

Northwest Independent School District

Byron Nelson High School

2024-2025 Campus Improvement Plan



Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Byron Nelson High School Vision

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

Northwest ISD Mission

Northwest ISD, in collaboration with

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

Byron Nelson High School Mission

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

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

Since its opening, in 2009 as Northwest ISD’s second comprehensive high school, Byron Nelson High School's student population continues to increase. At the beginning of the 24-25 school year, campus enrollment reflected a student enrollment of 2,961 students with 225 staff members.

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

Demographic Section:

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
59%	21%	10%	3%	7%	18%	9%	17%	8%	15%	4%	22%	3%	0.17%

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

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

Student Learning

Student Learning Summary

STAAR Data

Grade Level & Test	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
	ELA I	ELA I	ELA II	ELA II	ALG I	ALG I	BIO I	BIO I	US HIST	US HIST
% Approaches	89%	86%	89%	91%	89%	84%	97%	97%	99%	99%

Career and Technology courses, pathways and academies provide opportunities for students to take industry certified assessments. By doing so, students may gain advantages in the work-place environment during high school or post high school career. Byron Nelson had approximately 1,740 certifications earned by students during the 23-24 school year.

Fall 2023 to Spring 2024

	Percent of students who met growth projections	Mean RIT Score
ELA	34%	225.0 to 223.0
ALG	37%	228.0 to 232.4

	9th Projected Growth	9th Observed Growth
ELA	2.6	0.4
ALG	Not Listed	0.5

Student Learning Strengths

An overview of the campus's learning strengths can be reviewed as defined by the [Texas Education Agency's 21-22 Accountability Report](#), the following AP results, and other Awards and Distinctions earned in 2023-2024.

Advanced Placement Results (May 2024)

- 962 students took AP Exams
- A total of 1,997 exams were taken in 26 subjects
- 76% of the AP exams received scores of 3 or higher
- 94% of the AP exams received scores of 2 or higher
- Total of 381 AP Scholars
 - 161 AP Scholars, 69 AP Scholars with Honors, 121 AP Scholars with Distinction, 2 AP Capstone Diplomas, 5 AP Seminar and Research Certificates

Awards and Distinctions, 2024 Results

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

Awards and Distinctions, 2023 Results

- 6 National Merit Scholar Finalists
- 13 National Merit Commended Scholars
- 9 National Hispanic Recognition Program Scholars
- 9 National African American Recognition Program Scholars
- 1 National Indigenous Recognition Program Scholar
- 45 National Rural and Small Town Recognition Program Scholars

Problem Statements Identifying Student Learning Needs

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

Problem Statement 2: After reviewing CCR, assessment, and attendance data, we note that our students' scores reflect a continued need for strategic and evidence-based instructional strategies that promote growth in critical thinking skills and literacy skill development. **Root Cause:** A review of campus-specific data from the 24-25 school year indicates that students need access to effective Tier I instruction in all content areas. With an increased focus on literacy strategies, all students will benefit from these specific strategies.

Priority Problem Statements

Goals

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

Performance Objective 1: Literacy

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The BNHS Disciplinary Literacy Team, consisting of teacher representatives from a variety of contents, will provide opportunities for cross-curricular support, and will assist content area PLC's in the implementation of these practices.</p> <p>Strategy's Expected Result/Impact: Literacy will continue to remain an area of focus in all content areas and an increase in our college readiness tests PSAT, SAT, and TSI will be seen.</p> <p>Staff Responsible for Monitoring: Dr. Norris and Kara Lea Deardorff</p>	Formative			Summative
	Nov	Jan	Mar	May


0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue


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


Performance Objective 2: Academic Progress


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

Strategy 1 Details	Reviews			
<p>Strategy 1: In the area of Mathematics, Algebra 1 teachers have given the MAPS and test in August and have already used that data to move high scoring students into Honors Algebra 1, and target interventions for students who are scoring below the standard. OnRamps College Algebra is implementing various strategies to support student growth so all students will be eligible for college credit at the end of the year. In addition, Honors Geometry teachers are spiraling higher level algebraic concepts into their curriculum to strengthen students skills, which will support their growth on the PSAT and SAT.</p> <p>Strategy's Expected Result/Impact: An increase in ORCA students who earn college credit, as well as an increase in students participating in ORCA classes in the Fall. In addition, an increase in the mathematics section of the PSAT for our 10th graders.</p> <p>Staff Responsible for Monitoring: Kerry Knisley, Carla Dalton (math department head)</p>	Formative			Summative
	Nov	Jan	Mar	May

 0% No Progress

 100% Accomplished





 Continue/Modify

 Discontinue

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

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





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

Strategy 1 Details	Reviews			
<p>Strategy 1: We will be implementing a plan to have our OnRamps teachers administer the TSI test at the end of the 1st semester between the ending of the college course and the end of the high school semester. In addition, all 9th graders will be given the TSI during the October 16th PSAT testing day for 10th/11th graders. In addition, we are embedding goals throughout our CTE classes to increase passing rates for all CTE certifications.</p> <p>Strategy's Expected Result/Impact: We will see an increase of 10% for current Juniors who will be CCMR met before going into their Senior year of 2025-2026</p> <p>Staff Responsible for Monitoring: Brandon Thomas, Emily Shipman (CTE counselor), and Melody Gary (CTE department head)</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Recruit





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Byron Nelson High School continues to connect with our staff and community when new staff members are needed. We encourage our teachers to reach out to friends in other districts when we have openings to encourage them to apply. We also support our paraprofessionals and guest educators to pursue additional future employment opportunities while they currently serve our campus.</p> <p>Strategy's Expected Result/Impact: We will have less than 5% turnover at the end of the 2024-2025 school year. In addition we will have all open positions in Spring 2025 filled by the end of the school year.</p> <p>Staff Responsible for Monitoring: Kara Lea Deardorff, and the Admin team</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Value





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

Strategy 1 Details	Reviews			
<p>Strategy 1: The Culture Community serves to support teacher voice in the areas of campus staff development, morale building, and staff recognition. They meet throughout the year to implement different ideas to meet staff needs.</p> <p>Strategy's Expected Result/Impact: In an end-of-year survey teachers will have an overall positive rating of 90% or above in all of the areas addressed.</p> <p>Staff Responsible for Monitoring: Branden Richardson and Amy Lilly</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: Retain





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Every new teacher and new to NISD teacher is assigned a mentor or buddy to assist them throughout the school year. Our mentor coordinator communicates with the mentors and buddies weekly, and in addition she meets with our new staff members consistently to check on their progress. We also offer campus planning days for PLCs that have new staff members as a way to support their understanding and implementation of the curriculum.</p> <p>Strategy's Expected Result/Impact: Very low turnover and more staff interested in serving as mentors and buddies</p> <p>Staff Responsible for Monitoring: Brittany Harper and Kara Lea Deardorff</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Engagement





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

Strategy 1 Details	Reviews			
<p>Strategy 1: We work alongside our PTSA in partnership with staff recognition, scholarships funds, and at-risk students needs like our campus clothes closet.</p> <p>Strategy's Expected Result/Impact: Improvement in overall participation in memberships for PTSA. especially from BNHS staff which only had 61 members sign up in 2023-2024.</p> <p>Staff Responsible for Monitoring: Kara Lea Deardorff</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Culture





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

Strategy 1 Details	Reviews			
<p>Strategy 1: We utilize our BNHS Parent and Class Facebook pages, Instagram, Twitter, and Parent Square to communicate with all of our stakeholders. We offer face-to-face events such as Bobcat Camp Parent Meeting, Byron Showcase, and parent conferences to support those partnerships.</p> <p>Strategy's Expected Result/Impact: Overall parent support will be increased and the amount of grievance and complaints to central office will be minimal.</p> <p>Staff Responsible for Monitoring: Kara Lea Deardorff, and the Admin Team</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 3: Safety

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

Strategy 1 Details	Reviews			
<p>Strategy 1: We offer multiple ways for students to connect with assistant principals, counselors, and intervention support if they have a need or suspect a need for a peer. There are QR codes posted in the classrooms and throughout the building for students to request support. We also our utilizing Securly pass, which enables students to request to see an AP or counselor from their student device. Our SROs have segments on BNTV regarding various safety and security topics that are relevant to students.</p> <p>Strategy's Expected Result/Impact: We will see a decrease in behavior incidents.</p> <p>Staff Responsible for Monitoring: APs and Counselors</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Northwest Independent School District

Eaton High School

2024-2025 Campus Improvement Plan



Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

V.R. Eaton High School

Vision

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

Mission

At Eaton High School we,

Empathize with others and build belonging through dignity & respect.

Empower Eagles to take risks and work through struggles.

Encourage Eagles to take responsibility for themselves and their community.

Engage in academic challenges and productive work.

Excel in all endeavors.



Core Values

Empathy, Empowerment, Encouragement, Engagement, Excellence

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics 24.25

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
44.54%	26.27%	17.50%	3.22%	7.91%	25.72%	11.40%	14.90%	%	9.38%	5.86%	43.10%	%	0.09%

- **Eaton opened in 2015-2016**
 - 9th and 10th grades
 - 980 students
- **2024-2025 (10th year anniversary)**
 - 3262 Students on 8/16/24
 - 9th = 855
 - 10th = 803
 - 11th = 846
 - 12th = 758
- **Staff Growth**
 - 4 positions in 2024-2024.
 - We added another Art teacher.
 - We added another ASL teacher and are growing ASL 3.
- **ESL**
 - 30+ Student Languages Spoken
 - ESL 2% 2015-2016 to 5.86% 2024-2025
- **Demographic change from 2015-2016 to 2024-2025**
 - White 65% to 44.54%
 - Hispanic 20% to 26.27%
 - African Amer. 10% to 17.50%
- **Econ Disadvantage change from 2015-2016 to 2024-2025**
 - 16.5% to 25.72%

Demographics Strengths

- Adapting to growth
- Vision and mission alignment to address core values and growing demographics
- Working to respond to the needed support to our growing ELL, 504, Sped, and GT populations

- Recognizing the need to address diversity and a plan of action
- Parent involvement in booster clubs
- Community has high expectations to service all students and individual needs
- Variety of extra/co-curricular activities
- Strong CTE program alignment

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

STAAR Data

Grade Level & Test	2022 ELA I	2023 ELA I	2024 ELA I	2022 ELA II	2023 ELA II	2024 ELA II	2022 ALG I	2023 ALG I	2024 ALG I	2022 BIO I	2023 BIO I	2024 BIO I	2023 US HIST	2023 US HIST	2024 US HIST
% Approaches	75%	80%	81%	80%	83%	86%	68%	70%	70%	91%	95%	95%	96%	98%	98%

STAAR Scores (Approach / Master)

Tests	Spring 2016	Spring 2017	Spring 2018	Spring 2019	Spring 2020	Spring 2021	Spring 2022	Spring 2023	Spring 2024 Masters
English I	82%	82% / 12%	80% / 14%	82% / 20%	n/a	80% / 16%	75% / 11%	80% / 16%	/21%
English II	78%	80% / 10%	84% / 10%	84% / 13%	n/a	83% / 15%	80% / 9%	83% / 10%	/10%
Algebra I	78%	88% / 16%	87% / 21%	90% / 38%	n/a	78% / 15%	68% / 13%	70% / 7%	/12%
Biology	96%	97% / 38%	97% / 41%	97% / 38%	n/a	93% / 74%	91% / 29%	95% / 26%	/32%
US History	No 11th graders	96% / 55%	96% / 54%	97% / 61%	n/a	96% / 60%	96% / 57%	98% / 48%	/53%

AP Data

	2016	2017	2018	2019	2020	2021	2022	2023	2024
Total AP Students	169	403	715	693	709	661	627	656	952
Number of Exams	181	586	1270	1444	1365	1313	1284	1260	1396
AP Students with Scores 3+	92	224	405	427	455	382	439	482	590
% of Total AP Students with Scores 3+	54%	56%	57%	62%	64%	58%	70%	73%	72%

Student Learning Strengths

- CTE Certifications continue to increase
- Masters scores are increasing.
 - 73% of our testers in 22-23 scored a 3 or higher (highest in EHS history excluding COVID when scores dropped across the board) and this has stayed consistently close in 23-24.

Problem Statements Identifying Student Learning Needs

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

School Processes & Programs

School Processes & Programs Summary

MAP Growth Data 2023-2024

	Percent of students who met growth projections	
ELA	(9th grade)	222.6 to 222.5
ALG	(9th grade)	225.7 to 236.6

MAP Growth Data 2022-2023

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

to Spring 2024

	9th Projected Growth	9th Observed Growth
ELA	2.7	0
ALG	n/a new alg. test	11

all 2022 to Spring 2023

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

Support Programs

- Addition of behavior support framework in 23-24 and continued the work in 24-25
- Addition of Student Leadership Academy every Tuesday in 23-24 and continued the work in 24-25
- Equity at Eaton Committee (Staff PD & Student Voice Seminars)
- Extra-curriculars in athletics, fine arts, CTE as well as co-curricular clubs
- Advisory
- Eagle Time

- Cycle Recovery
- Eagle Strong M-TH 4-6:30
- Teacher tutorials outside of school hours
- Different levels of classes to support needs of students
- AP / Dual Credit / On-Ramps / GT / Applied / Inclusion / SOAR / SEAC
- Teacher mentor program
- Tuesday's with Tracie for teacher support
- Counselor one-to-one meetings with seniors about college and career plans
- PLC / Dept. groups
- Student support meetings w/ Admin & Counselors
- Boys Group
- Girls Group
- Mental Health & Wellness Newsletter and Committee formed for 24-25

School Processes & Programs Strengths

- Interview committees for hiring consisting of a combination of teachers, administrators, district support.
- Teacher opportunity for growth and support - Tech Bytes, Mentor Program, Department Head Support and Leadership Team, Walks w/ Admin & Department.
- Strong intervention systems.
- Leadership team's partnership with admin team.
- The discipline and failure rates decreases as students stay continuously enrolled at Eaton.
- Behavior framework implemented in 23-24 and continued focus in 24-25.
- Addition of a second truancy and at-risk counselor in 23-24 and a focused split in 24-25 to support 9th graders.

Problem Statements Identifying School Processes & Programs Needs

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

Perceptions

Perceptions Summary

- Core values: The Expectations of Excellence (5 E's)
- Freshmen Focus team is now 2 counselors, 1 at-risk counselor, 2 APs, and 1 truancy counselor
- Vision statement and aligned mission
- Development of Equity at Eaton Committee
- We have rolled out a behavior framework in 23-24 and continue to work on this in 24-25.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: Students are underperforming.

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

Problem Statement 1 Areas: School Processes & Programs

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

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

Problem Statement 2 Areas: Student Learning

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

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

Problem Statement 3 Areas: Demographics

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

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

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Federal Report Card and accountability data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dual-credit and/or college prep course completion data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

- Annual dropout rate data
- Attendance data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- T-TESS data

Parent/Community Data

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

Support Systems and Other Data

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





Goals

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

Performance Objective 1: Literacy

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase belonging/connection (which comes before achievement) through using the Behavior Framework and focus items for 24.25 (connecting in first 5 mins / skills matrix [cell phones, headphones, passes, tardies], acknowledgment).</p> <p>Strategy's Expected Result/Impact: Increased test scored (EOCs & Advanced Academic Test) because belonging/safety is fundamental for academic student achievement.</p> <ul style="list-style-type: none"> *Clear communication on add, drops, & recruitment for AP advanced academics *Increased test scores in classes, on EOCs, and AP tests because belonging/safety is fundamental for academic student achievement. *Focus on Behavior Framework (Connecting in first 5 minutes, response, respond / skills matrix, acknowledgment) *Student Leadership Council (approximately 75 students every 5 weeks) *Focus PD sessions on Belonging through Behavior Framework Team & Equity Committee Work (Aug., Nov., Jan., March & lunch Eagle Talks) *Period 2 Class Representatives *Leadership Council (75 students every 6 weeks) *StuCo collaboration <p>Staff Responsible for Monitoring: --PLCs</p> <ul style="list-style-type: none"> --Dept. Chairs --Admin over Dept. --Counselors --StuCo -Sponsors and Directors for Leadership Academy 	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
<p>Strategy 2: Build literacy through making learning visible through more planned discussion activities.</p> <p>Strategy's Expected Result/Impact: Increased test scores as students process and make deeper learning connections through content literacy skills.</p> <ul style="list-style-type: none"> *Lesson Plan Checks with a focus on Learning Targets (8am Monday) *Walk-throughs with a six week rotation *PD on strategies for implementation / book study on discussion used for all teachers (Book: "Questioning for Classroom Discussion") *Modeling in PD and PLCs how to use strategies <p>Staff Responsible for Monitoring: -PLC Team Leads</p> <ul style="list-style-type: none"> -Dept. Chairs -Admin over Dept. -T-Tess Appraiser 	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Academic Progress


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

High Priority

Strategy 1 Details	Reviews			
<p>Strategy 1: Focus on individualized student interventions.</p> <p>Strategy's Expected Result/Impact: Increased test scores as students experience success.</p> <ul style="list-style-type: none"> * New student meetings *Truancy Interventions *Special Education Eagle Time Interventions *EOC interventions for December & Spring Re-testers *Alg. 1 PLC focus team *Comp ed funding for targeted interventions toward EOC success and graduating rate. <p>Staff Responsible for Monitoring: -MTSS (Rti)-- Jenny Coons -SubPops-- Tracie Williams, Elaine Osborn, Sped Support -Tutorials-- Department Heads -Eagle Time Student Support Programs-- Chassidy Green -Eagle Strong-- Alicia Dunson -Cycle Recovery-- Alicia Dunson -Truancy-- APs -New Students Daniel Nelson</p> <p>Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop individualized supports through the work of our Freshmen Focus 9th grade transition program which supports incoming 9th graders.</p> <p>Strategy's Expected Result/Impact: Students on cohort to graduate.</p> <ul style="list-style-type: none"> *Flight Camp *Student of the month *9th grade activities on PSAT Day *Designated counselor support and AP support *Fresh Focus PLCs *Alg. 1 focus <p>Staff Responsible for Monitoring: --James Jones, Delan Peebles, Rebecca Kelley, Marcela Southerland, Cooper Spruill, and Truancy Counselor</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

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





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase and retain students engaged in advance academics.</p> <p>Strategy's Expected Result/Impact: AP scores will increase as well as number of tests taken.</p> <ul style="list-style-type: none"> *AP PLC & work with NMSI *UIL Growth in participation and advancement *PSAT Advisories *Recruitment during course selection *Communication on drops <p>Staff Responsible for Monitoring: -Advanced Academic Extension Supports -- Parween Zaher & Joey Calvillo -Recruitment Plans-- Associate Principal and Advanced Academic Teachers and Counselors -College Essay Seminars-- English Teachers -College Activities-- Counselors -UIL Academics-- David Wolf</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 1: Recruit





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

Strategy 1 Details	Reviews			
<p>Strategy 1: New teacher professional development & onboarding through mentorship and extra PD supports.</p> <p>Strategy's Expected Result/Impact: Retain staff.</p> <ul style="list-style-type: none"> *New Teacher PD *Tuesday's with Tracie *Targeted T-Tess Mentorship <p>Staff Responsible for Monitoring: --APs</p> <p>--Mentor coordinator</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 2: Value





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Individualized support through the T-Tess process and focused PLCs in need of support identified by admin.</p> <p>Strategy's Expected Result/Impact: Retain staff:</p> <ul style="list-style-type: none"> *Goal Setting Plan *Mentorship with T-Tess Evaluator *Purposeful roll-out of expectations (campus and district) <p>Staff Responsible for Monitoring: APs</p>	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: Retain





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Value staff time by presenting leadership opportunities to more staff, being purposeful in meetings and roll-out of initiatives, and crafting more individualized PD opportunities.</p> <p>Strategy's Expected Result/Impact: Retain staff: *Choose varied people to serve on committees and offer feedback *PD that is based on need for example lunch and learns.</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

Performance Objective 1: Engagement





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

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

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

Performance Objective 2: Culture





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

Strategy 1 Details	Reviews			
<p>Strategy 1: Develop volunteer opportunities through our PTSA or programs. Strategy's Expected Result/Impact: Community engagement on social media and weekly newsletter. *PTSA *Website *Facebook Staff Responsible for Monitoring: Brian Day, AP & Sarah Thomasson, Librarian</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 3: Safety

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

Strategy 1 Details	Reviews			
Strategy 1: Utilize intervention counselors for individual and group supports, including a new wellness newsletter. Strategy's Expected Result/Impact: Supports are given to students who need it. *Wellness Newsletter *Real Talks in Advisory and Campus specific ones based on Behavior Framework *Student Groups *Staff PD *Move intervention counselor to support Fresh Focus *Monthly staff newsletter	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Northwest Independent School District
Northwest High School
2024-2025 Campus Improvement Plan



Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
48%	31%	14%	3%	3%	39%	13%	15%	9%	10%	9%	41%	8%	7 students

We enjoy a wonderful diversity of cultures and ethnicities represented at the Flagship, as well as a broad representation of socioeconomic backgrounds. This is an opportunity for our students to learn how to interact with people who have different experiences and resources from their own. When you look at the demographic makeup of Northwest High School, it closely mirrors that of the state of Texas. This means our students get to attend school in a setting that is similar to the "real world" in which they live, and they can learn to interact in real-time social situations within the school setting. We are very proud of that!

Demographics Strengths

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

Northwest High School has a strong sense of tradition and pride. It has been exciting to see the student and staff excitement as we have opened newly renovated segments of our building, and we look forward to a full Grand Opening this coming August. Our renovation and rebranding have created excitement within the existing community that has been contagious with our new students and families. We continue to focus resources on teaching our newcomers the pride and honor we feel in being TEXANS.

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our rapidly-growing campus has many new students who need to find their place in a new school and need to feel a sense of belonging. **Root Cause:** The housing boom in our attendance zone has brought many students to us who are new to our campus and new to Northwest ISD.

Student Learning

Student Learning Summary

(STAAR Data)

Grade Level & Test	2023	2024	2023	2024	2023	2024	2023	2024	2023	2024
	ELA I	ELA I	ELA II	ELA II	ALG I	ALG I	BIO I	BIO I	US HIST	US HIST
% Approaches and higher	80%	73%	81%	80%	75%	76%	91%	93%	96%	97%

From the 2023 school year to 2024, we saw growth as measured by STAAR EOC exams in all areas except English 1 and 2. This is unusual for us, as typically the English exams are where our campus excels. While there were drops in English scores statewide, we certainly will address literacy as a key strategic focus for the 24-25 school year.

(MAP Growth Data Spring 23- Spring 24)

	9th Expected Growth	9th Observed Growth
ELA	2.4	-2
ALG	no data	no data

We do not have Math data for **Spr 23 – Spr 24** due to the fact that students took the Math Growth 6+ in Spr 23 (8th grade year) and MAP Algebra 1 in Spr 24 (all Freshmen in district took this one instead). So not test to test comparison. Our observed growth for 9th graders from **Fall 23-Spr 24** was observed at **8**. However, MAP does not list a Projected Growth so we have nothing to which we can compare it.

Student Learning Strengths

1% Increase in percentage of students scoring Approaches or higher in Algebra 1 EOC this year (compared to a decrease from 2022 to 2023)

2% Increase in percentage of students scoring Approaches or higher in Biology EOC

1% Increase in percentage of students scoring Approaches or higher in US History EOC

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Many students lack academic focus and as such too many students failed two or more courses in the 2023-2024 school year. **Root Cause:** Students are highly distracted by their phones and social-emotional issues that tempt them to be late to class or out of class, missing instruction.

Problem Statement 2 (Prioritized): Our most recent CCMR Met percentage is 76%. With some intentionality, this percentage could and should be much higher, and we could better serve our students. **Root Cause:** Staff are not as aware of CCMR standards as they should be, and they lack the knowledge to be intentional about increasing the number of students meeting CCMR.

Problem Statement 3 (Prioritized): Student performance decreased in English EOCs this year as compared with last year. **Root Cause:** While decreases in English EOCs were evident statewide, we must own the decrease on our campus and work to support our students so that performance improves.

Problem Statement 4 (Prioritized): While math EOC performance increased over 2023, student performance still lags a bit in comparison to other campuses in our district. **Root Cause:** We have a number of students with high academic and social needs that need additional support.

School Processes & Programs

School Processes & Programs Summary

We would like to highlight some key programs and processes that will assist us in achieving our goals this year:

AVID (Advancement Via Individual Determination) continues to be a critical program on our campus, and we believe we are set up to make great leaps forward with AVID this school year. Our previous AVID Site Coordinator put many things in place to lay the groundwork for a successful program. She successfully built an AVID culture and grew the program. This year we embark on a new journey with a new Site Coordinator AND a new showcase classroom in the center of our newly-renovated building. AVID literally sits elevated in the epicenter of our campus!! Our new Site Coordinator has assembled her Site Team (complete with veteran and new staff), and she has already infused a new energy into the program. We are excited to see the strides forward our AVID program will make as we reach out to the middle schools to increase partnerships and improve recruitment.

Academic Focus - Tardy Process: We have tweaked our tardy process (again) to improve teacher communication with parents and to add interventions so that students are more efficient in getting to class. We migrated back to a five-minute passing period after having implemented a seven-minute passing last school year to provide relief for students going to outdoor classrooms and dodging construction obstacles. This year, most classes are situated close to one another, and the five-minute passing is reasonable. Now we must help students to see the urgency of getting to class on time (and remaining there).

Academic Focus - Student Devices/Phones: Students must have their phones/personal devices/listening devices put away and out of sight during all instructional periods, including iNvest/Advisory. They may only have them out during passing periods and lunches. This will serve to minimize distractions and improve academic focus and overall student success. We had planned to put this in place as a campus already, and we are excited to see the expectation consistently implemented across the entire district. We believe we will see impressive academic gains from this effort alone.

Communication and Goal Focus - State of the School: Northwest High School has laid the foundation to embark on the State of the School process during the 2024-2025 school year. Our first State of the School celebration is scheduled for January 7, 2025. Each member of our Texan Admin Team is championing one goal, and each department in the building has crafted a departmental goal that contributes to one of the campus-wide goals. Every member of the staff will contribute to the work of achieving our goals, and every member of our staff will have the opportunity to participate in the celebration.

At the FLAGSHIP, when you are Part of the Ship, you are Part of the Crew!!!

Safe, Respectful, and Responsible Behaviors - Emergent Tree/Behavior Support Team: Our campus behavior support team's work continues this year with behavioral skill-building for students. Last year the team successfully canvassed the campus to develop a Core Values Matrix that was published and used to develop visible expectations posters that are now displayed in our classrooms, next to our restrooms, and in our collaboration areas. We will develop additional posters for other common areas like our cafeteria, our gym, and our hallways this school year, and we will also devise strategies to help teach the behaviors to students (skill building). Additional support likely will be necessary to assist our staff with teaching the behaviors and providing quality feedback on behavior as well.

We are excited to continue this work to promote Safe, Respectful, and Responsible Behavior across the Flagship!

School Processes & Programs Strengths

Our 2024-2025 staff and students have rallied around our mantra, "Flagship: Part of the Ship, Part of the Crew!"

We kicked off the school year by highlighting the importance of every single person's contribution to making our school great. If one person strays away from our expectations,

processes, and procedures, that person tears the fabric of our organization. We all must pull TOGETHER to realize our goals.

As a school, we have articulated three main school-wide goals around which we developed nine SMART goals we will measure and track over the course of the year and in our State of the School celebration January 7. The three school-wide goals are as follows:

1. Increase Student Academic Focus and Success
2. Improve Communication and Goal Focus
3. Increase Safe, Respectful, and Responsible Behaviors

Our students, staff, and community will see these three goals woven into every communication, into signage, and into skill-building work with our students. These goals are to be visible throughout the school year and then will be addressed and adjusted to our needs as we go into future years.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): According to the Organizational Health Inventory (OHI) administered Spring 2024, the two lowest scoring areas for our staff were Communication and Goal Focus. **Root Cause:** This is interesting, as in 2023 Communication was one of the two highest-scoring indicators. We do believe considerable teacher relocation along with a boundary shift that brought significant student behaviors impacted our perception of communication and goal focus. The campus was chasing a lot of things in 2023-2024.

Problem Statement 2 (Prioritized): Many students lack the skill to navigate challenging social situations, and occasionally they lack the skill to interact successfully in class. Some teachers struggle with behavioral feedback as well. **Root Cause:** Skill building is often overlooked in the process of setting and reinforcing expectations for behavior.

Perceptions

Perceptions Summary

As a campus, we have done a good job of having, revising, and updating our Motto, Mission, Vision, and Values, but we could do better with bringing those core values to life. Additionally, we are working on our third year of having our office staff operate and communicate out of closets, temporary spaces (for example, our reception and counseling operating out of what will eventually be a Cosmetology Academy), and portable buildings. It has been a huge challenge to deal with security protocols, even things as simple as admitting parents into the building for school events.

The massive renovation of our campus--while it is the right thing for our students and will greatly benefit our kids in the end--has taken a toll on the public's perception of our functioning. But the good news is this: We are almost ready to move operations into our new and permanent location! When this happens, we will be able to establish entry procedures, visitor procedures, parking procedures, communication protocols, have places to meet and receive people, and so many other things to make our campus more welcoming and our communication and outreach more effective.

OHI (Organizational Health Survey) showed completely different results in 2024 than it did in 2023. Where Communication was one of our top two indicators in 2023, it was one of our bottom two in 2024. To be fair, there was "A LOT going on at the Flagship" with respect to teacher movement, administrative relocation, and very very painful logistics over the course of the 2023-2024 school year. The school year brought us a significant, hard boundary change that brought an unexpected influx of student behaviors that impacted both our Communication and our Goal Focus, so this too was a causal factor.

Perceptions Strengths

Our community knows without question that we love our kids and put them first.

Our community sees the giant crane in the middle of our building and knows we are going through a huge transformation to our physical surroundings, and they know it will be positive for our kids. They also respect the fact that somehow we are still holding school while there is a huge crane in the middle of our campus. :-)

Our community feels a sense of pride and ownership in the Flagship. OUR BRANDING GAME IS STRONG, and we refuse to falter in our school spirit and pride.

We have everybody in our district and surrounding community referring to us as the FLAGSHIP, and when they say it, they can't help but smile. That's who we are, and we will continue to build on that!

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Potential educator candidates have many choices in the metroplex and even in NISD when it comes to finding a place to work, and competition for educator candidates can be daunting. **Root Cause:** As our area grows, more people live nearby, and there are more schools from which to choose.

Priority Problem Statements

Problem Statement 1: Our rapidly-growing campus has many new students who need to find their place in a new school and need to feel a sense of belonging.

Root Cause 1: The housing boom in our attendance zone has brought many students to us who are new to our campus and new to Northwest ISD.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Many students lack the skill to navigate challenging social situations, and occasionally they lack the skill to interact successfully in class. Some teachers struggle with behavioral feedback as well.

Root Cause 2: Skill building is often overlooked in the process of setting and reinforcing expectations for behavior.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Many students lack academic focus and as such too many students failed two or more courses in the 2023-2024 school year.

Root Cause 3: Students are highly distracted by their phones and social-emotional issues that tempt them to be late to class or out of class, missing instruction.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: According to the Organizational Health Inventory (OHI) administered Spring 2024, the two lowest scoring areas for our staff were Communication and Goal Focus.

Root Cause 4: This is interesting, as in 2023 Communication was one of the two highest-scoring indicators. We do believe considerable teacher relocation along with a boundary shift that brought significant student behaviors impacted our perception of communication and goal focus. The campus was chasing a lot of things in 2023-2024.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Our most recent CCMR Met percentage is 76%. With some intentionality, this percentage could and should be much higher, and we could better serve our students.

Root Cause 5: Staff are not as aware of CCMR standards as they should be, and they lack the knowledge to be intentional about increasing the number of students meeting CCMR.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Potential educator candidates have many choices in the metroplex and even in NISD when it comes to finding a place to work, and competition for educator candidates can be daunting.

Root Cause 6: As our area grows, more people live nearby, and there are more schools from which to choose.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: Student performance decreased in English EOCs this year as compared with last year.

Root Cause 7: While decreases in English EOCs were evident statewide, we must own the decrease on our campus and work to support our students so that performance improves.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: While math EOC performance increased over 2023, student performance still lags a bit in comparison to other campuses in our district.

Root Cause 8: We have a number of students with high academic and social needs that need additional support.





Problem Statement 8 Areas: Student Learning

Goals

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

Performance Objective 1: Literacy

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

Strategy 1 Details	Reviews			
<p>Strategy 1: The Texan Social Studies Department will integrate journaling into daily lesson plans to increase literacy proficiency.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students in every subgroup achieving Approaches or higher on English 1 and English 2 EOCs Decrease the number of students failing two or more classes</p> <p>Staff Responsible for Monitoring: Social Studies Department Patricia Tran - Campus Literacy Goal Champion Shannon Boudreaux - Student Performance Goal Champion Carrie Jackson - Goal Focus Goal Champion</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: English teachers will utilize QuickWrite, reflections, journal entries, and exit tickets to help students gain additional writing practice daily.</p> <p>Strategy's Expected Result/Impact: Increase percentage of students in every subgroup achieving Approaches or higher on English 1 and English 2 EOCs Reduce number of students failing two or more courses per grading period</p> <p>Staff Responsible for Monitoring: English Department Patricia Tran - Literacy Goal Champion Shannon Boudreaux - Student Performance Goal Champion Carrie Jackson - Goal Focus Goal Champion</p> <p>Problem Statements: Student Learning 3</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:





Student Learning

Problem Statement 3: Student performance decreased in English EOCs this year as compared with last year. **Root Cause:** While decreases in English EOCs were evident statewide, we must own the decrease on our campus and work to support our students so that performance improves.

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

Performance Objective 2: Academic Progress

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Math teachers will work with students to ensure awareness of their current leading indicators related to Approaches/Meets/Masters on Algebra 1 EOCs.</p> <p>Strategy's Expected Result/Impact: Increase the percentage of students in every subgroup achieving Approaches or higher on Algebra 1 EOC Reduce the number of students failing two or more courses per grading period</p> <p>Staff Responsible for Monitoring: Math department Lucy Grimmatt - Math Goal Champion Shannon Boudreaux - Student Performance Goal Champion Carrie Jackson - Goal Focus Goal Champion</p> <p>Problem Statements: Student Learning 4</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Emphasize structure and process for developing quality learning targets.</p> <p>Strategy's Expected Result/Impact: Learning targets will be posted and visible to students in classrooms 85% of the time, as measured by campus walkthrough observations.</p> <p>Staff Responsible for Monitoring: Carrie Jackson, Goal Focus Goal Champion Natalie Eddleman, Learning Targets (implementation goal) Goal Champion</p> <p>Problem Statements: Student Learning 3, 4</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 3: Student performance decreased in English EOCs this year as compared with last year. Root Cause: While decreases in English EOCs were evident statewide, we must own the decrease on our campus and work to support our students so that performance improves.</p>





Student Learning

Problem Statement 4: While math EOC performance increased over 2023, student performance still lags a bit in comparison to other campuses in our district. **Root Cause:** We have a number of students with high academic and social needs that need additional support.

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: NHS will train all staff on CCMR Accountability Strategy's Expected Result/Impact: Increase CCMR Met (for graduates) from 76% to at least 90%. Staff Responsible for Monitoring: James Clark - CCMR Goal Champion Carrie Jackson - Goal Focus Goal Champion</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: NHS will support students with preparation for TSIA and SAT. Strategy's Expected Result/Impact: Increase CCMR Met (for graduates) from 76% to at least 90% Staff Responsible for Monitoring: James Clark, CCMR Goal Champion All NHS Departments Carrie Jackson, Goal Focus Goal Champion</p> <p>Problem Statements: Student Learning 2</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 2: Our most recent CCMR Met percentage is 76%. With some intentionality, this percentage could and should be much higher, and we could better serve our students. Root Cause: Staff are not as aware of CCMR standards as they should be, and they lack the knowledge to be intentional about increasing the number of students meeting CCMR.</p>

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

Performance Objective 1: Recruit

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to expand branding efforts through use of social media images, themed attire for staff, promotional items bearing our official logo, and campus beautification.</p> <p>Strategy's Expected Result/Impact: Potential staff members inside NISD and well beyond will recognize the Flagship as an outstanding place to work, serve, and learn.</p> <p>Staff Responsible for Monitoring: Carrie Jackson, Goal Focus Goal Champion Patricia Tran, Social Media Manager for NHS</p> <p>Problem Statements: Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 1: Potential educator candidates have many choices in the metroplex and even in NISD when it comes to finding a place to work, and competition for educator candidates can be daunting. Root Cause: As our area grows, more people live nearby, and there are more schools from which to choose.</p>

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

Performance Objective 2: Value

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Northwest High School will emphasize Communication and Goal focus by ensuring our goals are communicated and visible to all stakeholders in all written materials, meeting agendas, and other communication efforts.</p> <p>Strategy's Expected Result/Impact: Increase performance in the (OHI Instrument) area of Goal Focus by at least 20%.</p> <p>Staff Responsible for Monitoring: Carrie Jackson, Goal Focus Goal Champion</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 2 Problem Statements:





School Processes & Programs
<p>Problem Statement 1: According to the Organizational Health Inventory (OHI) administered Spring 2024, the two lowest scoring areas for our staff were Communication and Goal Focus. Root Cause: This is interesting, as in 2023 Communication was one of the two highest-scoring indicators. We do believe considerable teacher relocation along with a boundary shift that brought significant student behaviors impacted our perception of communication and goal focus. The campus was chasing a lot of things in 2023-2024.</p>

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

Performance Objective 3: Retain

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize State of the School process to help every staff member see and celebrate the importance of his or her contribution to the goals of the Flagship.</p> <p>Strategy's Expected Result/Impact: Increase campus teacher retention rate from 82% to 88%.</p> <p>Staff Responsible for Monitoring: Carrie Jackson, Goal Focus Goal Champion James Clark, Administrator over Teacher Engagement Committee Texan Administrative Team, Department Chairs</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: According to the Organizational Health Inventory (OHI) administered Spring 2024, the two lowest scoring areas for our staff were Communication and Goal Focus. Root Cause: This is interesting, as in 2023 Communication was one of the two highest-scoring indicators. We do believe considerable teacher relocation along with a boundary shift that brought significant student behaviors impacted our perception of communication and goal focus. The campus was chasing a lot of things in 2023-2024.</p>

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

Performance Objective 1: Engagement

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Redesign campus-wide teacher/classroom intervention and communication directly with families regarding student punctuality to class, attendance, and departures from class.</p> <p>Strategy's Expected Result/Impact: Reduce number of students failing two or more classes Increase student attendance Reduce student tardies to class and distractions from academic focus</p> <p>Staff Responsible for Monitoring: Carrie Jackson, Goal Focus Goal Champion Shannon Boudreaux, Student Performance Goal Champion Jacob Chastain, Academic Focus Goal Champion</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:





Student Learning
<p>Problem Statement 1: Many students lack academic focus and as such too many students failed two or more courses in the 2023-2024 school year. Root Cause: Students are highly distracted by their phones and social-emotional issues that tempt them to be late to class or out of class, missing instruction.</p>

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

Performance Objective 2: Culture

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Unify school spirit teams and efforts to design ways to include new students and disadvantaged students in school spirit activities (including dress-up days, pep rallies, student section attendance).</p> <p>Strategy's Expected Result/Impact: Increase the number of students participating in pep rallies and student sections at various games. Increase student participation in various events and activities. Increase staff participation in school spirit activities and attendance at student performances.</p> <p>Staff Responsible for Monitoring: Carrie Jackson, Goal Focus Goal Champion Jody Noblett, Student Engagement Goal Champion Student Body Officers</p> <p>Problem Statements: Demographics 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:





Demographics
<p>Problem Statement 1: Our rapidly-growing campus has many new students who need to find their place in a new school and need to feel a sense of belonging. Root Cause: The housing boom in our attendance zone has brought many students to us who are new to our campus and new to Northwest ISD.</p>

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

Performance Objective 3: Safety

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Train teachers in student behavioral skill-building strategies and develop visible expectations and common language to provide campus-wide consistency in behavioral expectations and classroom norms.</p> <p>Strategy's Expected Result/Impact: Reduce total number of disciplinary incidents by at least 20% Increase student academic focus and success Reduce percentage of all students failing two or more courses by 5% across the campus.</p> <p>Staff Responsible for Monitoring: Carrie Jackson, Goal Focus Goal Champion Dr. Vincent Landrum, Student Behavior Goal Champion Texan Admin Team</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Many students lack academic focus and as such too many students failed two or more courses in the 2023-2024 school year. Root Cause: Students are highly distracted by their phones and social-emotional issues that tempt them to be late to class or out of class, missing instruction.</p>
School Processes & Programs
<p>Problem Statement 2: Many students lack the skill to navigate challenging social situations, and occasionally they lack the skill to interact successfully in class. Some teachers struggle with behavioral feedback as well. Root Cause: Skill building is often overlooked in the process of setting and reinforcing expectations for behavior.</p>

Northwest Independent School District

Special Programs Center

2024-2025 Campus Improvement Plan



Mission Statement

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

Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Middle School:

Campus	Mandatory	Discretionary	Total
AMS	7	0	7
CTMS	31	1	31
MMS	3	5	8
PMS	11	5	16
TMS	13	8	21
WMS	17	10	27
CWMS	6	4	10
Total	87	33	120

High School:

Campus	Mandatory	Discretionary	Total
BNHS	42	8	50
EHS	101	28	129
NHS	139	38	177
SECHS	1	0	1
Total	283	74	357

District Totals:

Categories	Students in DAEP	Students in the district grades 6-12	Percent represented
American Indian or Alaskan Native	4	84	5%
Asian	12	994	1%
Black or African American	131	2144	6%
Hispanic/Latino	101	4059	2%
Native Hawaiian/Pacific Islander	1	42	2%
Two or more races	12	453	3%
White	164	8180	2%
Male	251	8037	3%
Female	146	7919	2%
504	61	Not on snapshot	?
SPED	87	2053	4%
Economically Disadvantaged	221	4096	5%
McKinney Vento	10	51	20%

Demographics Strengths

Highest enrollment - 115 (4/2024)

Lowest enrollment - 66 (8/2023)

We were approved for additional positions to start last year. However, we were not able to fill all of them. We utilized long term subs for two of the positions. Total student enrollment was about the same as the previous year. However, our largest number enrolled at a given time did go up a bit. When the campus was at the highest enrollment, this created a hardship for our campus processes due to the small size of our staff and not being fully staffed and needing to use long term substitutes. Given the lack of training and experience, this did lead to classroom management issues in those classes where a certified teacher was not available. Additionally, we pride ourselves on offering direct instruction in our classes. We were not able to do that for high school science last year because we were unable to fill that position. We did use Edgenuity for on level science classes at the high school level.

Some successes with regard to our staffing is having a full middle school staff and a world language teacher last year and into this year. Students in middle school were able to travel with their grade level and receive direct instruction in all the core content areas. In both middle and high school, students were able to receive direct instruction from a teacher certified in Spanish. The additional staff to support middle school and world language was a significant addition to and celebration for our campus last year.

Campus returning staff remained stable. One staff member left at the end of 2023-2024 school year. All other staff remained the same. At the start of the 2024-2025 school year we are fully staffed and have filled all positions. We have 13 teachers, two paraprofessionals, and a behavior analyst to support our classrooms. Additionally, we were approved to have a campus monitor to support the safety of our campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): The number of students who were sent to DAEP for a vape containing THC stayed about the same as the previous year, but it contributed to a significant increase in our rate of recidivism. **Root Cause:** Addiction rates seem to be increasing, leading to a need for additional awareness and support of repeat students.

Student Learning

Student Learning Summary

Special Programs Center does not receive campus specific scores and/or rating through TEA. Students remain enrolled on their home campus during their placement. Student enrollment in home campus courses, electives, and advanced placement courses is maintained during placement at the SPC, in an effort to decrease any loss in credits. Class sizes for the 2023-2024 school year were larger than have been in the past with additional staff required to maintain the 15:1 ratio required by the state.

Students receive direct instruction in all on level core subjects, Spanish 1, Spanish 2, and PE/Athletics at the SPC campus. SPC teachers follow the district scope and sequence to design and deliver instruction to our students. This allows students to experience a traditional classroom experience in an alternative school environment.

Electives, Resource, AP, and Honors classwork comes from the home campus. This means that students do not receive direct instruction in those courses. AP and Honors coursework does receive support for our certified teachers. However, students in CTE and World Languages (other than Spanish) do not receive direct instruction in those courses. All coursework for CTE and languages other than Spanish does still come from the home campus and our CTE and Spanish teachers are able to support the students with it while they are here.

We are also able to support students served through special education in applied and/or resource classes. We have two special education teachers who can directly support these students with their academics.

Student Learning Strengths

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

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

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

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Although SPC teachers provide direct instruction by creating lesson plans based on the district scope and sequence, staff lack access to meaningful data to track student progress and growth, which creates challenges in fully supporting students' academics and learning needs. **Root Cause:** Texas Education Code states that home campuses are held accountable for the academic success of students sent to DAEP, rather than the DAEP itself. Because of this, instructional strengths/weaknesses of DAEPs are not tracked in any meaningful way. Anecdotal data is typically used to demonstrate success rather than concrete data.

School Processes & Programs

School Processes & Programs Summary

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

Behavior Framework is integrated through making connections, skill building, and our core values (Be safe, Be respectful, Be responsible).

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

Advisory periods are structured instructional time for either counseling, skill/character building lessons, or activity room time.

Counseling opportunities are also present through our at-risk counselor students on a weekly basis.

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

School Processes & Programs Strengths

Most student grades increase while assigned to SPC.

Daily contact with parents that establishes strong collaborative relationships.

Small class sizes provide greater opportunities for 1:1 support.

Chrometowers were placed in all classrooms to start this year. This allows students to access the chromebooks only when academically necessary. This helps eliminate some distractions by students having access to technology for the entire school day. This allows technology to be utilized for its intended purpose rather than a distraction to student learning.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Although skill building is expected on day one of a student's placement, some discipline referrals continue to be focused on punishment. Restorative practices at SPC are still in its infancy. **Root Cause:** Consistent discipline expectations were not previously established.

Perceptions

Perceptions Summary

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

When students return to the home campus, they do not have the same level of academic and behavioral support that they had while at the SPC. We implement a transition plan that is created by SPC staff and is shared with each student's home campus administrator. The goal of this transition plan is to create a partnership between SPC staff and home campuses. This will help our students as they return, and provide information about the effectiveness of our program for future students. However, transition planning in part is missing, as we are unable to track the completion of the plan on the home campus.

Though we do address drug and alcohol use and addiction through our counseling classes, it is not a primary focus of our program. While many students are assigned to SPC for drugs or alcohol, many are not. We have to support all students through skill/character building, restorative practices, and making academic progress. The biggest contributor to our rate of recidivism is the THC vape, followed by assaults and fights.

Perceptions Strengths

Campus mission and vision are reviewed every year.

Social emotional learning, skill/character building, and restorative practices continue to be a focus and a priority.

Behavioral Framework is infused in all instructional practices.

An awareness of the need to support returning students by home campus administration.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): As students return to the home campus, academics and behavior tend to backslide a bit. Recidivism has more than doubled in the last two school years. **Root Cause:** Skill/character building and academic progress are the focus of our program. However, due to the rise in THC vape addiction among students, recidivism is increasing.

Priority Problem Statements

Problem Statement 1: Although skill building is expected on day one of a student's placement, some discipline referrals continue to be focused on punishment. Restorative practices at SPC are still in its infancy.

Root Cause 1: Consistent discipline expectations were not previously established.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: As students return to the home campus, academics and behavior tend to backslide a bit. Recidivism has more than doubled in the last two school years.

Root Cause 2: Skill/character building and academic progress are the focus of our program. However, due to the rise in THC vape addiction among students, recidivism is increasing.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Although SPC teachers provide direct instruction by creating lesson plans based on the district scope and sequence, staff lack access to meaningful data to track student progress and growth, which creates challenges in fully supporting students' academics and learning needs.

Root Cause 3: Texas Education Code states that home campuses are held accountable for the academic success of students sent to DAEP, rather than the DAEP itself. Because of this, instructional strengths/weaknesses of DAEPs are not tracked in any meaningful way. Anecdotal data is typically used to demonstrate success rather than concrete data.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: The number of students who were sent to DAEP for a vape containing THC stayed about the same as the previous year, but it contributed to a significant increase in our rate of recidivism.

Root Cause 4: Addiction rates seem to be increasing, leading to a need for additional awareness and support of repeat students.

Problem Statement 4 Areas: Demographics





Goals

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

Performance Objective 1: Literacy

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

Evaluation Data Sources: Lesson plans, progress monitoring through grades in HAC as well as MAP and STAAR data in Edugence.

Strategy 1 Details	Reviews			
<p>Strategy 1: Begin to utilize individual and campus profiles through OnDataSuite and Edugence that will track instruction of core subject for effectiveness.</p> <p>Strategy's Expected Result/Impact: Provide SPC staff an avenue to begin tracking data in a measurable way that can be used to drive instruction, PLCs, and overall campus improvement and effectiveness. Students will show academic progress in their classes that will allow students to transition successfully back to the home campus.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: Staff will meet in PLCs to plan for and discuss best practices as it pertains to our commitment to follow the district scope and sequence while reinforcing our literacy goals. Additionally, 100% of our teaching staff will meet with their subject counterparts weekly to discuss and establish common expectations for academics and behavior, with a strong focus on learning targets and content literacy.</p> <p>Strategy's Expected Result/Impact: Learning targets will be utilized in 100% of classrooms throughout each lesson to support students learning. Students will stay on pace with their on level core subjects, making their transition back to the home campus much smoother. Students will develop stronger academic language in each content.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Student Learning





Problem Statement 1: Although SPC teachers provide direct instruction by creating lesson plans based on the district scope and sequence, staff lack access to meaningful data to track student progress and growth, which creates challenges in fully supporting students' academics and learning needs. **Root Cause:** Texas Education Code states that home campuses are held accountable for the academic success of students sent to DAEP, rather than the DAEP itself. Because of this, instructional strengths/weaknesses of DAEPs are not tracked in any meaningful way. Anecdotal data is typically used to demonstrate success rather than concrete data.

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

Performance Objective 2: Academic Progress

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

Evaluation Data Sources: Progress monitoring through grades in HAC as well as MAP and STAAR data in Edugence.

Strategy 1 Details	Reviews			
<p>Strategy 1: Utilize a team approach to support students' academic progress. This includes include weekly checks on grades, behavior and attendance.</p> <p>Strategy's Expected Result/Impact: To ensure a successful transition back to student's home campus.</p> <p>Staff Responsible for Monitoring: Teaching staff and campus administration</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
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Performance Objective 2 Problem Statements:



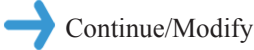

Student Learning
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School Processes & Programs
<p>Problem Statement 1: Although skill building is expected on day one of a student's placement, some discipline referrals continue to be focused on punishment. Restorative practices at SPC are still in its infancy. Root Cause: Consistent discipline expectations were not previously established.</p>
Perceptions
<p>Problem Statement 1: As students return to the home campus, academics and behavior tend to backslide a bit. Recidivism has more than doubled in the last two school years. Root Cause: Skill/character building and academic progress are the focus of our program. However, due to the rise in THC vape addiction among students, recidivism is increasing.</p>

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: We will promote CCMR through our CTE and counseling classes. In most cases, students are able to remain in their CTE courses while at DAEP and work toward industry certifications. Additionally, students meet with our At Risk Counselor individually and in groups to work on personal goals and skill building.</p> <p>Strategy's Expected Result/Impact: Students will stay on pace with their CTE courses, making for a smooth transition back to the home campus..</p> <p>Staff Responsible for Monitoring: CTE Teacher, At Risk Counselor, and Campus Administration</p> <p>Problem Statements: Student Learning 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May





Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Although SPC teachers provide direct instruction by creating lesson plans based on the district scope and sequence, staff lack access to meaningful data to track student progress and growth, which creates challenges in fully supporting students' academics and learning needs. Root Cause: Texas Education Code states that home campuses are held accountable for the academic success of students sent to DAEP, rather than the DAEP itself. Because of this, instructional strengths/weaknesses of DAEPs are not tracked in any meaningful way. Anecdotal data is typically used to demonstrate success rather than concrete data.</p>
Perceptions
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Goal 2: Northwest ISD will recruit, value, and retain highly effective staff prepared to meet the individual needs of our students and learning community.

Performance Objective 1: Recruit

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

Strategy 1 Details	Reviews			
<p>Strategy 1: We will be more intentional about promoting the mission of our campus at career fairs, guest educator orientation, and through our website.</p> <p>Strategy's Expected Result/Impact: Filling positions needed with high quality, certified personnel who have a heart for working with at risk students.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: The number of students who were sent to DAEP for a vape containing THC stayed about the same as the previous year, but it contributed to a significant increase in our rate of recidivism. Root Cause: Addiction rates seem to be increasing, leading to a need for additional awareness and support of repeat students.</p>
Student Learning
<p>Problem Statement 1: Although SPC teachers provide direct instruction by creating lesson plans based on the district scope and sequence, staff lack access to meaningful data to track student progress and growth, which creates challenges in fully supporting students' academics and learning needs. Root Cause: Texas Education Code states that home campuses are held accountable for the academic success of students sent to DAEP, rather than the DAEP itself. Because of this, instructional strengths/weaknesses of DAEPs are not tracked in any meaningful way. Anecdotal data is typically used to demonstrate success rather than concrete data.</p>
School Processes & Programs
<p>Problem Statement 1: Although skill building is expected on day one of a student's placement, some discipline referrals continue to be focused on punishment. Restorative practices at SPC are still in its infancy. Root Cause: Consistent discipline expectations were not previously established.</p>
Perceptions
<p>Problem Statement 1: As students return to the home campus, academics and behavior tend to backslide a bit. Recidivism has more than doubled in the last two school years. Root Cause: Skill/character building and academic progress are the focus of our program. However, due to the rise in THC vape addiction among students, recidivism is increasing.</p>





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

Performance Objective 2: Value

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: One hundred percent of SPC teachers and classroom paraprofessionals will meet weekly with their subject counterparts to discuss and establish common expectations for academics and behavior.</p> <p>Strategy's Expected Result/Impact: Data from weekly walkthroughs will be collected and analyzed by the instructional leadership team to determine needs and next steps.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: The number of students who were sent to DAEP for a vape containing THC stayed about the same as the previous year, but it contributed to a significant increase in our rate of recidivism. Root Cause: Addiction rates seem to be increasing, leading to a need for additional awareness and support of repeat students.</p>
Student Learning
<p>Problem Statement 1: Although SPC teachers provide direct instruction by creating lesson plans based on the district scope and sequence, staff lack access to meaningful data to track student progress and growth, which creates challenges in fully supporting students' academics and learning needs. Root Cause: Texas Education Code states that home campuses are held accountable for the academic success of students sent to DAEP, rather than the DAEP itself. Because of this, instructional strengths/weaknesses of DAEPs are not tracked in any meaningful way. Anecdotal data is typically used to demonstrate success rather than concrete data.</p>
School Processes & Programs
<p>Problem Statement 1: Although skill building is expected on day one of a student's placement, some discipline referrals continue to be focused on punishment. Restorative practices at SPC are still in its infancy. Root Cause: Consistent discipline expectations were not previously established.</p>

Perceptions

Problem Statement 1: As students return to the home campus, academics and behavior tend to backslide a bit. Recidivism has more than doubled in the last two school years.



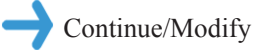

Root Cause: Skill/character building and academic progress are the focus of our program. However, due to the rise in THC vape addiction among students, recidivism is increasing.

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

Performance Objective 3: Retain

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

Strategy 1 Details	Reviews			
<p>Strategy 1: We will promote and support staff who demonstrate leadership capacity in a manner conducive with out district's leadership pathway. We will continue to encourage teamwork, relationship building, and appreciation, through an open door policy for administration, faculty meetings, PLC meetings, and our weekly shout outs.</p> <p>Strategy's Expected Result/Impact: Staff will receive meaningful support and feedback from campus administration and each other, which will build a positive and service minded school culture</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

Performance Objective 3 Problem Statements:


Student Learning
<p>Problem Statement 1: Although SPC teachers provide direct instruction by creating lesson plans based on the district scope and sequence, staff lack access to meaningful data to track student progress and growth, which creates challenges in fully supporting students' academics and learning needs. Root Cause: Texas Education Code states that home campuses are held accountable for the academic success of students sent to DAEP, rather than the DAEP itself. Because of this, instructional strengths/weaknesses of DAEPs are not tracked in any meaningful way. Anecdotal data is typically used to demonstrate success rather than concrete data.</p>
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<p>Problem Statement 1: Although skill building is expected on day one of a student's placement, some discipline referrals continue to be focused on punishment. Restorative practices at SPC are still in its infancy. Root Cause: Consistent discipline expectations were not previously established.</p>
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Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.


Performance Objective 1: Engagement


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

Strategy 1 Details	Reviews			
<p>Strategy 1: Newsletters will be sent consistently to keep parents informed about SPC and other important district information. We will develop opportunities for parent education classes to better support the needs of them and their students that we serve.</p> <p>Strategy's Expected Result/Impact: Provide a better understanding for parents/guardians of the day to day expectations of their child, SPC, and the district. Additionally, the education classes would support parents/guardians in learning about their child, what they are dealing with and how they can help them cope with some of the challenges of being a teenager.</p> <p>Staff Responsible for Monitoring: Campus administration and At Risk Counselor</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Although skill building is expected on day one of a student's placement, some discipline referrals continue to be focused on punishment. Restorative practices at SPC are still in its infancy. Root Cause: Consistent discipline expectations were not previously established.</p>
Perceptions
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Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.


Performance Objective 2: Culture


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


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

Strategy 1 Details	Reviews			
<p>Strategy 1: We will have morning circles in all classrooms every day. This will give each student and staff member the opportunity to be heard and valued. Problem solving circles will also be introduced this school year to support conflict resolution skills, character building, and skill building.</p> <p>Strategy's Expected Result/Impact: Stronger relationships between staff and students. Higher academic achievement. Fewer disciplinary issues.</p> <p>Staff Responsible for Monitoring: All staff</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 2 Problem Statements:





Student Learning
<p>Problem Statement 1: Although SPC teachers provide direct instruction by creating lesson plans based on the district scope and sequence, staff lack access to meaningful data to track student progress and growth, which creates challenges in fully supporting students' academics and learning needs. Root Cause: Texas Education Code states that home campuses are held accountable for the academic success of students sent to DAEP, rather than the DAEP itself. Because of this, instructional strengths/weaknesses of DAEPs are not tracked in any meaningful way. Anecdotal data is typically used to demonstrate success rather than concrete data.</p>
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Goal 3: Northwest ISD will foster a safe environment and a culture of engagement that values the voices of all students, staff, families, and community members.

Performance Objective 3: Safety

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

Evaluation Data Sources: Anecdotal data from campus administration regarding restorative practices
 Behavior Framework (Emergent Tree) on site coaching/observation visits
 Counseling group effectiveness based on campus needs

Strategy 1 Details	Reviews			
<p>Strategy 1: We will continue our training on Restorative Practices throughout the year with the support of Region XI service center.</p> <p>Strategy's Expected Result/Impact: Stronger focus on learning. Fewer discipline issues.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
<p>Strategy 2: We will provide continuous training/support on Behavior Framework this school year. Restorative Practices will be built into our Behavior Framework.</p> <p>Strategy's Expected Result/Impact: Building stronger relationships between students and staff, leading to a greater focus on academics, while diminishing various behavioral concerns.</p> <p>Staff Responsible for Monitoring: Campus Administration and Behavior Framework Team</p> <p>Problem Statements: School Processes & Programs 1 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 3 Problem Statements:

Student Learning

Problem Statement 1: Although SPC teachers provide direct instruction by creating lesson plans based on the district scope and sequence, staff lack access to meaningful data to track student progress and growth, which creates challenges in fully supporting students' academics and learning needs. **Root Cause:** Texas Education Code states that home campuses are held accountable for the academic success of students sent to DAEP, rather than the DAEP itself. Because of this, instructional strengths/weaknesses of DAEPs are not tracked in any meaningful way. Anecdotal data is typically used to demonstrate success rather than concrete data.

School Processes & Programs

Problem Statement 1: Although skill building is expected on day one of a student's placement, some discipline referrals continue to be focused on punishment. Restorative practices at SPC are still in its infancy. **Root Cause:** Consistent discipline expectations were not previously established.

Perceptions

Problem Statement 1: As students return to the home campus, academics and behavior tend to backslide a bit. Recidivism has more than doubled in the last two school years. **Root Cause:** Skill/character building and academic progress are the focus of our program. However, due to the rise in THC vape addiction among students, recidivism is increasing.

Northwest Independent School District

Steele Early College High School

2024-2025 Campus Improvement Plan



Mission Statement

Steele Mission Statement

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

Vision

Steele Vision Statement

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

Core Beliefs

Kids come first.

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

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

Learning is influenced by environment.

Northwest ISD Vision

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

Northwest ISD Mission

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

James M. Steele Early College High School Vision

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

James M. Steele Early College High School Mission

James M. Steele Early College High School prepares every student for life by collaborating, building

relationships, and offering unique and challenging opportunities that empower students to choose their own future.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Steele Early College High School (ECHS) just completed our third year as a TEA Provisional Designation ECHS campus, and we are currently in the fourth year of the ECHS implementation. At the end of the 6th year, Steele ECHS will apply for Designation status and must meet the state's Designated OBM criteria. TEA requires Designation renewal annually for each ECHS Campus. Campuses that meet the Distinguished OBM criteria for the three OBM categories of Access, Attainment, and Achievement will receive one or more Distinctions. Currently, we are focused on working on our three OBM categories for our 9th, 10th, 11th, and 12th grade students. In year 6, we will apply to move from a Provisional Designation to a Designated ECHS campus.

This is the first year for our Cosmetology Academy to have all students in the program from the three comprehensive high schools. The program has transitioned to allow Juniors and Seniors the opportunity to attend the academy in the morning session or afternoon session. This allows students the opportunity to be in the academy while still being involved in other extracurricular programs. The Cosmetology Academy has 43 Juniors and 30 Seniors in the program. Our Cosmetology Academy is currently working on the transition to move the program from Steele ECHS to Northwest High School next year.

Demographics

Demographics Summary

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
48%	26%	14%	1%	9%	29%	7%	18%	5%	25%	1%	19%	10%	0

Steele Early College High School has continued to increase enrollment and has our largest enrollment in school history with around 310 students in the ECHS program plus an additional 73 Cosmetology students (43 Juniors and 30 Seniors) traveling to Steele for the NISD Cosmetology Academy. We have our largest ECHS Freshman class with 105 students.

The demographic makeup of our students consists of 48.0% Caucasian, 26.0% Hispanic, 14.0% African American, 9% Asian, 2.0% American Indian, and 1% Pacific. Of our 310 students, At-Risk = 19%, Special Education = 7%, 504 = 18%, ELL = 1%, GT = 25%, and Economically Disadvantaged = 29%. Female = 61% and Male = 39%.

Attendance is very important as students work towards being College, Career, and Life Ready. Steele had a 96.2% attendance during the 2023-2024 school year.

Demographics Strengths

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

Problem Statements Identifying Demographics Needs

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

Student Learning

Student Learning Summary

(STAAR Data)

Grade Level & Test	2024	2023	2024	2023	2024	2023	2024	2023	2024	2023
	ELA I	ELA I	ELA II	ELA II	ALG I	ALG I	BIO I	BIO I	US HIST	US HIST
% Approaches	98%	100%	100%	96%	92%	97%	100%	100%	100%	100%

STAAR Masters Scores: Algebra One = 33%, Biology = 49%, U.S. History = 93%, English One = 58%, and English Two = 41%.

Last year, 100% of our Seniors (Class of 2024) graduated being College or Career Ready. Our STAAR EOC scores increased to some of the highest scores in school history. Our students worked hard over the summer to retest their EOC exams, which results in less students needing to EOC test in December and more students on-track towards graduation. Students continued to earn CTE certifications and college dual credit. Our Senior class this past year, 47 of the 47 Seniors earned at least one industry certification. The entire Senior class earned over 418 industry certifications.

Our focus at Steele Early College High School is Dual Credit College hours. We had 25 students earn their Associate's degree last year (53% of the graduating class). SAT - All 11th graders participated in the School Day SAT, March, 2024. Overall Total Mean Score of 1050. English = 543 and Math = 506. 98% of the current Seniors scored college ready in English, 91% college ready in Math, and 91% college ready in both English and Math.

(MAP Growth Data)

	9th Expected Growth	9th Observed Growth
ELA	3.1	0.7
ALG	3.9	7.0

Student Learning Strengths

Steele ECHS uses a positive reward/incentive system called the A-1 program that allows additional academic freedoms for students who maintain a B average every three weeks, and who have no more than 2 absences, and no behavior concerns. We utilize the Flex online system to maximize and support student learning and tutorials. Positive reinforcers, such as, popsicles, popcorn, and ice cream supports students working hard in the classrooms. CCMR is a focus for all students graduating from Steele. This past year, 100% of all Seniors graduated with Level One CCMR and around 75% graduated with Level Two CCMR. We have a strong TSIA program supporting all students in obtaining their College Readiness in English and Math. We progress monitor all our students during their four years to support them in being College Ready.

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

Monday - Advisory Lessons

Tuesday - Tutorials

Wednesday - Tutorials

Thursday - Tutorials

Friday - Fun Day Friday

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student academic growth across all subjects, increased industry certification and readiness, as well as student success on the TSIA English and TSIA Math. **Root Cause:** Steele ECHS continually strives to provide students with future-ready opportunities for success, with all students achieving CCMR readiness goals.

School Processes & Programs

School Processes & Programs Summary

Our campus leadership team worked on our Steele Game Plan this summer with a focus on Literacy, Learning Targets, Professional Learning Communities (PLC), Behavior Frameworks, Lesson Planning, and Student Engagement. We work to maximize our Power Hour program to support our tutorials, academic learning, academic success, and Freshmen Initiative program.

We continue to increase the number of students earning an associate degree (25 students). The goal of Steele is to have around 100 students per grade level. This coming school year, we will have around 100 Freshmen in the ECHS program.

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

School Processes & Programs Strengths

Power Hour is designed to support advisory, state accelerated instruction, tutorials, enrichment, clubs, organizations, CCMR, Work Day Wednesday, and Fun Day Friday. We are continuing to increase opportunities for students to get involved on campus, Student Council (StuCo), National Honor Society (NHS), Distributive Education Clubs of America (DECA), Green Cord program, Academic UIL, One Act Play (OAP), Debate and Oral Interpretation (OI), Permanent Flux Band, Men's Volleyball, Steele Student Press, Theatre, eSports, over 20 student clubs, and more.

Our A-B Blocked schedule supports a college learning environment and our A-1 program supports excellence in academics, character, and leadership. Steele has three large student organizations that lead our events, activities, and programs on campus (Student Council, National Honor Society, and DECA). Our Steele StuCo is very active in NISD student leadership, collaborating with BNHS, NHS, and EHS. StuCo is participating in state StuCo training and activities. This year, our campus is moving from 2A UIL to 4A UIL competition.

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Continue to build opportunities for electives and additional programs for all students to be engaged on campus. **Root Cause:** How can we rethink and make adjustments to systems and processes to support student engagement?

Problem Statement 2 (Prioritized): It's important that we continue to grow staff leadership, input, problem solving, and voice on campus. **Root Cause:** Continuing to involve staff

leadership that positively impacts the culture and climate on campus.

Perceptions

Perceptions Summary

As we transition into year four of being an Early College High School, it's important that we continue to communicate our stories, celebrations, successes, and who we are as a campus. Our focus at Steele Early College High School is supporting students to earn dual credit courses, work towards their associate degree, earn industry certifications, gain leadership skills, transition to a four year university/military/2 year college/trade school, and gaining a competitive advantage for their future.

For the ECHS program, we have a lottery system for selecting students who submit the ECHS enrollment request form. We have three windows of time for students to submit their enrollment request. At the end of each window, we utilize the lottery system to select students for the program. Students can start at Steele ECHS during their Freshmen year or up to the first day of Sophomore year. After we reach our maximum number of around 100 students in the Freshmen class, additional students who complete the enrollment request are placed on a waiting list. The state of Texas has Outcome Based Measures (OBM) for Early College High Schools. We as a campus focus our attention to supporting students and the campus in meeting the OBMs. Our goal is to grow Steele ECHS to 400-500 students.

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

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

Priority Problem Statements

Problem Statement 1: Continue to build opportunities for electives and additional programs for all students to be engaged on campus.

Root Cause 1: How can we rethink and make adjustments to systems and processes to support student engagement?

Problem Statement 1 Areas: School Processes & Programs

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

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

Problem Statement 2 Areas: Demographics

Problem Statement 3: Student academic growth across all subjects, increased industry certification and readiness, as well as student success on the TSIA English and TSIA Math.

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

Problem Statement 3 Areas: Student Learning

Problem Statement 4: It's important that we continue to grow staff leadership, input, problem solving, and voice on campus.

Root Cause 4: Continuing to involve staff leadership that positively impacts the culture and climate on campus.

Problem Statement 4 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Local Accountability Systems (LAS) data
- Community Based Accountability System (CBAS)

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- Pregnancy and related services data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

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

Support Systems and Other Data

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

Goals

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


Performance Objective 1: 1.1 Our students will annually increase literacy proficiency to reach or exceed grade-level standards.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Increase content area literacy and academic interventions to improve on student success and STAAR EOC mastery rates for all students. STAAR EOC interventions before the December testing dates and Spring testing dates. Intervention program to support students before taking STAAR EOC exams.</p> <p>Strategy's Expected Result/Impact: Increased number of students passing/mastery of EOC assessments for graduation and ECHS OBM.</p> <p>Staff Responsible for Monitoring: Todd Rogers, Sheneka Davis, Keith Smith, Derek Stewart, Katie Steinhauser, Kendra Langston, James Stueart, and Jennifer Allen.</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

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Performance Objective 1 Problem Statements:



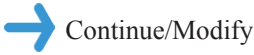

Student Learning
<p>Problem Statement 1: Student academic growth across all subjects, increased industry certification and readiness, as well as student success on the TSIA English and TSIA Math.</p> <p>Root Cause: Steele ECHS continually strives to provide students with future-ready opportunities for success, with all students achieving CCMR readiness goals.</p>

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

Performance Objective 2: 1.2 Our students will achieve individualized academic goals to reach a year's growth or more in all content areas.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Effectively monitor students who are considered At-Risk, 504, Dyslexia, Special Education, Homeless, MTSS, EB, and/or require academic or social-emotional support. Teachers, Administration, and Counselor will identify students who are at-risk and develop progress monitoring action plans for learning success (Power Hour).</p> <p>Strategy's Expected Result/Impact: Progress Reports, Quarterly Grades, and Assessments.</p> <p>Staff Responsible for Monitoring: Teachers, Nick Escarsega, James Stueart, Kendra Langston, Todd Rogers, and Sheneka Davis.</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Student academic growth across all subjects, increased industry certification and readiness, as well as student success on the TSIA English and TSIA Math.</p> <p>Root Cause: Steele ECHS continually strives to provide students with future-ready opportunities for success, with all students achieving CCMR readiness goals.</p>





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

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

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

Evaluation Data Sources: End of year CCMR data, Certification data, and TSIA data.

Strategy 1 Details	Reviews			
<p>Strategy 1: All Seniors (100%) will graduate in 2025 meeting the Level One Texas state College and Career Readiness standard. 80% of Seniors graduating with Level Two CCMR (both college and career readiness).</p> <p>Strategy's Expected Result/Impact: All students graduating ready for College, Career, Military, and Life.</p> <p>Staff Responsible for Monitoring: Teachers, Kendra Langston, James Stueart, Sarah Zeballos, Jennifer Powers, Amberley Tanner, Todd Rogers, and Sheneka Davis.</p> <p>Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress
  Accomplished
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



Performance Objective 3 Problem Statements:

Student Learning
<p>Problem Statement 1: Student academic growth across all subjects, increased industry certification and readiness, as well as student success on the TSIA English and TSIA Math.</p> <p>Root Cause: Steele ECHS continually strives to provide students with future-ready opportunities for success, with all students achieving CCMR readiness goals.</p>

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

Performance Objective 1: Recruit

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Weekly staff PLC time focused on campus communication, student progress, and teacher feedback. Strategy's Expected Result/Impact: Continuing a collaborative and teamwork approach to supporting the staff, student needs, and campus needs. Staff Responsible for Monitoring: James Stueart and Todd Rogers. Problem Statements: Student Learning 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				





Performance Objective 1 Problem Statements:

Student Learning
<p>Problem Statement 1: Student academic growth across all subjects, increased industry certification and readiness, as well as student success on the TSIA English and TSIA Math. Root Cause: Steele ECHS continually strives to provide students with future-ready opportunities for success, with all students achieving CCMR readiness goals.</p>

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

Performance Objective 2: Value

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue opportunities to increase communication through student newspaper, video announcements (Broadcast News), ParentSquare, website, social media followers, and social media resources. Increased communication with ParentSquare.</p> <p>Strategy's Expected Result/Impact: Family engagement, student involvement, and increase education on ECHS, CTE certifications, and Steele programs.</p> <p>Staff Responsible for Monitoring: Jennifer Powers, Amberley Tanner, Katie Steinhauer, Kristy Butler, Kendra Langston, Heather Fowler, Teachers, James, Stueart, and Todd Rogers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Performance Objective 2 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Continue to build opportunities for electives and additional programs for all students to be engaged on campus. Root Cause: How can we rethink and make adjustments to systems and processes to support student engagement?</p>

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

Performance Objective 3: Retain

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Middle of the school year staff survey to gather feedback and staff voice for the spring semester. Focus of the survey is climate, culture, decision-making, leadership, and staff voice.</p> <p>Strategy's Expected Result/Impact: Increase staff decision making, leadership, and voice about campus wide decisions.</p> <p>Staff Responsible for Monitoring: James Stueart and Todd Rogers.</p> <p>Problem Statements: School Processes & Programs 2</p>	Formative			Summative
	Nov	Jan	Mar	May
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Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: It's important that we continue to grow staff leadership, input, problem solving, and voice on campus. Root Cause: Continuing to involve staff leadership that positively impacts the culture and climate on campus.</p>

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to increase student engagement with StuCo, NHS, DECA, Green Cord, Academic UIL, Debate, OAP, Theatre, Steele Student Press, Music, Art, eSports, Volleyball, Certifications, and student clubs.</p> <p>Strategy's Expected Result/Impact: Students actively involved in school programs and gaining leadership opportunities.</p> <p>Staff Responsible for Monitoring: Powers, Dewey, Steinhauser, Williams, Zeballos, Escarsega, Tanner, M. Davis, Smith, Allen, Teachers, S. Davis, Stueart, and Rogers</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
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Performance Objective 1 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Continue to build opportunities for electives and additional programs for all students to be engaged on campus. Root Cause: How can we rethink and make adjustments to systems and processes to support student engagement?</p>

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

Performance Objective 2: Culture

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus committee (students and staff) focused on a positive climate and culture on campus that supports all students.</p> <p>Strategy's Expected Result/Impact: Inclusion, equity, participation, involvement, SEL, and student growth.</p> <p>Staff Responsible for Monitoring: Sheneka Davis, James Stueart, Jennifer Powers, Lance Dewey, Katie Steinhauser, Sarah Zeballos, Nick Escarsega, Kate Adams, Sydney Hoffman, & Gabby Lochridge,.</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May
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Performance Objective 2 Problem Statements:


School Processes & Programs
<p>Problem Statement 1: Continue to build opportunities for electives and additional programs for all students to be engaged on campus. Root Cause: How can we rethink and make adjustments to systems and processes to support student engagement?</p>


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


Performance Objective 3: Safety


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

Strategy 1 Details	Reviews			
<p>Strategy 1: Steele ECHS will continue its progress and growth with our SEL program to support students and staff. Student Council will focus on creating a positive and supportive environment to meet student mental health needs. Grade level advisory sessions will work to build a supportive and positive environment, along with, Counseling lessons, Advisory lessons, Power Hour, Fun Day Friday, and A-1 programs to support a culture that supports student well-being.</p> <p>Strategy's Expected Result/Impact: Student and staff feedback and surveys.</p> <p>Staff Responsible for Monitoring: Sheneka Davis, James Stueart, Lance Dewey, Jennifer Powers, Jennifer Allen, Katie Steinhauser, Amberley Tanner, Kate Adams, Nick Escarsega, Sarah Zeballos, Sydney Hoffman, and Kendra Langston.</p> <p>Problem Statements: School Processes & Programs 1</p>	Formative			Summative
	Nov	Jan	Mar	May

 No Progress

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Performance Objective 3 Problem Statements:

School Processes & Programs
<p>Problem Statement 1: Continue to build opportunities for electives and additional programs for all students to be engaged on campus. Root Cause: How can we rethink and make adjustments to systems and processes to support student engagement?</p>