

Canutillo Independent School District

Northwest Early College High School

2020-2021 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.

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary--

Northwest Early College High School is made up of approximately 344 students during the 2019-2020 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 3 students receive special education services through an IEP. Our campus goals 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): Small population of ethnically diverse students **Root Cause:** The demographic of El Paso are dominantly Hispanic however, there is a need to recruit diverse students including but not limited to military families.

Problem Statement 2: Male students,specifically male students of color, have the highest withdrawal rate and lowest success rate. **Root Cause:** Male students,specifically male students of color, have the highest withdrawal rate and lowest success rate.

Problem Statement 3 (Prioritized): Many students: Low ESE, ELL, Econ Disadvantaged and at risk are acquiring low college and high school GPA's and do not have a student resource center study lab to access additional support. **Root Cause:** Northwest is outdoors and there are no additional rooms available.

Problem Statement 4 (Prioritized): Learning gaps across all content areas. **Root Cause:** COVID disruption to on campus learning and lack of online training for teachers are placing students at risk.

Student Learning

Student Learning Summary

Student Learning Summary--

Students at NWECHS are generally transformed from the time they enter 9th grade and graduate. The school's 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 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.

Student Learning Strengths

Faculty and staff are flexible and fluid in their approach to student achievement. The flexibility of their approach lends itself to creating individualized & prescriptive education intervention plans for each student.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: Disjointed & Truncated use of department academic tutors (Migrant, ELL, Academic) **Root Cause:** Schedule conflicts between when tutors are available and when staff needs them. Funding source dictates parameters of what tutors can do, so they are under and/or not sufficiently utilized

Problem Statement 2 (Prioritized): High AP course registration (AP Human Geo, AP Literature & Comp, etc), however students elect not to take or get non passing scores on the test at the end of the year. **Root Cause:** (a) students are not mature enough to take the class at the Freshman level (they are still adjusting to rigor of Early College). (b) At the higher grade levels students are more focused on completing DCR courses and do not see the value of taking AP. (c) students lack access to exam due to earlier test registration dates and exam cost

Problem Statement 3 (Prioritized): Lack of parent education on how to support their student that is enrolled at an early college. **Root Cause:** Parents do not realize how home life helps or impedes student success (brings kids to school late, pick up kids early, not checking grades on TEAMS. Not being able to recognize when student is exhibiting behaviors at home that are counter to success at school (i.e.: "I don't have any homework."

Problem Statement 4: Faculty recognize subject/material overlap with common students (i.e.: AP Human Geography and English I or Chemistry and Algebra II), but lack the opportunity to do more work with colleagues to vertically align resources. **Root Cause:** Master schedule is not conducive to such professional opportunities and Professional development calendar is packed with other high needs activities.

Problem Statement 5 (Prioritized): Learning gaps across all content areas. **Root Cause:** COVID disruption to on campus learning and lack of online training for teachers are placing students at risk.

Problem Statement 6 (Prioritized): Many students: Low ESE, ELL, Econ Disadvantaged and at risk are acquiring low college and high school GPA's and do not have a student resource center study lab to access additional support. **Root Cause:** Northwest is outdoors and there are no additional rooms available.

School Processes & Programs

School Processes & Programs Summary

Processes & Programs Summary--

Northwest ECHS is an early college high school. Our students attend high school while also pursuing an Associates Degree at El Paso Community College. Students who finish their associates prior to completing their high school diploma, students may be afforded the opportunity to receive an early college scholarship to University of Texas at El Paso. Each student is provided a laptop for use in their classes and at home, making our campus 1-1. Each Freshmen class is required to attend a summer bridge program that is designed as an introduction to the school and school/college life. All of this requires multiple planning and counseling sessions in order to be effective.

School Processes & Programs Strengths

Because of the care and resources that we, as a school, put into serving our students needs, students are well prepared for college/university life.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Not every curricular and/or emotional need of students is being met to its fidelity. **Root Cause:** As the population grows and program requirements change, one counselor becomes inadequate to meet the needs of all of the students and programs.

Problem Statement 2: The summer bridge schedule is becoming untenable. **Root Cause:** Due to calendar changes, the District of Innovation designation, days on duty, required minutes for students, and EPCC schedules it is becoming difficult to schedule a continuous summer bridge without exceeding teacher days on duty.

Problem Statement 3 (Prioritized): Small population of ethnically diverse students **Root Cause:** The demographic of El Paso are dominantly Hispanic however, there is a need to recruit diverse students including but not limited to military families.

Problem Statement 4: Male students, specifically male students of color, have the highest withdrawal rate and lowest success rate. **Root Cause:** Male students, specifically male students of color, have the highest withdrawal rate and lowest success rate.

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Problem Statement 6: Disjointed & Truncated use of department academic tutors (Migrant, ELL, Academic) **Root Cause:** Schedule conflicts between when tutors are available and when staff needs them. Funding source dictates parameters of what tutors can do, so they are under and/or not sufficiently utilized

Problem Statement 7 (Prioritized): High AP course registration (AP Human Geo, AP Literature & Comp, etc), however students elect not to take or get non passing scores on the test at the end of the year. **Root Cause:** (a) students are not mature enough to take the class at the Freshman level (they are still adjusting to rigor of Early College). (b) At the

higher grade levels students are more focused on completing DCR courses and do not see the value of taking AP. (c) students lack access to exam due to earlier test registration dates and exam cost

Problem Statement 8 (Prioritized): Lack of parent education on how to support their student that is enrolled at an early college. **Root Cause:** Parents do not realize how home life helps or impedes student success (brings kids to school late, pick up kids early, not checking grades on TEAMS. Not being able to recognize when student is exhibiting behaviors at home that are counter to success at school (i.e.: "I don't have any homework."

Problem Statement 9: Faculty recognize subject/material overlap with common students (i.e.: AP Human Geography and English I or Chemistry and Algebra II), but lack the opportunity to do more work with colleagues to vertically align resources. **Root Cause:** Master schedule is not conducive to such professional opportunities and Professional development calendar is packed with other high needs activities.

Problem Statement 10 (Prioritized): Learning gaps across all content areas. **Root Cause:** COVID disruption to on campus learning and lack of online training for teachers are placing students at risk.

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: Northwest ECHS not fully able to implement Benchmark 4 of the blueprint in providing academic support to students through a personalized learning environment or through the development plans of ongoing academic support using one to one technology through the latest and greatest technology. **Root Cause:** Student and faculty laptops disconnect from wifi causing disruptions that minimize our classroom effectiveness. Faculty laptops freeze due to RAM overload, which occurs often.

Problem Statement 2: On the parent survey, parents reported that they feel welcome to NWECHS yet, there is a lack of participation and parent engagement to help foster self advocacy. **Root Cause:** Parents are not aware of their children's academic needs and support or do not know how to assist.

Problem Statement 3: Students are not able to work one to one in critical content areas that might impact their long term goal as getting ready for EOC exams during lunch time.

Root Cause: There is a conflict between discipline lunch detention and tutoring offered during lunch time.

Problem Statement 4 (Prioritized): Small population of ethnically diverse students **Root Cause:** The demographic of El Paso are dominantly Hispanic however, there is a need to recruit diverse students including but not limited to military families.

Problem Statement 5: Male students,specifically male students of color, have the highest withdrawal rate and lowest success rate. **Root Cause:** Male students,specifically male students of color, have the highest withdrawal rate and lowest success rate.

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Priority Problem Statements

Problem Statement 1: Many students: Low ESE, ELL, Econ Disadvantaged and at risk are acquiring low college and high school GPA's and do not have a student resource center study lab to access additional support.

Root Cause 1: Northwest is outdoors and there are no additional rooms available.

Problem Statement 1 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 2: Learning gaps across all content areas.

Root Cause 2: COVID disruption to on campus learning and lack of online training for teachers are placing students at risk.

Problem Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Problem Statement 3: Lack of parent education on how to support their student that is enrolled at an early college.

Root Cause 3: Parents do not realize how home life helps or impedes student success (brings kids to school late, pick up kids early, not checking grades on TEAMS. Not being able to recognize when student is exhibiting behaviors at home that are counter to success at school (i.e.: "I don't have any homework."

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

Problem Statement 4: Small population of ethnically diverse students

Root Cause 4: The demographic of El Paso are dominantly Hispanic however, there is a need to recruit diverse students including but not limited to military families.

Problem Statement 4 Areas: Demographics - School Processes & Programs - Perceptions

Problem Statement 5: High AP course registration (AP Human Geo, AP Literature & Comp, etc), however students elect not to take or get non passing scores on the test at the end of the year.

Root Cause 5: (a) students are not mature enough to take the class at the Freshman level (they are still adjusting to rigor of Early College). (b) At the higher grade levels students are more focused on completing DCR courses and do not see the value of taking AP. (c) students lack access to exam due to earlier test registration dates and exam cost

Problem Statement 5 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- SAT and/or ACT assessment data
- Observation Survey results

Student Data: Student Groups

- 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

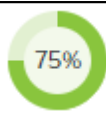



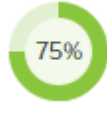




Revised/Approved: September 15, 2020

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

Performance Objective 1: In 2020-2021 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

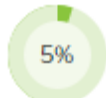





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| <p>Strategy 1: Distribute necessary tools/equipment for faculty to respond appropriately to emergency situations. Strategy's Expected Result/Impact: Faculty and staff must be prepared in the event of an emergency. Staff Responsible for Monitoring: Administration, Nurse</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 2: Conduct a mock emergency drill with the cooperation of EPCC and local law enforcement. Strategy's Expected Result/Impact: Faculty and staff must be prepared in the event of an emergency. Staff Responsible for Monitoring: Administration, Teachers, EPCC Law Enforcement</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 3: Review and update campus EOP with faculty and staff. Strategy's Expected Result/Impact: Faculty and staff must be prepared in the event of an emergency. Staff Responsible for Monitoring: Review and update campus EOP with faculty and staff.</p> | Reviews | | | |
| | Formative | | | Summative |
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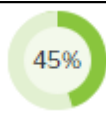
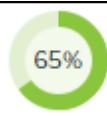




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| <p>Strategy 4: NWECHS will require 100 % of the students to sign a standards of behavior contract yearly to provide clarity on the expectations of the campus.</p> <p>Strategy's Expected Result/Impact: We expect a decrease in behavioral issues.</p> <p>Staff Responsible for Monitoring: Administration</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 5: We will invite outside agencies (such as Emergence Health Network) to present to students on topics like mental health, substance abuse, bullying, digital safety, and other topics deemed relevant to our age group.</p> <p>Strategy's Expected Result/Impact: 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> <p>Staff Responsible for Monitoring: Counselor Nurse Administration</p> | Reviews | | | |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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

Performance Objective 2: In 2020-2021 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







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| <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 Title I Schoolwide Elements: 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
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| <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. Staff Responsible for Monitoring: Prevention Specialist Administration Counselor Title I Schoolwide Elements: 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <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. Staff Responsible for Monitoring: NPFH Sponsor Administration Title I Schoolwide Elements: 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <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> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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

Performance Objective 3: NWECHS will require 100% of the students to sign a Griffin expectations contract upon starting the program to provide clarity on the expectations of the campus in regards to academics, behavior, attendance, and responsibilities for 20-21 school year.

Evaluation Data Sources: Student Contracts signed
 CP presentation on Griffin Expectations
 Discipline referral data

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| <p>Strategy 1: Through College Prep, each teacher will review and issue a Griffin Expectations contract to students 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</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  50% |  65% | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

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








Performance Objective 4: In 2020-2021 school year, NWECHS will provide a classroom environment that is safely equipped with COVID-19 materials and resources to maintain CDC guidelines to include social distancing, proper ventilation, and safe entry and exit procedures.

Summative Evaluation: Significant progress made toward meeting Objective

Goal 2: Increase student academic achievement.

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 20% to 22%, ELA II 16% to 20%, Algebra I 63 to 65%, Biology 52 to 53%, US History 64 to 65%)

Evaluation Data Sources: Common Assessments
STAAR Ready Tests
EOC Scores

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| <p>Strategy 1: For students who do not pass the Writing TSI or score in 85% or better on the English 1 & II STAAR Ready test, enroll in a writing or reading intervention course in spring 2020. In addition, utilize supplemental programs (i.e TurnitIn, Newsela, Engenuity,etc.) for additional support.</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>Problem Statements: Demographics 4 - Student Learning 5 - School Processes & Programs 10</p> <p>Funding Sources: NEWSELA intervention program to decrease gap - 211-Title I-Part A - \$5,600</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 2: Double block Algebra I and Algebra II for 10th grade, 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</p> <p>Problem Statements: Demographics 4 - Student Learning 5 - School Processes & Programs 10</p> <p>Funding Sources: Elar supplemental reading materials - 185-State Compensatory Education - \$1,075, ELAR supplemental reading materials - 185-State Compensatory Education - \$1,585</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <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> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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|---|------------------|------------|------------|------------------|
| Strategy 4: Provide tutoring to students who are expected to not meet minimum expectations on the EOC exams. Strategy's Expected Result/Impact: Increased passing rates on the EOC tests. Staff Responsible for Monitoring: Administration, Teachers Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| Strategy 5: Develop a campus-wide tutoring schedule that can be distributed at parent teacher conferences. Strategy's Expected Result/Impact: Student academic performance will increase if provided with opportunities to receive help. Staff Responsible for Monitoring: Administration, Teachers, Parent Liaison Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| No Progress Accomplished Continue/Modify Discontinue | | | | |

Performance Objective 1 Problem Statements:







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|---|
| Demographics |
| Problem Statement 4: Learning gaps across all content areas. Root Cause: COVID disruption to on campus learning and lack of online training for teachers are placing students at risk. |
| Student Learning |
| Problem Statement 5: Learning gaps across all content areas. Root Cause: COVID disruption to on campus learning and lack of online training for teachers are placing students at risk. |
| School Processes & Programs |
| Problem Statement 10: Learning gaps across all content areas. Root Cause: COVID disruption to on campus learning and lack of online training for teachers are placing students at risk. |







Goal 2: Increase student academic achievement.

Performance Objective 2: NWECHS will retain 95% of our 95 entering freshmen (from freshmen year to sophomore year) as indicated through the enrollment data of May 2021.

Targeted or ESF High Priority

Evaluation Data Sources: Enrollment Data in May 2021









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|---|---|---|----------------------------------|--|
| <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> | <p align="center">Reviews</p> | | | |
| <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> | <p align="center">Formative</p> | | | <p align="center">Summative</p> |
| <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> | <p align="center">Nov</p> | <p align="center">Jan</p> | <p align="center">Mar</p> | <p align="center">June</p> |
| <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> |  |  | | |
| <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> |  |  | | |
| <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> |  |  | | |

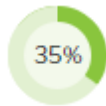





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| Strategy 5: Offer a variety of clubs and activities that will interest students and promote camaraderie. Strategy's Expected Result/Impact: If students have friends through a club or activity they are more likely to stay enrolled at NW Staff Responsible for Monitoring: Administration Counselor Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 2: Increase student academic achievement.

Performance Objective 3: By May 2021, 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





| | | | | |
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| <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> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| <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> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <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> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <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> | Reviews | | | |
| | Formative | | | Summative |
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| <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> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Goal 2: Increase student academic achievement.

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

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

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| <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> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 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> <p>Strategy's Expected Result/Impact: *Meeting Rosters *Grade Reports *Academic Probation Notices *Parent Conferences</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6</p> <p>Problem Statements: Demographics 4 - Student Learning 2, 5 - School Processes & Programs 7, 10</p> <p>Funding Sources: - 211-Title I-Part A - \$674.92, Well rounded -college opportunity for all students - 211-Title I-Part A - \$7,560</p> | Reviews | | | |
| | Formative | | | Summative |
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| Strategy 3: Monthly meetings with LPAC committee to monitor ELL and migrant performance. Staff Responsible for Monitoring: Administration, Counselor, LPAC Committee Title I Schoolwide Elements: 2.6 | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| Strategy 4: Monitor graduation rates to ensure that 100% of our students graduate from high school and 90% graduate with an associate's degree. Strategy's Expected Result/Impact: Graduation numbers for both high school and EPCC Staff Responsible for Monitoring: ALL Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college | Reviews | | | |
| | Formative | | | Summative |
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| No Progress Accomplished Continue/Modify Discontinue | | | | |


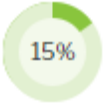


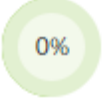

Performance Objective 4 Problem Statements:

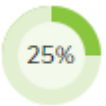

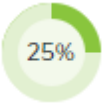







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| Demographics |
| Problem Statement 4: Learning gaps across all content areas. Root Cause: COVID disruption to on campus learning and lack of online training for teachers are placing students at risk. |
| Student Learning |
| Problem Statement 2: High AP course registration (AP Human Geo, AP Literature & Comp, etc), however students elect not to take or get non passing scores on the test at the end of the year. Root Cause: (a) students are not mature enough to take the class at the Freshman level (they are still adjusting to rigor of Early College). (b) At the higher grade levels students are more focused on completing DCR courses and do not see the value of taking AP. (c) students lack access to exam due to earlier test registration dates and exam cost Problem Statement 5: Learning gaps across all content areas. Root Cause: COVID disruption to on campus learning and lack of online training for teachers are placing students at risk. |
| School Processes & Programs |
| Problem Statement 7: High AP course registration (AP Human Geo, AP Literature & Comp, etc), however students elect not to take or get non passing scores on the test at the end of the year. Root Cause: (a) students are not mature enough to take the class at the Freshman level (they are still adjusting to rigor of Early College). (b) At the higher grade levels students are more focused on completing DCR courses and do not see the value of taking AP. (c) students lack access to exam due to earlier test registration dates and exam cost Problem Statement 10: Learning gaps across all content areas. Root Cause: COVID disruption to on campus learning and lack of online training for teachers are placing students at risk. |

Goal 2: Increase student academic achievement.

Performance Objective 5: By June 2021, 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 Pre-ACT scores

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| <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 match ECHS performance in our region, which would mean an increase of 2 points on our average ACT score.</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> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 2: 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> <p>Strategy's Expected Result/Impact: Attendance at tutoring events, participation in exams, performance data on exams</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Instructional Coach, Teachers, Academic Tutors</p> <p>Title I Schoolwide Elements: 2.6</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 3: All juniors will take the PSAT. 9th grade and 10th grade will take the Pre-ACT. Fund this to ensure 100% participation.</p> <p>Strategy's Expected Result/Impact: 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.</p> <p>For PSAT, we want students to qualify for National Merit.</p> <p>Staff Responsible for Monitoring: Counselor, Administration</p> | Reviews | | | |
| | Formative | | | Summative |
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| <p>Strategy 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.</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, Princeton Review</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 5: 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</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 6: 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, Any Tests Scores</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> | Reviews | | | |
| | Formative | | | Summative |
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Goal 2: Increase student academic achievement.

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 to ensure student growth.

Evaluation Data Sources: Presentations to staff
Classroom walkthroughs
teacher documentation

| | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| <p>Strategy 1: Train teachers in grades 9 and 10 with study skills.</p> <p>Strategy's Expected Result/Impact: Provide needed support for at risk students. Close achievement gap by providing specialized support.</p> <p>Staff Responsible for Monitoring: Dept Heads Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Demographics 4 - Student Learning 5 - School Processes & Programs 10</p> <p>Funding Sources: ASU training - 211-Title I-Part A - \$3,000</p> | | | | |
| <p>Strategy 2: Train teachers to use purchased technology effectively.</p> <p>Strategy's Expected Result/Impact: Improve classroom engagement Improve communication with students and parents Reduce resources (paper) Prepare 21st century learners</p> <p>Staff Responsible for Monitoring: Administration Department Chairs</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals</p> | | | | |
| <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: Administration Participating Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers</p> <p>Problem Statements: Demographics 4 - Student Learning 5 - School Processes & Programs 10</p> <p>Funding Sources: Nat'l board - 211-Title I-Part A - \$495, Nat'l board - 211-Title I-Part A - \$75</p> | | | | |
| <p> No Progress Accomplished Continue/Modify Discontinue </p> | | | | |

Performance Objective 6 Problem Statements:

Demographics

Problem Statement 4: Learning gaps across all content areas. **Root Cause:** COVID disruption to on campus learning and lack of online training for teachers are placing students at risk.

Student Learning

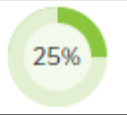
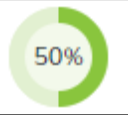




Problem Statement 5: Learning gaps across all content areas. **Root Cause:** COVID disruption to on campus learning and lack of online training for teachers are placing students at risk.

School Processes & Programs

Problem Statement 10: Learning gaps across all content areas. **Root Cause:** COVID disruption to on campus learning and lack of online training for teachers are placing students at risk.

Goal 3: Enhance student character & drive towards a Career/Profession that benefits the community with diverse career experiences from K-12.







Performance Objective 1: To ensure college and career readiness, 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 that they will begin in Fall 2020.

| <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> | Reviews | | | |
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Goal 3: Enhance student character & drive towards a Career/Profession that benefits the community with diverse career experiences from K-12.

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











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

| <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> | Reviews | | | |
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| |  25% |  50% | | |
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Goal 3: Enhance student character & drive towards a Career/Profession that benefits the community with diverse career experiences from K-12.

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 2021.



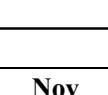
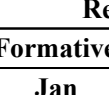


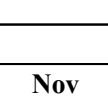
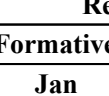




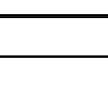
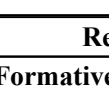
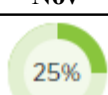

Evaluation Data Sources: Job Shadow Placement Forms
 Research Paper
 Attendance at Career Presentations/Advising Sessions

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| <p>Strategy 1: Organize advising sessions so that students understand college majors and select courses appropriately.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Counselor Administration</p> <p>TEA Priorities: Connect high school to career and college</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 2: Have all 9th graders in ED1300 complete career advising using the resources available at EPCC.</p> <p>Strategy's Expected Result/Impact: Students will identify a career pathway, so they may follow that degree plan.</p> <p>Staff Responsible for Monitoring: ED1300 Instructor Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
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| <p>Strategy 3: Organize a career presentations for students based on their career interests (conduct a survey).</p> <p>Strategy's Expected Result/Impact: Students will develop awareness of various careers and the education required to work in those fields.</p> <p>Staff Responsible for Monitoring: CTE Teachers Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> | Reviews | | | |
| | Formative | | | Summative |
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Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

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

Evaluation Data Sources: Participation
School Calendar

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| <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> | 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> | 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 Title I Schoolwide Elements: 2.4, 2.5 - ESF Levers: Lever 3: Positive School Culture Problem Statements: Demographics 1 - School Processes & Programs 3 - Perceptions 4 Funding Sources: Ysleta IQ - 211-Title I-Part A - \$75</p> | Reviews | | | |
| <p>Strategy 4: Educate students in various social and emotional topics such as dating violence, suicide prevention, drug abuse, and healthy relationships. Strategy's Expected Result/Impact: These presentations are designed to help prevent students from making poor decisions. Staff Responsible for Monitoring: Counselor Student Support Services Title I Schoolwide Elements: 2.6</p> | Reviews | | | |
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0% No Progress

100% Accomplished

→ Continue/Modify

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Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Small population of ethnically diverse students **Root Cause:** The demographic of El Paso are dominantly Hispanic however, there is a need to recruit diverse students including but not limited to military families.

School Processes & Programs

Problem Statement 3: Small population of ethnically diverse students **Root Cause:** The demographic of El Paso are dominantly Hispanic however, there is a need to recruit diverse students including but not limited to military families.









Perceptions

Problem Statement 4: Small population of ethnically diverse students **Root Cause:** The demographic of El Paso are dominantly Hispanic however, there is a need to recruit diverse students including but not limited to military families.

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










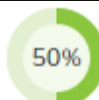


Performance Objective 2: By June 2021, NWECHS will regularly recognize and promote the achievements of our students during our fall semester and spring awards ceremony and during our EPCC graduation dinners.

Evaluation Data Sources: Event Participation


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| Strategy 1: Organize an event recognizing AP scholars for fall semester. Strategy's Expected Result/Impact: Recognize student achievements Staff Responsible for Monitoring: Administration | Reviews | | | |
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| | Nov | Jan | Mar | June |
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| Strategy 2: Organize a spring EPCC graduation dinner. Strategy's Expected Result/Impact: Recognize student achievements Staff Responsible for Monitoring: EPCC, Administration | Reviews | | | |
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| | Nov | Jan | Mar | June |
| |  |  | | |
|  No Progress  Accomplished  Continue/Modify  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 and will recruit for active parent participation in different committees/councils.

| | | | | |
|--|---|---|---|------------------|
| <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> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| <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> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| <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</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| <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 Staff Responsible for Monitoring: Parent Liaison Counselor</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| <p>Strategy 5: NWECHS will distribute a monthly newsletter to parents in the morning during drop off time throughout the academic year. Strategy's Expected Result/Impact: Distribute a monthly newsletter in both English and Spanish to parent during our morning snack and facts meetings. Staff Responsible for Monitoring: CTE Teacher Administration Parent Liaison</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |

 No Progress

 Accomplished







 Continue/Modify

 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 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

| <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>Problem Statements: Student Learning 3 - School Processes & Programs 8 - Perceptions 7</p> <p>Funding Sources: Parent communication resources - 211-Title I-Part A</p> | Reviews | | | |
|---|--|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
|  25% |  50% | | | |
|  No Progress  Accomplished  Continue/Modify  Discontinue | | | | |

Performance Objective 1 Problem Statements:

| Student Learning |
|--|
| <p>Problem Statement 3: Lack of parent education on how to support their student that is enrolled at an early college. Root Cause: Parents do not realize how home life helps or impedes student success (brings kids to school late, pick up kids early, not checking grades on TEAMS. Not being able to recognize when student is exhibiting behaviors at home that are counter to success at school (i.e.: "I don't have any homework."</p> |
| School Processes & Programs |
| <p>Problem Statement 8: Lack of parent education on how to support their student that is enrolled at an early college. Root Cause: Parents do not realize how home life helps or impedes student success (brings kids to school late, pick up kids early, not checking grades on TEAMS. Not being able to recognize when student is exhibiting behaviors at home that are counter to success at school (i.e.: "I don't have any homework."</p> |
| Perceptions |
| <p>Problem Statement 7: Lack of parent education on how to support their student that is enrolled at an early college. Root Cause: Parents do not realize how home life helps or impedes student success (brings kids to school late, pick up kids early, not checking grades on TEAMS. Not being able to recognize when student is exhibiting behaviors at home that are counter to success at school (i.e.: "I don't have any homework."</p> |

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

Performance Objective 2: By June 2021, NWECHS will host a community event at least once per year to market our program.












Evaluation Data Sources: Attendance at event, tracked by school

| <p>Strategy 1: Organize an Open Trick or Treat; encourage children from all district elementary schools to attend. Partner with 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> | Reviews | | | |
|---|-----------|-----|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| | | | | |
| No Progress Accomplished Continue/Modify Discontinue | | | | |

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

Performance Objective 3: By April 2021, NWECHS will promote their campus through at least 2 recruitment events focused on Middle Schools.







Evaluation Data Sources: Applications for the class of 2023

| | | | | |
|---|--|--|---|------------------|
| <p>Strategy 1: Visit all 8th graders in the district to promote our program. Scheduled for November 2020.</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> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  |  | |
| <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> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
| <p>Strategy 3: The annual informational meeting is scheduled for January 2020.</p> <p>Strategy's Expected Result/Impact: To increase student enrollment.</p> <p>Staff Responsible for Monitoring: Administration</p> | Reviews | | | |
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  |  | | |
|  No Progress  Accomplished  Continue/Modify  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 2020-2021 school year.

Evaluation Data Sources: Student logs of community service hours

| <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> | Reviews | | | |
|--|---|---|-----|-----------|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| |  25% |  50% | | |
|  No Progress  Accomplished  Continue/Modify  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 | 6126 Part Time Support Personnel - Locally Defined | \$15,824.00 |
| 185.11.6141.03.003.30 | 6141 Social Security/Medicare | \$230.00 |
| 185.11.6143.03.003.30 | 6143 Workers' Compensation | \$47.00 |
| 185.11.6145.03.003.30 | 6145 Unemployment Compensation | \$9.00 |
| 6100 Subtotal: | | \$16,110.00 |
| 6200 Professional and Contracted Services | | |
| 185.13.6239.00.003.30 | 6239 ESC Services | \$5,000.00 |
| 185.11.6299.00.003.30 | 6299 Miscellaneous Contracted Services | \$5,000.00 |
| 185.11.6299.97.003.30 | 6299 Miscellaneous Contracted Services | \$5,000.00 |
| 6200 Subtotal: | | \$15,000.00 |
| 6300 Supplies and Services | | |
| 185.11.6399.00.003.30 | 6399 General Supplies | \$7,778.00 |
| 6300 Subtotal: | | \$7,778.00 |
| 6400 Other Operating Costs | | |
| 185.13.6411.00.003.30 | 6411 Employee Travel | \$5,000.00 |
| 185.11.6494.00.003.30 | 6494 Reclassified Transportation Expenses | \$5,000.00 |
| 185.13.6499.00.003.30 | 6499 Miscellaneous Operating Costs | \$5,000.00 |
| 6400 Subtotal: | | \$15,000.00 |

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

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

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

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

Our team concluded that Northwest needs an additional counselor in order to manage the needs of 356 students on campus and their

three degree plans. Originally, when Northwest opened, only one counselor was needed, however, as the school grows and student needs increase, one counselor is inadequate.

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

This is how our Campus Improvement Plan is created.

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

- Teachers are aware and revisit our campus goals when ordering any materials.
- The utilization of our funding is based on our campus needs identified in our needs assessments and campus goals.

2.2: Regular monitoring and revision

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

We meet the last Monday of the month.

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

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

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

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

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

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

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

Campus Improvement plans are available through various locations such as:

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

2.4: Opportunities for all children to meet State standards

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

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

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

2.5: Increased learning time and well-rounded education

There are several components that we address when 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

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

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|------------------|-----------------|--------------------------|------------|
| Amanda Cereceres | Parent Liaison | Student Support Services | 1.0 |