

Canutillo Independent School District

Northwest Early College High School

2018-2019 Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: September 25, 2018

Mission Statement

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

Vision

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

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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Comprehensive Needs Assessment

Demographics

Demographics Summary

NWECHS has 376 students enrolled.

We have 154 males (40%) and 222 females (59%).

We have 331 Hispanic students, or 88%.

We have 31 Caucasian students, or 8%.

We have 10 African American students, or 2.6%

The senior class is 53% female. The junior class is 60% females, the sophomore class is 64% female, the freshmen class is 57% female.

Demographics Strengths

The enrollment of student of color matches the district make up, which is an element that we will be evaluated on with the early college blue print.

Problem Statements Identifying Demographics Needs

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

Student Academic Achievement

Student Academic Achievement Summary

English I 84% meet standards, 10% scored at the master level.

English II 95% meet standards, 24% scored at the master level.

Algebra I 58% meet standards, 34% scored at the master level.

US History 100% meet standards, 72% scored at the master level.

Biology 97% meet standards, 43% scored at the master level.

For ACT, the average score of our current juniors is a 22.

For TSI, all seniors have passed reading and writing. Seven students are left to pass math, 8%. For Juniors, all students have passed reading/writing TSI. Twelve students have not passed Math, or 16%. For sophomores, three students have not passed TSI reading - students have not yet tested for writing or math. For freshmen, 48 students have not passed TSI reading, or 40%.

Student Academic Achievement Strengths

NWECHS students are meeting state objectives.

Our ACT score beats the state of Texas average (20.7).

Compared to our earlier years, we are making great strides in achieving the required TSI scores.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Scores on the ACT have remained stagnant for two years. **Root Cause:** Students lack knowledge about the test.

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

School Processes & Programs

School Processes & Programs Summary

We have 6 new teachers, roughly 1/3 of our teaching faculty.

Math - all teachers have a master's degree, 3:4 are credentialed for dual credit

Science - all teachers have a master's degree, two possess doctorates, 3:4 are credentialed for dual credit

English - all teachers have a master's degree, one possesses a doctorate, all are credentialed for dual credit

Social Studies - all teachers have a master's degree, one possesses a J.D., 3:4 are credentialed for dual credit

Spanish - both teachers have a master's degree, both are credentialed for dual credit

CTE - one has a master's degree

PE/Health - no master's degree

Art - no master's degree

Employed with more than 5 years - 10 out of 21 (48%)

Employed with us 3-5 years - 3 out of 21 (14%)

Employed with us 1-2 years - 8 out of 21 (38%)

School Processes & Programs Strengths

The majority of our teachers hold a master's degree or higher, 90%

The majority of our teachers are credentialed for dual credit, 77%

Almost half of our teachers have been employed with us for more than five years.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We need all of our core teachers to become credentialed. **Root Cause:** Almost 40% of our faculty is new.

Perceptions

Perceptions Summary

Very personalized treatment of students

Parents/families are welcomed

Teachers are supported - given tools needed, professional development requested

Perceptions Strengths

Overall, our school enjoys a positive school culture both within our organization and outside of our organization. We are routinely recognized by the district, state and various national entities for our achievements.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Lack of cohesiveness/goal focus may alter our school culture. **Root Cause:** New staff (40%)

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
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Effective Schools Framework data
- Targeted support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Gifted and talented data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- TTESS data

Support Systems and Other Data

- Organizational structure data

Goals

Revised/Approved: September 25, 2018

Goal 1: Provide a safe and secure environment.

Performance Objective 1: In 2018-2019 school year, to ensure the safety of our students, all employees will be trained on emergency procedures, prevention of bullying and prevention of sexual harassment.

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

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue practices with some modifications.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Distribute necessary tools/equipment for faculty to respond appropriately to emergency situations.		Administration, Nurse	Faculty and staff must be prepared in the event of an emergency.				
2) Conduct monthly fire drills and participate in the yearly safety inspection by the fire department.		Administration, Nurse	Faculty and staff must be prepared in the event of an emergency.				
3) Conduct a mock emergency drill with the cooperation of EPCC and local law enforcement.		Administration, Teachers, EPCC Law Enforcement	Faculty and staff must be prepared in the event of an emergency.				
4) Review and update campus EOP with faculty and staff.		Review and update campus EOP with faculty and staff.	Faculty and staff must be prepared in the event of an emergency.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) NWECHS will require 100 % of the students to sign a standards of behavior contract yearly to provide clarity on the expectations of the campus.		Administration	We expect a decrease in behavioral issues.				
<p>Critical Success Factors CSF 6</p> <p>6) 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>	2.6	Counselor Nurse Administration	<p>Students will be better prepared to identify when a friend or they themselves may need to seek help for a variety of common teen difficulties.</p> <p>Student will be kinder to each other and themselves.</p>				
Funding Sources: 211-Title I-Part A - 833.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Provide a safe and secure environment.

Performance Objective 2: In 2018-2019 school year, NWECHS will reach the goal of 98% attendance in all grade levels through increased focus on accurate attendance record keeping, use of positive attendance incentives, PBIS strategies, parent meetings, and parent/student attendance plans as needed.

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

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue to focus on attendance and PBIS.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Coordinate the implementation of school wide positive behavior intervention support.		PBIS Team Administration Counselor	PBIS IS a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.				
<p>Critical Success Factors CSF 6</p> 2) PBIS team will implement PBIS model including meeting on a bi-weekly basis to conduct needs assessments, analyze data, and identify and target campus needs through the implementation of evidence-based practices.	2.6	PBIS Team; Administration	Meeting agendas and minutes Meeting sign in sheets Discipline quarterly reports Campus Needs Assessment Action Plan				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 3) Through student support services department, the campus will implement a science based substance abuse and violence prevention curriculum to educate students in grade 9.		Prevention Specialist Administration Counselor	Drug and alcohol prevention through education.				
Critical Success Factors CSF 6 4) Participate in the "No Place for Hate" anti-bullying campaign to maintain NPFH status.	2.6	NPFH Sponsor Administration	Promote a positive school climate.				
Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 5) Maintain positive behavior by implementing tiered responses through grade level teams, thus resulting in fewer discipline referrals (no more than 5%), in school suspensions and out of school suspensions (no more than 5%).		PBIS Team	PBIS IS a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS supports the success of ALL students.				
Critical Success Factors CSF 1 CSF 2 CSF 6 6) Develop a student peer mediation team to assist with additional options for behavioral intervention referrals.		PBIS Team	Decrease student conflict Teach students how to mediate conflict with peers				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Provide a safe and secure environment.

Performance Objective 3: NWECHS will require 100% of the students to sign a Griffin expectations contract yearly to provide clarity on the expectations of the campus in regards to academics, behavior, attendance, and responsibilities for 18-19 school year.

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

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue practices.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 6 1) Through College Prep, each teacher will review and issue a Griffin Expectations contract to students to be signed by students and parents.	2.6	CP Teachers Dean of Students	Reduced discipline issues Less absenteeism Improved overall student success				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase student academic achievement.

Performance Objective 1: All students will pass EOC exams on the first attempt. Continue to improve the number of students earning Masters (Last year ELA I 10% to 20%, ELA II 24% to 25%, Algebra I 34 to 50%, Biology 43 to 50%, US History 72 to 75%)

Evaluation Data Source(s) 1: Common Assessments

STAAR Ready Tests

EOC Scores

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: Continue to set challenging goals to push faculty/students toward achievement.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Double block Algebra I and Algebra II for 10th grade, ELA I and Biology to increase exposure to tested curriculum.	2.4, 2.5, 2.6	Administration Teachers	More exposure to curriculum content increases student performance.				
Critical Success Factors CSF 1 2) Unblock ELA I based on performance on the EOC ELA I Ready Test.	2.4, 2.5, 2.6	Administration, English PLC	Being proactive, rather than reactive, increases student performance and morale.				
Critical Success Factors CSF 1 3) Continue to implement TEKS (Texas Essential Knowledge and Skills).	2.4, 2.5, 2.6	Teachers, Administration	By reviewing data from common assessments, we can assure that teachers are aligned to the TEKS. If we follow the TEKS, students will perform better on state mandated assessments.				
Critical Success Factors CSF 1 4) Provide tutoring to students who are expected to not meet minimum expectations on the EOC exams.	2.4, 2.5, 2.6	Administration, Teachers	Increased passing rates on the EOC tests.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 5) Organize a cross-curricular grading party of the ELA I and ELA II benchmarks.	2.4, 2.5, 2.6	Administration, Teachers	Understanding how students are assessed across the disciplines for EOC writing will improve scores.				
Critical Success Factors CSF 1 6) Develop a campus-wide tutoring schedule that can be distributed at parent teacher conferences.	2.4, 2.5, 2.6	Administration, Teachers, Parent Liaison	Student academic performance will increase if provided with opportunities to receive help.				
Funding Sources: 196- High School Allotment - 2200.00							
Critical Success Factors CSF 1 7) 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 2019.	2.4, 2.5	Administration, Teachers	Increase the number of students earning Master's degree scores on EOC				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase student academic achievement.

Performance Objective 2: By September 2018 all teachers will have needed supplies to deliver appropriate instruction to students before each semester begins. This includes books, materials, lab equipment, consumables, etc.

Evaluation Data Source(s) 2: POs Submitted
Order Arrival Dates
Usage

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue with practices.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Teachers receive department budget in May.</p> <p>POs are required to be submitted in June for the next school year.</p>		Office Manager Administration	Teachers must have the necessary books and tools to do their jobs successfully.				
Funding Sources: 196- High School Allotment - 6000.00							
<p>Critical Success Factors CSF 1</p> <p>2) Office manager submits POs in July (new budget year).</p> <p>Office manager ensures that orders are fulfilled by last business day of September.</p>		Office Manager Administration	Teachers must have the necessary books and tools to do their jobs successfully.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase student academic achievement.

Performance Objective 3: NWECHS will retain 95% of our 122 entering freshmen (from freshmen year to sophomore year).

Evaluation Data Source(s) 3: Enrollment Data in May 2019

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Continue to focus on retention.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Review grades for freshmen every grading period. Schedule teacher meetings with parents immediately when a student is struggling.	2.4, 2.6	Administration Counselor	Quick intervention if student is struggling				
Critical Success Factors CSF 1 2) Review attendance data for freshmen every week. Meet with students/parents immediately who have attendance issues.	2.5	Administration Attendance Clerk Counselor	Quick intervention if student is struggling				
Critical Success Factors CSF 1 3) Set up structured mentoring program in College Preparatory class for all freshmen.	2.6	Administration Counselor NW Teachers	Quick intervention if student is struggling				
Critical Success Factors CSF 1 4) Provide counseling on the benefits of the program to both students and parents when students are considering withdrawing.	2.6	Administration Counselor	Quick intervention if student is struggling				
Critical Success Factors CSF 1 CSF 6 5) Offer a variety of clubs and activities that will interest students and promote camaraderie.	2.5	Administration Counselor	If students have friends through a club or activity they are more likely to stay enrolled at NW				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Goal 2: Increase student academic achievement.

Performance Objective 4: By May 2019, all incoming freshmen will have passed the reading TSI. All sophomores will have passed the writing TSI. All students enrolled in Algebra II will have passed the math TSI. Incoming freshmen will pass the TSI reading before school starts.

Evaluation Data Source(s) 4: Scores from TSI testing

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue to focus on these objectives. Be sure to set the standard high.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Continue to be a TSI testing site to ensure student access. Train all teachers to proctor TSI Exams.</p>	2.4, 2.5, 2.6	Administration, Counselor, Teachers	*TSI test data				
Funding Sources: 211-Title I-Part A - 3720.30, 185-State Compensatory Education - 12295.04							
<p>Critical Success Factors CSF 1</p> <p>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>	2.4, 2.5	Reading Tutor English Department Administration Counselor	Increase in TSI Scores				
<p>Critical Success Factors CSF 1</p> <p>3) Create a math intervention class that is scheduled during the school day to support students who need help in this area.</p>	2.4, 2.5	Math Department Administration Counselor	Increase in TSI scores				
<p>Critical Success Factors CSF 1</p> <p>4) Unblock English I based on performance on the TSI Reading and EOC Benchmark Exam.</p>	2.4, 2.5	English Department Administration Counselor	Increase in TSI Scores Proactive instead of reactive				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 5) Create a writing intervention course for Spring 2019 based on English II EOC Ready test and TSI scores.	2.4, 2.5	English Department Administration Counselor	Increase in TSI Scores				
Critical Success Factors CSF 1 6) The students will utilize TSI My Foundations Lab on Mondays and Wednesdays for 1.5 hours and on Fridays for 40 minutes and because the site adjusts to the students' needs and improvements, we will be able to chart their growth.	2.4, 2.5, 2.6	Reading Tutor English Teacher	Improve TSI Test Scores				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Goal 2: Increase student academic achievement.

Performance Objective 5: NWECHS will monitor progress for all students, grades 9-12, including special populations such as ELL, SPED, 504 and GT, every three weeks.

Evaluation Data Source(s) 5: Grade Reports
Minutes for LPAC, 504
Faculty Review of Grades

Summative Evaluation 5: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Each faculty meeting will devote some time to reviewing as a group the academic progress of students. Teachers will list students who are struggling and parent contact will be made.</p>	2.6	Administration, Counselor, Teachers, Parent Liaison	*Meeting Rosters *Grade Reports *Team Meetings - Reflection * Improved Grades				
<p>Critical Success Factors CSF 1</p> <p>2) Based on faculty input, develop and implement a structured response to improve student academic performance. Meet with students who are struggling academically to develop contract for improvement.</p>	2.6	Administration, Counselor, Teachers	*Meeting Rosters *Grade Reports *Academic Probation Notices *Parent Conferences				
<p>Critical Success Factors CSF 1</p> <p>3) Monthly meetings with LPAC committee to monitor ELL and migrant performance.</p>	2.6	Administration, Counselor, LPAC Committee	LPAC documentation				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 4) Monitor graduation rates to ensure that 100% of our students graduate from high school and 90% graduate with an associate's degree.	2.6	ALL	Graduation numbers for both high school and EPCC				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase student academic achievement.

Performance Objective 6: By June 2019, NWECHS will increase performance on ACT/TSI. Increase math and ELA performance on these examinations to maintain quartile 1 distinctions.

Evaluation Data Source(s) 6: ACT and Pre-ACT scores

Summative Evaluation 6: Met Performance Objective

Next Year's Recommendation 6: Need to push ACT scores to 23 - I think focus should be in math and ELA classes. Tried to get these teachers to incorporate bell ringers, need to do something different.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Critical Success Factors CSF 1</p> <p>1) Use PLCs to analyze the data from the ACT. Each teacher will develop an ACT related learning goal. Our overall goal is to match ECHS performance in our region, which would mean an increase of 2 points on our average ACT score.</p>		Teachers, Administration	Data analysis will help us improve our ACT scores.				
<p>Critical Success Factors CSF 1</p> <p>2) Encourage and support students on standardized tests by providing tutoring geared toward specific exams - PSAT, ACT, SAT, AP and TSI. Provide funding for these tests to ensure participation. Provide funding for Princeton Review (or other vendor of district's choice) for continued intervention. Provide Saturday mock AP test sessions and high-impact review prior to ACT.</p>	2.6	Administration, Counselor, Instructional Coach, Teachers, Academic Tutors	Attendance at tutoring events, participation in exams, performance data on exams				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 3) All juniors will take the PSAT. 9th grade and 10th grade will take the Pre-ACT. Fund this to ensure 100% participation.		Counselor, Administration	By having 9th and 10th graders take the Pre-ACT, we will be able to immediately use that data to inform instruction and prepare students for ACT/SAT/PSAT. For PSAT, we want students to qualify for National Merit.				
Critical Success Factors CSF 1 CSF 2 4) Using the data collected from the 10th graders who took the PSAT, develop a comprehensive program that will prepare students for the exam that will take as a junior.		Counselor, Administration, Princeton Review	We will get an individualized plan from test results and then be able to develop a targeted review in classrooms of skills necessary to be successful.				
Critical Success Factors CSF 1 CSF 2 5) 100 % of the senior class will take at least one college entrance exam.		Counselor, Administration	All students will be ready for the next step.				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 2: Increase student academic achievement.

Performance Objective 7: Support teachers stated TTESS goals and SLO goal by providing necessary professional development. Support other employees (administration and support staff by providing them needed training also.)

Evaluation Data Source(s) 7: Presentations to staff
Classroom walkthroughs
teacher documentation

Summative Evaluation 7: Met Performance Objective

Next Year's Recommendation 7: Continue to encourage individual faculty growth through PD.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 1) Train teachers in grades 9 and 10 with AVID.	2.4, 2.6	AVID Coordinator Administration	Provide needed support for at risk students. Close achievement gap by providing specialized support.				
Critical Success Factors CSF 1 CSF 7 2) Train teachers to use purchased technology effectively.	2.4	Administration Department Chairs	Improve classroom engagement Improve communication with students and parents Reduce resources (paper) Prepare 21st century learners				
Critical Success Factors CSF 1 CSF 7 3) Support teachers who wish to pursue National Board Certification.	2.4, 2.5	Administration Participating Teachers	Improved classroom learning for all students Improve PLCs with reflection				
Funding Sources: 211-Title I-Part A - 2538.00							
4) Provide necessary training for administration and counselor.	2.5, 2.6	Administration	AVID TASA Learn strategies for working with special populations.				
Funding Sources: 185-State Compensatory Education - 11725.34, 196- High School Allotment - 2270.00							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 1: To ensure college readiness, all 9th grade students will be enrolled in an AVID I course in order to provide them with valuable lessons and training in successful organization, time management, and ability to navigate successfully through their college courses that they will begin in Spring 2019.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Discontinue AVID, but incorporate strategies into CP.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Additional Targeted Support Strategy Critical Success Factors CSF 1 CSF 6 1) Selected 10th grade students will be enrolled in AVID 2 in order to maintain the support needed for college success as they begin to take on more college courses.	2.4, 2.5, 2.6	Administration Counselor AVID teachers	Increase retention rates of our at-risk students. Increase grades of students in the AVID II program.				
Funding Sources: 185-State Compensatory Education - 8372.29							
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: Every student in grades 9-12 will be enrolled in a college preparatory class that will address soft skills needed for success.

Evaluation Data Source(s) 2: Completion of various college readiness activities
Completion of CP with a "pass"

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue the practice.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 7 1) Organize in the school schedule a set time/period for each grade level to discuss college readiness issues/topics.		Counselor Administration Assigned teachers	One counselor can not adequately advise 400 students. For this reason, we must extend what the counselor does to the classroom teacher. With increased communication, we expect greater results.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 3: By June 2019, NWECHS will implement the Coordinated School Health program by organizing at least four events.

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

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue this practice.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 7 1) Offer at least one activity per month for faculty and at least four focused activities per year for students.		School Nurse Administration	Promote healthy living among the staff and the students.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 4: NWECHS will encourage career awareness through a variety of activities. A minimum of 3 activities will take place throughout the school year and conclude in Spring 2019.

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

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue with these practices.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Organize advising sessions so that students understand college majors and select courses appropriately.		Counselor Administration	Students need advising beyond the scope of EPCC. Advising sessions will dispense student perceptions about majors and what is transferable.				
2) Have all 9th graders in ED1300 complete career advising using the resources available at EPCC.		ED1300 Instructor Counselor	Students will identify a career pathway, so they may follow that degree plan.				
3) Add course, Project Based Research, to help students identify their career pathway.		CTE Teachers Administration	Students will become more acquainted with the career pathway they identified through research and job shadowing.				
4) Add course, Career Preparation, to teach students soft skills and support working students.		CTE Teachers Administration	Increase student marketability by providing real world job experience. Reduce number of work orders for technology by employing our own students as support mechanisms.				
5) Organize a career presentations for students based on their career interests (conduct a survey).		CTE Teachers Counselor	Students will develop awareness of various careers and the education required to work in those fields.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

Evaluation Data Source(s) 1: Participation
School Calendar

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue to consider social and emotional needs to student body.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 6 1) Throughout the year, organize a variety of different school events that promote school spirit and culture.		STUCO Sponsor STUCO Administration	Although we are not a traditional high school, it is important to build school culture and spirit in other ways.				
2) Encourage students to participate in clubs and activities.		STUCO Sponsor Club Sponsors Administration Counselor	Participation in clubs and activities increases retention rates.				
3) Organize NWECHS social events that promote camaraderie among Griffins.		STUCO Sponsor Club Sponsors Administration Counselor Receptionist	It is stressful for students to be simultaneously enrolled in high school and college. We need to organize various activities that allow students to de-stress and promote friendship and acceptance.				
4) Educate students in various social and emotional topics such as dating violence, suicide prevention, drug abuse, and healthy relationships.	2.6	Counselor Student Support Services	These presentations are designed to help prevent students from making poor decisions.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: By June 2019, NWECHS will regularly recognize and promote the achievements of our students during our fall semester and spring awards ceremony and during our EPCC graduation dinners.

Evaluation Data Source(s) 2: Event Participation

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: I liked doing an awards ceremony each semester instead of only once per year.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Organize a spring EPCC graduation dinner.		EPCC, Administration	Recognize student achievements				
2) Organize an event recognizing AP scholars for fall semester.		Administration	Recognize student achievements				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 3: NWECHS will hold quarterly parent meetings throughout the year on various educational/college readiness topics.

Evaluation Data Source(s) 3:

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Our progress was slowed when we lost our parent liaison.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Share the parent compact with parents through various methods.	3.1, 3.2	Administration Parent Liaison	Improve communication with parents Improve student retention				
Funding Sources: 211-Title I-Part A - 1663.88							
2) Share how schools are funded with parents through the Title I presentation	3.1, 3.2	Administration, Parent Liaison	Keep parents informed on how schools are funded Provide parents an opportunity to ask questions				
Funding Sources: 211-Title I-Part A - 2184.00							
3) Survey parents to determine topics of interest for parent meetings.	3.1, 3.2	Parent Liaison	Tailor our presentations to address parent needs.				
4) Organize parent meetings at a variety of different times/days to accommodate varied work schedules.	3.1, 3.2	Parent Liaison Counselor	Encourage greater parent participation Improve parent communication				
5) NWECHS will distribute a monthly newsletter to parents in the morning during drop off time throughout the academic year.	3.1, 3.2	CTE Teacher Administration Parent Liaison	Distribute a monthly newsletter in both English and Spanish to parent during our morning snack and facts meetings.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

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

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

Summative Evaluation 1: Met Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 5 1) Assign staff to be in charge of maintaining and updating the website.		Administration Receptionist	Keeping an up to date and accurate website will help with student recruitment. We must post our ECHS activities as a component of the blueprint.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 2: By June 2019, NWECHS will host a community event at least once per year to market our program.

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

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Invite all elementary schools in the spring for a "College Ready" day/week. Have it be organized by our students.

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

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

Performance Objective 3: Promote NWECHS through various recruitment events. Visits to AMS and CMS are scheduled for November. Our annual informational meeting is scheduled for January 2019.

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

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue with this practice.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Critical Success Factors CSF 3 1) Survey 7th and 8th graders to identify ways in which we can increase recruitment.		Administration Counselor Department Chairs Teachers	We need to target more carefully at-risk, ED, first generation, ELL and SPED students. We expect that with thoughtful recruitment this can be accomplished.				
Critical Success Factors CSF 6 2) Visit all 8th graders in the district to promote our program.		Administration Counselor Teachers	We need to target more carefully at-risk, ED, first generation, ELL and SPED students. We expect that with thoughtful recruitment this can be accomplished.				
Critical Success Factors CSF 5 3) Host evening parent sessions about our program.	3.1	Administration Counselor Teachers	We need to target more carefully at-risk, ED, first generation, ELL and SPED students. We expect that with thoughtful recruitment this can be accomplished.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 4: Student council and National Honor Society will organize at least four opportunities for community service throughout the 2018-2019 school year.

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

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue

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

State Compensatory

Budget for Northwest Early College High School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6126.03.003.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$13,824.00
185.11.6126.03.003.30	6126 Part Time Support Personnel - Locally Defined	\$12,295.04
211.11.6126.03.003.30	6126 Part Time Support Personnel - Locally Defined	\$3,720.02
211.61.6129.00.003.30	6129 Salaries or Wages for Support Personnel	\$12,815.71
	6100 Subtotal:	\$42,654.77
6200 Professional and Contracted Services		
185.11.6299.20.003.30	6216 Professional Services - Locally Defined	\$4,070.00
185.11.6299.20.003.30	6299 Miscellaneous Contracted Services	\$5,899.00
	6200 Subtotal:	\$9,969.00
6300 Supplies and Services		
185.11.6399.20.003.30	6311 Gasoline and Other Fuels for Vehicles	\$7,448.00
	6300 Subtotal:	\$7,448.00
6400 Other Operating Costs		
185.13.6411.20.003.30	6410 Travel, Subsistence and Stipends	\$4,387.00
	6400 Subtotal:	\$4,387.00

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jonathan D Schwartz	Temporary Academic Tutor Part-Time	TSI/MFL (Pearson)	1.0
Norma Torres	Parent Liaison	Parent Involvement	1.0

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Tracy Speaker	Committee Member
Administrator	Jessica Harrison	Committee Member
Classroom Teacher	Adrian Estorga	Teacher
Classroom Teacher	Luz Carrillo	Teacher
Classroom Teacher	James O'Keeffe	Teacher
Classroom Teacher	Miguel Martinez	Teacher
Classroom Teacher	Oscar Carrera	Teacher
Community Representative	Gabriel Solis	Community Rep/Parent
Parent	Lilian Crosby	Parent
Non-classroom Professional	Norma Torres	Parent Liaison