

**Canutillo Independent School District
Northwest Early College High School
2021-2022 Campus Improvement Plan**



Mission Statement

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

Vision

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

Canutillo Ethics

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary--

Northwest Early College High School is made up of approximately 384 students during the 2020-2021 school year with faculty, staff and administration of 34. Our student body is 61% female and 39% male students, 88.66% Hispanic, .58% Asian, 2.62% African American, and 7.85% white. Of the students who attend Northwest, 133 economically disadvantaged, 84 students are considered at-risk, 31 are identified as ELL, 20 students have a 504 plan, and 4 students receive special education services through an IEP. Our campus goal is to make college accessible to the students in our community, that is dominantly economic and socially disadvantaged. The Canutillo community is valued through our community engagement activities. Our Parent Liaison promotes parents engagement and involvement.

Demographics Strengths

Northwest provides students with a high quality education in an inclusive academic rigor environment, which promotes the opportunity to earn an associate degree while obtaining a highschool diploma. Our school serves and provides underrepresented students the opportunity to access quality education and provide students with a long term educational path. Northwest fosters an inclusive environment for all students, particularly female students, to feel safe, accepted and empowered.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a low percentage of diverse students including non-Hispanic students of color such as African Americans, Asian Pacific Islanders, high achieving SPED students, and other marginalized student populations. **Root Cause:** Academic programs may not be promoted and encouraged for students of color and students have learning disabilities such as dyslexia. Early college High Schools programs are designed to provide students of diverse demographics a learning environment that will promote academic growth and success.

Problem Statement 2 (Prioritized): At Risk and Economically Disadvantaged students need stronger support systems as they are struggling to pass courses. **Root Cause:** While teachers provide students with support, specialized support is needed to meet individual needs.

Problem Statement 3 (Prioritized): Student Resource Center: Full Library services at the sister college were not made available during the pandemic and we saw our students need a space to study that is not EPCC because there are now new restrictions in place for entry and safety. Since our demographics include at-risk populations, we need a space for them to find reliable information such as a campus lab/library. **Root Cause:** Our campus does not have a computer lab or student learning centers. The CTE courses are interrupted to facilitate online testing.

Student Learning

Student Learning Summary

Student Learning Summary--

NWECHS blueprint says that our student body needs to focus on recruiting, maintaining and graduating at-risk students and/economically disadvantaged students that are generally first generation college students. Generally the students that come to NWECHS as freshman are eager to take advantage of the program, but lack the many of the foundational and prerequisite academic and social/emotional skills required to be successful. Freshman generally have a steep learning curve and require a lot of support as they become adjusted to our non-traditional program. All students are provided multi-layered support (both scripted and individualized) that facilitate them being successful for the duration of the program. Students generally graduate from NWECHS meeting all of the academic (HS diploma and associate's degree), social/emotional (shy to outgoing), post high school/college (military enlistment, college acceptance, scholarships) milestones that our program sets for them. NWECHS has been able to adapt its program to meet the needs of its students in a virtual environment due to COVID restrictions.

Student Learning Strengths

Northwest is a small campus, which allows the staff the opportunity to get to know students on a personal level. Because the school is so small faculty and staff have to wear multiple hats that often place their interactions with students outside of academics. Students can receive interventions that are truly tailored to their needs.

1. Faculty and staff are creative, flexible and fluid in their approach to student achievement. The flexibility and creativity of their approach lends itself to creating individualized instruction for students.
2. Student met and often exceeded expectations on district benchmark assessments.
3. Students met and often exceeded expectations on state mandated, ACT, and AP exams.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Students are failing one or more core with percentages so low that they cannot credit average they require additional resources and support.

Root Cause: With pandemic campus lost of control of the environment and learning, parents were depended upon for teaching when students were learning from home

Problem Statement 2 (Prioritized): More students require social emotional intervention. **Root Cause:** Students did not have traditional on campus support due to the pandemic.

Problem Statement 3 (Prioritized): Attendance rates have declined. **Root Cause:** Lack of accountability for students who chose not to attend. Students given too many options as what constituted "present" Fluid directions/procedures to teachers on taking attendance. Parents unsure of what to do or felt incapable of motivating their student when they chose not to attend.

School Processes & Programs

School Processes & Programs Summary

Processes & Programs Summary--

Northwest Early College High School (NWECHS) has the main goal to graduate students with an associates degree from El Paso Community College (EPCC) as well as a High School Diploma. Students who complete their associates degree have the opportunity to take classes at the University Texas at El Paso (UTEP). Whether students attend college or decide to go into a vocational career, Northwest has the task to prepare students. In order to perform well in the higher level courses each student is provided with a laptop computer making our campus a 1-1 technology. All first-year students are required to attend a summer bridge program that helps prepare them for high school and college life. All these efforts require a team effort to help students meet their academic and emotional needs.

School Processes & Programs Strengths

- NWECHS does well in the Emergency Preparedness, evacuation procedures, maps and procedures are followed by everyone on staff and implemented periodically to prepare for situations.
- Testing procedures are always shared ahead of time and organized in an efficient manner. Teachers work with students to prepare in the required timelines. Testing dates are shared ahead of time to keep everyone informed.
- The Bridge has evolved enough so the Laptop and Book distribution works more efficiently for incoming first year students. It has included the upper level students. The Bridge program helps students acclimate to our school by meeting teachers and mingling with students they might not be familiar with.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Northwest students need extra support to meet the emotional and academic needs of our growing population. **Root Cause:** It is difficult to coordinate student schedules and help them meet their degree plan. The opportunity needs to be provided so the students can have the ability to make informed career choices.

Problem Statement 2 (Prioritized): Bridge Academy is only helping with student material distribution, but its not addressing the acclimation period for students. **Root Cause:** Due to calendar changes, the District of Innovation designation, days on duty, required minutes for students, and EPCC schedules is becoming difficult to schedule a continuous summer bridge without exceeding teacher days on duty

Perceptions

Perceptions Summary

Perceptions Summary--

Our goal, at NWECHS, is to create a support system for students to achieve a High School Diploma, an Associate's Degree, and the skills necessary to further their college education and succeed in a future career. We pride in the fact that we accept a group of students that, abides by the Early College High School Blueprint, is proportionate to or over represents the percentages for the district of at-risk students for incoming 9th graders, economically disadvantaged students, Hispanic students, and ELLs. Our intentions, as a campus, are to give these students and first generation college students a great deal of assistance and support necessary at all levels to help them achieve success. Parents understand the great benefit of the program. The majority of parents agree that our campus meets the needs of their child/children, his/her child/children feel safe at school, and they feel welcome, as a parent, on our campus. Although the idea of college and high school at the same time can be daunting, the majority of students strongly agree that they will graduate from high school and have a great future ahead of them. For many students who attend NWECHS, they often have siblings and other relatives who also attend. It is our belief that once students get started here, they find that is manageable and are very happy. Students report that they are involved in campus activities, have a best friend on campus, and have at least one teacher who makes him/her excited about the future. Due to the small size of the campus, the focus on high academic achievement, and the aforementioned student reports, discipline incidents are very low. The campus prides itself on following a strong PBIS program, using restorative discipline, and any discipline that does arise is dealt with promptly.

Perceptions Strengths

College going culture for all students including at risk, economically disadvantaged, Hispanic, ELL's, and first generation college students.

The majority of parents agree that our campus meets the needs of their child/children, his/her child/children feel safe at school, and they feel welcome, as a parent, on our campus.

Our PBIS program uses restorative discipline, and any discipline that does arise is dealt with promptly.

Teachers sponsor clubs and activities for students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Students perceive that they need to graduate with their associates degree before their senior year. **Root Cause:** Students have seen this happen in previous years, but the stress and GPA decreases make this not a sustainable policy. Further changes to EPCC degree policies make this impractical for STEM students.

Problem Statement 2 (Prioritized): There is the perception that the early college is for academically advanced students. **Root Cause:** The root cause is a misunderstanding of the blueprint and in the past high achieving academic students have filled a number of spots due to low interest.

Problem Statement 3: Student perception is that their academic needs are being ignored and/or not met in a timely manner. **Root Cause:** The root cause is that there is not enough time to address students needs with one counselor Coordinating three schools and schedules for 400 students is time consuming and very difficult to meet students needs.

Priority Problem Statements

Problem Statement 9: There is a low percentage of diverse students including non-Hispanic students of color such as African Americans, Asian Pacific Islanders, high achieving SPED students, and other marginalized student populations.

Root Cause 9: Academic programs may not be promoted and encouraged for students of color and students have learning disabilities such as dyslexia. Early college High Schools programs are designed to provide students of diverse demographics a learning environment that will promote academic growth and success.

Problem Statement 9 Areas: Demographics

Problem Statement 8: Students are failing one or more core with percentages so low that they cannot credit average they require additional resources and support.

Root Cause 8: With pandemic campus lost of control of the environment and learning, parents were depended upon for teaching when students were learning from home

Problem Statement 8 Areas: Student Learning

Problem Statement 4: Northwest students need extra support to meet the emotional and academic needs of our growing population.

Root Cause 4: It is difficult to coordinate student schedules and help them meet their degree plan. The opportunity needs to be provided so the students can have the ability to make informed career choices.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 6: Students perceive that they need to graduate with their associates degree before their senior year.

Root Cause 6: Students have seen this happen in previous years, but the stress and GPA decreases make this not a sustainable policy. Further changes to EPCC degree policies make this impractical for STEM students.

Problem Statement 6 Areas: Perceptions

Problem Statement 1: At Risk and Economically Disadvantaged students need stronger support systems as they are struggling to pass courses.

Root Cause 1: While teachers provide students with support, specialized support is needed to meet individual needs.

Problem Statement 1 Areas: Demographics

Problem Statement 2: More students require social emotional intervention.

Root Cause 2: Students did not have traditional on campus support due to the pandemic.

Problem Statement 2 Areas: Student Learning

Problem Statement 5: Bridge Academy is only helping with student material distribution, but its not addressing the acclimation period for students.

Root Cause 5: Due to calendar changes, the District of Innovation designation, days on duty, required minutes for students, and EPCC schedules is becoming difficult to schedule a continuous summer bridge without exceeding teacher days on duty

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 7: There is the perception that the early college is for academically advanced students.

Root Cause 7: The root cause is a misunderstanding of the blueprint and in the past high achieving academic students have filled a number of spots due to low interest.

Problem Statement 7 Areas: Perceptions

Problem Statement 10: Student Resource Center: Full Library services at the sister college were not made available during the pandemic and we saw our students need a space to study that is not EPCC because there are now new restrictions in place for entry and safety. Since our demographics include at-risk populations, we need a space for them to find reliable information such as a campus lab/library.

Root Cause 10: Our campus does not have a computer lab or student learning centers. The CTE courses are interrupted to facilitate online testing.

Problem Statement 10 Areas: Demographics

Problem Statement 3: Attendance rates have declined.

Root Cause 3: Lack of accountability for students who chose not to attend. Students given too many options as what constituted "present" Fluid directions/procedures to teachers on taking attendance. Parents unsure of what to do or felt incapable of motivating their student when they chose not to attend.

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- (STAAR) current and longitudinal results, including all versions
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT
- Observation Survey results

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Other additional data

Goals

Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

Performance Objective 1: In 2021-2022 school year, to ensure the safety of our students, all employees will be trained on emergency procedures, and prevention of bullying.

Evaluation Data Sources: Training logs
Safe Schools Certificates

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct a mock emergency drill with the cooperation of EPCC and local law enforcement.</p> <p>Strategy's Expected Result/Impact: Faculty and staff must be prepared in the event of an emergency.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, EPCC Law Enforcement</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Review and update campus EOP with faculty and staff.</p> <p>Strategy's Expected Result/Impact: Faculty and staff must be prepared in the event of an emergency.</p> <p>Staff Responsible for Monitoring: Review and update campus EOP with faculty and staff.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: We will invite outside agencies (such as Emergence Health Network) to present to students on topics like mental health, substance abuse, bullying, digital safety, and other topics deemed relevant to our age group.</p> <p>Strategy's Expected Result/Impact: Students will be better prepared to identify when a friend or they</p>	Formative			Summative
	Nov	Jan	Mar	June

themselves may need to seek help for a variety of common teen difficulties.

Student will be kinder to each other and themselves.

Staff Responsible for Monitoring: Counselor

Nurse

Administration



No Progress

Accomplished

Continue/Modify

Discontinue

Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

Performance Objective 2: In 2021-2022 school year, NWECHS will reach the goal of 98.0% attendance in all grade levels through increased focus on accurate attendance record keeping, use of positive attendance incentives, PBIS strategies, parent meetings, and parent/student attendance plans as needed.

Evaluation Data Sources: Faculty meeting presentations
 Weekly attendance rate reports by campus and grade level
 PBIS incentives
 PBIS reflection forms
 Attendance and tardy data

Strategy 1 Details	Reviews			
<p>Strategy 1: PBIS team will implement PBIS model including meeting on a bi-weekly basis to conduct needs assessments, analyze data, and identify and target campus needs through the implementation of evidence-based practices.</p> <p>Staff Responsible for Monitoring: PBIS Team; Administration</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Through student support services department, the campus will implement a science based substance abuse and violence prevention curriculum to educate students in grade 9.</p> <p>Strategy's Expected Result/Impact: Drug and alcohol prevention through education.</p> <p>Staff Responsible for Monitoring: Prevention Specialist Administration Counselor</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Participate in the "No Place for Hate" anti-bullying campaign to maintain NPFH status.</p> <p>Strategy's Expected Result/Impact: Promote a positive school climate.</p> <p>Staff Responsible for Monitoring: NPFH Sponsor Administration</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Maintain positive behavior by implementing tiered responses through grade level teams, thus resulting in fewer discipline referrals (no more than 5%), in school suspensions and out of school suspensions (no more than 5%).</p> <p>Strategy's Expected Result/Impact: PBIS IS a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.</p> <p>Staff Responsible for Monitoring: PBIS Team</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Through College Prep, each teacher will review and issue a Griffin Expectations contract to every student to be signed by students and parents.</p> <p>Strategy's Expected Result/Impact: Reduced discipline issues Less absenteeism Improved overall student success</p> <p>Staff Responsible for Monitoring: CP Teachers Dean of Students</p> <p>Title I Schoolwide Elements: 2.6 - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 1: All students will pass EOC exams on the first attempt. Northwest ECHS will continue to improve the number of students earning Masters (Last year ELA I 22% to 24%, ELA II 23% to 25%, Algebra I 36 to 38%, Biology 32 to 34%, US History 67 to 69%)

Evaluation Data Sources: Common Assessments
STAAR Ready Tests
EOC Scores

Strategy 1 Details	Reviews			
<p>Strategy 1: For students who do not pass the Writing or score in 85% or better on the English I & II STAAR Ready test, enroll in a writing or reading intervention course..</p> <p>Strategy's Expected Result/Impact: Increase the number of students earning Master's degree scores on EOC</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Funding Sources: NEWSELA intervention program to decrease gap - 185-State Compensatory Education - \$5,650</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Double block Algebra I , ELA I and Biology to increase performance to tested curriculum.</p> <p>Strategy's Expected Result/Impact: Curriculum content increases student performance.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: reading supplemental materials - 185-State Compensatory Education - \$2,233</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to implement TEKS (Texas Essential Knowledge and Skills).</p> <p>Strategy's Expected Result/Impact: By reviewing data from common assessments, we can assure that teachers are aligned to the TEKS. If we follow the TEKS, students will perform better on state mandated assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide tutoring to students who are expected to not meet minimum expectations on the EOC exams.</p> <p>Strategy's Expected Result/Impact: Increased passing rates on the EOC tests.</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<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>				

Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Students are failing one or more core with percentages so low that they cannot credit average they require additional resources and support. Root Cause: With pandemic campus lost of control of the environment and learning, parents were depended upon for teaching when students were learning from home</p>

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 2: NWECHS will retain 95% of our 95 entering freshmen (from freshmen year to sophomore year) as indicated through the enrollment data of May 2022.

Targeted or ESF High Priority

Evaluation Data Sources: Enrollment Data in May 2022

Strategy 1 Details	Reviews			
<p>Strategy 1: Review grades for freshmen every grading period. Schedule teacher meetings with parents immediately when a student is struggling.</p> <p>Strategy's Expected Result/Impact: Quick intervention if student is struggling</p> <p>Staff Responsible for Monitoring: Administration Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Review attendance data for freshmen every week. Meet with students/parents immediately who have attendance issues.</p> <p>Strategy's Expected Result/Impact: Quick intervention if student is struggling</p> <p>Staff Responsible for Monitoring: Administration Attendance Clerk Counselor</p> <p>Title I Schoolwide Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Set up structured mentoring program in College Preparatory class for all freshmen.</p> <p>Strategy's Expected Result/Impact: Quick intervention if student is struggling</p> <p>Staff Responsible for Monitoring: Administration Counselor NW Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide counseling on the benefits of the program to both students and parents when students are considering withdrawing.</p> <p>Strategy's Expected Result/Impact: Quick intervention if student is struggling</p> <p>Staff Responsible for Monitoring: Administration Counselor</p> <p>Title I Schoolwide Elements: 2.6, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Offer a variety of clubs/organizations and activities that will interest students and promote leadership skills and camaraderie. We are committed to providing any training, both local or out of town, for our teacher sponsors to support these clubs and organizations.</p> <p>Strategy's Expected Result/Impact: If students have friends through a club or activity they are more likely to stay enrolled at NW. Also, clubs will teach them leadership skills and look good on college and work applications.</p> <p>Staff Responsible for Monitoring: Administration Counselor</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>Strategy 6: Conduct incoming 9th grade orientations and bridge academies to create a culture of college and high school team building and academic success.</p> <p>Strategy's Expected Result/Impact: Students will begin to develop soft skills necessary to be success in an early college. In addition they will familiarize themselves with the campus to assist with a better transition. They will meet teachers and learn expectations. They will also have opportunities to TSI test during bridge.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
<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: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 3: By May 2022, all incoming freshmen will have passed the reading TSI. All sophomores will have passed the writing TSI. All students enrolled in Algebra II will have passed the math TSI.

Evaluation Data Sources: Scores from TSI testing

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to be a TSI testing site to ensure student access. Train all teachers to proctor TSI Exams.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a reading intervention class that is scheduled during the school day to support students who need help in this area. Group students according to their scores, so intervention is targeted.</p> <p>Strategy's Expected Result/Impact: Increase in TSI Scores</p> <p>Staff Responsible for Monitoring: Reading Tutor English Department Administration Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: supplemental reading material - 185-State Compensatory Education - \$509</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Create a math intervention class that is scheduled during the school day to support students who need help in this area.</p> <p>Strategy's Expected Result/Impact: Increase in TSI scores</p> <p>Staff Responsible for Monitoring: Math Department Administration Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Unblock English I based on performance on the TSI Reading and EOC Benchmark Exam.</p> <p>Strategy's Expected Result/Impact: Increase in TSI Scores Proactive instead of reactive</p> <p>Staff Responsible for Monitoring: English Department Administration Counselor</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: The students will utilize TSI My Foundations Lab on Mondays and Wednesdays for 1.5 hours and on Fridays for 40 minutes and because the site adjusts to the students' needs and improvements, we will be able to chart their growth.</p> <p>Strategy's Expected Result/Impact: Improve TSI Test Scores</p> <p>Staff Responsible for Monitoring: Reading Tutor English Teacher</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Students are failing one or more core with percentages so low that they cannot credit average they require additional resources and support. **Root Cause:** With pandemic campus lost of control of the environment and learning, parents were depended upon for teaching when students were learning from home

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

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

Evaluation Data Sources: Grade Reports
Minutes for LPAC, 504
Faculty Review of Grades

Strategy 1 Details	Reviews			
<p>Strategy 1: Each faculty meeting will devote some time to reviewing as a group the academic progress of students. Teachers will list students who are struggling and parent contact will be made.</p> <p>Strategy's Expected Result/Impact: *Meeting Rosters *Grade Reports *Team Meetings - Reflection * Improved Grades</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Parent Liaison</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly meetings with LPAC committee to monitor ELL and migrant performance.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, LPAC Committee</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Monitor graduation rates to ensure that 100% of our students graduate from high school and 90% graduate with an associate's degree.</p> <p>Strategy's Expected Result/Impact: Graduation numbers for both high school and EPCC</p> <p>Staff Responsible for Monitoring: ALL</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<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: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 5: By June 2022, NWECHS will increase average composite scores on ACT to 22 by providing instruction on ACT prep through our College Readiness Coordinator. Increase core area performances on any examination required to maintain quartile 1 distinctions.

Evaluation Data Sources: ACT and PSAT scores

Strategy 1 Details	Reviews			
<p>Strategy 1: Use PLCs to analyze the data from the ACT. Each teacher will develop an ACT related learning goal. Our overall goal is to reach a 22 score which is ACT's benchmark for college readiness.</p> <p>Strategy's Expected Result/Impact: Data analysis will help us improve our ACT scores.</p> <p>Staff Responsible for Monitoring: Teachers, Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All sophomores and juniors will take the PSAT. Fund this to ensure 100% participation.</p> <p>Strategy's Expected Result/Impact: By having 9th and 10th graders take the PSAT we will be able to immediately use that data to inform instruction and prepare students for ACT/SAT/PSAT.</p> <p>For PSAT, we want students to qualify for National Merit.</p> <p>Staff Responsible for Monitoring: Counselor, College Readiness Coordinator Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Using the data collected from the 10th graders who took the PSAT, develop a comprehensive program that will prepare students for the PSAT junior year. that will take as a junior.</p> <p>Strategy's Expected Result/Impact: We will get an individualized plan from test results and then be able to develop a targeted review in classrooms of skills necessary to be successful.</p> <p>Staff Responsible for Monitoring: Counselor, Administration, College Readiness Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: 100 % of the senior class will take at least one college entrance exam.</p> <p>Strategy's Expected Result/Impact: All students will be ready for the next step.</p> <p>Staff Responsible for Monitoring: Counselor, Administration College Readiness Coordinator</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: Students enrolled in any dual credit class will have the opportunity to experience a rigorous learning environment to accelerate their learning.</p> <p>Strategy's Expected Result/Impact: Reach higher Masters levels, earn distinctions and performance acknowledgements and increase GPA scores.</p> <p>Staff Responsible for Monitoring: Administration, Dept Heads</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div data-bbox="464 721 659 764"> No Progress</div> <div data-bbox="764 721 980 764"> Accomplished</div> <div data-bbox="1079 721 1331 764"> Continue/Modify</div> <div data-bbox="1436 721 1625 764"> Discontinue</div> </div>				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

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

Evaluation Data Sources: Presentations to staff
Classroom walkthroughs
teacher documentation

Strategy 1 Details	Reviews			
<p>Strategy 1: Train teachers in grades 9 and 10 with study skills. Strategy's Expected Result/Impact: Provide needed support for at risk students. Close achievement gap by providing specialized support. Staff Responsible for Monitoring: Dept Heads Administration Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers Funding Sources: ASU training - 211-Title I-Part A - 211.11.6339.03.003.30</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Train teachers, support staff, and administration to use best practices and research based strategies, to include technology, so that all students receive effective instruction during the "first teach" Strategy's Expected Result/Impact: Improve classroom engagement Improve communication with students and parents Reduce resources (paper) Prepare 21st century learners Staff Responsible for Monitoring: Administration Department Chairs Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction Problem Statements: Student Learning 1 Funding Sources: Curriculum Leadership Academy - 211-Title I-Part A - \$3,165.83, AP online training - 211-Title I-Part A - \$175, Training-Enhancing Spanish Lang. - 211-Title I-Part A - \$279</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Support teachers who wish to pursue National Board Certification</p> <p>Strategy's Expected Result/Impact: Improved classroom learning for all students Improve PLCs with reflection</p> <p>Staff Responsible for Monitoring: Administrators Department Chairs</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: School Processes & Programs 1</p> <p>Funding Sources: national board - 211-Title I-Part A - \$495</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 1: Students are failing one or more core with percentages so low that they cannot credit average they require additional resources and support. Root Cause: With pandemic campus lost of control of the environment and learning, parents were depended upon for teaching when students were learning from home</p>
School Processes & Programs
<p>Problem Statement 1: Northwest students need extra support to meet the emotional and academic needs of our growing population. Root Cause: It is difficult to coordinate student schedules and help them meet their degree plan. The opportunity needs to be provided so the students can have the ability to make informed career choices.</p>

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 1: To ensure college and career readiness by June 2022, all seniors will be enrolled in a College Readiness course in order to provide them with valuable lessons and training in successful organization, time management, and ability to navigate and successfully complete their college courses and job experiences.

Strategy 1 Details	Reviews			
<p>Strategy 1: 12th grade students will be enrolled in Gateway to College in order to maintain the support needed for college success as they begin to take on more college courses.</p> <p>Strategy's Expected Result/Impact: Increase in scholarships, entrance exam scores, and college selections</p> <p>Staff Responsible for Monitoring: College Readiness Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<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 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 2: Throughout 21-22 school year, every student in grades 9-12 will be enrolled in a college preparatory class that will address soft skills needed for success.

Evaluation Data Sources: Completion of various college readiness activities
Completion of CP with a "pass"

Strategy 1 Details	Reviews			
<p>Strategy 1: Organize in the school schedule a set time/period for each grade level to discuss college readiness issues/topics.</p> <p>Strategy's Expected Result/Impact: Increased communication, we expect greater results.</p> <p>Staff Responsible for Monitoring: Counselor Administration Assigned teachers</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<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 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 3: NWECHS will encourage career awareness through a variety of activities. A minimum of 3 activities will take place throughout the school year and conclude in Spring 2022.

Evaluation Data Sources: Job Shadow Placement Forms
 Research Paper
 Attendance at Career Presentations/Advising Sessions

Strategy 1 Details	Reviews			
<p>Strategy 1: Organize advising sessions so that students understand college majors and select courses appropriately. Strategy's Expected Result/Impact: Students need advising beyond the scope of EPCC. Advising sessions will dispense student perceptions about majors and what is transferable. Staff Responsible for Monitoring: Counselor Administration TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Have all 9th graders in ED1300 complete career advising using the resources available at EPCC. Strategy's Expected Result/Impact: Students will identify a career pathway, so they may follow that degree plan. Staff Responsible for Monitoring: ED1300 Instructor Counselor TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Organize a career presentations for students based on their career interests (conduct a survey). Strategy's Expected Result/Impact: Students will develop awareness of various careers and the education required to work in those fields. Staff Responsible for Monitoring: CTE Teachers Counselor TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.

Performance Objective 1: NWECHS will plan at least four school-wide events throughout the academic year of 21-22 addressing student social and emotional needs including teacher professional development.

Evaluation Data Sources: Participation
School Calendar

Strategy 1 Details	Reviews			
<p>Strategy 1: Throughout the year, organize a variety of different school events that promote school spirit and culture. Strategy's Expected Result/Impact: Important to build school culture and spirit in other ways. Staff Responsible for Monitoring: STUCO Sponsor STUCO Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Encourage students to participate in clubs and activities. Strategy's Expected Result/Impact: Participation in clubs and activities increases retention rates. Staff Responsible for Monitoring: STUCO Sponsor Club Sponsors Administration Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Organize NWECHS social events that promote camaraderie among Griffins. Strategy's Expected Result/Impact: It is stressful for students to be simultaneously enrolled in high school and college. We need to organize various activities that allow students to de-stress and promote friendship and acceptance. Staff Responsible for Monitoring: STUCO Sponsor Club Sponsors Administration Counselor Receptionist</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture Funding Sources: Ysleta IQ - 211-Title I-Part A - 211.11.6299.00.003.30</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Educate students in various social and emotional topics such as dating violence, suicide prevention, drug abuse, and healthy relationships.</p> <p>Strategy's Expected Result/Impact: These presentations are designed to help prevent students from making poor decisions.</p> <p>Staff Responsible for Monitoring: Counselor Student Support Services</p> <p>Title I Schoolwide Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<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 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.

Performance Objective 2: By June 2022, NWECHS will regularly recognize and promote the achievements of our students during our fall semester and spring awards ceremony and during our EPCC graduation dinners.

Evaluation Data Sources: Event Participation

Strategy 1 Details	Reviews			
Strategy 1: Organize an event recognizing AP scholars for fall semester. Strategy's Expected Result/Impact: Recognize student achievements Staff Responsible for Monitoring: Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Organize a spring EPCC graduation dinner. Strategy's Expected Result/Impact: Recognize student achievements Staff Responsible for Monitoring: EPCC, Administration	Formative			Summative
	Nov	Jan	Mar	June
				
<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 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Share the parent compact with parents through various methods. Strategy's Expected Result/Impact: Improve communication with parents Improve student retention Staff Responsible for Monitoring: Administration Parent Liaison</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Share how schools are funded with parents through the Title I presentation Strategy's Expected Result/Impact: Administration, Parent Liaison Staff Responsible for Monitoring: Keep parents informed on how schools are funded Provide parents an opportunity to ask questions Title I Schoolwide Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Survey parents to determine topics of interest for parent meetings. Strategy's Expected Result/Impact: Tailor our presentations to address parent needs. Staff Responsible for Monitoring: Parent Liaison Title I Schoolwide Elements: 3.1, 3.2 Problem Statements: School Processes & Programs 1 Funding Sources: Virtual conference - 211-Title I-Part A - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Organize parent meetings at a variety of different times/days to accommodate varied work schedules. Strategy's Expected Result/Impact: Encourage greater parent participation Improve parent communication</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Parent Liaison
Counselor



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:

School Processes & Programs

Problem Statement 1: Northwest students need extra support to meet the emotional and academic needs of our growing population. **Root Cause:** It is difficult to coordinate student schedules and help them meet their degree plan. The opportunity needs to be provided so the students can have the ability to make informed career choices.

Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 1: NECHS will effectively use website, school messenger, parent portal and other electronic resources to communicate with stakeholders through monthly updates with any relevant and marketable success of the campus.

Evaluation Data Sources: Website, school messenger logs, parent portal participation, and parent liaison logs

Strategy 1 Details	Reviews			
<p>Strategy 1: Assign staff to be in charge of maintaining and updating the website and sending school messages through messenger and parent information via email/mail/ and other sources.</p> <p>Strategy's Expected Result/Impact: Keeping an up to date and accurate website will help with student recruitment.</p> <p>We must post our ECHS activities as a component of the blueprint.</p> <p>Staff Responsible for Monitoring: Administration Receptionist Parent Liaison</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Parent communication resources - 211-Title I-Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 2: By June 2022, NWECHS will host a community event at least once per year to market our program.

Evaluation Data Sources: Attendance at event, tracked by school

Strategy 1 Details	Reviews			
<p>Strategy 1: Organize Northwest Lights to encourage children from all district elementary schools to attend. Will also participate in any Community Night Out.</p> <p>Strategy's Expected Result/Impact: This event often serves as the first introduction to our program for many families. Each participant will receive our marketing brochure and meet our students that night will engaging in a fun, family friendly event.</p> <p>Staff Responsible for Monitoring: Student Activities Manager STUCO Administration</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 3: By April 2022, NWECHS will promote their campus through at least 2 recruitment events focused on Middle Schools.

Evaluation Data Sources: Applications for the class of 2026

Strategy 1 Details	Reviews			
<p>Strategy 1: Visit all 8th graders in the district to promote our program. Scheduled for November 2021.</p> <p>Strategy's Expected Result/Impact: We need to target more carefully at-risk, ED, first generation, ELL and SPED students. We expect that with thoughtful recruitment this can be accomplished.</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Host evening parent sessions about our program.</p> <p>Strategy's Expected Result/Impact: We need to target more carefully at-risk, ED, first generation, ELL and SPED students. We expect that with thoughtful recruitment this can be accomplished.</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers</p> <p>Title I Schoolwide Elements: 3.1 - TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<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 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 4: Student council and National Honor Society will organize at least four opportunities for community service throughout the 2021-2022 school year.

Evaluation Data Sources: Student logs of community service hours

Strategy 1 Details	Reviews			
<p>Strategy 1: NWECHS will provide at least one opportunity per semester for students/faculty to participate in community service.</p> <p>Strategy's Expected Result/Impact: Having students out assisting in the community where needed promotes our school, but it also promotes an important value: service. We also want students to begin building their resumes for scholarships. By having class sponsors organize an event each semester, it will give the entire student body four opportunities each semester to serve the community.</p> <p>Staff Responsible for Monitoring: Grade level sponsors</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment is designed so that all stakeholders have an opportunity to not only analyze data but to provide feedback on what areas we need to focus this school year. All teachers and parents in the committees have an opportunity to share their thoughts and brainstorm ideas. All the feedback we receive during these meetings, we are able to create S.M.A.R.T goals. Thus, we are able to come together to write our Campus Improvement Plan. The Campus Improvement Plan is an ongoing document that we revisit as a team during our Campus Improvement Committee. This committee meets once a month. Feedback is added to the notes to make sure everyone has an opportunity to share out.

After meeting with our CIC, parents, community and staff the following have been determined as the focus for 21-22 school year:

There is a low percentage of diverse students including non-Hispanic students of color such as African Americans, Asian Pacific Islanders, high achieving SPED students, and other marginalized student populations.

At Risk and Economically Disadvantaged students need stronger support systems as they are struggling to pass courses.

Student Resource Center: Full Library services at the sister college were not made available during the pandemic and we saw our students need a space to study that is not EPCC because there are now new restrictions in place for entry and safety. Since our demographics include at-risk populations, we need a space for them to find reliable information such as a campus lab/library.

Students are failing one or more core with percentages so low that they cannot credit average they require additional resources and support.

More students require social emotional intervention.

Attendance rates have declined.

Northwest students need extra support to meet the emotional and academic needs of our growing population.

Bridge Academy is only helping with student material distribution, but its not addressing the acclimation period for students.

Students perceive that they need to graduate with their associates degree before their senior year.

There is the perception that the early college is for academically advanced students.

Student perception is that their academic needs are being ignored and/or not met in a timely manner.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

This is how our Campus Improvement Plan is created.

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

2.2: Regular monitoring and revision

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

We meet the last Monday of the month.

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

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

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

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

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

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

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

Campus Improvement plans are available through various locations such as:

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

2.4: Opportunities for all children to meet State standards

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

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

- Double block Algebra I and Algebra II for 10th grade, ELA I and Biology to increase exposure to tested curriculum
- Provide tutoring to students who are expected to not meet minimum expectations on the EOC exams.
- Organize a cross-curricular grading party of the ELA I and ELA II benchmarks.
- Develop a campus-wide tutoring schedule that can be distributed at parent teacher conferences.
- For students who do not pass the Writing TSI or score in 85% or better on the English II STAAR Ready test, enroll in a writing intervention course in spring 2022.
- Review grades for freshmen every grading period. Schedule teacher meetings with parents immediately when a student is struggling.
- Create a reading intervention class that is scheduled during the school day to support students who need help in this area. Group students according to their scores, so intervention is targeted.
- Create a math intervention class that is scheduled during the school day to support students who need help in this area.
- Professional development for teachers in grades 9 and 10 with study skills.
- Professional development for teachers to use purchased technology effectively.

2.5: Increased learning time and well-rounded education

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

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

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

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

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

- Coordinating the implementation of school wide positive behavior intervention support, where our PBIS team will implement the model including meetings on a bi-weekly basis to conduct needs assessments, analyze data, and identify and target campus needs through the implementation of evidence-based practices.
- With the assistance of the student support services department, our campus will implement a science based substance abuse and violence prevention curriculum to educate students in grade 9, to provide student support and retain our students for academic opportunities.
- Our campus works diligently in maintaining positive behavior by implementing tiered responses through grade level teams, thus resulting in fewer discipline referrals (no more than 5%), in school suspensions and out of school suspensions (no more than 5%)
- In order to reach our at risk population, Double block Algebra I and Algebra II for 10th grade, ELA I and Biology are provided to increase exposure to tested curriculum. Furthermore, our campus provides tutoring to students who are expected to not meet minimum expectations on the EOC exams.
- Outside agencies will be invited (such as Emergence Health Network) to present to students on topics like mental health, substance abuse, bullying, digital safety, and other topics deemed relevant to our age group.
- Continuous monitoring is important as we review grades for freshmen every grading period. In addition we schedule teacher meetings with parents immediately when a student is struggling.
- Counseling is provided on the benefits of our program to both students and parents when students are considering withdrawing.
- The students will utilize TSI My Foundations Lab on Mondays and Wednesdays for 1.5 hours and on Fridays for 40 minutes and because the site adjusts to the students' needs and improvements, we will be able to chart their growth.
- Staff meetings are continuous and based on faculty input, we develop and implement a structured response to improve student academic performance. In addition, we meet with students who are struggling academically to develop a contract for improvement based on individual needs.
- Monthly meetings with LPAC committee has served to be successful in order to monitor ELL and migrant performance
- Professional development is crucial to ensure that we are meeting the needs of all at risk population, as an example we are Training teachers in grades 9 and 10 with study skills.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

During our Tea/Coffee with the Principal meetings, principal shares the parent and family engagement, parent compact and CIP. Parents provide feedback to ensure that their thoughts are included in the goals for the year. Our full time Parent liasion assists with all parent meetings. our key components to develop and distribute the family engagement policy is through some processes that campus follows:

- Meetings that entail the following:

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

Survey parents to determine topics of interest for parent meetings.

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

Host evening parent sessions about our program.

- Once all meetings and ensuring that we get as many parents actively participating the policy is developed, only through collaboration is this task successful.
- NWECHS distributes through a monthly newsletter to parents in the morning during drop off time throughout the academic year.
- In addition, other informational flyers of workshops, trainings, meetings and events are shared through websites, school messengers and posters.

3.2: Offer flexible number of parent involvement meetings

During our Tea/Coffee with the Principal meetings, principal shares the parent and family engagement, parent compact and CIP. Parents provide feedback to ensure that their thoughts are included in the goals for the year. Our full time Parent liaison assists with all parent meetings. our key components to develop and distribute the family engagement policy is through some processes that campus follows:

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Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maria Arriaga De Dominguez	Parent Liaison	Parent Engagement	1