

# **Canutillo Independent School District**

## **Northwest Early College High School**

### **2024-2025 Goals/Performance Objectives/Strategies**



# Mission Statement

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

# Vision

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

# Canutillo Ethics

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

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# Goals













**Goal 1: STUDENT SUCCESS:** \* Student Safety & Well Being \* Academic Growth \* College Career Military Readiness

**Performance Objective 1:** For the 2024-2025 school year, all students will pass EOC on their first attempt. The number of students earning Master's level will increase by at least 5%.

**Evaluation Data Sources:** Common Assessments  
STAAR Ready Tests  
EOC Scores

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 1:</b> Students who scored low on a STAAR or EOC will be enrolled in an intervention course and/or reading/math tutoring class with a certified academic tutor.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of students scoring at Master's level on EOC.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college</p> <p><b>- ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Demographics 1 - Student Learning 2</p> <p><b>Funding Sources:</b> Nearpod - 185-State Compensatory Education - \$5,806, Supplement Reading Material-NEWSELA - 185-State Compensatory Education - \$6,840, STATS MEDIC - 185-State Compensatory Education - \$348, Turnitin - 185-State Compensatory Education - \$2,683.20, Academic Tutors - 185-State Compensatory Education - \$30,000, Tutoring - 211-Title I-Part A - \$3,000, Tutoring - 185-State Compensatory Education - \$5,000</p>	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Double Block Algebra I, English I, and Biology to increase performance in tested curriculum and provide strong high school academic foundation. <b>Strategy's Expected Result/Impact:</b> Increase the number of students earning Masters level on EOC <b>Staff Responsible for Monitoring:</b> Administration Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 1, 2	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Continue to implement TEKS (Texas Essential Knowledge and Skills). <b>Strategy's Expected Result/Impact:</b> By reviewing data from common assessments, we can assure that teachers are aligned to the TEKS. If we follow the TEKS, students will perform better on state mandated assessments. <b>Staff Responsible for Monitoring:</b> Teachers Administration  <b>TEA Priorities:</b> Build a foundation of reading and math <b>Problem Statements:</b> Demographics 1, 4 - Student Learning 2 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide tutoring through a Math or Reading Tutoring course (with assigned Acceleration teacher) or with teacher during schedule tutoring times to students who are expected to not meet minimum expectations on the EOC and college entrance exams to include TSI 2.0. <b>Strategy's Expected Result/Impact:</b> Increased passing rates on the EOC tests for all students including subgroups including ED, At-Risk, etc., by strengthening current academic programs. <b>Staff Responsible for Monitoring:</b> Administration Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 2: Strategic Staffing <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide teachers in core subject areas with applicable professional learning related to EOC. <b>Strategy's Expected Result/Impact:</b> Ensure students will pass on the first attempt and increase overall masters scores. <b>Staff Responsible for Monitoring:</b> Principal Dean of Students Department Heads  <b>Problem Statements:</b> Demographics 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Ensure students from various sub-populations, including ED, have the proper calculators for Algebra I EOC and other relevant math courses that require it. <b>Strategy's Expected Result/Impact:</b> Increasing masters. Decrease interruptions during instructional time and testing. <b>Staff Responsible for Monitoring:</b> Algebra Teacher Administration  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Problem Statements:</b> Demographics 1 - Student Learning 3 <b>Funding Sources:</b> Amazon-calculators - 211-Title I-Part A - \$2,024.85	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

Demographics
<b>Problem Statement 1:</b> At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%. <b>Root Cause:</b> Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
<b>Problem Statement 4:</b> Emergent Bilingual students not testing out of TELPAS at high rates despite being college ready via TSI. <b>Root Cause:</b> Lack of targeted practice on TELPAS to ensure success and have the ability to demonstrate their grasp of the English Language.

### Student Learning

**Problem Statement 1:** Class of 2026 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class. **Root Cause:** Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.

**Problem Statement 2:** Gap between AR and EB students not closing at high enough rate on STAAR EOC and failure rate. **Root Cause:** Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

**Problem Statement 3:** About 70% of the class of 2027 have passed TSI ELAR. Math TSI passing rates in Alg. 2 lagging. **Root Cause:** Gaps in learning, not being prepared for college level work.









### School Processes & Programs













**Problem Statement 2:** Insufficient progress monitoring through CP 3 and 4 **Root Cause:** Lacking some structures in CP to ensure teachers are monitoring student grades and providing some intervention when needed.

**Goal 1: STUDENT SUCCESS:** \* Student Safety & Well Being \* Academic Growth \* College Career Military Readiness









**Performance Objective 2:** Northwest will retain 95% of our entering freshman class (from freshmen year to sophomore year) as indicated through the enrollment data of the last day of school in May 2025.

**Evaluation Data Sources:** Enrollment Data

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Review grades for freshmen every three-weeks. Schedule teacher meetings with parents immediately when student is struggling. <b>Strategy's Expected Result/Impact:</b> Just in time interventions <b>Staff Responsible for Monitoring:</b> Administration Counselor  <b>Problem Statements:</b> Demographics 1, 2 - Student Learning 1 - School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Review attendance data weekly and meet with students/parents immediately. <b>Strategy's Expected Result/Impact:</b> Decrease absenteeism and provide intervention <b>Staff Responsible for Monitoring:</b> Administration Attendance Clerk Counselor  <b>Problem Statements:</b> Demographics 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Set up structured mentoring program in College Preparatory class for all students within the class of 2027 and 2028. Structured mentoring program to include speakers and curriculum to support student retention, specifically at-risk, ED and EB.</p> <p><b>Strategy's Expected Result/Impact:</b> Daily intervention to decrease failures and attendance issues. Supporting Curriculum to help students manage the stresses of early college to prevent students from dropping (increase year-over-year persistence rate).</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselor Teachers</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Shoofs Production, LLC - 185-State Compensatory Education - \$4,000, Shoofs Production, LLC (3) - 211-Title I-Part A - \$198</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide counseling on the benefits of the program to both students and parents when students are considering withdrawing.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent and student understanding of the benefits of ECHS through conference to prevent withdrawal and maintain required persistence rate as defined by ECHS blueprint.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselor</p> <p><b>Problem Statements:</b> Demographics 2 - Perceptions 1</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Offer a variety of clubs/organizations and activities that will interest students and promote leadership skills and camaraderie. Activities include STEM Enrichment camp, mentorship opportunities, etc., The campus is committed to providing any training, both local or out of town, for our teacher sponsors to support these clubs and organizations.</p> <p><b>Strategy's Expected Result/Impact:</b> If students have friends through a club or activity they are more likely to stay enrolled at NW. Also, clubs will teach them leadership skills and look good on college and work applications. Clubs and Organization and activities support low SES demographic and other sub pops including students who are at-risk.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Counselor Club and organization sponsors</p> <p><b>Problem Statements:</b> School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Amazon- instructional supplies- energy - 211-Title I-Part A - \$950.75, Amazon-STEM academy 1 - 211-Title I-Part A - \$313.28, Amazon- STEM Academy 2 - 211-Title I-Part A - \$273.34, Amazon- STEM Academy 3 - 211-Title I-Part A - \$336.67</p>	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished



Strategy 6 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<b>Strategy 6:</b> Conduct orientation and bridge academy for the class of 2028 to create a culture of college and high school team building to support academic and social/emotional success. <b>Strategy's Expected Result/Impact:</b> Students will begin to develop soft skills necessary to be success in an early college. In addition they will familiarize themselves with the campus to assist with a better transition. They will meet teachers and learn expectations. They will also have opportunities to TSI test during bridge. <b>Staff Responsible for Monitoring:</b> All staff  <b>Problem Statements:</b> School Processes & Programs 3, 4 - Perceptions 1 <b>Funding Sources:</b> Amazon- Griffin Academy 2 - 211-Title I-Part A - \$234.52, Amazon- Griffin Academy 1 - 211-Title I-Part A - \$183.74	 Accomplished	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 2 Problem Statements:









Demographics
<b>Problem Statement 1:</b> At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%. <b>Root Cause:</b> Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams. <b>Problem Statement 2:</b> Persistence rate among 9th and 10th grade students who are coded at-risk, economically disadvantaged remains low. Early College Blueprint requires 85% persistence rate amongst each cohort, year-after-year. <b>Root Cause:</b> Students are not adequately prepared for the workload and commitment of an early college program. Parents/Guardians do not fully understand the commitment along with the benefits. Many of the at-risk students who transfer are first generation college students. <b>Problem Statement 3:</b> Class of 2027 has the lowest attendance rate despite the campus remaining at just under 97% <b>Root Cause:</b> Students and parents do not understand the impact of missing a day on course work and preparedness and do not fully understand state law on attendance.
Student Learning
<b>Problem Statement 1:</b> Class of 2026 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class. <b>Root Cause:</b> Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.
School Processes & Programs
<b>Problem Statement 2:</b> Insufficient progress monitoring through CP 3 and 4 <b>Root Cause:</b> Lacking some structures in CP to ensure teachers are monitoring student grades and providing some intervention when needed. <b>Problem Statement 3:</b> It is difficult to maintain 85% persistence rate of students who start in the early college program as defined by TEA Early College Blueprint Outcome based measure 2. <b>Root Cause:</b> Insufficient use of Tools for parent communication, and general supplies to support parent universities and students to help assist with course load and expectations













School Processes & Programs
<b>Problem Statement 4:</b> Students continue to struggle with anxiety and other social emotional issues <b>Root Cause:</b> Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school
Perceptions
<b>Problem Statement 1:</b> Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W. <b>Root Cause:</b> At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

**Goal 1: STUDENT SUCCESS:** \* Student Safety & Well Being \* Academic Growth \* College Career Military Readiness

**Performance Objective 3:** By May 2025, all students in the class of 2028 will have passed the ELA TSI 2.0. All students enrolled in Algebra II will have passed the math TSI.

**Evaluation Data Sources:** TSI Scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Continue to be a TSI testing site to ensure student access. Train all teachers to proctor TSI Exams. <b>Staff Responsible for Monitoring:</b> Administration Counselor Teachers  <b>Problem Statements:</b> Student Learning 3 <b>Funding Sources:</b> College Board- TSI - 211-Title I-Part A - \$2,999.50	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create a reading intervention class that is scheduled during the school day to support students who need help in this area. Group students according to their scores, so intervention is targeted. An additional Reading tutor available to push in to select ELAR classes to support ED and at-risk students. <b>Strategy's Expected Result/Impact:</b> Increase in TSI Scores and overall Master's scores. <b>Staff Responsible for Monitoring:</b> Reading Tutor English Department Administration Counselor Academic Tutor(s)  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>Problem Statements:</b> Demographics 2 - Student Learning 1, 3	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Create a math intervention class that is scheduled during the school day to support students who need help in this area. <b>Strategy's Expected Result/Impact:</b> Increase in TSI scores <b>Staff Responsible for Monitoring:</b> Math Department Administration Counselor Academic Tutor(s) - Math/Reading  <b>Problem Statements:</b> Student Learning 3	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Block English I based on performance on the TSI Reading and 8th grade ELAR STAAR. <b>Strategy's Expected Result/Impact:</b> Increase in TSI Scores Increase EOC Approaches, Meets, Masters Support HB4545 Proactive instead of reactive <b>Staff Responsible for Monitoring:</b> English Department Administration Counselor  <b>Problem Statements:</b> Demographics 1, 4 - Student Learning 2, 3 <b>Funding Sources:</b> Supplement Reading - 185-State Compensatory Education - \$5,806, Amazon-supplemental reading - 185-State Compensatory Education - \$2,543.10, College Board TSI Units - 211-Title I-Part A - \$2,625	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%. <b>Root Cause:</b> Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
<b>Problem Statement 2:</b> Persistence rate among 9th and 10th grade students who are coded at-risk, economically disadvantaged remains low. Early College Blueprint requires 85% persistence rate amongst each cohort, year-after-year. <b>Root Cause:</b> Students are not adequately prepared for the workload and commitment of an early college program. Parents/Guardians do not fully understand the commitment along with the benefits. Many of the at-risk students who transfer are first generation college students.
<b>Problem Statement 4:</b> Emergent Bilingual students not testing out of TELPAS at high rates despite being college ready via TSI. <b>Root Cause:</b> Lack of targeted practice on TELPAS to ensure success and have the ability to demonstrate their grasp of the English Language.

## Student Learning

**Problem Statement 1:** Class of 2026 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class. **Root Cause:** Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.









**Problem Statement 2:** Gap between AR and EB students not closing at high enough rate on STAAR EOC and failure rate. **Root Cause:** Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.













**Problem Statement 3:** About 70% of the class of 2027 have passed TSI ELAR. Math TSI passing rates in Alg. 2 lagging. **Root Cause:** Gaps in learning, not being prepared for college level work.

**Goal 1: STUDENT SUCCESS:** \* Student Safety & Well Being \* Academic Growth \* College Career Military Readiness

**Performance Objective 4:** During the 2024-2025 school year, NWECHS will monitor progress for all students, grades 9-12, including special populations such as EB, SPED, Economically Disadvantaged, 504 and GT, every three weeks to ensure 100% of seniors will graduate College, Career and Military Ready and core complete through EPCC.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Grade level meetings will be conducted quarterly to review the academic progress of students by cohort Teachers will list students who are struggling and parent contact will be made and MTSS referrals will be made if applicable.  <b>Strategy's Expected Result/Impact:</b> Meeting Rosters Grade Reports Team Meetings - Reflection Improved Grades  <b>Staff Responsible for Monitoring:</b> Administration, Counselor, Teachers, Parent Liaison  <b>Problem Statements:</b> Student Learning 1, 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monthly meetings with LPAC committee to monitor EB and migrant performance.  <b>Strategy's Expected Result/Impact:</b> Increase performance of EB students on STAAR, TSI, TELPAS and other college readiness exams.  <b>Staff Responsible for Monitoring:</b> Administration, Counselor, LPAC Committee  <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college <b>- ESF Levers:</b> Lever 5: Effective Instruction  <b>Problem Statements:</b> Demographics 1, 4 - Student Learning 2	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Monitor graduation rates to ensure a 100% high school graduation rate and a 90% Associate's attainment. <b>Strategy's Expected Result/Impact:</b> Graduation numbers for both high school and EPCC <b>Staff Responsible for Monitoring:</b> All Staff  <b>Problem Statements:</b> Demographics 2, 3 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Provide substitutes for teachers to monitor and review data for special populations. <b>Strategy's Expected Result/Impact:</b> Decrease failure rates, increase persistence rates, graduation rates (high school and college) <b>Staff Responsible for Monitoring:</b> Principal Dean of Students Department Heads  <b>Problem Statements:</b> Demographics 2 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

#### Performance Objective 4 Problem Statements:

Demographics
<b>Problem Statement 1:</b> At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%. <b>Root Cause:</b> Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
<b>Problem Statement 2:</b> Persistence rate among 9th and 10th grade students who are coded at-risk, economically disadvantaged remains low. Early College Blueprint requires 85% persistence rate amongst each cohort, year-after-year. <b>Root Cause:</b> Students are not adequately prepared for the workload and commitment of an early college program. Parents/Guardians do not fully understand the commitment along with the benefits. Many of the at-risk students who transfer are first generation college students.
<b>Problem Statement 3:</b> Class of 2027 has the lowest attendance rate despite the campus remaining at just under 97% <b>Root Cause:</b> Students and parents do not understand the impact of missing a day on course work and preparedness and do not fully understand state law on attendance.
<b>Problem Statement 4:</b> Emergent Bilingual students not testing out of TELPAS at high rates despite being college ready via TSI. <b>Root Cause:</b> Lack of targeted practice on TELPAS to ensure success and have the ability to demonstrate their grasp of the English Language.

### Student Learning

**Problem Statement 1:** Class of 2026 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class. **Root Cause:** Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.

**Problem Statement 2:** Gap between AR and EB students not closing at high enough rate on STAAR EOC and failure rate. **Root Cause:** Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

**Problem Statement 4:** Not moving students through MTSS in a timely manner **Root Cause:** Process was cumbersome and somewhat confusing.

### School Processes & Programs

**Problem Statement 2:** Insufficient progress monitoring through CP 3 and 4 **Root Cause:** Lacking some structures in CP to ensure teachers are monitoring student grades and providing some intervention when needed.

### Perceptions









**Problem Statement 1:** Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W. **Root Cause:** At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)



















**Goal 1: STUDENT SUCCESS:** \* Student Safety & Well Being \* Academic Growth \* College Career Military Readiness

**Performance Objective 5:** By May 2025, NWECHS will increase college readiness and AP scores. Average composite scores on ACT to 23 by providing instruction on ACT prep through our College Readiness Coordinator. Increase core area performances on any examination required to maintain quartile 1 distinctions.

**Evaluation Data Sources:** ACT, PSAT, SAT and AP scores

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Use PLCs to analyze the data from the ACT. Each teacher will develop an ACT related learning goal. Our overall goal is to reach a 22 score which is ACT's benchmark for college readiness. <b>Strategy's Expected Result/Impact:</b> Data analysis will help us improve our ACT scores. <b>Staff Responsible for Monitoring:</b> Teachers, Administration College Career Readiness Teacher  <b>Problem Statements:</b> Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> All students in the class of 2027 and all students in the class of 2026 will take the PSAT/NMSQT. Fund this to ensure 100% participation. <b>Strategy's Expected Result/Impact:</b> By having 10th graders take the PSAT we will be able to immediately use that data to inform instruction and prepare students for ACT/SAT/PSAT.  For PSAT, we want students to qualify for National Merit and be included in other National Recognition Programs through College Board. <b>Staff Responsible for Monitoring:</b> Counselor, College Readiness Coordinator Administration  <b>Problem Statements:</b> Student Learning 5 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Using the data collected from the 10th graders who took the PSAT, develop a comprehensive program that will prepare students for the NMSQT junior year. <b>Strategy's Expected Result/Impact:</b> We will get an individualized plan from test results and then be able to develop a targeted review in classrooms of skills necessary to be successful. <b>Staff Responsible for Monitoring:</b> Counselor, Administration, College Readiness Coordinator  <b>Problem Statements:</b> Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Considerable	 Accomplished	 Accomplished
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 100 % of the 2025 class will take the SAT school day college entrance exam. <b>Strategy's Expected Result/Impact:</b> Meet state accountability requirements and for students to have increased access to college scholarship and college acceptance. <b>Staff Responsible for Monitoring:</b> Counselor, Administration, College Readiness Coordinator  <b>Problem Statements:</b> Student Learning 5	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Students enrolled in any dual credit or Advanced Placement class will have the opportunity to experience a rigorous learning environment to accelerate their learning at little or no cost to the student. <b>Strategy's Expected Result/Impact:</b> Reach higher Masters levels, earn distinctions and performance acknowledgements and increase GPA scores. EPCC Core Complete and Associate Degree attainment. <b>Staff Responsible for Monitoring:</b> Administration, Department Heads  <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1 <b>Funding Sources:</b> College Board- AP Exams - 211-Title I-Part A - \$3,000	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 5 Problem Statements:

### Demographics

**Problem Statement 1:** At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%. **Root Cause:** Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

### Student Learning

**Problem Statement 1:** Class of 2026 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class. **Root Cause:** Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.

**Problem Statement 5:** ACT, SAT, PSAST scores lag behind national average. NWECHS has not had a National Merit Finalist **Root Cause:** While students score high for this region, the campus is at or below state average and well below national averages. This is due, in part, to the fact that other high-stakes testing is prioritized due to state accountability and the need to enroll students in dual credit courses.

### School Processes & Programs









**Problem Statement 1:** Cost of AP exams are high, difficult to find the money to pay fees **Root Cause:** Parents struggle to pay for part of student exams.

### Perceptions

**Problem Statement 1:** Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W. **Root Cause:** At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

**Goal 1: STUDENT SUCCESS:** \* Student Safety & Well Being \* Academic Growth \* College Career Military Readiness

**Performance Objective 6:** All students enrolled in Physical Education will complete at least one fitness assessment.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> PE Coach will utilize a fitness assessment to ensure students are increasing their ability to complete physical activity. <b>Strategy's Expected Result/Impact:</b> Increased fitness for students in PE <b>Staff Responsible for Monitoring:</b> Victor Corral  <b>Problem Statements:</b> School Processes & Programs 5	Formative			Summative
	Nov	Jan	Mar	June
	 Considerable	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				













**Performance Objective 6 Problem Statements:**

School Processes & Programs
<b>Problem Statement 5:</b> Ensuring all student complete a fitness/physical assessment when enrolled in any PE course. <b>Root Cause:</b> Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

**Goal 2: STAFF SUCCESS:** \* Staff Safety & Well-Being \* Professional Learning & Quality Staff \*Staff Satisfaction

**Performance Objective 1:** In 2024-2025 school year, to ensure the safety of our students, all staff will be trained on emergency operating protocols, and prevention of bullying.

**Evaluation Data Sources:** Training logs  
Safe Schools Certificates

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct 2 mock emergency drills with the cooperation of EPCC and local law enforcement. <b>Strategy's Expected Result/Impact:</b> Faculty and staff must be prepared in the event of an emergency. <b>Staff Responsible for Monitoring:</b> Dean of Students, Campus Security  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
				
	Some Progress	Considerable	Accomplished	Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Review and update campus EOP with faculty and staff. <b>Strategy's Expected Result/Impact:</b> All campus staff <b>Staff Responsible for Monitoring:</b> Dean of Students  <b>Problem Statements:</b> Perceptions 2	Formative			Summative
	Nov	Jan	Mar	June
				
	Some Progress	Considerable	Accomplished	Accomplished
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> We will invite outside agencies (such as Emergence Health Network) to present to students on topics like mental health, substance abuse, bullying, digital safety, and other topics deemed relevant to our age group and required by Texas State law. Continue to refer students to Emergence based on counselor and teacher input. <b>Strategy's Expected Result/Impact:</b> Students will be better prepared to identify when a friend or they themselves may need to seek help for a variety of common teen difficulties. Students will be kinder to each other and themselves. <b>Staff Responsible for Monitoring:</b> Counselor, Nurse, Administration  <b>Problem Statements:</b> School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
				
	Some Progress	Considerable	Accomplished	Accomplished



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 1 Problem Statements:

#### School Processes & Programs

**Problem Statement 4:** Students continue to struggle with anxiety and other social emotional issues **Root Cause:** Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school









#### Perceptions













**Problem Statement 2:** Parents, staff and students have a safety concern because the campus is open. **Root Cause:** What fencing does exist around the campus is very short and is easy to climb over. Lockdowns often happen because people are able to walk or drive on to campus. Cameras consistently do not work and the lack of cameras along the back perimeter add to the safety concerns.

**Goal 2: STAFF SUCCESS:** \* Staff Safety & Well-Being \* Professional Learning & Quality Staff \*Staff Satisfaction









**Performance Objective 2:** For the 2024-25 school year, NWECHS will reach the goal of 98.0% attendance in all grade levels through increased focus on accurate attendance record keeping, use of positive attendance incentives, PBIS strategies, parent meetings, and parent/student attendance plans as needed.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> MTSS Tier 1 and 2 team will implement PBIS/MTSS model including meeting at least on a monthly basis to conduct needs assessments, analyze data, and identify and target campus needs through the implementation of evidence-based practices. Tier 1 and 2 teams will review all referrals as needed. <b>Staff Responsible for Monitoring:</b> Attendance Clerk, Administration, PBIS Team  <b>Problem Statements:</b> Student Learning 1, 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Through student support services department, the campus will implement a science based substance abuse and violence prevention curriculum to educate all students. <b>Strategy's Expected Result/Impact:</b> Strategy's Expected Result/Impact Drug and alcohol prevention through education. <b>Staff Responsible for Monitoring:</b> Administration Counselor PE/Health Prevention Specialist  <b>Problem Statements:</b> School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Accomplished	 Accomplished	 Accomplished

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Participate in the "No Place for Hate" Anti-bullying campaign to maintain NPFH status. <b>Strategy's Expected Result/Impact:</b> Promote a positive school climate and culture <b>Staff Responsible for Monitoring:</b> NPFH Sponsor Administration  <b>Problem Statements:</b> School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Maintain positive behavior by implementing tiered responses through grade level teams, thus resulting in fewer discipline referrals (no more than 5%), in school suspensions and out of school suspensions (no more than 5%). <b>Strategy's Expected Result/Impact:</b> PBIS/MTSS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS/MTSS supports the success of ALL students. <b>Staff Responsible for Monitoring:</b> MTSS/PBIS Team Administration  <b>Problem Statements:</b> Student Learning 1, 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/ Modify
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Through College Prep, each teacher will review and issue a Griffin Expectations contract to every new student to be signed by students and parents. <b>Strategy's Expected Result/Impact:</b> Reduce discipline issues and absenteeism Improve overall student success. <b>Staff Responsible for Monitoring:</b> Dean of Students CP Teachers  <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished



Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Increased parent communication beyond all calls and text using additional applications to include Parent Square by parent liaison and teachers to educate and ensure students are maintaining 98% attendance rate. <b>Strategy's Expected Result/Impact:</b> Increase attendance at all grade levels, particularly the class of 2024 and 2026. <b>Staff Responsible for Monitoring:</b> Attendance Clerk Parent Liaison Dean of Students Teachers  <b>Problem Statements:</b> Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Continue/Modify
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









## Performance Objective 2 Problem Statements:

Student Learning
<b>Problem Statement 1:</b> Class of 2026 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class. <b>Root Cause:</b> Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.
<b>Problem Statement 4:</b> Not moving students through MTSS in a timely manner <b>Root Cause:</b> Process was cumbersome and somewhat confusing.
School Processes & Programs
<b>Problem Statement 4:</b> Students continue to struggle with anxiety and other social emotional issues <b>Root Cause:</b> Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school
Perceptions
<b>Problem Statement 1:</b> Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W. <b>Root Cause:</b> At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)
<b>Problem Statement 3:</b> Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations. <b>Root Cause:</b> Not all teachers are using the same application to communicate with parents.

**Goal 2: STAFF SUCCESS:** \* Staff Safety & Well-Being \* Professional Learning & Quality Staff \*Staff Satisfaction

**Performance Objective 3:** In 2024-2025 school year, NWECHS will support all teachers anchored to Texas Teachers Evaluation Support System (TTESS) and Student Learning Objectives (SLO) by providing necessary professional development. In addition, administration and support staff will partake in professional development, both local and out of town, to ensure student growth.

**Evaluation Data Sources:** Presentations to staff  
Classroom walkthroughs  
teacher documentation

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> All departments will have the opportunity to attend applicable training during the 2024-25 school year including attending conferences related to early college high school that help implement best practices to ensure success in high school and post-secondary.  <b>Problem Statements:</b> Demographics 1 - Student Learning 1 - School Processes & Programs 4 - Perceptions 1		Formative			Summative
		Nov	Jan	Mar	June
		 Accomplished	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 1:</b> At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%. <b>Root Cause:</b> Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
Student Learning
<b>Problem Statement 1:</b> Class of 2026 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class. <b>Root Cause:</b> Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.
School Processes & Programs
<b>Problem Statement 4:</b> Students continue to struggle with anxiety and other social emotional issues <b>Root Cause:</b> Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school









## Perceptions

















**Problem Statement 1:** Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W. **Root Cause:** At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

**Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS:** \*Family Engagement \*Community Partnerships \* Customer Satisfaction

**Performance Objective 1:** NWECHS will plan at least four school-wide events throughout the 2024-2025 academic year addressing student social and emotional needs including teacher professional development.

**Evaluation Data Sources:** Participation  
School Calendar

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Throughout the year, organize a variety of different school events that promote school spirit and culture. <b>Strategy's Expected Result/Impact:</b> Important to build school culture and spirit in other ways. <b>Staff Responsible for Monitoring:</b> STUCO Sponsor STUCO Administration  <b>Problem Statements:</b> School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
				
	Considerable	Considerable	Considerable	Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Ensure all students are participating in at least one club or organization. <b>Strategy's Expected Result/Impact:</b> Participation in clubs and activities increases retention rates. <b>Staff Responsible for Monitoring:</b> STUCO Sponsor Club Sponsors Administration Counselor  <b>Problem Statements:</b> School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
				
	Considerable	Considerable	Considerable	Accomplished

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Organize NWECHS social events that promote camaraderie among Griffins. <b>Strategy's Expected Result/Impact:</b> Students who are enrolled simultaneously in high school and college may experience additional stress. Various activities will be created that allow students to de-stress and promote friendship and acceptance. <b>Staff Responsible for Monitoring:</b> STUCO Sponsor Club Sponsors Administration Counselor Receptionist  <b>Problem Statements:</b> School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Accomplished	 Accomplished
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Educate students in various social and emotional topics such as dating violence, suicide prevention, drug abuse, and healthy relationships through external partners such as Project Vida and through the campus Health class. <b>Strategy's Expected Result/Impact:</b> These presentations are designed to help prevent students from making poor decisions. <b>Staff Responsible for Monitoring:</b> Counselor Student Support Services PE/Health Teacher  <b>Problem Statements:</b> School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Provide teachers professional development opportunities through the National Council of Urban School Transformation to help build strong school cultures that support both student achievement and teacher effectiveness through collaboration, engagement, and community involvement. <b>Strategy's Expected Result/Impact:</b> Increased parental engagement between teacher and parent. <b>Staff Responsible for Monitoring:</b> Administration, Department Heads  <b>Problem Statements:</b> School Processes & Programs 3, 4 - Perceptions 3 <b>Funding Sources:</b> Travel- National Center for Urban School Transformation - 211-Title I-Part A - \$1,500	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Problem Statements:

### School Processes & Programs

**Problem Statement 3:** It is difficult to maintain 85% persistence rate of students who start in the early college program as defined by TEA Early College Blueprint Outcome based measure 2. **Root Cause:** Insufficient use of Tools for parent communication, and general supplies to support parent universities and students to help assist with course load and expectations

**Problem Statement 4:** Students continue to struggle with anxiety and other social emotional issues **Root Cause:** Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school









### Perceptions

**Problem Statement 3:** Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations. **Root Cause:** Not all teachers are using the same application to communicate with parents.

**Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS:** \*Family Engagement \*Community Partnerships \* Customer Satisfaction

**Performance Objective 2:** By June 2025, NWECHS will regularly recognize and promote the achievements of our students during our fall semester and spring awards ceremony and through social media.

**Evaluation Data Sources:** Event Participation, sign-in sheets













Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Organize an event recognizing AP scholars and top 10% for fall semester. <b>Strategy's Expected Result/Impact:</b> Recognize previous year top 10% with a letterman jacket. <b>Staff Responsible for Monitoring:</b> Administration  <b>Problem Statements:</b> School Processes & Programs 1, 4 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Accomplished	 Accomplished	 Accomplished
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

**Performance Objective 2 Problem Statements:**





School Processes & Programs
<b>Problem Statement 1:</b> Cost of AP exams are high, difficult to find the money to pay fees <b>Root Cause:</b> Parents struggle to pay for part of student exams. <b>Problem Statement 4:</b> Students continue to struggle with anxiety and other social emotional issues <b>Root Cause:</b> Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school
Perceptions
<b>Problem Statement 1:</b> Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W. <b>Root Cause:</b> At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)





**Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS:** \*Family Engagement \*Community Partnerships \* Customer Satisfaction

**Performance Objective 3:** NWECHS will hold quarterly parent meetings throughout the year on various educational/college readiness topics and will recruit for active parent participation in different committees/councils throughout the 2024-25 school year.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Share the parent compact with parents through various methods. <b>Strategy's Expected Result/Impact:</b> Improve communication with parents Improve student retention <b>Staff Responsible for Monitoring:</b> Administration Parent Liaison  <b>Problem Statements:</b> School Processes & Programs 3 - Perceptions 1, 3	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Share how schools are funded with parents through the Title I presentation <b>Strategy's Expected Result/Impact:</b> Administration, Parent Liaison <b>Staff Responsible for Monitoring:</b> Keep parents informed on how schools are funded Provide parents an opportunity to ask questions  <b>Problem Statements:</b> School Processes & Programs 3 - Perceptions 3 <b>Funding Sources:</b> Sam's Club Parent Liaison - 211-Title I-Part A - \$250, Amazon- instructional supplies - 211-Title I-Part A - \$881.33, Amazon- PL-supplies - 211-Title I-Part A - \$1,035.68, Amazon- PL-supplies2 - 211-Title I-Part A - \$285.03, ESC 16 - 211-Title I-Part A - \$50	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Increase the number of informational sessions on how college works and the long term impacts of not passing college classes. <b>Strategy's Expected Result/Impact:</b> Increase understanding by parents on college coursework. <b>Staff Responsible for Monitoring:</b> Parent Liaison  <b>TEA Priorities:</b> Connect high school to career and college <b>Problem Statements:</b> Perceptions 1, 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Some Progress	 Considerable	 Accomplished



Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Organize parent meetings at a variety of different times/days to accommodate varied work schedules. <b>Strategy's Expected Result/Impact:</b> Encourage greater parent participation Improve parent communication <b>Staff Responsible for Monitoring:</b> Parent Liaison Counselor  <b>Problem Statements:</b> Demographics 2 - School Processes & Programs 3 - Perceptions 1 <b>Funding Sources:</b> Parent Liaison - 211-Title I-Part A - \$34,530		Formative			Summative
		Nov	Jan	Mar	June
		 Some Progress	 Considerable	 Accomplished	 Accomplished

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

### Performance Objective 3 Problem Statements:

Demographics
<b>Problem Statement 2:</b> Persistence rate among 9th and 10th grade students who are coded at-risk, economically disadvantaged remains low. Early College Blueprint requires 85% persistence rate amongst each cohort, year-after-year. <b>Root Cause:</b> Students are not adequately prepared for the workload and commitment of an early college program. Parents/Guardians do not fully understand the commitment along with the benefits. Many of the at-risk students who transfer are first generation college students.
School Processes & Programs
<b>Problem Statement 3:</b> It is difficult to maintain 85% persistence rate of students who start in the early college program as defined by TEA Early College Blueprint Outcome based measure 2. <b>Root Cause:</b> Insufficient use of Tools for parent communication, and general supplies to support parent universities and students to help assist with course load and expectations
Perceptions
<b>Problem Statement 1:</b> Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W. <b>Root Cause:</b> At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)  <b>Problem Statement 3:</b> Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations. <b>Root Cause:</b> Not all teachers are using the same application to communicate with parents.

**Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS:** \*Family Engagement \*Community Partnerships \* Customer Satisfaction

**Performance Objective 4:** Student Council and National Honor Society will organize at least four opportunities for community service throughout the 2024-2025 school year.

**Evaluation Data Sources:** Student logs of community service

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide at least one opportunity per semester for students/faculty to participate in community service. <b>Strategy's Expected Result/Impact:</b> Having students out assisting in the community where needed promotes our school, but it also promotes an important value: service. We also want students to begin building their resumes for scholarships. By having class sponsors organize an event each semester, it will give the entire student body four opportunities each semester to serve the community. <b>Staff Responsible for Monitoring:</b> Grade level sponsors  <b>Problem Statements:</b> School Processes & Programs 4	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Considerable	<div><div></div></div> Accomplished
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

**Performance Objective 4 Problem Statements:**

School Processes & Programs
<b>Problem Statement 4:</b> Students continue to struggle with anxiety and other social emotional issues <b>Root Cause:</b> Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school

**Goal 3: COMMUNITY ENGAGEMENT AND PARTNERSHIPS:** \*Family Engagement \*Community Partnerships \* Customer Satisfaction

**Performance Objective 5:** NECHS will effectively use website, school messenger, parent portal, social media and other electronic resources to communicate with stakeholders through monthly updates with any relevant and marketable success of the campus throughout the 2024-2025 school year.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Assign staff to be in charge of maintaining and updating the website and sending school messages through Blackboard and parent information via email/mail/parentsquare and other sources.  <b>Strategy's Expected Result/Impact:</b> Keeping an up to date and accurate website will help with student recruitment.  We must post our ECHS activities as a component of the blueprint. <b>Staff Responsible for Monitoring:</b> Administration Receptionist Parent Liaison  <b>Problem Statements:</b> Perceptions 3 <b>Funding Sources:</b> Parent Square - 211-Title I-Part A - \$3,780, Parent Square added feature - 211-Title I-Part A - \$687.50	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> <div>Some Progress</div>	<div><div></div></div> <div>Considerable</div>	<div><div></div></div> <div>Considerable</div>	<div><div></div></div> <div>Accomplished</div>
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				









**Performance Objective 5 Problem Statements:**

Perceptions
<b>Problem Statement 3:</b> Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations. <b>Root Cause:</b> Not all teachers are using the same application to communicate with parents.

**Goal 4: FISCAL AND OPERATIONAL SYSTEMS:** \* Fiscal Responsibility \* Strategic Allocation of Resources \* Planning for Growth \* Well Maintained Facilities

**Performance Objective 1:** NWECHS will host at least two community events, one per semester, to market our program.

**Evaluation Data Sources:** Attendance at event, tracked by school through sign in sheets, or other means of tracking the number of individuals in attendance.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Organize Northwest Lights to encourage children from all district elementary schools to attend. Will also participate in any Community Night Out and participate in elementary school events <b>Strategy's Expected Result/Impact:</b> This event often serves as the first introduction to our program for many families. Each participant will receive our marketing brochure and meet our students that night will engaging in a fun, family friendly event. <b>Staff Responsible for Monitoring:</b> Student Activities Manager STUCO Club/Organization sponsors Administration  <b>Problem Statements:</b> School Processes & Programs 4 - Perceptions 1, 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Considerable	 Accomplished
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				













**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 4:</b> Students continue to struggle with anxiety and other social emotional issues <b>Root Cause:</b> Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school
Perceptions
<b>Problem Statement 1:</b> Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W. <b>Root Cause:</b> At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)  <b>Problem Statement 3:</b> Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations. <b>Root Cause:</b> Not all teachers are using the same application to communicate with parents.

**Goal 4: FISCAL AND OPERATIONAL SYSTEMS:** \* Fiscal Responsibility \* Strategic Allocation of Resources \* Planning for Growth \* Well Maintained Facilities

**Performance Objective 2:** By December 2024, NWECHS will promote their campus through at least 2 recruitment events focused on Middle Schools.

**Evaluation Data Sources:** Applications for the class of 2028

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Visit all 8th graders in the district to promote our program. Scheduled for October/November 2024. <b>Strategy's Expected Result/Impact:</b> We need to target more carefully at-risk, ED, first generation, ELL and SPED students. We expect that with thoughtful recruitment this can be accomplished. <b>Staff Responsible for Monitoring:</b> Administration Counselor Teachers  <b>Problem Statements:</b> Perceptions 1	Formative			Summative
	Nov	Jan	Mar	June
	 Accomplished	 Accomplished	 Accomplished	 Accomplished
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Host at least two evening parent sessions about our program. <b>Strategy's Expected Result/Impact:</b> We need to target more carefully at-risk, ED, first generation, ELL and SPED students. We expect that with thoughtful recruitment this can be accomplished. <b>Staff Responsible for Monitoring:</b> Club and organization sponsors Administration Counselor Teachers  <b>Problem Statements:</b> School Processes & Programs 3 - Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
	 No Progress	 Considerable	 Accomplished	 Accomplished
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

**Performance Objective 2 Problem Statements:**

School Processes & Programs
<b>Problem Statement 3:</b> It is difficult to maintain 85% persistence rate of students who start in the early college program as defined by TEA Early College Blueprint Outcome based measure 2. <b>Root Cause:</b> Insufficient use of Tools for parent communication, and general supplies to support parent universities and students to help assist with course load and expectations









## Perceptions

**Problem Statement 1:** Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W. **Root Cause:** At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

**Problem Statement 3:** Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations. **Root Cause:** Not all teachers are using the same application to communicate with parents.

**Goal 4: FISCAL AND OPERATIONAL SYSTEMS:** \* Fiscal Responsibility \* Strategic Allocation of Resources \* Planning for Growth \* Well Maintained Facilities

**Performance Objective 3:** State Comp and Title 1 Funds will be properly allocated to serve our at-risk and economically disadvantaged students. 100% of those funds will be spent to meet the needs of NWECHS students in those categories by June 2025.









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Fund Parent Liasion as well as transportation. <b>Strategy's Expected Result/Impact:</b> Improve results for this demographic <b>Staff Responsible for Monitoring:</b> Administration, Parent Liaison.  <b>Problem Statements:</b> Demographics 1, 3 - Perceptions 3	Formative			Summative
	Nov	Jan	Mar	June
	 Some Progress	 Considerable	 Accomplished	 Accomplished
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 3 Problem Statements:**

Demographics
<b>Problem Statement 1:</b> At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%. <b>Root Cause:</b> Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
<b>Problem Statement 3:</b> Class of 2027 has the lowest attendance rate despite the campus remaining at just under 97% <b>Root Cause:</b> Students and parents do not understand the impact of missing a day on course work and preparedness and do not fully understand state law on attendance.
Perceptions
<b>Problem Statement 3:</b> Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations. <b>Root Cause:</b> Not all teachers are using the same application to communicate with parents.

**Goal 5:** TECHNOLOGY RESOSURCES: \* Apple Refresh 1:1 \* Wireless access/Testing \* Infrastructure/Safety \* Community Connectivity

**Performance Objective 1:** During the 2024-25 school year NWECHS's technology infrastructure will be able to support various clubs and organizations.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Upgrade network infrastructure and computer hardware to support UIL E-Sports. <b>Strategy's Expected Result/Impact:</b> Qualify for state <b>Staff Responsible for Monitoring:</b> Principal Sponsor IT  <b>Problem Statements:</b> School Processes & Programs 4		Formative			Summative
		Nov	Jan	Mar	June
		 No Progress	 No Progress	 No Progress	 Continue/ Modify
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>					

**Performance Objective 1 Problem Statements:**

School Processes & Programs
<b>Problem Statement 4:</b> Students continue to struggle with anxiety and other social emotional issues <b>Root Cause:</b> Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school