

*Provide a brief explanation about why these are your campus goals based on your data*

In addition to all students needing to master ELAR standards in order for high school graduation, Steele Early College High School students require proficiency in English-Language Arts in order to pursue Core Completion and dual credit Associate Degree opportunities.

## Problem of Practice

(Instructional challenge we need to improve in order to meet our goal(s))

The challenge we are working to improve in our instruction is student academic growth in literacy comprehension and expression as well as increased student success in one or more sections of the TSIA.

*Provide a brief explanation of WHY this is a challenge for your campus:*

Steele ECHS continually strives to provide students with future-ready opportunities for success, with all students achieving CCMR readiness goals.

## Theory of Action

*(Anchored in the NISD Instructional Framework)*

<b><i>We are Map Makers and Meaning Makers.</i></b>  These layers to our map will help us improve our Instructional Challenge (POP) this year:	<b>If we</b> , incorporate a purposeful focus on teaching and utilizing academic vocabulary,
	<b>And if we</b> , provide opportunities and support for students to communicate their learning and viewpoints in writing,
	<b>And if we</b> , embed opportunities and supports for student success on the TSIA,
	<b>Then these are the changes we expect to see in ourselves and our students:</b> then we will see student achievements in literacy and academic progress as early college high school students.

## ACTION PLAN

As you develop your Campus Action Plan, keep the following questions in the forefront of your thinking:

- As map makers and meaning makers, what map layers are important to consider as you put your Theory of Action into practice?
- What layers of your map do your teachers need to create and/or explore in order to engage in and fully embrace your campus POP?
- What layers of your map do your teachers need to create and/or explore in order to meet the needs of all students on your campus?
- Knowing that maps are the most important documents we have, how will you track the progress you have made on your journey throughout the year?

- How will you create and maintain energy and commitment related to your POP throughout the year?

Action Step	Who will be involved?	What is our time frame?	How we will monitor our progress?
Diffuse Academic Vocabulary prior to Content Delivery	Steele Staff	2022-2023 (throughout school year)	MAPs Data, District Benchmark, STAAR
Student Journaling	Steele Staff	2022-2023 (throughout school year)	CBAs, District Benchmark, STAAR
Reading and Literacy Courses	Steele ELAR Staff	2022-2023 (throughout school year)	MAPs, TSIA, STAAR Data
TSI Preparation and Administration	Steele Staff	2022-2023 (throughout school year)	Documenting student TSIA attempts and successful TSIA English exams



