

Northwest Independent School District

Byron Nelson High School

2025-2026 Campus Improvement Plan



Value Statement

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, seven middle schools, twenty three 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 25-26 school year, campus enrollment reflected a student enrollment of 3,010 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
56%	21%	10%	3%	9%	18%	10%	17%	9%	16%	7%	28%	3%	.07%

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 composed of students who live in Trophy Club, Roanoke, Northlake, 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 (Prioritized): Student groups such as: 2 or more races, economically disadvantaged, special education and LEP are not performing at the same level as their peers.

Root Cause: Current instructional practices and academic support systems are not yet consistently differentiated or aligned to meet the diverse needs of students identified as economically disadvantaged, in special education, LEP, or two or more races. As a result, opportunity gaps remain, limiting these students' access to rigorous, grade-level learning and perpetuating inequities in achievement

Problem Statement 2: There are gaps in preparation, supports, and discipline practices limit students' access to academic, social, and emotional opportunities- disproportionately affecting low-SES students, students with disabilities, and multiracial students, reducing readiness for advanced coursework and sense of belonging.

Root Cause: Systemic gaps in preparation, supports, and discipline limit equitable readiness and inclusion for low-SES, SPED, and multiracial students. In response, the campus is strengthening Tier 1 instruction, expanding timely, data-driven interventions, and revising discipline through restorative, culturally responsive practices, ensuring equity, readiness, and belonging.

Student Learning

Student Learning Summary

STAAR Data

Grade Level & Test	2025	2024	2025	2024	2025	2024	2025	2024	2025	2024
	ELA I	ELA I	ELA II	ELA II	ALG I	ALG I	BIO I	BIO I	US HIST	US HIST
% Approaches	88%	85%	83%	91%	78%	84%	98%	97%	99%	99%

Career and Technology Education (CTE) courses, pathways, and academies offer students the opportunity to earn industry-recognized certifications. These credentials provide a competitive advantage in the workplace, both during high school and after graduation. In the 2024–2025 school year, Byron Nelson High School achieved a substantial increase in CTE certifications, with students earning approximately 2,137 certifications, an impressive increase from the 1,740 earned in 2023–2024.

Student Learning Strengths

An overview of the campus's learning strengths can be reviewed as defined by the [Texas Education Agency's 24-25 Accountability Report](#), the following AP results, and other Awards and Distinctions earned in the 2024-2025 school year.

Advanced Placement Results (May 2025)

- 1,104 students took AP Exams
- A total of 2,313 exams were taken in 24 subjects
- 80% of the AP exams received scores of 3 or higher
- 96% of the AP exams received scores of 2 or higher
- Total of 432 AP Scholars
 - 182 AP Scholars, 82 AP Scholars with Honors, 163 AP Scholars with Distinction, 44 AP Capstone Diplomas, 20 AP Seminar and Research Certificates

Awards and Distinctions, 2024-2025 Results

- 2 National Merit Scholar Finalists
- 11 National Merit Commended Scholars
- 13 National Hispanic Recognition Program Scholars
- 5 National African American Recognition Program Scholars
- 6 National Indigenous Recognition Program Scholar
- 69 National Rural and Small Town Recognition Program Scholars
- 7 First Generation Recognition

SAT (School Day Administration), March 2025

- 100% of the class of 2025 took the SAT
- Mean Total Score: 1037
- Mean Math Score: 510
- Mean English/Reading/Writing Score: 527

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Student groups such as: 2 or more races, economically disadvantaged, special education and LEP are not performing at the same level as their peers.

Root Cause: Current instructional practices and academic support systems are not yet consistently differentiated or aligned to meet the diverse needs of students identified as economically disadvantaged, in special education, LEP, or two or more races. As a result, opportunity gaps remain, limiting these students' access to rigorous, grade-level learning and perpetuating inequities in achievement

Problem Statement 2: After reviewing our Accountability Ratings, 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 25-26 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.

Problem Statement 3: There are gaps in preparation, supports, and discipline practices limit students' access to academic, social, and emotional opportunities- disproportionately affecting low-SES students, students with disabilities, and multiracial students, reducing readiness for advanced coursework and sense of belonging.

Root Cause: Systemic gaps in preparation, supports, and discipline limit equitable readiness and inclusion for low-SES, SPED, and multiracial students. In response, the campus is strengthening Tier 1 instruction, expanding timely, data-driven interventions, and revising discipline through restorative, culturally responsive practices, ensuring equity, readiness, and belonging.

School Processes & Programs

School Processes & Programs Summary

Using the organizational structure that relies upon the importance of professional learning communities, the campus uses the Master Schedule and aligns common planning times so that teachers may examine their practices and reflect upon the teaching/learning process. The campus believes that collective efficacy and the resulting examination of the impact of teachers' practices and work will lead to student and adult learning. In addition to the ongoing belief that collective efficacy, as evidenced by professional learning communities composed of teachers, the campus relies upon student and teacher groups to gather feedback about school improvement needs. By integrating our Problem of Practice, stakeholder feedback, and academic growth measures, we create a comprehensive approach to continuous improvement.

Because the campus also views the importance of teacher feedback and empowerment, small groups are created during the year to problem solve issues that may arise. For example, Advisory, Wellness Ambassadors, Literacy Team, Success Team, Campus Culture Committee, and Cell-Phone/Academic Integrity practices are examples of staff working together to determine campus practices that align with the goals of developing personnel and allowing access to decision-making.

School Processes & Programs Strengths

The Byron Nelson counseling program has been recognized as one of only two high schools in Texas to receive the American School Counselor Association's RAMP Award and has also earned the Texas Education Agency's Crest Award for exemplary counseling programs. Additionally, the Parent Teacher Student Association was honored with the "School of Excellence Award" during the 2023–2024 school year. Our Student Council has achieved the Sweepstakes Award, the highest distinction at the state level, every year since Byron Nelson opened.

Byron Nelson consistently demonstrates excellence across Fine Arts, Athletics, and extracurricular programs, earning numerous local, state, and national accolades. In 2024, the Byron Volleyball team won the state championship and was ranked #1 nationally. The Senior Class of 2025 was offered more than \$40 million in scholarship opportunities.

A strong sense of culture and tradition distinguishes Byron Nelson from other large high schools. From the alma mater, class chants, and banners to senior traditions, Splash Zone, and campus-wide celebrations, students take pride in being a Bobcat.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Student groups such as: 2 or more races, economically disadvantaged, special education and LEP are not performing at the same level as their peers.

Root Cause: Current instructional practices and academic support systems are not yet consistently differentiated or aligned to meet the diverse needs of students identified as economically disadvantaged, in special education, LEP, or two or more races. As a result, opportunity gaps remain, limiting these students' access to rigorous, grade-level learning and perpetuating inequities in achievement

Problem Statement 2: There are gaps in preparation, supports, and discipline practices limit students' access to academic, social, and emotional opportunities- disproportionately affecting low-SES students, students with disabilities, and multiracial students, reducing readiness for advanced coursework and sense of belonging.

Root Cause: Systemic gaps in preparation, supports, and discipline limit equitable readiness and inclusion for low-SES, SPED, and multiracial students. In response, the campus is strengthening Tier 1 instruction, expanding timely, data-driven interventions, and revising discipline through restorative, culturally responsive practices, ensuring equity, readiness, and belonging.

Perceptions

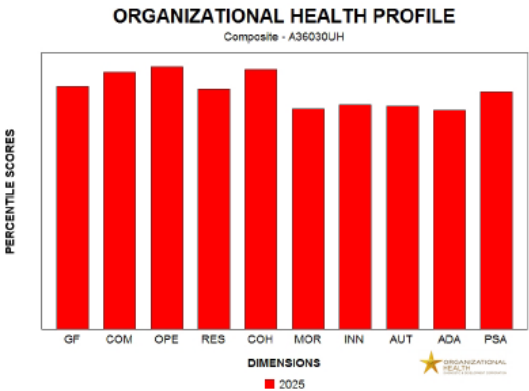
Perceptions Summary

At Byron Nelson our motto Learn, Serve, Lead serves as a guide for how we provide opportunities for students to grow and realize their purpose. The vision of Byron Nelson expands on our motto by focusing on the goal of lifelong student success in an ever-changing society. Our community partners with the campus in support of our motto and vision through communication, program volunteers, scholarships, and strong parent engagement. As a result our staff retention is high because they feel valued as a member of the Bobcat Family.

Perceptions Strengths

Our OHI numbers showed consistent scores all in the Interdependent Health Zone. This indicates that teachers (campus) function best when structures and systems are in place so they can interdependently resolve problems, issues, and concerns quickly. One of our highest scores was in the area of Optimal Power Equalization, which indicates that teachers feel that administration and staff are equally represented and valued.

OH Dimensions	Score	Health Zone
Goal Focus	79	Interdependent
Communication Adequacy	84	Interdependent
Optimal Power Equalization	85	Interdependent
Resource Utilization	78	Interdependent
Cohesiveness	84	Interdependent
Morale	72	Interdependent
Innovativeness	73	Interdependent
Autonomy	73	Interdependent
Adaptation	71	Interdependent
Problem Solving Adequacy	77	Interdependent



Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Student groups such as: 2 or more races, economically disadvantaged, special education and LEP are not performing at the same level as their peers.

Root Cause: Current instructional practices and academic support systems are not yet consistently differentiated or aligned to meet the diverse needs of students identified as economically disadvantaged, in special education, LEP, or two or more races. As a result, opportunity gaps remain, limiting these students' access to rigorous, grade-level learning and perpetuating inequities in achievement

Problem Statement 2: There are gaps in preparation, supports, and discipline practices limit students' access to academic, social, and emotional opportunities- disproportionately

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affecting low-SES students, students with disabilities, and multiracial students, reducing readiness for advanced coursework and sense of belonging.

Root Cause: Systemic gaps in preparation, supports, and discipline limit equitable readiness and inclusion for low-SES, SPED, and multiracial students. In response, the campus is strengthening Tier 1 instruction, expanding timely, data-driven interventions, and revising discipline through restorative, culturally responsive practices, ensuring equity, readiness, and belonging.

Priority Problem Statements

Problem Statement 1: Student groups such as: 2 or more races, economically disadvantaged, special education and LEP are not performing at the same level as their peers.

Root Cause 1: Current instructional practices and academic support systems are not yet consistently differentiated or aligned to meet the diverse needs of students identified as economically disadvantaged, in special education, LEP, or two or more races. As a result, opportunity gaps remain, limiting these students' access to rigorous, grade-level learning and perpetuating inequities in achievement

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

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			
Strategy 1: BNHS has developed a Disciplinary Literacy Framework designed to provide teachers with clear strategies that empower students to think critically, read purposefully, and communicate effectively within each content area. This framework is displayed in every classroom and will be consistently integrated into PLCs to support instructional planning and curriculum alignment. Strategy's Expected Result/Impact: Improved literacy scores and alignment to framework Staff Responsible for Monitoring: Admin Team - Norris lead Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Student groups such as: 2 or more races, economically disadvantaged, special education and LEP are not performing at the same level as their peers. Root Cause: Current instructional practices and academic support systems are not yet consistently differentiated or aligned to meet the diverse needs of students identified as economically disadvantaged, in special education, LEP, or two or more races. As a result, opportunity gaps remain, limiting these students' access to rigorous, grade-level learning and perpetuating inequities in achievement
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School Processes & Programs

Problem Statement 1: Student groups such as: 2 or more races, economically disadvantaged, special education and LEP are not performing at the same level as their peers. **Root Cause:** Current instructional practices and academic support systems are not yet consistently differentiated or aligned to meet the diverse needs of students identified as economically disadvantaged, in special education, LEP, or two or more races. As a result, opportunity gaps remain, limiting these students' access to rigorous, grade-level learning and perpetuating inequities in achievement

Perceptions

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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			
Strategy 1: All departments created SMART goals this year to narrow their focus. They shared these goals with the entire campus during Back2School. We will do additional sharing opportunity in January (MOY/PD) and in May (EOY/PD) Strategy's Expected Result/Impact: Growth in every department as outlined in their SMART goals Staff Responsible for Monitoring: Admin team will be responsible for focusing on the growth in the measurable details in each SMART goal for their department	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: In Algebra 1 specifically we are focused on incorporating the following strategies: Building Thinking Classrooms, integrating technology with assessments, making student feedback a priority, requiring students to explain their thinking/answer in a variety of ways, and adding more practice without a calculator. Strategy's Expected Result/Impact: Meets Increase by 3% Masters Increase by 4% SpE. meets increase by 4% Staff Responsible for Monitoring: Kerry Knisley, Bobbie Taylor, and Algebra 1 PLC	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: English I/II: Teachers will analyze data from beginning-of-year diagnostic essays to identify skill gaps and design instruction that addresses these areas. Instruction will support students in developing as expert readers and writers while demonstrating one year of growth on the English I/II EOC and improved performance on the PSAT and SAT. Strategy's Expected Result/Impact: Improved scores in all state and national assessments Staff Responsible for Monitoring: Kara Lea Deardorff	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: All content areas: Daily Learning Targets and Success Criteria will be posted and integrated into student self-assessments twice per six weeks, aligning with district emphasis on student-owned progress monitoring. Strategy's Expected Result/Impact: Improved alignment of assigned task to Learning Target Staff Responsible for Monitoring: Admin Team - each over their own department	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			
Strategy 1: BNHS is focused on ensuring that 95% of the 2026 graduating class achieves College, Career, and Military Readiness (CCMR) status, by implementing systematic structures that create multiple pathways for students to earn this designation, including TSIA testing, meeting SAT benchmark scores, CTE program completion, earned college credit, and military enlistment. Career Craft will be used to monitor progress toward this goal throughout the year. Strategy's Expected Result/Impact: Our goal is to have 90% of our Juniors CCMR met by EOY and 95% of our Seniors. We also want a 10% increase for all CTE certifications in each pathway Staff Responsible for Monitoring: Brandon Thomas and Kara Lea Deardorff	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			
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. We have 3 current positions filled by LT GE's that were hoping to have filled by full time educators by January 2026. Strategy's Expected Result/Impact: We would like to have less than 5% turnover at the end of the 25-26 school year, and zero turnover for any teachers leaving for a lateral position in another campus. Staff Responsible for Monitoring: Admin Team	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: One of our main strategies is to do Power Walks to increase our visibility in ALL classrooms. We have walkthrough goals for each quarter: Q1 - Quick Peek (350) Observations (50) Q2 - Quick Peek (300) Observations (100) Q3 - Quick Peek (300) Observations (100) Q4 - Quick Peek (350) Observations (50) Strategy's Expected Result/Impact: Decreased behavior issues and Increased student engagement Staff Responsible for Monitoring: Admin Team	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 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			
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. We have recruited additional teachers to support this committee. I would like to have a consistent 10-15 members throughout the school year. Strategy's Expected Result/Impact: We will measure the impact of this group through an EOY survey. Staff Responsible for Monitoring: Kara Lea Deardorff and StuCo Teacher Sarah Millhorn	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			
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. Strategy's Expected Result/Impact: Our goal is to retain all of our brand new teachers and assist them in their continued growth, and this will show with low turnover and more staff interested in serving as mentors and buddies Staff Responsible for Monitoring: Brittany Harper (Mentor Coordinator) and Kara Lea Deardorff	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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			
Strategy 1: We collaborate closely with our PTSA to support staff recognition, provide scholarships for seniors, and address the needs of student programs and teacher requests. After last year's significant increase in PTSA membership, our goal is to continue that growth with an additional 10% increase this year. Strategy's Expected Result/Impact: We had more staff and overall members of PTSA last year than we ever had before, so I'm looking to continue that increase this year by at least another 50 members. Staff Responsible for Monitoring: KLD and PTSA President	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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			
	Formative			Summative
	Nov	Jan	Mar	May
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. For the first time every we offered a "Walk Your Schedule" opportunity the Monday before school started. It was incredibly successful, so we want to continue that in the future. I am also looking at offering a "Gold Card Member" private showing of our newly renovated Performing Art Center sometime in May 2026. Strategy's Expected Result/Impact: Overall parent and community support will be increased and this will show in our social media as well as voting results for VATRE. Staff Responsible for Monitoring: Kerry Knisley and KLD				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: 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. We are utilizing Advisory videos to show kids how to behave as well as Behavior Framework posters displayed throughout the building to showcase what Safe/Respectful/Responsible looks like. We also our utilizing Securly pass as our ONLY way for students to request tutorials from a teacher. In addition our SROs have segments on BNTV regarding various safety and security topics that are relevant to students. We are also working closely with our Wellness Ambassadors to develop specific plans to support students. Strategy's Expected Result/Impact: We will see a decrease in behavior incidents and students who are out-of-area, especially during Advisory. In addition, we are closely monitoring our NISD/BNHS survey to evaluate if students feel more respected at school. Staff Responsible for Monitoring: Admin Team	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Northwest Independent School District

Eaton High School

2025-2026 Campus Improvement Plan



Value Statement

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 25-26

White	Hispanic	African American	2 or More Races	Asian	Economically Disadvantaged	Special Education	504	Dyslexia	GT	EB	At-Risk	MTSS	Homeless
43.73%	25.62%	19.04%	3.32%	7.52%	28.23%	12.67%	11.53% (24-25)	8.55% (24-25)	7.50%	6.84% (24-25)	40.24% (24-25)	%	0.27% (24-25)

- Eaton opened in 2015-2016
 - 9th and 10th grades
 - 980 students
- 2025-2026
 - 3220 students on 8/14/2025
 - 9th = 790
 - 10th = 870
 - 11th = 766
 - 12th = 794
- 2024-2025 (10th year anniversary)
 - 3262 Students on 8/16/24
 - 9th = 855
 - 10th = 803
 - 11th = 846
 - 12th = 758
- Staff Growth
 - 13 positions in 2025-2026
 - 1 growth position in SOAR
 - +4 positions in 2024-2025
- ESL
 - 30+ Student Languages Spoken
 - ESL 2% 2015-2016 to 5.86% 2024-2025 to 9/72% in 2026-2026
- Demographic change from 2015-2016 to 2025-2026
 - White 65% to 44.54% last year to 43.73% this year
 - Hispanic 20% to 26.27% last year to 25.62% this year
 - African Amer. 10% to 17.50% last year to 19.04% this year
- Econ Disadvantage change from 2015-2016 to 2025-2026
 - 16.5% to 25.72% last year to 28.23% this year

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. Eaton had 388 new students last year, 430 in 2023-2024, and 540 in 2022-2023. Not all of our students are attending elementary school and middle school within NISD. Students and staff, regardless of when they join Eaton, 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

S TAAR Data

Grade Level & Test	2022 ELA I	2023 ELA I	2024 ELA I	2025 ELA I	2022 ELA II	2023 ELA II	2024 ELA II	2025 ELA II	2022 ALG I	2023 ALG I	2024 ALG I	2025 ALG I	2022 BIO I	2023 BIO I	2024 BIO I	2025 BIO I	2023 US HIST	2023 US HIST	2024 US HIST	2025 US HIST
% Approaches	75%	80%	81%	80%	80%	83%	86%	83%	68%	70%	70%	66%	91%	95%	95%	96%	96%	98%	98%	97%

STAAR Scores (Approach / Master)

Test	Sprin g 2016	Sp rin g 2017	Sp rin g 2018	Sp rin g 2019	Sp rin g 2020	Sp rin g 2021	Sp rin g 2022	Sp rin g 2023	Spr ing 2024 Ma ster	Spr ing 2025 Ma ster
Eng lish I	82%	82 % / 12%	80 % / 14%	82 % / 20%	n/a	80 % / 16%	75 % / 11%	80 % / 16%	/21%	/20%
Eng lish II	78%	80 % / 10%	84 % / 10%	84 % / 13%	n/a	83 % / 15%	80 % / 9%	83 % / 10%	/10%	11%
Alg ebra I	78%	88 % / 16%	87 % / 21%	90 % / 38%	n/a	78 % / 15%	68 % / 13%	70 % / 7%	/12%	9%
Biol ogy	96%	97 % / 38%	97 % / 41%	97 % / 38%	n/a	93 % / 74%	91 % / 29%	95 % / 26%	/32%	27%
US His tory	No 11th graders	96 % / 55%	96 % / 54%	97 % / 61%	n/a	96 % / 60%	96 % / 57%	98 % / 48%	/53%	49%

AP Data

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
Total AP Students	169	403	715	693	709	661	627	656	952	838
Number of Exams	181	586	1270	1444	1365	1313	1284	1260	1396	1556
AP Students with Scores 3+	92	224	405	427	455	382	439	482	590	684

	2016	2017	2018	2019	2020	2021	2022	2023	2024	2025
% of Total AP Students with Scores 3+	54%	56%	57%	62%	64%	58%	70%	73%	72%	81.62%

Student Learning Strengths

- CTE Certifications continue to increase
- Masters scores are increasing.
 - 81.62% scored a 3 or higher. This number continues to increase.
 - School accountability 2023 = 77, 2024 = 81, 2025 = 83
 - CCMR Growth

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Eaton High's accountability rating goes up the past three years from 77 to 81 to 83. Assessment scores stay steady from spring 2021-2022. Although this is not a bad thing, the goal is higher student growth.

Root Cause: Teacher retention and consistency in content areas, specifically in Alg. 1 and English 1 and English 2.

School Processes & Programs

School Processes & Programs Summary

MAP Growth Data 2025-2026

	Percent of students who met growth projections	Mean RIT Score
ELA	(9th grade)	220.6 to 222.0
ALG	(9th grade)	224.6 to 240.4

MAP Growth Data 2023-2024

	Percent of students who met growth projections	Mean RIT Score
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 25-26
- Addition of Student Leadership Academy every Tuesday in 23-24 and continued the work in 25-26
- 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

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 25-26

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students perform inconsistency in classroom formative and summative assessments throughout the year.

Root Cause: Student attendance, engagement struggles. New technology procedures will hopefully help.

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 has been open one decade with continued change, growth, construction, and staff growth.

Root Cause: Eaton High School is in a fast growth area and grows people to move into promotional positions.

Priority Problem Statements

Problem Statement 1: Eaton High's accountability rating goes up the past three years from 77 to 81 to 83. Assessment scores stay steady from spring 2021-2022. Although this is not a bad thing, the goal is higher student growth.

Root Cause 1: Teacher retention and consistency in content areas, specifically in Alg. 1 and English 1 and English 2.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: Students perform inconsistency in classroom formative and summative assessments throughout the year.

Root Cause 2: Student attendance, engagement struggles. New technology procedures will hopefully help.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Eaton High School student demographics are shifting and the student population is growing. Eaton had 388 new students last year, 430 in 2023-2024, and 540 in 2022-2023. Not all of our students are attending elementary school and middle school within NISD. Students and staff, regardless of when they join Eaton, 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 has been open one decade with continued change, growth, construction, and staff growth.

Root Cause 4: Eaton High School is in a fast growth area and grows people to move into promotional positions.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

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			
Strategy 1: Increase belonging/connection (which comes before achievement) through using the Behavior Framework and focus items for 2025-2026 (Reach & Respond/Connection in first 5 mins / Skills Matrix with Classroom Core Values, Acknowledgment). Strategy's Expected Result/Impact: Increases in test scores (EOCs & Advanced Academic Test) because belonging/safety is fundamental for academic student achievement. *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 (Reach & Respond/Connection in first 5 mins / Skills Matrix with Classroom Core Values, Acknowledgment). *Student Leadership Council with Athletics (approximately 50 students every 5 weeks) *Focus PD sessions on Belonging through Behavior Framework Team (Aug., Nov., Jan., March & lunch Eagle Talks) *Period 2 Class Representatives *StuCo Collaboration Staff Responsible for Monitoring: --PLCs --Dept. Chairs --Admin over Dept. --Counselors --StuCo --Sponsors and Directors for Leadership Academy		Formative			Summative
		Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Build literacy through content area literacy focus goals and growth goals in English, Math, Science, Social Studies, & CTE. Strategy's Expected Result/Impact: Increased test scores as students process and make deeper learning connections through content literacy skills. *Lesson Plan Checks with a focus on Learning Targets (8am Monday) *Walk-throughs with a six week rotation *Continuation of PD on strategies for implementation of a focus on learning targets, literacy strategies, and closings. *Modeling in PD and PLCs how to use strategies * Incorporating small amounts of independent reading for students into daily lessons. *Incorporating discussion strategies for students into daily lessons. *Incorporating more writing for students to show thinking into daily lessons. Staff Responsible for Monitoring: -PLC Team Leads -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			
Strategy 1: Focus on individualized student interventions. Strategy's Expected Result/Impact: Increased test scores as students experience success. * New student meetings *Truancy Interventions *Special Education Eagle Time Interventions *EOC interventions for December & Spring Re-testers *Alg. 1 PLC focus team "Raise Alg. 1 Scores Committee" *Alg 1 Homeroom MTSS plans *Specific student placement for math and reading classes *Comp ed funding for targeted interventions toward EOC success and graduating rate. Staff Responsible for Monitoring: -MTSS (Rti)-- Jenny Coons -SubPops-- Tracie Williams, Elaine Osborn, Sped Support -Tutorials-- Department Heads -Eagle Strong-- Alicia Dunson & Brian Day -Cycle Recovery-- Alicia Dunson -Truancy-- APs -New Students-- Daniel Nelson Targeted Support Strategy Funding Sources: - Compensatory Education - \$7,875	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: Develop individualized supports through the work of our Freshmen Focus 9th grade transition program which supports incoming 9th graders. Strategy's Expected Result/Impact: Students on cohort to graduate. *Flight Camp *Student of the month *9th grade activities on PSAT Day *Designated counselor support and AP support *Fresh Focus PLCs *Alg. 1 focus Staff Responsible for Monitoring: --James Jones, Delan Peebles, & Cooper Spruill	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			
Strategy 1: Increase percent of students CCMR Ready at time of graduation, with a focus on all areas of met including TSI, AP Scores, OnRamps, etc. Strategy's Expected Result/Impact: Percent of students CCMR met will increase. *AP PLC & work with NMSI *PSAT Advisories *Recruitment during course selection *Communication on drops *CCMR Committee's work with TSI *Targeted CCMR activities is Math, Eng 3 & 4, and Jan. *Focus on military and all CCMR recognitions *Training staff Staff Responsible for Monitoring: -Advanced Academic Extension Supports -- Parween Zaher & Mallory Smith -Recruitment Plans-- Associate Principal and Advanced Academic Teachers and Counselors -College Activities-- Counselors -UIL Academics-- David Wolf --CCMR-- Daniel Nelson	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			
Strategy 1: New teacher professional development & onboarding through mentorship and extra PD supports. Strategy's Expected Result/Impact: Retain staff. *New Teacher PD *Tuesday's with Tracie *Targeted T-Tess Mentorship Staff Responsible for Monitoring: --APs --Mentor coordinator	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 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			
Strategy 1: Individualized support through the T-Tess process and focused PLCs in need of support identified by admin. Strategy's Expected Result/Impact: Retain staff: *Goal Setting Plan *Mentorship with T-Tess Evaluator *Purposeful roll-out of expectations (campus and district) Staff Responsible for Monitoring: APs	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			
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. 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.	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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			
Strategy 1: Social media interaction and targeted communication with our community groups to tell our story. Strategy's Expected Result/Impact: Facebook engagement *Community survey results show connection Staff Responsible for Monitoring: Brian Day, AP	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

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			
Strategy 1: Develop community outreach moments and events, including Homecoming parade in the community, Trunk-or-Treat, Big Event, HBCU Night, etc. Strategy's Expected Result/Impact: Community engagement on social media and weekly newsletter. *PTSA *Website *Facebook *Trunk or Treat *Homecoming *Big Event Staff Responsible for Monitoring: Brian Day, AP & Sarah Thomasson, Librarian Jessica Zeske StuCo Stacy Miles PTSA	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 and advisory. Strategy's Expected Result/Impact: Supports developed and given based on student need. *Start of year 3-week Advisory Program *Wellness Newsletter *Real Talks in Advisory and Campus specific ones based on Behavior Framework *Student Groups *Staff PD *Monthly staff newsletter	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$7,875.00
Sub-Total					\$7,875.00

Northwest Independent School District

Northwest High School

2025-2026 Campus Improvement Plan



Value Statement

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	EL	At-Risk	RTI	Homeless
47%	31%	15%	%	3%	37.33%	16 %	15.61 %	%	10.13%	9.10%	48.38 %	%	0

At Flagship, we celebrate a rich diversity of cultures and ethnicities, alongside a wide range of socioeconomic backgrounds. This environment offers our students valuable opportunities to engage with individuals who possess different experiences and resources. The demographic composition of Northwest High School closely aligns with that of the state of Texas, providing students with a school setting that mirrors the broader community. This similarity enables students to develop essential interpersonal skills and navigate real-world social interactions within the academic environment.

Demographics Strengths

Northwest High School thrives on its rich diversity, with students and staff representing a wide array of backgrounds and cultures. Over 30 different home languages are spoken within our school community, reflecting our inclusive environment.

The school boasts a deep-rooted tradition and a strong sense of pride. Recent renovations and rebranding efforts have generated excitement among our long-standing community, which has positively influenced our new students and their families. We remain dedicated to instilling in our newcomers the pride and honor of being TEXANS.

Our students respond positively to clearly defined expectations, demonstrating a strong desire to act with integrity. The majority of our students exhibit respect and courtesy toward both adults and their peers.

While our community maintains a distinct rural feel, our students and staff benefit from the extensive resources offered by a large suburban school district, creating a unique and enriching educational experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): There is a pressing need for enhanced professional development for educators to effectively meet the diverse needs of all students. This training will equip staff with the necessary skills to foster an inclusive and supportive learning environment.

Root Cause: Northwest High School is experiencing significant demographic and socio-economic shifts in a short amount of time.

Student Learning

Student Learning Summary

(STAAR Data)

Grade Level & Test	2024 ELA I	2025 ELA I	2024 ELA II	20245 ELA II	2024 ALG I	2025 ALG I	2024 BIO I	2025 BIO I	2024 US HIST	2025 US HIST
% Approaches and higher	72%	74%	80%	74%	76%	64%	93%	92%	97%	94%

The 2024–2025 STAAR data highlights strong performance in U.S. History and Biology, with scores consistently above 90%, reflecting effective instruction and student mastery. English I showed slight improvement (72% to 74%), while English II declined from 80% to 74%, indicating a need to strengthen support at the upper level. Algebra I experienced the most significant drop, from 76% to 64%, suggesting urgent focus on foundational math skills and instructional strategies. Overall, while science and social studies remain strengths, literacy and math show mixed results. Targeted interventions in English II and Algebra I could help close performance gaps. Continued growth in English I is encouraging and should be built upon.

(MAP Growth Data Spring 24-Spring 25)

	9th Expected Growth	9th Observed Growth
ELA	2.9	4
ALG	No Data	9

Our observed growth for 9th graders from Spring 24-Spring 25 was observed at 4, and observed growth in Algebra was 9.

Student Learning Strengths

NHS, over the past few years has had strong performance in U.S. History and Biology, with scores consistently above 90%, reflecting effective instruction and student mastery.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Algebra I scores on the STAAR assessment declined significantly from 76% in 2024 to 64% in 2025, indicating a lack of academic growth from 8th grade STAAR to Algebra 1 STAAR. This downward trend suggests that current instructional strategies and interventions may not be effectively meeting student needs in Algebra, and without targeted support, students may continue to struggle.

Root Cause: A lack of intentional focus on monitoring and supporting student academic growth from the 8th grade STAAR to Algebra I has contributed to the decline in performance. This includes insufficient alignment between 8th grade math outcomes and Algebra I instruction, limited use of 8th grade data to identify and address learning gaps, and inadequate targeted interventions to ensure students are prepared

Problem Statement 2 (Prioritized): On the ELA 1 Standard Constructed Response, 23% of our students obtained a 0, and on the ELA 2 Standard Constructed Response, 30% of our students obtained a 0.

Root Cause: Students scored 0 on the standard constructed response primarily because they did not follow the required outline, resulting in responses that did not address the prompt. Although students produced writing, their answers lacked focus and text evidence, indicating a gap in understanding how to analyze the prompt, organize their thoughts effectively, and stay aligned with the task requirements.

Problem Statement 3 (Prioritized): NHS achieved a 68.6% CCMR (College, Career, and Military Readiness) rate, showing improvement from last year; however, this percentage still indicates significant opportunities to increase student readiness for postsecondary success.

Root Cause: The limited student achievement on AP exams and standardized college entrance tests, combined with the lack of the Texas College Bridge program, suggests gaps in academic preparation, awareness, and access to rigorous coursework and college readiness resources. Additionally, insufficient campus-wide emphasis on promoting these critical opportunities has hindered progress.

School Processes & Programs

School Processes & Programs Summary

1. Professional Learning Communities

As part of our continued efforts to improve student outcomes, **Professional Learning Communities (PLCs)** will be the cornerstone of our instructional planning this year. Through PLCs, our educators will collaborate to align lessons, share best practices, and ensure that all students receive high-quality, consistent instruction across subjects. This collaborative model will help foster a focused academic environment, maximize teacher effectiveness, and drive student success, while also supporting a safe and productive school atmosphere.

2. Student Devices/Phones

In compliance with state regulations, all students are required to keep their personal devices—including phones and listening devices—put away and out of sight during the entire instructional day, including iNvest. To ensure that learning remains uninterrupted, our campus has developed a procedure that enforces this expectation and minimizes distractions. By consistently applying this policy, we aim to foster a focused and engaging academic environment, leading to improved student attention and overall academic success.

3. Student IDs

Additionally, all students must have their ID badges visible and worn at all times while on campus. This is crucial not only for student identification but also for campus security, ensuring that all individuals on campus belong here. By consistently applying these policies, we aim to create a more focused academic environment and maintain a safe, secure school setting. We believe these measures will contribute to both academic success and a positive school culture.

4. Tardy Process

While the transition back to a five-minute passing period has been implemented after last year's seven-minute passing adjustment, the need remains to emphasize the importance of punctuality and class engagement. The proximity of most classrooms now makes the five-minute passing period more feasible, but students still need to develop a stronger sense of urgency in getting to class on time and staying focused once they arrive. Continued efforts to improve communication with parents and targeted interventions will be necessary to ensure that students adopt better time management habits.

4. Safe, Respectful, and Responsible Behaviors

Emergent Tree/Behavior Support Team: Our campus behavior support team's work continues this year with behavioral skillbuilding 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.

School Processes & Programs Strengths

Northwest High School has established several strong processes that contribute to a positive and secure learning environment. One of the key strengths is our commitment to student safety and engagement, as evidenced by our practice of greeting every student at the door and requiring them to present their ID to enter both the building and individual classrooms. This process not only enhances security but also fosters a sense of belonging and accountability.

Additionally, our phone policy, which limits device use during instructional time, has been well-received by students, many of whom have expressed relief at not being constantly tied to their phones. This shift has allowed students to more fully engage in their learning, creating a more focused and productive school environment. Together, these processes are helping to establish a culture of safety, responsibility, and academic focus across our campus.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Our OHI data showed that we lacked in generating sustainable systems.

Root Cause: With the inconsistencies of building construction, it was tough to generate sustainable systems.

Problem Statement 2 (Prioritized): Our Emergent Data showed that we have fallen in the category of Respect, as it pertains to the Safe, Responsible and Respectful Building.

Root Cause: The Emergent Tree system is one that is still being implemented and promoted as a great way to generate respect.

Perceptions

Perceptions Summary

Our school community is energized and optimistic following the completion of our construction project, which has brought a fresh breath of life to our campus. The stability provided by our consistent building infrastructure has allowed us to establish and refine systems and procedures that promote a strong sense of belonging, safety, and pride among students, staff, and families.

Reflecting on our recent Organizational Health Index (OHI) results, we recognize that areas needing growth center around the development of sustainable systems. With this insight, our primary focus moving forward will be to build and maintain these systems, ensuring lasting positive impact on our school culture and operations. By doing so, we aim to cultivate an environment where every member feels supported and empowered to succeed.

Perceptions Strengths

As of September, the systems and procedures that we have set in place have been solid. Further, the school pride and sense of belonging is evident, not only in the building, but in the community and at extra curricular events.

The amount of support that NHS experiences is tremendous. Many involved are willing to help and make great things happen for our students.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The culture of the school building could be improved by empowering students, staff, and stakeholders.

Root Cause: Construction created uncertainty and continual change caused inconsistency.

Priority Problem Statements

Problem Statement 1: There is a pressing need for enhanced professional development for educators to effectively meet the diverse needs of all students. This training will equip staff with the necessary skills to foster an inclusive and supportive learning environment.

Root Cause 1: Northwest High School is experiencing significant demographic and socio-economic shifts in a short amount of time.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Algebra I scores on the STAAR assessment declined significantly from 76% in 2024 to 64% in 2025, indicating a lack of academic growth from 8th grade STAAR to Algebra I STAAR. This downward trend suggests that current instructional strategies and interventions may not be effectively meeting student needs in Algebra, and without targeted support, students may continue to struggle.

Root Cause 2: A lack of intentional focus on monitoring and supporting student academic growth from the 8th grade STAAR to Algebra I has contributed to the decline in performance. This includes insufficient alignment between 8th grade math outcomes and Algebra I instruction, limited use of 8th grade data to identify and address learning gaps, and inadequate targeted interventions to ensure students are prepared.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: On the ELA 1 Standard Constructed Response, 23% of our students obtained a 0, and on the ELA 2 Standard Constructed Response, 30% of our students obtained a 0.

Root Cause 3: Students scored 0 on the standard constructed response primarily because they did not follow the required outline, resulting in responses that did not address the prompt. Although students produced writing, their answers lacked focus and text evidence, indicating a gap in understanding how to analyze the prompt, organize their thoughts effectively, and stay aligned with the task requirements.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: NHS achieved a 68.6% CCMR (College, Career, and Military Readiness) rate, showing improvement from last year; however, this percentage still indicates significant opportunities to increase student readiness for postsecondary success.

Root Cause 4: The limited student achievement on AP exams and standardized college entrance tests, combined with the lack of the Texas College Bridge program, suggests gaps in academic preparation, awareness, and access to rigorous coursework and college readiness resources. Additionally, insufficient campus-wide emphasis on promoting these critical opportunities has hindered progress.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Our OHI data showed that we lacked in generating sustainable systems.

Root Cause 5: With the inconsistencies of building construction, it was tough to generate sustainable systems.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Our Emergent Data showed that we have fallen in the category of Respect, as it pertains to the Safe, Responsible and Respectful Building.

Root Cause 6: The Emergent Tree system is one that is still being implemented and promoted as a great way to generate respect.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: The culture of the school building could be improved by empowering students, staff, and stakeholders.

Root Cause 7: Construction created uncertainty and continual change caused inconsistency.

Problem Statement 7 Areas: Perceptions

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			
Strategy 1: Northwest High School will Increase 5% in Meets category in English I and II EOC scores. Strategy's Expected Result/Impact: ELA 1 and ELA 2 will meet weekly in PLCs utilizing a common PLC agenda focused on the 4 questions. During PLCs, teams will make adjustments based on lead data. Staff Responsible for Monitoring: Administrators, ELA Dept. Head Problem Statements: Student Learning 1, 2, 3 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Northwest High School will implement sustained Professional Learning Communities where teachers in each content area will meet weekly and with a common agenda focused on the 4 main questions Strategy's Expected Result/Impact: Teachers will be able to collaborate on the necessary components of curriculum and instruction, providing insight weekly on what needs to be adjusted. Staff Responsible for Monitoring: Principal and AP over department. Problem Statements: Student Learning 2	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Northwest High School will promote a school wide focus of "Writing a Little, A Lot." Strategy's Expected Result/Impact: With each teacher implementing this practice, each student will write academically, in each period, each day, which will promote continual practice for success. Staff Responsible for Monitoring: Teachers, APs over Subject, Principal Problem Statements: Demographics 1 - Student Learning 2	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: There is a pressing need for enhanced professional development for educators to effectively meet the diverse needs of all students. This training will equip staff with the necessary skills to foster an inclusive and supportive learning environment. Root Cause: Northwest High School is experiencing significant demographic and socio-economic shifts in a short amount of time.
Student Learning
Problem Statement 1: Algebra I scores on the STAAR assessment declined significantly from 76% in 2024 to 64% in 2025, indicating a lack of academic growth from 8th grade STAAR to Algebra 1 STAAR. This downward trend suggests that current instructional strategies and interventions may not be effectively meeting student needs in Algebra, and without targeted support, students may continue to struggle. Root Cause: A lack of intentional focus on monitoring and supporting student academic growth from the 8th grade STAAR to Algebra I has contributed to the decline in performance. This includes insufficient alignment between 8th grade math outcomes and Algebra I instruction, limited use of 8th grade data to identify and address learning gaps, and inadequate targeted interventions to ensure students are prepared
Problem Statement 2: On the ELA 1 Standard Constructed Response, 23% of our students obtained a 0, and on the ELA 2 Standard Constructed Response, 30% of our students obtained a 0. Root Cause: Students scored 0 on the standard constructed response primarily because they did not follow the required outline, resulting in responses that did not address the prompt. Although students produced writing, their answers lacked focus and text evidence, indicating a gap in understanding how to analyze the prompt, organize their thoughts effectively, and stay aligned with the task requirements.
Problem Statement 3: NHS achieved a 68.6% CCMR (College, Career, and Military Readiness) rate, showing improvement from last year; however, this percentage still indicates significant opportunities to increase student readiness for postsecondary success. Root Cause: The limited student achievement on AP exams and standardized college entrance tests, combined with the lack of the Texas College Bridge program, suggests gaps in academic preparation, awareness, and access to rigorous coursework and college readiness resources. Additionally, insufficient campus-wide emphasis on promoting these critical opportunities has hindered progress.
School Processes & Programs
Problem Statement 1: Our OHI data showed that we lacked in generating sustainable systems. Root Cause: With the inconsistencies of building construction, it was tough to generate sustainable systems.

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			
Strategy 1: Northwest High School will improve the Growth Score for Math, according to TEA Accountability (Domain 2A), on Algebra 1 EOC from 62 (D) to at least 68 (C) by the end of the 2025-2026 school year. This will include points earned from Accelerated Learners (HB4545) Strategy's Expected Result/Impact: Students will be able to take ownership of their learning through continual tracking. Further, our overall TEA rating will improve Staff Responsible for Monitoring: Principals, APs and Math teachers Problem Statements: Student Learning 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Northwest High School will implement sustained Professional Learning Communities where teachers in each content area will meet weekly and with a common agenda focused on the 4 main questions Strategy's Expected Result/Impact: Teachers will be able to collaborate on the necessary components of curriculum and instruction, providing insight weekly on what needs to be adjusted. Staff Responsible for Monitoring: Principal and AP Over Department Problem Statements: Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Each Tested PLC will ensure a system of individual student progress monitoring throughout the year utilizing student growth tracking sheets. Strategy's Expected Result/Impact: Students and teachers will be able to keep real time data that is visual to be able to track their progress throughout the year. Staff Responsible for Monitoring: Teachers and APs over PLCs Problem Statements: Student Learning 1, 2 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 1: Algebra I scores on the STAAR assessment declined significantly from 76% in 2024 to 64% in 2025, indicating a lack of academic growth from 8th grade STAAR to Algebra 1 STAAR. This downward trend suggests that current instructional strategies and interventions may not be effectively meeting student needs in Algebra, and without targeted support, students may continue to struggle. Root Cause: A lack of intentional focus on monitoring and supporting student academic growth from the 8th grade STAAR to Algebra I has contributed to the decline in performance. This includes insufficient alignment between 8th grade math outcomes and Algebra I instruction, limited use of 8th grade data to identify and address learning gaps, and inadequate targeted interventions to ensure students are prepared Problem Statement 2: On the ELA 1 Standard Constructed Response, 23% of our students obtained a 0, and on the ELA 2 Standard Constructed Response, 30% of our students obtained a 0. Root Cause: Students scored 0 on the standard constructed response primarily because they did not follow the required outline, resulting in responses that did not address the prompt. Although students produced writing, their answers lacked focus and text evidence, indicating a gap in understanding how to analyze the prompt, organize their thoughts effectively, and stay aligned with the task requirements.
School Processes & Programs
Problem Statement 1: Our OHI data showed that we lacked in generating sustainable systems. Root Cause: With the inconsistencies of building construction, it was tough to generate sustainable systems.

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			
Strategy 1: Northwest High School will be more intentional on preparing students for TSIA, SAT and ACT through Tier 1 instruction, planning in PLCs and boot camps throughout the year. Strategy's Expected Result/Impact: Students will be better prepared for college entrance exams Staff Responsible for Monitoring: Teachers, APs over department, Principal Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Northwest High School will implement and continually monitor students enrolled in Texas College Bridge throughout the year Strategy's Expected Result/Impact: This is another aspect for students to experience in order to help them become College and Career Ready, and upon completion of both math and reading, students will have obtained that success. Staff Responsible for Monitoring: Teachers, AP over department Problem Statements: Student Learning 3	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: NHS achieved a 68.6% CCMR (College, Career, and Military Readiness) rate, showing improvement from last year; however, this percentage still indicates significant opportunities to increase student readiness for postsecondary success. Root Cause: The limited student achievement on AP exams and standardized college entrance tests, combined with the lack of the Texas College Bridge program, suggests gaps in academic preparation, awareness, and access to rigorous coursework and college readiness resources. Additionally, insufficient campus-wide emphasis on promoting these critical opportunities has hindered progress.

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			
Strategy 1: Northwest High School will expand outreach by leveraging social media and professional networks that specifically connect with diverse educators, highlighting your campus's inclusive culture and growth opportunities. Strategy's Expected Result/Impact: High Quality Teachers will be drawn to NHS. Staff Responsible for Monitoring: Principal and APs through hiring practices. Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: The culture of the school building could be improved by empowering students, staff, and stakeholders. Root Cause: Construction created uncertainty and continual change caused inconsistency.

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			
Strategy 1: Northwest High School will foster a culture of support and empowerment by providing personalized professional development, meaningful staff involvement in decision-making, and regular recognition of achievements. The campus will prioritize professional learning communities to promote growth and shared best practices. These efforts will strengthen staff impact on student success and the overall learning community. Strategy's Expected Result/Impact: Teachers and Staff will feel empowered to communicate their needs, and a feeling of belonging. Staff Responsible for Monitoring: All staff, students and administration Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: There is a pressing need for enhanced professional development for educators to effectively meet the diverse needs of all students. This training will equip staff with the necessary skills to foster an inclusive and supportive learning environment. Root Cause: Northwest High School is experiencing significant demographic and socio-economic shifts in a short amount of time.
School Processes & Programs
Problem Statement 1: Our OHI data showed that we lacked in generating sustainable systems. Root Cause: With the inconsistencies of building construction, it was tough to generate sustainable systems.

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			
Strategy 1: Northwest High School will foster strong, supportive relationships through the effective professional learning community protocol as well as continual recognition through Texan of the Month and Texan "Yee Haw" shout outs. We providing continuous professional development tailored to individual needs through feedback, walk through data, and researched based initiatives. Strategy's Expected Result/Impact: Teachers will feel as they are part of a community, and will want to stay. Staff Responsible for Monitoring: Administration Problem Statements: Demographics 1 - School Processes & Programs 1		Formative			Summative
		Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue					

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 1: There is a pressing need for enhanced professional development for educators to effectively meet the diverse needs of all students. This training will equip staff with the necessary skills to foster an inclusive and supportive learning environment. Root Cause: Northwest High School is experiencing significant demographic and socio-economic shifts in a short amount of time.
School Processes & Programs
Problem Statement 1: Our OHI data showed that we lacked in generating sustainable systems. Root Cause: With the inconsistencies of building construction, it was tough to generate sustainable systems.

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			
Strategy 1: Northwest High School will use platforms like Parent Square, email, and other communication methods to foster understanding and partnership with our community. Strategy's Expected Result/Impact: Parents and community members will know and understand all of the things going on at NHS. Staff Responsible for Monitoring: Administration Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The Principal will promote the expectation of adults being present in the halls during passing periods to ensure students make it to class on time and safely. Strategy's Expected Result/Impact: Continual adult presence in the hallway will mitigate the discipline issues and tardiness during passing period. Problem Statements: School Processes & Programs 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 2: Our Emergent Data showed that we have fallen in the category of Respect, as it pertains to the Safe, Responsible and Respectful Building. Root Cause: The Emergent Tree system is one that is still being implemented and promoted as a great way to generate respect.
Perceptions
Problem Statement 1: The culture of the school building could be improved by empowering students, staff, and stakeholders. Root Cause: Construction created uncertainty and continual change caused inconsistency.

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			
Strategy 1: At Northwest High School, we understand that building a strong culture comes through system accountability, recognition of members, and feedback sessions. We will provide those opportunities through surveys, continual interaction and observation, and a promoting a general sense of community. Strategy's Expected Result/Impact: All stakeholders will have an opportunity to work with decision makers to ensure the best for Northwest High School. Staff Responsible for Monitoring: Administration, Teachers, and Students. Problem Statements: School Processes & Programs 2	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Northwest High School will continually find ways to send out surveys to staff, students and families to obtain feedback, then make proper adjustments on items such as safety, instruction and school culture. Strategy's Expected Result/Impact: The use of continual surveys will build trust between administration and stakeholders. Further, the adjustments will allow for a smoother school year. Staff Responsible for Monitoring: Principal and Admin Team Problem Statements: School Processes & Programs 1, 2 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: The Principal will create a Principal Leadership Team consisting of the "Elected Student Officials" of Northwest High School and meet on a monthly basis. Strategy's Expected Result/Impact: Students will work with the principal to ensure needs are met and voices are heard. This will also be a good opportunity for leadership development. Staff Responsible for Monitoring: Principaal Problem Statements: Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

School Processes & Programs
Problem Statement 1: Our OHI data showed that we lacked in generating sustainable systems. Root Cause: With the inconsistencies of building construction, it was tough to generate sustainable systems. Problem Statement 2: Our Emergent Data showed that we have fallen in the category of Respect, as it pertains to the Safe, Responsible and Respectful Building. Root Cause: The Emergent Tree system is one that is still being implemented and promoted as a great way to generate respect.
Perceptions
Problem Statement 1: The culture of the school building could be improved by empowering students, staff, and stakeholders. Root Cause: Construction created uncertainty and continual change caused inconsistency.

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: At Northwest High School, we are establishing systems and structures that prioritize the safety of everyone, with a specific emphasis on ID verification. Our goal is to ensure that all individuals in the building have a rightful presence. Strategy's Expected Result/Impact: Sustainable systems will create a stronger sense of safety throughout the campus. Staff Responsible for Monitoring: All adults on campus. Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Northwest High School will implement a system where ID checks are continual throughout the school day to ensure the safety of the campus. Strategy's Expected Result/Impact: Safer environments promote optimal learning. Staff Responsible for Monitoring: Principal, Administration, Teachers and Support Staff Problem Statements: School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

School Processes & Programs
Problem Statement 1: Our OHI data showed that we lacked in generating sustainable systems. Root Cause: With the inconsistencies of building construction, it was tough to generate sustainable systems.
Perceptions
Problem Statement 1: The culture of the school building could be improved by empowering students, staff, and stakeholders. Root Cause: Construction created uncertainty and continual change caused inconsistency.

Northwest Independent School District

Special Programs Center

2025-2026 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.

Value Statement

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	1	8
CTMS	11	12	23
MMS	7	3	10
PMS	8	11	19
TMS	9	4	13
WMS	6	17	23
CWMS	5	2	7
Total	53	50	103

High School:

Campus	Mandatory	Discretionary	Total
BNHS	20	5	25
EHS	88	40	128
NHS	107	39	146
SECHS	2	0	2
Total	217	84	301

District Totals:

Categories	Students in DAEP	Students in the district grades 6-12	Percent represented
American Indian or Alaskan Native	4	91	4%
Asian	8	1139	1%
Black or African American	147	2334	6%
Hispanic/Latino	98	4281	2%
Native Hawaiian/Pacific Islander	0	44	0%
Two or more races	17	548	3%
White	130	8045	2%
Male	257	8338	3%
Female	147	8144	2%
504	71	2769	3%
SPED	121	2362	5%
Economically Disadvantaged	235	4303	5%
McKinney Vento	4	43	9%

SPC (DAEP) Totals:

Categories	Students in DAEP	Percent of DAEP students 2024-2025
American Indian or Alaskan Native	4	1%
Asian	8	2%
Black or African American	147	36%
Hispanic/ Latino	98	24%
Native Hawaiian/ Pacific Islander	0	0%
Two or more races	17	4%
White	130	32%
Male	257	64%
Female	147	36%
504	71	18%
SPED	121	30%
Economically Disadvantaged	235	58%
McKinney Vento	4	1%

Special Populations:

Campus	SPED	504	Total
AMS	2	3	5
CTMS	9	5	14
MMS	2	4	6
PMS	5	1	6
TMS	5	2	7
WMS	12	3	15
BNHS	5	7	12
EHS	41	19	60
NHS	37	24	61
SECHS	0	1	1
Total	121	71	192

Campus	Eco Dis	McKinney Vento	Total
AMS	3	0	3
CTMS	15	0	15
CWMS	6	0	6
MMS	5	0	5
PMS	12	0	12
TMS	7	0	7
WMS	18	0	18
BNHS	8	0	8
EHS	71	2	73
NHS	88	2	90
SECHS	2	0	2
Total	235	4	239

Staffing:

Principal

Assistant Principal

Office Manager

Receptionist

At Risk Counselor

Behavior Analyst

Teachers (15)

Paraprofessionals (3)

Student Resource Officer

Campus Safety Monitor

School Nurse

Demographics Strengths

Highest enrollment (2024-2025) - 98

Lowest enrollment (2024-2025) - 36

Last year, total student enrollment declined by 11% compared to the previous year. Despite this, we continue to take pride in providing direct instruction in our classes, a commitment supported by our current staffing levels.

We have sustained several staffing successes from prior years, including maintaining a full middle school team, a dedicated world language teacher, and a Career and Technical Education (CTE) instructor. This allows middle school students to advance together as a grade level and receive direct instruction across all core subjects. Both middle and high school students benefit from engaging directly with a certified Spanish teacher, enhancing their language acquisition through authentic interaction. Additionally, our CTE teacher offers students valuable opportunities to progress toward earning CTE credits and certifications.

For the 2025-2026 school year, we expanded our program within the DAEP to include elementary students. This growth required hiring two new teachers and a paraprofessional. At the secondary level, we retained all but two teachers; we successfully filled one vacancy and employed a long-term substitute pursuing alternative education certification to cover the other.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Despite an 11% decrease in overall student enrollment, the number of special education students assigned to DAEP increased by 12%, indicating a disproportionate rise in disciplinary placements for this population.

Root Cause: Underlying skill deficits contribute to increased behavioral incidents and academic challenges.

Student Learning

Student Learning Summary

The Special Programs Center (SPC) does not receive campus-specific scores or ratings from the Texas Education Agency (TEA), as students remain enrolled at their home campuses during their placement. To minimize credit loss, students continue to be enrolled in their home campus courses, including electives and advanced placement classes, while attending the SPC.

At the SPC, students receive direct instruction in all on-level core subjects, Spanish 1, Spanish 2, and PE/Athletics. SPC teachers follow the district's scope and sequence to plan and deliver instruction, ensuring students experience a traditional classroom setting within an alternative school environment.

Electives, Resource, AP, and Honors courses are provided by the home campus, meaning students do not receive direct instruction in these subjects at SPC. However, certified teachers at SPC do offer support for AP and Honors coursework. While students enrolled in CTE and World Languages other than Spanish do not receive direct instruction at SPC, their coursework continues to come from the home campus. Our CTE and Spanish teachers provide support for these courses while students are at SPC.

Additionally, SPC supports students receiving special education services in applied and resource classes. We have two special education teachers at the secondary level who offer direct academic support to these students.

Student Learning Strengths

According to the Texas Administrative Code, the certified teacher-to-student ratio in a DAEP must be one teacher for every 15 students, from elementary through high school grades. By adhering to this guideline, students typically make academic gains in most courses. Advanced Placement and most elective coursework are provided by the home campus, with support from our SPC teachers, and any grade declines in these subjects are generally minimal.

Students thrive in the smaller, highly structured, and quiet environment at SPC, which allows them to concentrate on their academics. Maintaining class sizes below the 15-student threshold enables our certified teachers to provide significant one-on-one attention. This individualized support helps many students build a stronger foundation in subjects where they may have previously struggled.

Our campus staff bring longevity and expertise in a wide range of courses within their fields. Additionally, there is a strong culture of collaboration and communication with home campus teachers, ensuring students stay on track for smooth transitions upon their return.

In the 2024-2025 school year, 89% of students were successfully returned to their home campuses in good academic standing.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): While SPC teachers deliver instruction aligned with the district scope and sequence, the lack of access to meaningful student data limits their ability to effectively monitor progress and address individual learning needs."

Root Cause: Because the Texas Education Code holds home campuses--not DAEPs--accountable for students' academic success, the instructional effectiveness of DAEPs is not systematically monitored, resulting in reliance on anecdotal rather than concrete data to demonstrate outcomes.

School Processes & Programs

School Processes & Programs Summary

A structured daily routine is enforced, including the removal of common distractions such as cell phones and strict adherence to the dress code, to promote positive behavior. Maintaining academic progress aligned with the district's scope and sequence is a key focus, ensuring students experience a smooth transition back to their home campuses. Advanced placement and elective coursework continue to be provided by home campus staff, allowing students to stay on track academically. Open and consistent communication is established with home campus administrators and teachers upon a student's placement and release. Students remain enrolled at their home campus and retain access to all technology resources, including HAC, staff Canvas pages, and email.

Our behavior framework emphasizes building connections, developing skills, and reinforcing our core values: Be Safe, Be Respectful, Be Responsible.

Restorative practices are incorporated through morning circles, restorative conversations, problem-solving circles, and a point tracking system that offers students the chance to earn an early return to their home campus. This system also rewards positive behavior with privileges as students accumulate points. Daily progress reports are shared electronically via email with both students and their parents or guardians.

Advisory periods provide structured instructional time for counseling, skill and character-building lessons, grade checks, or supervised activity room time.

Students also have access to weekly counseling sessions with our at-risk counselor.

A student's return to campus is determined based on four criteria: academic performance, behavior, attendance, and submission of a letter of personal responsibility.

School Processes & Programs Strengths

Most students experience grade improvements during their time at SPC.

We maintain consistent communication with parents to build strong, collaborative partnerships.

Small class sizes create greater opportunities for one-on-one support.

At the start of last school year, Chromebook towers were installed in every classroom, allowing students to access devices only when academically necessary. This approach minimizes distractions by limiting technology use throughout the school day, ensuring it serves as a tool for learning rather than a disruption.

Our procedures closely align with those of the home campus, reflected in the consistent use of learning targets and our behavior framework.

Restorative circles promote social and emotional learning, skill development, and personal growth by fostering stronger relationships between staff and students.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Encouraging students to take responsibility for their academic performance early in the placement process, rather than postponing academic focus until the end.

Root Cause: Lack of a standardized procedure for tracking and documenting students' academic progress and completion.

Perceptions

Perceptions Summary

The primary goal of the SPC is to provide students with a structured daily routine that minimizes major distractions often present at their home campuses. We focus on identifying each student's individual needs and implementing strategies to help them succeed academically and behaviorally. We believe that equipping students with these skills will boost their self-confidence and enable them to make better choices upon returning to their home campuses, rather than seeking peer acceptance through negative behaviors.

However, when students return to their home campuses, they often lose the level of academic and behavioral support provided at the SPC. To address this, SPC staff create transition plans that are shared with each student's home campus administrator. These plans aim to foster a partnership between SPC and home campuses, supporting students' successful reintegration and providing valuable feedback on our program's effectiveness. Despite this, transition planning is incomplete in some cases because we cannot consistently track whether these plans are fully implemented on the home campuses.

While our counseling classes address drug and alcohol use and addiction, these issues are not the primary focus of our program. Although many students are assigned to SPC due to substance-related concerns, others are referred for different reasons. Our program supports all students through skill and character development, restorative practices, and academic progress. The most significant factor contributing to recidivism is THC vape use, followed by incidents involving assaults and fights.

Perceptions Strengths

The campus mission and vision are reviewed annually to ensure alignment with our goals.
Social-emotional learning, skill and character development, and restorative practices remain key priorities.
The Behavioral Framework is integrated throughout all instructional practices.
There is growing recognition among home campus administration of the importance of supporting students returning from the SPC.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): When students return to their home campus, the academic and behavioral support they receive may not be as focused or consistent as it is at SPC.

Root Cause: The differences in procedures and routines between SPC and home campuses, combined with SPC's smaller student population, contribute to inconsistencies in academic and behavioral support during students' transition back to their home campuses. Additionally, logistical barriers limit effective collaboration between SPC and home campus staff, hindering coordinated transition planning and support.

Priority Problem Statements

Problem Statement 1: When students return to their home campus, the academic and behavioral support they receive may not be as focused or consistent as it is at SPC.

Root Cause 1: The differences in procedures and routines between SPC and home campuses, combined with SPC's smaller student population, contribute to inconsistencies in academic and behavioral support during students' transition back to their home campuses. Additionally, logistical barriers limit effective collaboration between SPC and home campus staff, hindering coordinated transition planning and support.

Problem Statement 1 Areas: Perceptions

Problem Statement 2: Encouraging students to take responsibility for their academic performance early in the placement process, rather than postponing academic focus until the end.

Root Cause 2: Lack of a standardized procedure for tracking and documenting students' academic progress and completion.

Problem Statement 2 Areas: School Processes & Programs

Problem Statement 3: Despite an 11% decrease in overall student enrollment, the number of special education students assigned to DAEP increased by 12%, indicating a disproportionate rise in disciplinary placements for this population.

Root Cause 3: Underlying skill deficits contribute to increased behavioral incidents and academic challenges.

Problem Statement 3 Areas: Demographics

Problem Statement 4: While SPC teachers deliver instruction aligned with the district scope and sequence, the lack of access to meaningful student data limits their ability to effectively monitor progress and address individual learning needs."

Root Cause 4: Because the Texas Education Code holds home campuses--not DAEPs--accountable for students' academic success, the instructional effectiveness of DAEPs is not systematically monitored, resulting in reliance on anecdotal rather than concrete data to demonstrate outcomes.

Problem Statement 4 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.

Evaluation Data Sources: Pre/Post Assessment Data
Rubrics
Edugence
Electives Tracker
Grades

Strategy 1 Details	Reviews			
Strategy 1: At the elementary level, student growth and foundational knowledge in English Language Arts will be measured through a combination of diagnostic tools, progress monitoring systems, and formative assessments. Level Readers will be used to establish baseline reading levels, track progress, and guide instruction through personalized learning pathways. Assessment data will be reviewed three times per week to monitor student progress and adjust instruction as needed, ensuring that each student receives targeted support aligned to their individual reading development. Strategy's Expected Result/Impact: By the end of a student's placement, when using an on-level book of their choice during independent reading time, 90% of students will increase their reading stamina by 2-3 minutes as measured by a student's sustained reading time at the beginning of their placement and their sustained reading time when their placement has been completed. This will be measured by a student's endurance at entry level to their ending endurance level in 2 out of 3 trials. Staff Responsible for Monitoring: Stacey Kromer, Diana Foster, Rhett King Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details	Reviews			
Strategy 2: All middle and high school English Language Arts students assigned to SPC will complete a pre-assessment within the first three days of placement, focused on the components of a Short Constructed Response (SCR), elements of plot, and key literary terms. A corresponding post-assessment will be administered during the final three days of placement to measure growth and mastery in these areas. These assessments will provide teachers with actionable data to guide instruction, address learning gaps, and support students' successful reintegration into the general education setting. Strategy's Expected Result/Impact: The target outcome is that 90% of students will score 75% or higher on the post-assessment, demonstrating meaningful academic progress by the end of their placement. Staff Responsible for Monitoring: Abigail Pearson, Darrell Wilson, Diana Foster, Rhett King Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Students in secondary science classes will develop inquiry skills by formulating meaningful questions based on their observations, information gathered from texts, encountered phenomena, existing models, or the results of investigations. To measure growth in this skill, all students will complete a pre- and post-assessment aligned to inquiry-based questioning. Progress will be measured using a rubric that scales students' answers 1-10. Students will be given the assessment when they start at SPC and when they finish. Assessment results will be analyzed to monitor student progress and guide instructional adjustments, ensuring that teaching strategies effectively support the development of inquiry skills throughout the course. Strategy's Expected Result/Impact: The goal is for 90% of students to demonstrate a minimum of 2-point growth from the pre-assessment to the post-assessment. This strategy will support the development of critical thinking, scientific reasoning, and deeper engagement with content across disciplines. Staff Responsible for Monitoring: Erin Rios, Damien Marts, Diana Foster, Rhett King Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: To enhance students' critical thinking and analytical skills in social studies, instruction will focus on improving their ability to acquire and interpret information from visual sources such as paintings, photographs, and political cartoons. Students will engage in targeted practice to develop skills in observation, inference, and contextual analysis. To measure progress, all students will complete a pre- and post-assessment designed to evaluate their proficiency in analyzing visual sources. Assessment data will be used to monitor student growth and inform instructional adjustments to better meet learners' needs throughout the unit. Strategy's Expected Result/Impact: The goal is for 90% of students to demonstrate at least a 2-point growth from the pre-assessment to the post-assessment, reflecting increased competency in visual literacy and historical interpretation. Staff Responsible for Monitoring: Derian Neumann, Jessica Lynn, Diana Foster, Rhett King Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:**Demographics**

Problem Statement 1: Despite an 11% decrease in overall student enrollment, the number of special education students assigned to DAEP increased by 12%, indicating a disproportionate rise in disciplinary placements for this population. **Root Cause:** Underlying skill deficits contribute to increased behavioral incidents and academic challenges.

Student Learning

Problem Statement 1: While SPC teachers deliver instruction aligned with the district scope and sequence, the lack of access to meaningful student data limits their ability to effectively monitor progress and address individual learning needs." **Root Cause:** Because the Texas Education Code holds home campuses--not DAEPs--accountable for students' academic success, the instructional effectiveness of DAEPs is not systematically monitored, resulting in reliance on anecdotal rather than concrete data to demonstrate outcomes.

School Processes & Programs

Problem Statement 1: Encouraging students to take responsibility for their academic performance early in the placement process, rather than postponing academic focus until the end. **Root Cause:** Lack of a standardized procedure for tracking and documenting students' academic progress and completion.

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: Pre/Post Assessment Data

Rubrics

Edugence

Electives Tracker

Grades

Strategy 1 Details	Reviews			
Strategy 1: At the elementary level, student growth and foundational knowledge in Math will be measured through a combination of diagnostic tools, progress monitoring systems, and formative assessments. Origo assessments and Imagine Math will be utilized to assess students' conceptual understanding, monitor growth, and differentiate instruction accordingly. Students will identify the appropriate operations to be used in a multi-step word problem showing improvement by answering 2 more questions correctly than they did on a baseline assignment. Ongoing assessment data will be reviewed regularly to monitor progress and adjust instructional strategies to ensure all students are appropriately supported and challenged. Strategy's Expected Result/Impact: Student will correctly solve multi-step word problems involving addition, subtraction, multiplication, or division, achieving 70% accuracy on classwork Staff Responsible for Monitoring: Stacey Curtis, Diana Foster, Rhett King Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: At the secondary level, to support academic growth and strengthen foundational math skills, students enrolled at the SPC will complete a pre-assessment upon entry and a post-assessment upon exit. These assessments, created and administered through Edugence, are designed to evaluate students' mastery of foundational knowledge and grade-level appropriate math skills. The assessments will target key standards and competencies aligned to each student's enrolled math course (e.g., Math 7, Algebra I, Geometry), ensuring relevance and instructional alignment. Progress will be monitored throughout the program using Edugence data tools to inform targeted instruction and interventions. Strategy's Expected Result/Impact: The goal is for students to demonstrate at least a 20% increase in scores from pre-assessment to post-assessment, indicating meaningful growth in mathematical understanding. This strategy promotes data-driven instruction, reinforces critical math concepts, and supports student success in secondary mathematics. Staff Responsible for Monitoring: Adam Richardson, Yolanda Holt, Diana Foster, Rhett King Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: For students served through special education, given direct instruction, modeling, and ongoing staff support, the student will improve social-emotional functioning by maintaining alertness and attention during class, engaging in positive interactions with staff and peers, and demonstrating appropriate emotional regulation strategies. These skills will be explicitly taught, reinforced through consistent practice, and monitored through staff observations and feedback to support the student's overall success in the school environment. Progress will be measured by teacher observation and rating scales. Additionally, students will be assessed within the first five days of placement and again during the final five days, using standardized tools and observational data. The results of the initial assessment will be analyzed during PLC meetings to develop individualized strategies tailored to each student's unique needs, promoting targeted interventions and measurable growth throughout the placement. Strategy's Expected Result/Impact: Goal of improving in the three skill areas by a total of 10% by the DAEP review date. Staff Responsible for Monitoring: Ralph Rampellini, Sheryl Jones, Zack Wilson, Darla Janca, Diana Foster, Rhett King Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Nov	Jan	Mar	May

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Demographics
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School Processes & Programs
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Problem Statement 1: When students return to their home campus, the academic and behavioral support they receive may not be as focused or consistent as it is at SPC. Root Cause: The differences in procedures and routines between SPC and home campuses, combined with SPC's smaller student population, contribute to inconsistencies in academic and behavioral support during students' transition back to their home campuses. Additionally, logistical barriers limit effective collaboration between SPC and home campus staff, hindering coordinated transition planning and 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.

Evaluation Data Sources: Pre/Post Assessment Data

Rubrics

Edugence

Electives Tracker

Grades

Strategy 1 Details	Reviews			
Strategy 1: To support academic achievement, students will use advisory periods to regularly check their Home Access Center (HAC) accounts for missing assignments, communicate with their home campus teachers, and complete any outstanding work. This structured approach fosters accountability, consistent communication, and timely completion of assignments, ultimately supporting students' academic success in elective courses during their SPC placement. Strategy's Expected Result/Impact: Building on last year's success--where 89% of students released from SPC were in good academic standing (passing all classes or all but one, with the exception typically above 60%)--this school year we aim to increase that overall percentage to 91% by the end of the year. Evaluations will be made every 8-10 weeks. Staff Responsible for Monitoring: Diana Foster, Rhett King, All teachers Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Student progress will be closely monitored through an elective documentation sheet, which tracks each student's starting grade upon SPC entry and maintains a running grade throughout their placement for comparison at exit. Additionally, CTE courses and Spanish will utilize pre- and post-assessments to measure skill growth and mastery. This monitoring process will be strengthened through a partnership with home campus faculty, ensuring ongoing communication, collaboration, and consistency in instructional practices and expectations across campuses to better support student success. Strategy's Expected Result/Impact: The goal is to ensure that 90% of DAEP students will pass all elective classes with a grade of 70% or higher upon completion of their placement. Staff Responsible for Monitoring: John Williams, Harlen Rojas, Diana Foster, Rhett King Problem Statements: Demographics 1 - School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details		Reviews			
Strategy 3: Students enrolled in physical education classes will complete a pre-assessment at the start of their SPC placement and a post-assessment at the end. The goal is to achieve at least a 20% improvement between pre- and post-assessment scores, demonstrating increased situational awareness in physical education. Strategy's Expected Result/Impact: This enhanced awareness aims to reduce the risk of both acute (severe) injuries and repetitive motion or overuse injuries, promoting safer participation and long-term physical health. Staff Responsible for Monitoring: Monty Brown, Rhett King, Diana Foster Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 3 Problem Statements:

Demographics
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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.

Evaluation Data Sources: State of the School Presentations

Strategy 1 Details		Reviews			
Strategy 1: By giving staff a meaningful voice in the planning and development of campus goals, we promote shared ownership and collective purpose. We cultivate leadership at all levels by providing opportunities for staff to lead initiatives, mentor peers, and contribute to decision-making. Additionally, we are intentional about recognizing and celebrating individual contributions and accomplishments, reinforcing the value each team member brings to our community. Strategy's Expected Result/Impact: When staff feel truly valued, they are more engaged, motivated, and committed--making them far more likely to continue building their careers within our campus. Through these practices, we aim to create a thriving, inclusive environment where every team member feels respected, supported, and inspired to grow. Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Nov	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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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 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: PLC Dashboard
Walkthrough Data Dashboard
State of the School Presentations

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: To foster consistent academic and behavioral expectations and promote continuous improvement, 100% of staff will engage in weekly PLC meetings throughout the school year with their subject-area counterparts. During these meetings, teams will collaboratively establish common expectations for academics and behavior, develop shared learning targets, a common student learning objective, and enhance content literacy practices. Additionally, PLCs will focus on analyzing data to track student progress and monitor goal achievement. To support this work, a PLC dashboard has been implemented to document topics discussed, track goal progress, and identify necessary resources, ensuring transparency and accountability across teams. Strategy's Expected Result/Impact: This strategy is designed to build a culture of collaboration, data-informed decision-making, and shared ownership of student success--fostering a positive learning environment where partnerships are formed, creativity is shared, and individual strengths and weaknesses are acknowledged and leveraged for collective growth across the learning community. Staff Responsible for Monitoring: All staff (including paraprofessionals), Diana Foster, Rhett King Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				

Strategy 2 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2: Teachers will receive ongoing training to support effective use of learning targets, ensuring they become an integral part of daily instruction. Instruction will be guided by a structured Instructional Framework that includes a consistent lesson planning template and the application of Backwards Design within a Workshop Model to promote purposeful, student-centered learning. Implementation fidelity and effectiveness will be monitored through regular walkthroughs, with data collected to provide feedback and support continuous improvement. Strategy's Expected Result/Impact: To enhance student clarity and engagement, learning targets will be posted and discussed in every class period, clearly communicating the specific skills and knowledge students are expected to acquire each day. This practice will be maintained with 100% consistency across all classrooms throughout the school year, ensuring that students are not only aware of the learning goals but are also able to articulate them with confidence and purpose. Staff Responsible for Monitoring: All Teachers, Diana Foster, Rhett King Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Demographics
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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 3: Retain

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

Evaluation Data Sources: PLC Dashboard
Walkthrough Data Dashboard
State of the School Presentations
Staff Shout Outs

Strategy 1 Details		Reviews			
Strategy 1: We will actively promote and support staff members who demonstrate leadership capacity in alignment with our district's leadership pathway, encouraging professional growth and advancement. To strengthen our campus culture, we will continue to encourage teamwork, relationship building, and appreciation through an open-door policy with administration, monthly faculty meetings, collaborative PLCs, and weekly staff shout-outs. Additionally, all staff will be invited and encouraged to participate actively in campus planning and goal setting, ensuring that every voice is valued and contributes to the direction of our school. Strategy's Expected Result/Impact: The resulting data will inform collaborative conversations and instructional adjustments during PLCs, faculty meetings, and State of the School presentations throughout the year. Additionally, these strategies promote a culture of leadership, collaboration, and continuous improvement--benefiting both staff and students alike. Staff Responsible for Monitoring: All staff Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1		Formative			Summative
		Nov	Jan	Mar	May

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Demographics
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School Processes & Programs
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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.

Evaluation Data Sources: Parent Square

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	May
Strategy 1: Consistent monthly informational newsletters will be sent home to families, providing updates on schoolwide expectations, behavior initiatives, upcoming events, and celebrations. These newsletters are designed to strengthen home-school communication, promote transparency, and keep families actively engaged in their student's experience. Strategy's Expected Result/Impact: These efforts will create a culture of connection, accountability, and shared purpose, empowering students, staff, and families to thrive as active members of our school community. Staff Responsible for Monitoring: Diana Foster Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
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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: Walkthrough Data Dashboard
PLC Dashboard

Strategy 1 Details	Reviews			
Strategy 1: Daily Morning Circles will be conducted in 100% of classrooms during 1st period, providing space for students to connect, reflect, and participate in restorative dialogue. Circle topics will include: -Skill-Building Questions -Character & Integrity Discussions -Respect (Goal-Oriented) Prompts -Problem-Solving Scenarios -Social and Emotional Check-Ins Strategy's Expected Result/Impact: These efforts will create a culture of connection and shared purpose, empowering students, and staff to thrive as active members of our school community. Staff Responsible for Monitoring: All staff Problem Statements: Demographics 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
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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: Walkthrough Data Dashboard
 PLC Dashboard
 Laserfiche Discipline Referral Data
 Student Shout Out Spreadsheet

Strategy 1 Details	Reviews			
Strategy 1: Our core values--Be Safe, Be Respectful, Be Responsible--will be explicitly retaught every 4 weeks in secondary and every 2 weeks in elementary through advisory lessons. Additionally, these lessons are taught at an onboarding session during a student's first day at SPC. These lessons are designed to elevate student voice by allowing students to define and engage with the meaning and application of each core value. Strategy's Expected Result/Impact: A clear understanding of behavior expectations and guidelines for students will result in positive behavioral outcomes. Staff Responsible for Monitoring: All staff Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: We will continue our schoolwide shout-outs, recognizing both students and staff who exemplify our core values. Last year, we celebrated nearly 900 shout-outs, and this year our goal is to reach 925 recognitions. Shout-outs will be tracked weekly and shared with the school community every Friday. Strategy's Expected Result/Impact: To reinforce positive behavior and community contributions. Staff Responsible for Monitoring: Diana Foster Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Feedback Boards (Brag Boards) will be implemented in 100% of classrooms and in the cafeteria, serving as visual, student-facing tools to promote positive feedback, staff data collection. Strategy's Expected Result/Impact: These boards are designed to reinforce student successes (with regard to core values), build confidence, and highlight character and behavioral growth. Staff Responsible for Monitoring: All staff Problem Statements: Demographics 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: As part of our ongoing focus on reducing disciplinary incidents through a proactive and restorative approach, our goal is to maintain fewer than 100 discipline referrals for the 2025-2026 school year. This year, we will provide consistent training and collaborative discussions to ensure staff feel confident in knowing when and how to document behavior concerns, using our campus-specific discipline matrix developed last year. Training will include realistic scenarios tailored to our campus and reinforce clear expectations. Key components of our strategy include: Restorative chats with students that focus on repairing relationships by helping students reflect on how they felt during an incident, identify how to make amends, and create a plan for responding differently in future situations. Consistent reteaching of our core values (Be Safe, Be Respectful, Be Responsible) through advisory lessons every 4 weeks (secondary) and every 2 weeks (elementary), encouraging student voice and shared definitions of expected behavior. Use of walkthrough data to monitor implementation of behavior support strategies, restorative practices, and positive recognition systems. Tracking discipline referrals and positive recognitions to identify trends, support staff, and adjust strategies as needed throughout the year. Strategy's Expected Result/Impact: By combining proactive recognition systems, restorative relationship-building, and targeted training, we aim to sustain a low number of discipline incidents while continuing to cultivate a positive, inclusive, and respectful school climate for all. Staff Responsible for Monitoring: All staff Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 1 - Perceptions 1	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

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Northwest Independent School District

Steele Early College High School

2025-2026 Campus Improvement Plan

Accountability Rating: A

Distinction Designation

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth



Value Statement

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 fourth year as a TEA Provisional Designation ECHS campus, and we are currently in the fifth 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.

Demographics

Demographics Summary

Steele Early College High School has continued to increase enrollment and has our largest enrollment in school history with around 342 students in the ECHS program.

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 2024-2025 school year.**

Demographics Strengths

As an 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.

Demographics Strengths

As an 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: 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 Masters Scores: Algebra One = 37%, Biology = 52%, U.S. History = 95%, English One = 57%, and English Two = 46%.

Last year, 98% 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, 40 of the 41 Seniors earned at least one industry certification. The entire Senior class earned over 298 industry certifications.

Our focus at Steele Early College High School is Dual Credit College hours. We had 35 students earn their Associate's degree last year (85% of the graduating class). SAT - All 11th graders participated in the School Day SAT, March, 2025. **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.**

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, 98% 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: 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 (35 students). The goal of Steele is to have around 100 students per grade level. This coming school year, we will have around 85 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, 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, and over 20 student clubs.

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 competes in 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: 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?

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.

Problem Statement 2: 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 3: 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.

Problem Statement 4: 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.

Problem Statement 5: 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.

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			
Strategy 1: Increase content area literacy and academic interventions to improve on student learning 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. Strategy's Expected Result/Impact: Increased number of students passing/mastery of EOC assessments for graduation and ECHS OBM. Staff Responsible for Monitoring: Todd Rogers, Sheneka Davis, Keith Smith, Katie Steinhauser, Kendra Langston, Kate Adams, Tori Williams, Rhoda Hahn, James Stueart, and Jennifer Allen. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	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.

Strategy 1 Details	Reviews			
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). Strategy's Expected Result/Impact: Progress Reports, Quarterly Grades, and Assessments. Staff Responsible for Monitoring: Steele Teachers, Nick Escarsega, James Stueart, Kendra Langston, Todd Rogers, and Sheneka Davis. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	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			
Strategy 1: All Seniors (100%) will graduate in 2026 meeting the Level One Texas state College or Career Readiness standard. 80% of Seniors graduating with Level Two CCMR (both college and career readiness). Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: All students graduating ready for College, Career, Military, and Life. Staff Responsible for Monitoring: Steele Teachers, Kendra Langston, James Stueart, Sarah Zeballos, Jennifer Powers, Kate Adams, Amberley Tanner, Todd Rogers, and Sheneka Davis. TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	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			
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.	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 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			
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. Strategy's Expected Result/Impact: Family engagement, student involvement, and increase education on ECHS, CTE certifications, and Steele programs. Staff Responsible for Monitoring: Jennifer Powers, Amberley Tanner, Katie Steinhauer, Kristy Butler, Kendra Langston, All Teachers, James Stueart, and Todd Rogers.	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			
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. Strategy's Expected Result/Impact: Increase staff decision making, leadership, and voice about campus wide decisions. Staff Responsible for Monitoring: James Stueart and Todd Rogers.	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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			
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. Strategy's Expected Result/Impact: Students actively involved in school programs and gaining leadership opportunities. Staff Responsible for Monitoring: Powers, Adams, Dewey, Steinhauser, Williams, Zeballos, Escarsega, Tanner, M. Davis, Smith, Allen, All Teachers, S. Davis, Stueart, and Rogers	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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			
Strategy 1: Create campus committee (students and staff) focused on a positive climate and culture on campus that supports all students. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Inclusion, equity, participation, involvement, SEL, and student growth. Staff Responsible for Monitoring: Sheneka Davis, James Stueart, Jennifer Powers, Lance Dewey, Katie Steinhauser, Sarah Zeballos, Nick Escarsega, Kate Adams, and Sydney Hoffman.	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

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: Steele ECHS will continue its progress and growth with building a positive, supportive, and engaging culture on campus. The 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. Behavior Framework Committee building connections, acknowledgements, and consistency on campus. Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Student and staff feedback and surveys. 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, Jeannie Gill, Kendra Langston, and the entire staff.	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				