

# Northwest Independent School District

## Byron Nelson High School

### 2023-2024 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.

## 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.

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# 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 23-24 school year, campus enrollment reflected a student enrollment of 2,899 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%	11%	1%	7%	18%	9%	16%	8%	15%	5%	22%	3%	0.01%

### 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	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
	ELA I	ELA I	ELA II	ELA II	ALG I	ALG I	BIO I	BIO I	US HIST	US HIST
% Approaches	85%	89%	86%	89%	87%	89%	95%	97%	97%	99%

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. Byron Nelson had approximately 1,698 certifications earned by students during the 22-23 school year.

Fall 2022 to Spring 2023

	Percent of students who met growth projections	Mean RIT Score
ELA	34%	229.6 to 227.6
ALG	42%	237.5 to 238.7

	9th Projected Growth	9th Observed Growth
ELA	2.2	0.3
ALG	3.9	0.4

## 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 2022-2023.

### Advanced Placement Results (May 2023)

- 944 students took AP Exams
- A total of 1,903 exams were taken in 25 subjects
- 73% of the AP exams received scores of 3 or higher
- 94% of the AP exams received scores of 2 or higher
- Total of 326 AP Scholars
  - 140 AP Scholars, 62 AP Scholars with Honors, 121 AP Scholars with Distinction, 27 AP Capstone Diplomas, 3 AP International Diplomas, 11 AP Seminar and Research Certificates

### Awards and Distinctions, 2023 Results

- 3 National Merit Scholar Finalists
- 13 National Merit Commended Scholars
- 7 National Hispanic Recognition Program Scholars
- 11 National African American Recognition Program Scholars
- 1 National Indigenous Recognition Program Scholar
- 68 National Rural and Small Town Recognition Program Scholars

### Awards and Distinctions, 2022 Results

- 6 National Merit Scholar Finalists
- 13 National Merit Commended Scholars
- 9 National Hispanic Recognition Program Scholars
- 9 National African American Recognition Program Scholars
- 1 National Indigenous Recognition Program Scholar
- 45 National Rural and Small Town 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 23-24 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 2023-2024 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), Literacy Team, Success Team, Campus Culture Committee, and Cell-Phone/Academic Integrity 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 24,000 was raised for students scholarships and distributed the previous school year to members of the class of 2023.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1 (Prioritized):** Staff members need additional campus opportunities to demonstrate career goals and get connected. **Root Cause:** A limited growth/opportunity structure for career advancement appears to suppress opportunities, along with staffing constraints.

**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 2022-2023 school year.

## Perceptions Strengths

Our OHI numbers showed great improvement in Spring 2023. The last time the campus participated in OHI was in 2017-2018.

### **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 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 23-24 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

**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 and get connected.

**Root Cause 4:** A limited growth/opportunity structure for career advancement appears to suppress opportunities, along with staffing constraints.

**Problem Statement 4 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
- 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:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 1:** Literacy





1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will work on calibrating our writing instruction through targeted campus professional development from our Byron Literacy Team and with follow-up support in PLCs.</p> <p><b>Strategy's Expected Result/Impact:</b> The staff at Byron Nelson will gain a deeper understanding of what high level writing should look like in their individual discipline.</p> <p><b>Staff Responsible for Monitoring:</b> Kara Lea Deardorff, Dr. Norris, Literacy Team, and PLC Leads</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 2:** Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Our leadership team will utilize the Early Warning System (EWS) report in 5 Labs to identify students that are not reaching their potential in the areas of attendance, discipline, and academics. The team will then develop an individualized plan to support the highest at-risk students identified.</p> <p><b>Strategy's Expected Result/Impact:</b> We utilized this approach last year for 9th and 10 grade initiatives and achieved great improvement. We expect to see the list of students from the EWS report decrease by 50% from Q1 to Semester and then again by the end of the year.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Counselors, MTSS, Truancy Counselor, Intervention Counselor</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 3:** College, Career, Military & Life Readiness





1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BNHS hosted a CTE Showcase as part of our back to school professional development. This gave our teachers the opportunity to see career and life readiness skills in unique programs, so they could make connections with their course.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will understand CTE better and be able to build connections with other teachers to better support students.</p> <p><b>Staff Responsible for Monitoring:</b> Carol McDaniel-White and Kara Lea Deardorff</p> <p><b>TEA Priorities:</b> Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 1:** Recruit





2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Byron Nelson High School will continue to connect with our staff and community when new staff members are needed. We will encourage our teachers to reach out to their friends in other districts when we have openings to encourage them to apply. We will let department heads know early on in spring what staff we are looking for and they utilize various networks to recruit potential applicants.</p> <p><b>Strategy's Expected Result/Impact:</b> The majority of our applicants come by referral from existing staff or community members.</p> <p><b>Staff Responsible for Monitoring:</b> APs over each department</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 2: Value**





2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Culture Committee was created last year to give more teacher voice to campus staff development, morale building, and empowerment of staff. They will continue to meet this year to implement different ideas to meet staff needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Teachers will feel more connected and committed to Byron Nelson</p> <p><b>Staff Responsible for Monitoring:</b> Amy Lilly and Branden Richardson</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 3: Retain**





2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Every new teacher and new to NISD teacher was assigned a mentor or buddy to assist them throughout the school year. Our mentor coordinator communicates with the mentors and buddies weekly, and in addition she was not assigned an advisory to give her more time during the day to meet with mentors and mentees as needed.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase face-to-face connection and support</p> <p><b>Staff Responsible for Monitoring:</b> Brittany Harper and Kara Lea Deardorff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 1:** Engagement





3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will work with our PTSA in partnerships with our peer tutoring program, scholarship funds, and at-risk student needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved academic performance from the tutoring, more money raised for student scholarships, and the clothes closet and other needs met for students.</p> <p><b>Staff Responsible for Monitoring:</b> Kara Lea Deardorff and PTSA President Ashleigh Seymour-Jones</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 2: Culture**





3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will utilize our BNHS Parent Facebook page, Instagram, Twitter, and Parent Square to communicate with all stakeholders. In addition, we will continue to offer face-to-face events such as Bobcat Camp Parent Meeting, Byron Showcase (November), and parent conferences to offer ways to connect.</p> <p><b>Strategy's Expected Result/Impact:</b> The Bobcat community will feel more informed and connected</p> <p><b>Staff Responsible for Monitoring:</b> Kara Lea Deardorff, Kerry Knisley, and Beth Miller</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 3: Safety**

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We offer multiple ways for students to connect with assistant principals, counselors, and intervention support if they have a need or a suspect a need for a peer. There are QR codes posted in all classrooms and throughout the building for students to request support. In addition, our SROs have posters and produce segments on BNTV regarding various safety and security topics that are relevant to students.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will know how to access help and resources for themselves and others.</p> <p><b>Staff Responsible for Monitoring:</b> SROs, Admin Team, Counselors</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </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



# Northwest Independent School District

## Eaton High School

### 2023-2024 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

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### Demographics 23.24

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
48%	26%	17%	1.65%	7%	25.5%	12%	14%	7%	10%	5.3%	33%	%	0.003%

- Eaton opened in 2015-2016
  - 9th and 10th grades
  - 980 students
- 2023-2024 (9th year)
  - Approx. 3300 Students
    - 9th = 814
    - 10th = 917
    - 11th = 820
    - 12th = 700
- Staff Growth
  - 92 staff members 2015-2016
  - 272 staff members 2023-2024
- ESL
  - 22+ Student Languages Spoken
  - ESL 2% 2015-2016 to 5.3% 2023-2024
- Demographic change from 2015-2016 to 2023-2024
  - White 65% to 48%
  - Hispanic 20% to 26%
  - African Amer. 10% to 15%
- Econ Disadvantage change from 2015-2016 to 2023-2024
  - 16.5% to 25.5%

### 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 booster clubs
- 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 (Prioritized):** Eaton High School student demographics are shifting and the student population is growing. Students and staff must be connected to Eaton through staff relationships and programs. **Root Cause:** Eaton High School is in a fast growth area.

# Student Learning

## Student Learning Summary

### S TAAR Data

Grade Level & Test	2022 ELA I	2023 ELA I	2022 ELA II	2023 ELA II	2022 ALG I	2023 ALG I	2022 BIO I	2023 BIO I	2023 US HIST	2023 US HIST
% Approaches	75%	80%	80%	83%	68%	70%	91%	95%	96%	98%

### STAAR Scores (Approach / Master)

Tests	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023
English I	82%	82% / 12%	80% / 14%	82% / 20%	n/a	80% / 16%	75% / 11%	80% / 16%
English II	78%	80% / 10%	84% / 10%	84% / 13%	n/a	83% / 15%	80% / 9%	83% / 10%
Algebra I	78%	88% / 16%	87% / 21%	90% / 38%	n/a	78% / 15%	68% / 13%	70% / 7%
Biology	96%	97% / 38%	97% / 41%	97% / 38%	n/a	93% / 74%	91% / 29%	95% / 26%
US History	No 11th graders	96% / 55%	96% / 54%	97% / 61%	n/a	96% / 60%	96% / 57%	98% / 48%

### AP Data

	2016	2017	2018	2019	2020	2021	2022	2023
Total AP Students	169	403	715	693	709	661	627	656
Number of Exams	181	586	1270	1444	1365	1313	1284	1260
AP Students with Scores 3+	92	224	405	427	455	382	439	482
% of Total AP Students with Scores 3+	54%	56%	57%	62%	64%	58%	70%	73%

## Student Learning Strengths

- CTE Certifications continue to increase
- Approaches scores are increasing as we move away from remote learning.
  - 73% of our testers in 22-23 scored a 3 or higher (highest in EHS history excluding COVID when scores dropped across the board)

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1 (Prioritized):** Assessment scores slowly increase from spring 2021-2022. **Root Cause:** Teacher preparedness to teach content literacy post-COVID 2020 is not consistent.

# School Processes & Programs

## School Processes & Programs Summary

### MAP Growth Data 2022-2023

	Percent of students who met growth projections	Mean RIT Score
ELA	47% (9th grade)	223.7 to 225.0
ALG	54% (9th grade)	227.4 to 232.3

### Fall 2022 to Spring 2023

	9th Projected Growth	9th Observed Growth
ELA	2.5	1
ALG	4.0	5

### Support Programs

- Addition of behavior support framework in 23-24
- Addition of Student Leadership Academy every Tuesday in 23-24
- 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 program
- Tuesday's with Tracie
- 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 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.
- Behavior framework implemented in 23-24.
- Addition of a second truancy and at-risk counselor in 23-24.

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

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

# Perceptions

## Perceptions Summary

- Core values: The Expectations of Excellence (5 E's)
- Freshmen Focus Towers created in 2022. We have added two counselors to the 9th grade wing.
- Vision statement and aligned mission
- Development of Equity at Eaton Committee
- We have rolled out a behavior framework in 23-24

## 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 (Prioritized):** Eaton 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 1:** Students are underperforming.

**Root Cause 1:** Teacher and student academic expectations can be higher. Attendance continues to impact learning.

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

**Problem Statement 2:** Assessment scores slowly increase from spring 2021-2022.

**Root Cause 2:** Teacher preparedness to teach content literacy post-COVID 2020 is not consistent.

**Problem Statement 2 Areas:** Student Learning

**Problem Statement 3:** Eaton High School student demographics are shifting and the student population is growing. Students and staff must be connected to Eaton through staff relationships and programs.

**Root Cause 3:** Eaton High School is in a fast growth area.

**Problem Statement 3 Areas:** Demographics

**Problem Statement 4:** Eaton pride is growing slow and steady.

**Root Cause 4:** Developing stronger and more varied communication with greater connection to the community and Eaton staff and students.

**Problem Statement 4 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability 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
- 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
- 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 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.
- Section 504 data
- Homeless data
- Gifted and talented 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
- 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
- T-TESS data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- 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:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 1:** Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase belonging/connection (which comes before achievement)</p> <p><b>Strategy's Expected Result/Impact:</b> Increased test scores as belonging is a need and will increase student achievement.</p> <p>*Focus on Behavior Framework (Connecting in first 5 minutes, response, respond)</p> <p>*Leadership Academy (75 students each 6 weeks)</p> <p>*Focus PD sessions (Aug., Nov., Jan., March &amp; lunch Eagle Talks)</p> <p>*P2 Representatives</p> <p><b>Staff Responsible for Monitoring:</b> --PLCs</p> <p>--Dept. Chairs</p> <p>--Admin over Dept.</p> <p>--Counselors</p> <p>--StuCo</p> <p>-Sponsors and Directors for Leadership Academy</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Build literacy through making learning visible through more planned writing and discussion activities.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased test scores as students gain stamina and content literacy skills.</p> <p>*Lesson Plan Checks &amp; Walk-throughs</p>	Formative			Summative
	Nov	Jan	Mar	May

<p>*PLCs          *PD on strategies for implementation          *Modeling in PD and PLCs how to use strategies  <b>Staff Responsible for Monitoring:</b> -PLC Team Leads          -Dept. Chairs          -Admin over Dept.          -T-Tess Appraiser</p> <p><b>Problem Statements:</b> Student Learning 1</p>				
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 1 Problem Statements:**





<b>Demographics</b>
<b>Problem Statement 1:</b> Eaton High School student demographics are shifting and the student population is growing. Students and staff must be connected to Eaton through staff relationships and programs. <b>Root Cause:</b> Eaton High School is in a fast growth area.
<b>Student Learning</b>
<b>Problem Statement 1:</b> Assessment scores slowly increase from spring 2021-2022. <b>Root Cause:</b> Teacher preparedness to teach content literacy post-COVID 2020 is not consistent.

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 2: Academic Progress**

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

**High Priority**

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Focus on individualized student interventions.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased test scores as students experience success.</p> <ul style="list-style-type: none"> <li>*Truancy Interventions</li> <li>*Special Education Eagle Time Interventions</li> <li>*EOC interventions for December &amp; Spring Re-testers</li> <li>Comp ed funding for targeted interventions toward EOC success and graduating rate.</li> </ul> <p><b>Staff Responsible for Monitoring:</b> -Rti-- Ed Shelstead and Jenny Coons</p> <ul style="list-style-type: none"> <li>-SubPops-- Tracie Williams, Sauls, Sped Support</li> <li>-Tutorials-- Department Heads</li> <li>-Eagle Time Student Support Programs-- Chassidy Green</li> <li>-Eagle Strong-- Alicia Dunson</li> <li>-Cycle Recovery-- Alicia Dunson</li> <li>-Truancy-- APs</li> </ul> <p><b>Targeted Support Strategy</b></p> <p><b>Problem Statements:</b> School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> - Compensatory Education - \$6,800</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Development of our Freshmen Focus 9th grade transition program.</p> <p><b>Strategy's Expected Result/Impact:</b> Students on cohort to graduate.</p> <ul style="list-style-type: none"> <li>*Flight Camp</li> <li>*Modify plan for Towers</li> <li>*Fresh Focus PLCs</li> </ul> <p><b>Staff Responsible for Monitoring:</b> --James Jones, Delan Peebles, Rebecca Kelley, Marcela Southerland</p> <p><b>Problem Statements:</b> Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**



**Demographics**

**Problem Statement 1:** Eaton High School student demographics are shifting and the student population is growing. Students and staff must be connected to Eaton through staff relationships and programs. **Root Cause:** Eaton High School is in a fast growth area.





**School Processes & Programs**

**Problem Statement 1:** Students are underperforming. **Root Cause:** Teacher and student academic expectations can be higher. Attendance continues to impact learning.

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 3:** College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase and retain students engaged in advance academics.</p> <p><b>Strategy's Expected Result/Impact:</b> AP scores will increase as well as number of tests taken.</p> <ul style="list-style-type: none"> <li>*AP PLC &amp; work with NMSI</li> <li>*UIL Growth in participation and advancement</li> <li>*PSAT Advisories</li> </ul> <p><b>Staff Responsible for Monitoring:</b> -Advanced Academic Extension Supports -- Parween Zaher &amp; Joey Calvillo                      -Recruitment Plans-- Ed Shelstead and Advanced Academic Teachers and Counselors                      -College Essay Seminars-- English Teachers                      -College Activities-- Counselors                      -UIL Academics-- Lincoln Hunt</p> <p><b>Problem Statements:</b> Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 3 Problem Statements:**

Student Learning
<p><b>Problem Statement 1:</b> Assessment scores slowly increase from spring 2021-2022. <b>Root Cause:</b> Teacher preparedness to teach content literacy post-COVID 2020 is not consistent.</p>

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 1: Recruit**

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> New Teacher Professional Development &amp; Onboarding</p> <p><b>Strategy's Expected Result/Impact:</b> Retain staff.</p> <p>--New Teacher PD</p> <p>--Tuesday's with Tracie</p> <p>--Zoom mini-sessions for each roll-out</p> <p><b>Staff Responsible for Monitoring:</b> --APs</p> <p>--Mentor coordinator</p> <p><b>Problem Statements:</b> Demographics 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Problem Statements:**





<b>Demographics</b>
<p><b>Problem Statement 1:</b> Eaton High School student demographics are shifting and the student population is growing. Students and staff must be connected to Eaton through staff relationships and programs. <b>Root Cause:</b> Eaton High School is in a fast growth area.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Eaton pride is growing slow and steady. <b>Root Cause:</b> Developing stronger and more varied communication with greater connection to the community and Eaton staff and students.</p>

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 2: Value**

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Individualized support through T-Tess <b>Strategy's Expected Result/Impact:</b> Retain staff: --Goal Setting Plan --Book Study w/ T-Tess Evaluator --Purposeful roll-out of processes <b>Staff Responsible for Monitoring:</b> APs  <b>Problem Statements:</b> Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Problem Statements:**





<b>Student Learning</b>
<b>Problem Statement 1:</b> Assessment scores slowly increase from spring 2021-2022. <b>Root Cause:</b> Teacher preparedness to teach content literacy post-COVID 2020 is not consistent.

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 3: Retain**

2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Value staff time by present leadership opportunities to more staff, being purposeful in meetings and roll-out of initiatives, and crafting more individualized PD opportunities.</p> <p><b>Strategy's Expected Result/Impact:</b> Retain staff:                      --Optional faculty Zooms to support individual needs                      --Choose varied people to serve on committees and offer feedback                      --PD that is based on need for example lunch and learns.</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue





**Performance Objective 3 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Eaton pride is growing slow and steady. <b>Root Cause:</b> Developing stronger and more varied communication with greater connection to the community and Eaton staff and students.</p>

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 1:** Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Facebook interaction with our community groups</p> <p><b>Strategy's Expected Result/Impact:</b> Community survey results show connection.</p> <p><b>Staff Responsible for Monitoring:</b> Brian Day, AP</p> <p><b>Problem Statements:</b> Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 1 Problem Statements:**

Perceptions
<p><b>Problem Statement 1:</b> Eaton pride is growing slow and steady. <b>Root Cause:</b> Developing stronger and more varied communication with greater connection to the community and Eaton staff and students.</p>

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 2: Culture**

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop volunteer opportunities <b>Strategy's Expected Result/Impact:</b> Community survey results show connection. --PTSA --Website --Facebook <b>Staff Responsible for Monitoring:</b> Brian Day, AP & Sarah Thomasson, Librarian  <b>Problem Statements:</b> Demographics 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				





**Performance Objective 2 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Eaton High School student demographics are shifting and the student population is growing. Students and staff must be connected to Eaton through staff relationships and programs. <b>Root Cause:</b> Eaton High School is in a fast growth area.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Eaton pride is growing slow and steady. <b>Root Cause:</b> Developing stronger and more varied communication with greater connection to the community and Eaton staff and students.

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 3: Safety**

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Utilize intervention counselor or individual and group supports.  <b>Strategy's Expected Result/Impact:</b> Supports are given to students who need it.                      --Real Talks in Advisory                      --Student Groups                      --Staff PD</p> <p><b>Problem Statements:</b> Demographics 1 - School Processes &amp; Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Performance Objective 3 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 1:</b> Eaton High School student demographics are shifting and the student population is growing. Students and staff must be connected to Eaton through staff relationships and programs. <b>Root Cause:</b> Eaton High School is in a fast growth area.</p>
<b>School Processes &amp; Programs</b>
<p><b>Problem Statement 1:</b> Students are underperforming. <b>Root Cause:</b> Teacher and student academic expectations can be higher. Attendance continues to impact learning.</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Eaton pride is growing slow and steady. <b>Root Cause:</b> Developing stronger and more varied communication with greater connection to the community and Eaton staff and students.</p>



# Campus Funding Summary

Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$6,800.00
<b>Sub-Total</b>					<b>\$6,800.00</b>

**Northwest Independent School District**

**Northwest High School**

**2023-2024 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.

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# 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
51%	31%	13%	2%	3%	38 %	12%	15%	8%	10%	9%	40%	%	0

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 continues to experience significant fluctuation in student population, with almost 500 students new to the campus for the 2023-2024 school year. A district boundary adjustment moved a more affluent/resourced student population in the Canyon Falls and Pecan Square neighborhoods from NHS and Pike to the Byron Nelson attendance zone, while more transient and comparatively less resourced segment of the student population from Eaton HS and Wilson MS were rezoned to NHS.

With a current enrollment of just under 2600 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 continued challenge as we grow and receive not only students new to our community but also teachers new to our campus will be to identify and engage students coming from impoverished home environments, increase academic literacy for students who have little print in their environments outside of school, and foster an environment of high academic and behavioral expectations coupled with relational practices that engage students with staff, the school, and ultimately learning.

Additionally, our campus is currently under a massive renovation while we continue to have school in our building. This impacts everyone. Environment truly does influence learning. This year we opened two newly constructed and/or renovated spaces. We will continue to open and close learning spaces over the next two years.

We are a diverse learning community, and this is a treasure that some have not yet discovered. As such, we will continue the work of helping students and staff alike understand the beauty and advantage that lies in the cultural diversity of our campus. Additionally we continue to seek and recruit 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. It has been exciting to see this school spirit revived over the course of the past year with the institution of The Corral, an organized club that runs our student section, as well as other school spirit-related activities. Initially, we have rolled out some new branding that comes with the opening of segments of our newly renovated campus. This has created excitement within the existing community that has been contagious with our new students and families. We continue to focus resources on teaching our newcomers 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:** 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.

# Student Learning

## Student Learning Summary

Grade Level & Test	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
	ELA I	ELA I	ELA II	ELA II	ALG I	ALG I	BIO I	BIO I	US HIST	US HIST
% Approaches	71%	80%	71%	81%	78%	75%	83%	91%	91%	96%

With respect to State assessment, NHS is very proud to boast significant gains in student performance in every tested area except Algebra 1, where we saw a three percentage point dip compared with 2022.

### Student Learning Strengths

ELA 1 performance increased by 9 percentage points.

ELA 2 performance increased by 10 percentage points.

Biology performance increased by 8 percentage points.

US History performance increased by 5 percentage points.

### Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** With dramatic campus growth and normal turnover comes many new teachers to the campus. Teachers who are new to the campus need professional learning specific to them, while more experienced NHS teachers need different professional learning at a different depth and complexity. **Root Cause:** Our campus is growing, which necessitates new staff. Additionally, teacher turnover remains high as many teachers in high-need areas get recruited by business and industry.

# School Processes & Programs

## School Processes & Programs Summary

For purposes of this document, we would like to highlight four key programs/processes:

AVID - Key instructional programming that provides a suite of resources, strategies, and professional learning to support students in key awareness and skills for academic, college, and career readiness.

eCampus USA - Campus-wide program that supports helping students to get and stay in the habit of arriving on time to each class every day.

e-Hall Pass - New process that authorizes student transitions around the building and keeps record of how much time each student spends away from instruction. The program includes time stamps on departure and return from class, specific origins and destinations, number of passes, and other important information to provide accountability for class attendance.

Biggest Fan - Consulting and coaching group that teaches our student section leaders how to promote, manage, improve, and sustain a great student section and culture of school spirit

## School Processes & Programs Strengths

AVID program participation has increased from 2022-23 to 2023-24. We are offering two additional sections of AVID this year, and we have implemented student planners across the Freshman class.

E-campus USA has decreased hallway traffic congestion significantly and consistently over the two years we've kept it in place. Additionally, the consequence system makes sense to our students and staff and provides excellent data points for parent conversations about student punctuality to class.

E-Hall Pass is a new process to our campus for 2023-24 and has been very well received by both students and staff. It is a dignified and orderly way to track student departures from and return to classes for restroom, office visits, tutorials, etc.

Biggest Fan has been an awesome support for our fledgling student section (post-COVID) and will prove to be critical as we expand to a 6A high school campus after the next UIL realignment. To have a student section that competes with the likes of our neighbors, we must step up things considerably, and the coaching and roadmap Biggest Fan has provided has already produced outstanding results!

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** With the transition of our learning spaces and also a significant influx of students new to our campus, systems and processes must be developed, communicated, and taught in order to maintain a safe, orderly, and civil school culture and climate. **Root Cause:** Our students literally can walk into the building after a weekend and find a new wall where one did not exist. The live construction zone presents unpredictable situations. Additionally, new students move in every day due to heavy relocation to our attendance zone and a new neighborhood that is relatively transient.



# Perceptions

## Perceptions Summary

Last spring's OHI (staff) survey has been a significant point of discussion this school year and has prompted some administrative/staff response with respect to initiatives, systems, and processes.

The spring OHI survey indicated our two greatest strengths as an administrative team were as follows: 1) trust between teachers and administrators, and 2) communication.

The spring OHI survey indicated the greatest discrepancy between administrator perception and teacher perception was accountability for both students and staff.

Additionally, a community committee met in January 2023 to revisit and update our campus Motto, Mission, Vision, and Values. The committee and the community at large took great pride in clearly articulating who we are as a campus, what we do, what we aspire to do, and our overall purpose.

## Perceptions Strengths

It was encouraging to hear that our staff in 2022-2023 found our administrative team to be trustworthy and good communicators. Our team wants to be the very best possible support for teachers and students as well.

Our work with the team that revised our Motto, Mission, Vision, and Values was outstanding, and it was filled with the voice of students, staff, and community members. The revised document is included in this Campus Improvement Plan. Some great phrases emerged from the conversations:

- Building Texans for Life (revised motto)
- Pride is the Expectation (one of our core values)

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Students new to NHS may not come equipped with the same set of ingrained expectations and response tools as students who have been on campus a year or more. Newer students will need help finding their voice on campus and finding a place where they feel like they belong. **Root Cause:** New families are moving to our attendance zone every day.

# 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
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

## 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
- Community Based Accountability System (CBAS)

## 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
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant information
- 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
- 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

- 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
- 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
- Teacher/Student Ratio
- 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
- T-TESS 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
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

# Goals

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 1:** Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Emphasize reading and writing strategies from WICOR in campus professional development, and ensure WICOR reading and writing strategies are look-fors in campus walkthroughs.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student performance in all content area courses Increased student performance across all state tested content areas</p> <p><b>Staff Responsible for Monitoring:</b> Texan Admin Team Department Chairs AVID Site Committee</p> <p><b>ESF Levers:</b> Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
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**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 2:** Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Hire part-time, certified math teachers to offer lunch period tutorials as additional support for students struggling in math courses.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase student performance as measured by state math assessments. Increase student credit attained in math classes</p> <p><b>Staff Responsible for Monitoring:</b> Texan Administrative Team Math Department</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Hourly rate for part-time math tutors - 199 General Fund - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
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**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 3:** College, Career, Military & Life Readiness





1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Streamline systems and processes to support senior applications for and reporting of scholarship offers.  <b>Strategy's Expected Result/Impact:</b> Increased financial support for students attending colleges and universities                      Increased number of graduates completing four-year college/university degrees.  <b>Staff Responsible for Monitoring:</b> Texan Admin Team                      Counseling Team</p> <p><b>TEA Priorities:</b>                      Connect high school to career and college                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress                 </div> <div style="text-align: center;">  Accomplished                 </div> <div style="text-align: center;">  Continue/Modify                 </div> <div style="text-align: center;">  Discontinue                 </div> </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 1:** Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase campus social media outreach by adding Northwest High School Instagram account.</p> <p><b>Strategy's Expected Result/Impact:</b> Greater reach to younger end users graduating from teaching programs. Increased pride in the campus and reputation in the community, thus becoming a more attractive potential workplace for teachers.</p> <p><b>Staff Responsible for Monitoring:</b> Texan Admin Team Patricia Tran - AP over Communications</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 2: Value**





2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Develop a comprehensive professional learning plan that is targeted and differentiated for every staff member. (Problem of Practice)</p> <p><b>Strategy's Expected Result/Impact:</b> Personalize professional learning to suit the needs of each staff member. Eliminate redundant training for veteran staff.</p> <p><b>Staff Responsible for Monitoring:</b> Texan Admin Team</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Training materials, contract services - 199 General Fund - \$2,500</p>	Formative			Summative
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**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 3: Retain**





2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Engage staff in teacher-led campus committees for collaborative decision-making in varied areas.</p> <p><b>Strategy's Expected Result/Impact:</b> Collaborative decisions result in stronger teacher support and satisfaction in the work environment.</p> <p><b>Staff Responsible for Monitoring:</b> Texan Admin Team Committee Chairs</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 1:** Engagement





3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase parent and community member engagement by hosting at least one parent engagement event at the school each semester.</p> <p><b>Strategy's Expected Result/Impact:</b> Bring additional and new parents into the building so that they feel welcome and included on campus. Increase dialogue between parents and campus staff.</p> <p><b>Staff Responsible for Monitoring:</b> Texan Admin Team Texan PTSA</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
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**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 2: Culture**





3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Work with Biggest Fan Consulting to create and sustain an organized student section that grows school spirit and includes every Texan student and staff member.</p> <p><b>Strategy's Expected Result/Impact:</b> Culture of belonging for students, staff, and families. Greater engagement and school spirit, resulting in better student attendance and fewer student disciplinary incidents.</p> <p><b>Staff Responsible for Monitoring:</b> Texan Admin Team Sponsors of The Corral Leaders</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Biggest Fan Consulting - 199 General Fund - \$5,000</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 3: Safety**

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The NHS Behavior Support Team will establish a campus-wide behavior framework to teach and reinforce positive student and staff behaviors and interactions.</p> <p><b>Strategy's Expected Result/Impact:</b> Positive student and staff engagement in school.            Teacher retention            Increased student attendance            Increased student performance in classes            Reduced student disciplinary incidents</p> <p><b>Staff Responsible for Monitoring:</b> Texan Admin Team            Behavior Support Team</p> <p><b>TEA Priorities:</b>            Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>            Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Materials, banners, other tools - 199 General Fund - \$2,500</p>	Formative			Summative
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# Campus Funding Summary

199 General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Hourly rate for part-time math tutors		\$5,000.00
2	2	1	Training materials, contract services		\$2,500.00
3	2	1	Biggest Fan Consulting		\$5,000.00
3	3	1	Materials, banners, other tools		\$2,500.00
<b>Sub-Total</b>					<b>\$15,000.00</b>

**Northwest Independent School District**

**Special Programs Center**

**2023-2024 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.





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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

High School

Campus	Mandatory	Discretionary	Total
BNHS	42	9	51
EHS	132	33	165
NHS	140	13	153
SECHS	0	0	0
<b>Total</b>	<b>314</b>	<b>55</b>	<b>369</b>

Middle School

Campus	Mandatory	Discretionary	Total
AMS	6	1	7
CTMS	12	0	12
MMS	2	2	4
PMS	17	0	17
TMS	25	7	32
WMS	22	10	32
<b>Total</b>	<b>84</b>	<b>20</b>	<b>104</b>

### Demographics Strengths

Highest enrollment - 105 (2/2023)

Lowest enrollment - 66 (8/23)

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 Special Programs Center

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 lead to significant classroom management issues.

We were approved in October for three additional staff in the form of a receptionist, a behavior interventionist, and a middle school math teacher. We were able to fill the receptionist position immediately. We were able to fill the behavior interventionist position and middle school math teacher position at the beginning of the second semester. The behavior interventionist was a very positive addition to our campus and provided some much needed support for our students who are served through special education and need additional behavioral support. The middle school math teacher was also a tremendous addition, as it allowed our high school math teacher to provide more individualized instruction to our high school students. Additionally, it also created an opportunity to split up middle school students by grade level which helped support a greater instructional focus in middle school math.

Campus returning staff remained stable. Six of seventeen staff left. Three staff members retired at the end of the year. Two other teachers left public education.

In spring 2023, we were approved for three additional teachers for the 2023-2024 school year. This includes an additional middle school teacher, a world language teacher, and an additional special education teacher who can support math. We were also approved for an assistant principal for the 2023-2024 school year.

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

**Problem Statement 1:** Our student enrollment continues to grow in relation to the district. We saw a significant increase last year in students who were sent to DAEP for a vape containing THC. The number of placements for this increased by 62% from the previous year. The size of our building will not be sufficient if this trend continues. We do not have any additional classrooms for future growth. **Root Cause:** State mandated DAEP student to teacher ratios and projected growth may not have been considered concurrently.

# 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 2022-2023 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, Spanish 1, Spanish 2, 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, Resource, 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 (other than Spanish) do not receive direct instruction in those courses. 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 have been approved for a special education teacher who is certified in secondary math. However, we have not yet been able to fill this role. This will be a significant addition when we are able to do so. Students who are served through special education will receive individualized instruction with their math assignments.

## 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 and release. Students maintain their enrollment at their home campus and the ability to access all technology resources (HAC, staff Canvas/google classroom pages, email, etc.).

Restorative practices are implemented through morning circles, as well as 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

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.

Restorative circles support social and emotional learning and growth by establishing stronger relationships between staff and students.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** The number of discipline referrals throughout the school year continues to be focused around an expectation of punishment rather than learning. **Root Cause:** Our students are with us for approximately 6 weeks. Building relationships with students quickly can be more of a challenge given that short time frame.

# 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. We continue to implement a 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 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







# Goals

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 1:** Literacy

1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Begin to utilize individual and campus profiles through Five Labs and Edugence that will track instruction of core subject for effectiveness.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><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 while reinforcing our literacy goals.</p> <p><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. Students will develop stronger academic language in each content.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and Erin Rios (teacher)</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> 0% No Progress</span> <span> 100% Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 2:** Academic Progress

1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

**Evaluation Data Sources:** 5Labs Campus and Individual profiles


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create a rubric for our campus to use to assess academic goals of each student.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide greater insight into our instructional practices for students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments,                      Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				


**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.


**Performance Objective 3:** College, Career, Military & Life Readiness


1.3 Our students will graduate life ready and prepared for success in career, college, or military service.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will promote CCMR through out CTE and counseling classes. In most cases, students are able to remain in their CTE courses while at DAEP and work toward industry certifications. Students will work with our at risk counselor on college and life readiness, through individualized meetings and group meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> Students will develop greater CCMR skill sets that they can take back to their campuses when when return.</p> <p><b>Staff Responsible for Monitoring:</b> CTE Teacher, At Risk counselor, and Campus Administration</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 1:** Recruit

2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will be more intentional about promoting the mission of our campus at career fairs, guest educator orientation, and through our website.</p> <p><b>Strategy's Expected Result/Impact:</b> Filling positions needed with high quality, certified personnel who have a heart for working with at risk students.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 2: Value**

2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.





**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> We will provide continuous training/support on both Restorative Practices and our Behavior Framework this school year. Restorative Practices will be built into our Behavior Framework.</p> <p><b>Strategy's Expected Result/Impact:</b> Building stronger relationships between students and staff, leading to a greater focus on academics, while diminishing various behavioral concerns.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals                      - <b>ESF Levers:</b>                      Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                           Accomplished                           Continue/Modify                           Discontinue                 </p>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 3: Retain**





2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will promote and support staff who demonstrate leadership capacity in a manner conducive with out district's leadership pathway. We will continue to encourage teamwork, relationship building, and appreciation, through an open door policy for administration, faculty meetings, PLC meetings, and our weekly shout outs.</p> <p><b>Strategy's Expected Result/Impact:</b> Staff will receive meaningful support and feedback from campus administration and each other, which will build a positive and service minded school culture.</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 1:** Engagement

3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will develop opportunities for parent education classes to better support the needs of them and their students that we serve.</p> <p><b>Strategy's Expected Result/Impact:</b> Better understanding for parents of what their children (our students) are dealing with and how they can help their children cope with some of these challenges.</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration and At Risk Counselor</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 2: Culture**

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.

**Evaluation Data Sources:** Anecdotal data from campus administration about restorative circles observed  
Region XI feedback about the effectiveness or ideas for improvement with regard to our circles





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will have morning circles in all classroom every day. This will give each student and staff member the opportunity to be heard and valued.</p> <p><b>Strategy's Expected Result/Impact:</b> Stronger relationships between staff and students</p> <p><b>Staff Responsible for Monitoring:</b> All staff</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture</p>	Formative			Summative
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<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 3: Safety**

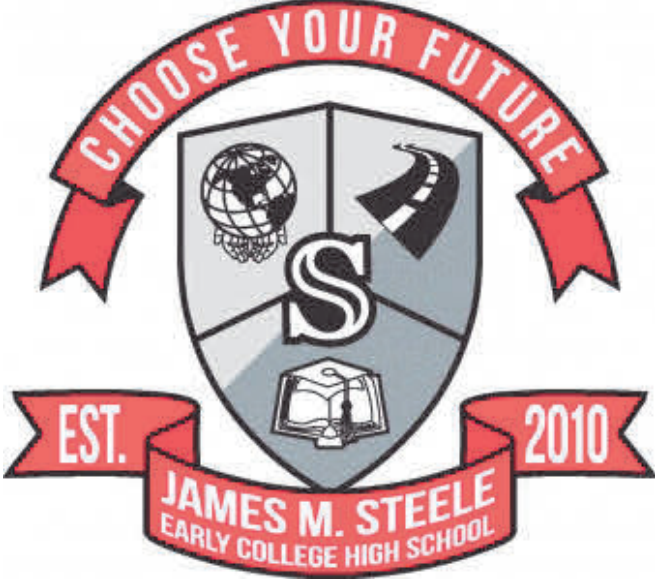
3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> We will continue our training on restorative practices throughout the year with the support of Region XI service center.</p> <p><b>Strategy's Expected Result/Impact:</b> Fewer discipline issues and a stronger focus on learning</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p>	Formative			Summative
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# Northwest Independent School District

## Steele Early College High School

### 2023-2024 Campus Improvement Plan



# 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.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Steele Early College High School (ECHS) just completed our second year as a TEA Provisional Designation ECHS campus, and we are currently in the third year of the ECHS implementation. At the end of the 6th year, Steele ECHS will 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 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, 10th, and 11th grade students. In year 6, we will apply to move from a Provisional Designation to a Designated ECHS campus.

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 88 students in our Cosmetology Academy. Our Cosmetology Academy is currently working on the transition from Steele to Northwest High School within the next two years.

# Demographics

## Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EL	At-Risk	RTI	Homeless
48%	27%	14%	1%	8%	27%	7%	13%	5%	27%	3%	23%	10%	0

Steele Early College High School has continued to increase enrollment and has our largest enrollment in school history with around 260 students in the ECHS program plus an additional 88 Cosmetology students traveling to Steele for the Cosmetology Academy. We have our second largest Freshman class with 84 students.

The demographic makeup of our students consists of 48.0% Caucasian, 27.0% Hispanic, 14.0% African American, 8% Asian, 2.0% American Indian, and 1% Pacific. Of our 260 students, At-Risk = 23%, Special Education = 7%, 504 = 13%, ELL = 3%, GT = 27%, and Economically Disadvantaged = 27%. Female = 62% and Male = 38%.

Attendance is very important as students work towards being College, Career, and Life Ready. Steele had a 96.16% attendance during the 22-23 school year.

## Demographics Strengths

As a Early College High School, we have Outcome Based Measures (OBM) to make sure all students have access to our programs. Our Steele staff recruits all NISD students to have access to dual credit classes and the opportunity to work towards earning their college associate degree.

## 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

(STAAR Data)

Grade Level & Test	2022	2023	2022	2023	2022	2023	2022	2023	2022	2023
	ELA I	ELA I	ELA II	ELA II	ALG I	ALG I	BIO I	BIO I	US HIST	US HIST
% Approaches	96%	100%	97%	96%	87%	97%	100%	100%	98%	100%

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

Last year, 100% of our Seniors (Class of 2023) graduated being College or Career Ready. 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, 40 of the 41 Seniors earned at least one industry certification. The entire Senior class earned over 200 industry certifications.

Our focus at Steele Early College High School is Dual Credit College hours. We had 14 students earn their Associate's degree last year and 19 students earn their Texas state Cosmetology license. SAT - All 11th graders participated in the School Day SAT, March, 2023. Overall Total Mean Score of 1135. English = 581 and Math = 559. 91% of the Juniors scored college ready in English, 62% college ready in Math, and 62% college ready in both English and Math.

(MAP Growth Data)

	9th Expected Growth	9th Observed Growth
ELA	1.9	2.0
ALG	3.9	7.0

## 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. We have a strong TSIA program supporting all students in obtaining their College Readiness in English and Math. We progress monitor all our students during their four years to support them in being College Ready.

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

Monday - Advisory Lessons

Tuesday - Tutorials

Wednesday - Tutorials

Thursday - Tutorials



**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 TSIA. **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.

Steele ECHS Problem of Practice (PoP)

Our Steele Leadership team met this summer to work on our campus Problem of Practice. Our focus is on cross curricular literacy. ***"Increase literacy rates and academic progress among all student populations to provide opportunities for achievement and success in the Early College High School."***

## 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 (14 students) and Cosmetology state certification (19 students). The goal of Steele is to have around 100 - 125 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 a limited number of staff and opportunities for electives and additional programs for students to engage in.  
**Root Cause:** How can we rethink district/campus systems and processes to stay focused on "Kids Come First" and not allow limitations to take away from student engagement.

# Perceptions

## Perceptions Summary

As we transition into year 3 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/military/2 year college/trade school, 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. Our goal is to grow Steele ECHS to 400-500 students.

As we transition into Year 3 of our new Cosmetology model, it's important that we communicate district-wide to students, staff, families, and our community 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 1:** Being a small campus, we have a limited number of staff and opportunities for electives and additional programs for students to engage in.

**Root Cause 1:** How can we rethink district/campus systems and processes to stay focused on "Kids Come First" and not allow limitations to take away from student engagement.

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

**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 TSIA.

**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

# 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:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.


**Performance Objective 1:** 1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.


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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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. 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.</p> <p><b>Strategy's Expected Result/Impact:</b> 100% of all Freshmen earning eight high school credits. 80% of Freshmen earning 7 hours of Dual Credit. 100% of all Freshmen are On-Track at the end of the 2023 - 2024 school year.</p> <p><b>Staff Responsible for Monitoring:</b> Kendra Langston, All Teachers, Sheneka Davis, James Stueart, and Todd Rogers.</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 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify





 Discontinue



**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 2:** 1.3 Our students will graduate life ready and prepared for success in career, college, or military service.





**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			
<p><b>Strategy 1:</b> Students will take advantage of earning industry certifications which allow students to be future ready and work towards their Competitive Advantage. 100% of Seniors graduating with a certification.</p> <p><b>Strategy's Expected Result/Impact:</b> Competitive Advantage, College, Career, and Life Ready. Increased certifications. Student success in the ACP Lab.</p> <p><b>Staff Responsible for Monitoring:</b> Sarah Zeballos, Amberley Tanner, Heather Fowler, Gabby Lochridge, Jennifer Powers, 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 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><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. Increase the number of Seniors graduating with their Associate degree.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Kendra Langston, Sheneka Davis, James Stueart, &amp; Todd Rogers.</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 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 3:** 1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Increase content area literacy and academic interventions to improve on student success and STAAR EOC mastery rates for all students. STAAR EOC interventions before the December testing dates and Spring testing dates. Intervention program to support students before taking STAAR EOC exams.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased number of students passing/mastery of EOC assessments for graduation.</p> <p><b>Staff Responsible for Monitoring:</b> Todd Rogers, Sheneka Davis, Keith Smith, JT Espinosa, Katie Steinhauser, Kendra Langston, James Stueart, and Jennifer Allen.</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 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><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.</p> <p><b>Strategy's Expected Result/Impact:</b> Students being successful with Grades, EOC, TSI, MAP, PSAT, and SAT.</p> <p><b>Staff Responsible for Monitoring:</b> JT Espinosa, Teachers, Counselor, and Administration.</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 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 4:** 1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

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





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Effectively monitor students who are considered At-Risk, 504, Dyslexia, Special Education, Homeless, RTI, and/or require academic or social-emotional support. Teachers, Administration, and Counselor will identify students who are at-risk and develop progress monitoring action plan for learning success (Power Hour).</p> <p><b>Strategy's Expected Result/Impact:</b> Progress Reports, Quarterly Grades, and Assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, JT Espinosa, James Stueart, Kendra Langston, 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 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to create individualized learning plans to support students at-risk of falling behind due to credits, dual credit, and/or STAAR EOC scores.</p> <p><b>Strategy's Expected Result/Impact:</b> Decrease in students losing credits or needing summer school to make up credits.</p> <p><b>Staff Responsible for Monitoring:</b> Kendra Langston, Teachers, James Stueart, 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 3: Positive School Culture, Lever 5: Effective Instruction</p>	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, James Stueart, Kendra Langston, 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 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 5:** 1.3 Our students will graduate life ready and prepared for success in career, college, or military service.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students working to be TSIA complete in English and Math. 80% of freshmen working to be TSIA English complete. Work to have have 70% or higher of Seniors TSIA complete. 85% of Sophomores TSIA English complete for dual credit English their Junior year.</p> <p><b>Strategy's Expected Result/Impact:</b> TSIA results.</p> <p><b>Staff Responsible for Monitoring:</b> Kendra Langston, Amberley Tanner, Katie Steinhauser, Jennifer Allen, Jennifer Powers, Kate Adams, Dustin Funk, and Keith Smith.</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 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 6: Literacy**





1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> English 2 EOC Assessment - 80% of students achieve "Approaches Grade Level Performance" or higher by the end of 11th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus meeting Designated with Distinction for Outcome Based Measures (OBM).</p> <p><b>Staff Responsible for Monitoring:</b> Steinhauer, Stueart, S. Davis, and Rogers.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> TSIA and STAAR EOC Criteria in ELA/Reading - 80% of students meet TSIA score or STAAR EOC criteria in ELA/Reading by the end of 11th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus meeting Designated with Distinction for Outcome Based Measures (OBM).</p> <p><b>Staff Responsible for Monitoring:</b> Langston, Stueart, Steinhauer, Adams, Allen, Smith, Stueart, S. Davis, &amp; Rogers.</p>	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 7: Academic Progress**





1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Earn 9 College Credits - 40% of students earn 9 college credits (any) by the end of 10th grade.  <b>Strategy's Expected Result/Impact:</b> Campus meeting Designated with Distinction for Outcome Based Measures (OBM).  <b>Staff Responsible for Monitoring:</b> Langston, S. Davis, Stueart, Teachers, &amp; Rogers.</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Earn 15 College Credits - 60% of students earn 15 college credits (any) by graduation.  <b>Strategy's Expected Result/Impact:</b> Campus meeting Designated with Distinction for Outcome Based Measures (OBM).  <b>Staff Responsible for Monitoring:</b> Langston, S. Davis, Stueart, Teachers, &amp; Rogers.</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Goal 1:** Northwest ISD will provide personalized learning experiences and cultivate the growth and achievement of every student.

**Performance Objective 8:** College, Career, Military & Life Readiness

1.3 Our students will graduate life ready and prepared for success in career, college, or military service.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All Seniors (100%) will graduate in 2024 meeting the Level One Texas state College and Career Readiness standard. 60% of Seniors graduating with Level Two CCMR (both college and career readiness).</p> <p><b>Strategy's Expected Result/Impact:</b> All students graduating ready for College, Career, Military, and Life.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Kendra Langston, James Stueart, Sarah Zeballos, Jennifer Powers, Todd Rogers, and Sheneka Davis.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 1:** 2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Collaborative and schoolwide leadership focused on schoolwide decision making process. Campus staff "Leadership Team" focused on the implementation of Early College High School, schoolwide decision making, and teacher voice.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in teacher participation, leadership, and staff efficacy.</p> <p><b>Staff Responsible for Monitoring:</b> Todd Rogers and the Leadership Team.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p><b>- ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 2:** Recruit





2.1 Northwest ISD will have an unwavering commitment to attract and welcome high-quality staff.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</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> James Stueart and Todd Rogers.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 3: Value**





2.2 Northwest ISD will invest in all staff through a culture of support, development, and empowerment to make a positive impact on the learning community.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</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.</p> <p><b>Strategy's Expected Result/Impact:</b> Family engagement, student involvement, and increase education on ECHS, Cosmetology, CTE certifications, and Steele programs.</p> <p><b>Staff Responsible for Monitoring:</b> Jennifer Powers, Amberley Tanner,, Katie Steinhauser, Amber Robinson, Kendra Langston, Heather Fowler, all Teachers, James, Stueart, and Todd Rogers</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 2:** Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

**Performance Objective 4: Retain**





2.3 Northwest ISD will retain highly effective staff through meaningful relationships, ongoing support, and professional growth opportunities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase staff decision making, leadership, and voice about campus wide decisions.</p> <p><b>Staff Responsible for Monitoring:</b> James Stueart and Todd Rogers.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 1:** 3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.





**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			
<p><b>Strategy 1:</b> The implementation and continued progress of working towards Steele becoming a designated Early College High School. Early College High School Committee focused on implementation, progress, community, recruitment, professional development, OBMs, accountability, communication, and the ECHS rubric.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Steele ECHS Leadership and Implementation Committee</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</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
Strategy 2 Details	Reviews			
<p><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.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Todd Rogers, Bobby Morris, Kendra Langston, Sheneka Davis, and James Stueart.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</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
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**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 2:** 3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.





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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Year Three 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased student enrollment, engagement, involvement, opportunity, and state certification. More students meeting state CCMR criteria.</p> <p><b>Staff Responsible for Monitoring:</b> Heather Fowler and Gabby Lochridge.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</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
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continued recruitment of Cosmetology students into the Junior class for the 2024-2025 school year. Working towards our campus goal of 40-50 Cosmetology students in the Junior class and 40-50 students in the Senior class.</p> <p><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.</p> <p><b>Staff Responsible for Monitoring:</b> Heather Fowler and Gabby Lochridge.</p> <p><b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Connect high school to career and college</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
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**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 3:** Engagement





3.1 Northwest ISD will foster an environment of engagement with every member of our community through collaborative dialogue and partnership opportunities.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The second year of implementation of Steele ECHS as a UIL campus to support Academic UIL, Debate, One Act Play (OAP), and Fine Arts involvement.</p> <p><b>Strategy's Expected Result/Impact:</b> Student involvement and student engagement.</p> <p><b>Staff Responsible for Monitoring:</b> Amberley Tanner, Mylene Davis, and Steele Teachers.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 4: Culture**

3.2 Northwest ISD will model and instill a culture of belonging where all students, staff, families, and community voices are heard and valued.





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus committee (students and staff) focused on a positive climate and culture on campus that supports all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Inclusion, equity, participation, involvement, SEL, and student growth.</p> <p><b>Staff Responsible for Monitoring:</b> Sheneka Davis, James Stueart, Gabby Lochridge, &amp; Heather Fowler.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress         </div> <div style="text-align: center;">  100% Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				



**Goal 3:** Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

**Performance Objective 5: Safety**

3.3 Northwest ISD will continuously improve, maintain and communicate systems of support to strengthen the physical and emotional well-being of our students, staff, and community.

Strategy 1 Details	Reviews			
<p><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 advisory sessions will work to build a supportive and positive environment, along with, Counseling lessons, Advisory lessons, Power Hour, Fun Day Friday, and A-1 programs to support a culture that supports student well-being.</p> <p><b>Strategy's Expected Result/Impact:</b> Student and staff feedback and surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Sheneka Davis, James Stueart, Lance Dewey, Jennifer Powers, Jennifer Allen, Katie Steinhauser, Amberley Tanner, and Kendra Langston.</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				