

Canutillo Independent School District



Northwest Early College High School

2025-2026 Campus Improvement Plan

Mission Statement

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

Vision

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

Value Statement

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

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Comprehensive Needs Assessment

Demographics

Summary

Northwest Early College High School is made up of approximately 355 students for the 2023-2024 school year with faculty, staff and administration totaling 35. Our student body consists 55% female and 45% male students, 90% Hispanic, 1.13% Asian, .85% African American, and 6.20% white. Of the students who attend Northwest, 57% are economically disadvantaged, 35% students are considered at-risk, 36% are identified as Emerging Bilingual, 8% of students have a 504 plan, and 2 students receive special education services through an IEP. Additionally, 19% of our student body is military connected. Our campus goal is to make college accessible to the students in our community, that is dominantly economically and socially disadvantaged and at-risk. The Canutillo community is valued through our community engagement activities. Our Parent Liaison promotes parent's engagement and involvement. Northwest Early College strives for all students who graduate to earn an associates degree from El Paso Community College.

Strengths

- Attendance remains close to a 97% for the year. YTD this is the highest in the district
- Low teacher turnover
- Majority of students attend 4-year after high school graduation
- Campus demographics mirrors the districts demographics

Problem Statements Identifying Demographics Needs

Problem Statement	Root Cause
<p>1 ★</p> <p>At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.</p>	<p>Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.</p>
<p>2 ★</p> <p>Persistence rate among 9th and 10th grade students who are coded at-risk, economically disadvantaged remains low. Early College Blueprint requires 85% persistence rate amongst each cohort, year-after-year.</p>	<p>Students are not adequately prepared for the workload and commitment of an early college program. Parents/Guardians do not fully understand the commitment along with the benefits. Many of the at-risk students who transfer are first generation college students. Students are not always able to build and maintain healthy relationships amongst their peers.</p>
<p>3 ★</p> <p>Class of 2027 has the lowest attendance rate despite the campus remaining at just under 96.15%</p>	<p>Students and parents do not understand the impact of missing a day on course work and preparedness and do not fully understand state law on attendance.</p>
<p>4 ★</p> <p>Emergent Bilingual students not testing out of TELPAS at high rates despite being college ready via TSI.</p>	<p>Lack of targeted practice on TELPAS to ensure success and have the ability to demonstrate their grasp of the English Language.</p>

★ = Priority

Student Learning

Summary

NWECHS TEA blueprint states the campus needs to focus on recruiting, maintaining and graduating at-risk students and/economically disadvantaged students that are generally first generation college students. Generally the students that come to NWECHS as freshman are eager to take advantage of the program, but lack many of the foundational and prerequisite academic and social/emotional skills required to be successful. Freshmen generally have a steep learning curve and require a lot of support as they become adjusted to our non-traditional program. All students are provided multi-layered support (both scripted and individualized) that facilitate them being successful for the duration of the program. Students generally graduate from NWECHS meeting all of the academic (HS diploma and associate's degree), social/emotional (shy to outgoing), post high school/college (military enlistment, college acceptance, scholarships) milestones that our program sets for them.

Strengths

1. Growth on EOC exams
2. TSI ELAR and Math passing Rates
3. ACT, SAT, PSAT average above state average
4. PLCs built into master schedule

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.	Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.
2 ★	Gap between AR and EB students not closing at high enough rate on STAAR EOC and failure rate.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
3 ★	About 25% of the class of 2029 have passed TSI ELAR. Math TSI passing rates across 9-11th grade remain low .	Gaps in learning, not being prepared for college level work.
4 ★	Not moving students through MTSS in a timely manner	Process was cumbersome and somewhat confusing.
5 ★	ACT, SAT, PSAST scores lag behind national average. NWECHS has not had a National Merit Finalist	While students score high for this region, the campus is at or below state average and well below national averages. This is due, in part, to the fact that other high-stakes testing is prioritized due to state accountability and the need to enroll students in dual credit courses.

★ = Priority

School Processes & Programs

Summary

The goal of Northwest Early College High School is to graduate students with an Associate degree from EPCC as well as a high school distinguished achievement diploma. Northwest faculty and staff have the mission to prepare students whether they attend college or decide to go into a vocational career. Students who complete their associate degree early have the opportunity to take classes at UTEP. In order to perform well in higher-level courses each student is provided a calculator and a laptop computer making us a one-to-one technology campus. All first-year students are required to attend a two-day orientation and a week-long summer bridge program to help them prepare for the combined rigor of high school and college life. Student success requires a team effort to meet their academic and emotional needs.

Strengths

- 9th and 10th graders will have a path to college/career class. 10th grade students may loop with their CP teachers to continue building curriculum.
- Master Schedule matches EPCC and UTEP allowing for students to transition seamlessly between the campuses.
- Teal and Black/Griffin Academy/STEM Enrichment Camp

Problem Statements Identifying School Processes & Programs Needs

	Problem Statement	Root Cause
1 ★	Cost of AP exams are high, difficult to find the money to pay fees	Parents struggle to pay for part of student exams.
2 ★	Insufficient progress monitoring through CP 3 and 4	Lacking some structures in CP to ensure teachers are monitoring student grades and providing some intervention when needed.
3 ★	It is difficult to maintain 85% persistence rate of students who start in the early college program as defined by TEA Early College Blueprint Outcome based measure 2.	Insufficient use of Tools for parent communication, and general supplies to support parent universities and students to help assist with course load and expectations
4 ★	Students continue to struggle with anxiety and other social emotional issues	Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school
5 ★	Ensuring all student complete a fitness/physical assessment when enrolled in any PE course.	Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

★ = Priority

Perceptions

Summary

Our goal, at NWECHS, is to create a support system for students to achieve a High School Diploma, an Associate's Degree, and the skills necessary to further their college education and succeed in a future career. We take pride in the fact that we accept a group of students that abides by the Early College High School Blueprint, is proportionate to or over represents the percentages for the district of at-risk students for incoming 9th graders, economically disadvantaged students, Hispanic students, and EBs. Our intentions, as a campus, are to give these students and first-generation college students assistance and support necessary at all levels to help them achieve success. Parents understand the benefits of the program. The majority of parents agree that our campus meets the needs of their child/children, his/her child/children feel safe at school, and they feel welcome, as a parent, on our campus. Although the idea of college and high school at the same time can be daunting, the majority of students strongly agree that they will graduate from high school and have a great future ahead of them. For many students who attend NWECHS, they often have siblings and other relatives who also attend or have attended. It is our belief that once students get started here, they find that it is manageable and are very happy. Students report that they are involved in campus activities, have a best friend on campus, and have at least one teacher who makes him/her excited about the future. Due to the small size of the campus, the focus on high academic achievement, and the foremen


Strengths

1. High number of national board certified teachers
2. Increase parental involvement with the help of PTO
3. **Super** Parent Liaison
4. Teacher resourcefulness
5. Increased number of applicants and acceptance letters for the next school year

Problem Statements Identifying Perceptions Needs

	Problem Statement	Root Cause
1 ★	Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.	At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)
2 ★	Parents, staff and students have a safety concern because the campus is open.	What fencing does exist around the campus is very short and is easy to climb over. Lockdowns often happen because people are able to walk or drive on to campus. Cameras consistently do not work and the lack of cameras along the back perimeter add to the safety concerns.
3 ★	Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.	Not all teachers are using the same application to communicate with parents.

★ = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.

Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

2
★

Persistence rate among 9th and 10th grade students who are coded at-risk, economically disadvantaged remains low. Early College Blueprint requires 85% persistence rate amongst each cohort, year-after-year.

Students are not adequately prepared for the workload and commitment of an early college program. Parents/Guardians do not fully understand the commitment along with the benefits. Many of the at-risk students who transfer are first generation college students. Students are not always able to build and maintain healthy relationships amongst their peers.

3
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Class of 2027 has the lowest attendance rate despite the campus remaining at just under 96.15%

Students and parents do not understand the impact of missing a day on course work and preparedness and do not fully understand state law on attendance.

4
★

Emergent Bilingual students not testing out of TELPAS at high rates despite being college ready via TSI.

Lack of targeted practice on TELPAS to ensure success and have the ability to demonstrate their grasp of the English Language.

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Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.

Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.

6
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Gap between AR and EB students not closing at high enough rate on STAAR EOC and failure rate.

Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

7
★

About 25% of the class of 2029 have passed TSI ELAR. Math TSI passing rates across 9-11th grade remain low .

Gaps in learning, not being prepared for college level work.

8
★

Not moving students through MTSS in a timely manner

Process was cumbersome and somewhat confusing.

9
★

Insufficient progress monitoring through CP 3 and 4

Lacking some structures in CP to ensure teachers are monitoring student grades and providing some intervention when needed.

10
★

Cost of AP exams are high, difficult to find the money to pay fees

Parents struggle to pay for part of student exams.

11
★

It is difficult to maintain 85% persistence rate of students who start in the early college program as defined by TEA Early College Blueprint Outcome based measure 2.

Insufficient use of Tools for parent communication, and general supplies to support parent universities and students to help assist with course load and expectations

12
★

Students continue to struggle with anxiety and other social emotional issues

Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school

13



Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.

At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

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Parents, staff and students have a safety concern because the campus is open.

What fencing does exist around the campus is very short and is easy to climb over. Lockdowns often happen because people are able to walk or drive on to campus. Cameras consistently do not work and the lack of cameras along the back perimeter add to the safety concerns.

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Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.

Not all teachers are using the same application to communicate with parents.

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ACT, SAT, PSAST scores lag behind national average. NWECHS has not had a National Merit Finalist

While students score high for this region, the campus is at or below state average and well below national averages. This is due, in part, to the fact that other high-stakes testing is prioritized due to state accountability and the need to enroll students in dual credit courses.

17



Ensuring all student complete a fitness/physical assessment when enrolled in any PE course.

Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

= Priority



Goals

Goal 1

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

Performance Objective 1 High Priority

For the 2025-2026 school year, all students will pass EOC on their first attempt. The number of students earning Master's level will increase by at least 5%.

Evaluation Data Source: Common Assessments
STAAR Ready Tests
EOC Scores

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Students who scored low on a STAAR or EOC will be enrolled in an intervention course and/or reading/math tutoring class with a certified academic tutor.

Strategy's Expected Result/Impact: Increase the number of students scoring at Master's level on EOC.

Staff Responsible for Monitoring: Administration
Teachers

Problem Statements: Demographics 1 - Student Learning 2

Funding Sources: Turnitin 185-State Compensatory Education, \$2,897.86, NEWSELA 185-State Compensatory Education, \$8,250, Math Medic 185-State Compensatory Education, \$225, Renaissance 185-State Compensatory Education, \$5,772

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Some Progress

November

Some Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

Double Block Algebra I, English I, and Biology to increase performance in tested curriculum and provide strong high school academic foundation.

Strategy's Expected Result/Impact: Increase the number of students earning Masters level on EOC

Staff Responsible for Monitoring: Administration
Teachers

Problem Statements: Demographics 1 - Student Learning 1, 2

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 3

Continue to implement TEKS (Texas Essential Knowledge and Skills).

Strategy's Expected Result/Impact: By reviewing data from common assessments, we can assure that teachers are aligned to the TEKS. If we follow the TEKS, students will perform better on state mandated assessments.

Staff Responsible for Monitoring: Teachers
Administration

Problem Statements: Demographics 1, 4 - Student Learning 2 - School Processes & Programs 2

TEA Priorities: Build a foundation of reading and math

Formative Reviews

Some Progress

November

Some Progress

January

Considerable Progress

March



Accomplished

June

Strategy 4

Provide tutoring through a Math or Reading Tutoring course (with assigned Acceleration teacher) or with teacher during schedule tutoring times to students who are expected to not meet minimum expectations on the EOC and college entrance exams to include TSI 2.0.

Strategy's Expected Result/Impact: Increased passing rates on the EOC tests for all students including subgroups including ED, At-Risk, etc., by strengthening current academic programs.

Staff Responsible for Monitoring: Administration
Teachers

Problem Statements: Demographics 1

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 2: Strategic Staffing

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 5

Provide teachers in core subject areas with applicable professional learning related to EOC.

Strategy's Expected Result/Impact: Ensure students will pass on the first attempt and increase overall masters scores.

Staff Responsible for Monitoring: Principal
Dean of Students
Department Heads

Problem Statements: Demographics 1

Formative Reviews

Some Progress

November

Some Progress

January

Considerable Progress

March



Accomplished

June

Strategy 6

Ensure students from various sub-populations, including ED, have the proper calculators for Algebra I EOC and other relevant math courses that require it.

Strategy's Expected Result/Impact: Increasing masters.
Decrease interruptions during instructional time and testing.

Staff Responsible for Monitoring: Algebra Teacher
Administration

Problem Statements: Demographics 1 - Student Learning 3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

Considerable Progress

November

Considerable Progress

January



Accomplished

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying Demographics

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

Performance Objective 1 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.	Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.
2 Gap between AR and EB students not closing at high enough rate on STAAR EOC and failure rate.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
3 About 25% of the class of 2029 have passed TSI ELAR. Math TSI passing rates across 9-11th grade remain low .	Gaps in learning, not being prepared for college level work.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

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

Performance Objective 2 High Priority

Northwest will retain 95% of our entering freshman class (from freshmen year to sophomore year) and

85% of students in each cohort as indicated through the enrollment data as of the last day of school in May 2026.

Evaluation Data Source: Enrollment Data

Summative Evaluation: Exceeded Performance Objective

Strategy 1

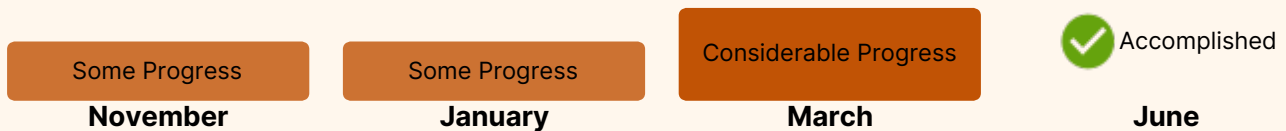
Review grades for students from each grade level every three-weeks. Schedule teacher meetings with parents immediately when student is struggling.

Strategy's Expected Result/Impact: Just in time interventions

Staff Responsible for Monitoring: Administration
Counselor

Problem Statements: Demographics 1, 2 - Student Learning 1 - School Processes & Programs 2

Formative Reviews



Strategy 2

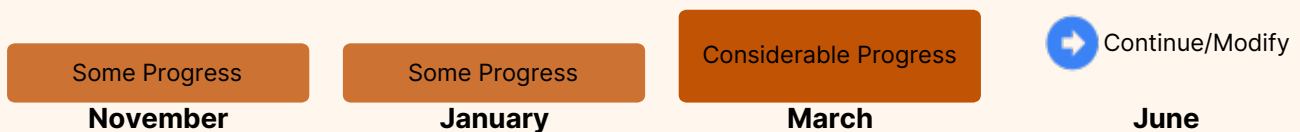
Review attendance data weekly and meet with students/parents immediately.

Strategy's Expected Result/Impact: Decrease absenteeism and provide intervention

Staff Responsible for Monitoring: Administration
Attendance Clerk
Counselor

Problem Statements: Demographics 3

Formative Reviews



Strategy 3

Set up structured mentoring program in College Preparatory class for all students within the class of 2027 and 2028. Structured mentoring program to include speakers and curriculum to support student retainment, specifically at-risk, ED and EB. Mentoring program will include SEL tools for students to manage internal and external stressors of being in high school as well as establishing a system to monitor students who are taking online college classes.

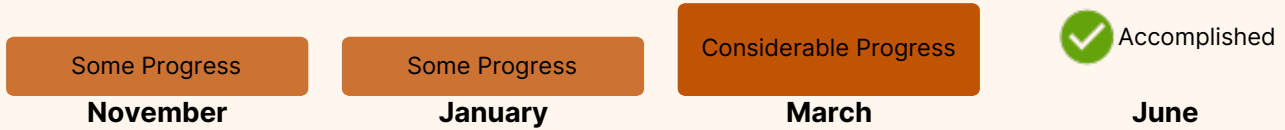
Strategy's Expected Result/Impact: Daily intervention to decrease failures and attendance issues and to assist students in managing healthy relationships amongst peers. Supporting Curriculum to help students manage the stresses of early college to prevent students from dropping (increase year-over-year persistence rate).

Staff Responsible for Monitoring: Administration
Counselor
Teachers

Problem Statements: Student Learning 1 - School Processes & Programs 2

Funding Sources: Shoof Production, Inc 211-Title I-Part A, \$8,000

Formative Reviews



Strategy 4

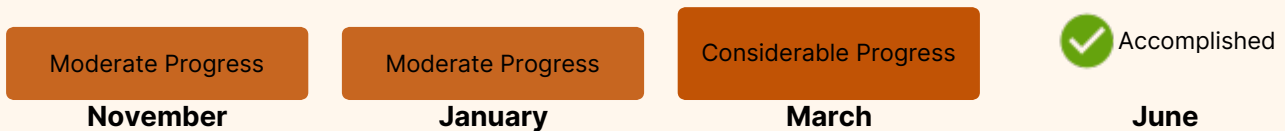
Provide counseling on the benefits of the early college program to both students and parents when students are considering withdrawing.

Strategy's Expected Result/Impact: Parent and student understanding of the benefits of ECHS through conference to prevent withdrawal and maintain required persistence rate as defined by ECHS blueprint.

Staff Responsible for Monitoring: Administration
Counselor

Problem Statements: School Processes & Programs 2, 3

Formative Reviews



Strategy 5

Offer a variety of clubs/organizations and activities that will interest students and promote leadership skills and camaraderie. Activities include STEM Enrichment camp, mentorship opportunities, etc., The campus is committed to providing any training, both local or out of town, for our teacher sponsors to support these clubs and organizations.

Strategy's Expected Result/Impact: If students have friends through a club or activity they are more likely to stay enrolled at NW. Also, clubs will teach them leadership skills and look good on college and work applications. Clubs and Organization and activities support low SES demographic and other sub pops including students who are at-risk.

Staff Responsible for Monitoring: Administration
Counselor
Club and organization sponsors

Problem Statements: School Processes & Programs 4

Formative Reviews



Strategy 6

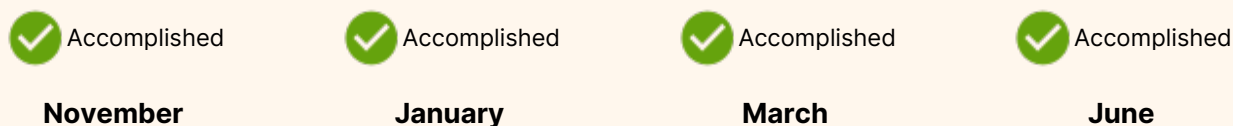
Conduct orientation and bridge academy for the class of 2029 to create a culture of college and high school team building to support academic and social/emotional success.

Strategy's Expected Result/Impact: Students will begin to develop soft skills necessary to be success in an early college. In addition they will familiarize themselves with the campus to assist with a better transition. They will meet teachers and learn expectations. They will also have opportunities to TSI test during bridge.

Staff Responsible for Monitoring: All staff

Problem Statements: School Processes & Programs 3, 4 - Perceptions 1

Formative Reviews



Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement	Root Cause
<p>1 At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.</p>	<p>Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.</p>
<p>2 Persistence rate among 9th and 10th grade students who are coded at-risk, economically disadvantaged remains low. Early College Blueprint requires 85% persistence rate amongst each cohort, year-after-year.</p>	<p>Students are not adequately prepared for the workload and commitment of an early college program. Parents/Guardians do not fully understand the commitment along with the benefits. Many of the at-risk students who transfer are first generation college students. Students are not always able to build and maintain healthy relationships amongst their peers.</p>

3

Class of 2027 has the lowest attendance rate despite the campus remaining at just under 96.15%

Students and parents do not understand the impact of missing a day on course work and preparedness and do not fully understand state law on attendance.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.

Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Insufficient progress monitoring through CP 3 and 4

Lacking some structures in CP to ensure teachers are monitoring student grades and providing some intervention when needed.

3

It is difficult to maintain 85% persistence rate of students who start in the early college program as defined by TEA Early College Blueprint Outcome based measure 2.

Insufficient use of Tools for parent communication, and general supplies to support parent universities and students to help assist with course load and expectations

4

Students continue to struggle with anxiety and other social emotional issues

Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.

At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

Performance Objective 3 High Priority

By December 2025, all students in the class of 2028 will have passed the ELA TSI 2.0. All students enrolled in Algebra II will have passed the math TSI. By May, all students in the class of 2029 will have passed ELAR TSI and those in Algebra II will pass Math TSI.

Evaluation Data Source: TSI Scores

Summative Evaluation: Met Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Continue to be a TSI testing site to ensure student access. Train all teachers to proctor TSI Exams.

Staff Responsible for Monitoring: Administration

Counselor

Teachers

Problem Statements: Student Learning 3

Funding Sources: College Board/TSI 211-Title I-Part A, \$7,608

Formative Reviews

Some Progress

November

Some Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 2

Create a reading intervention class that is scheduled during the school day to support students who need help in this area. Group students according to their scores, so intervention is targeted. An additional Reading tutor available to push in to select ELAR classes to support ED and at-risk students.

Strategy's Expected Result/Impact: Increase in TSI Scores and overall Master's scores.

Staff Responsible for Monitoring: Reading Tutor

English Department
Administration
Counselor
Academic Tutor(s)

Problem Statements: Demographics 2 - Student Learning 1, 3

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

Formative Reviews

Considerable Progress

November

Considerable Progress

January

Considerable Progress

March



Accomplished

June

Strategy 3

Create a math intervention class that is scheduled during the school day to support students who need help in this area.

Strategy's Expected Result/Impact: Increase in TSI scores

Staff Responsible for Monitoring: Math Department

Administration
Counselor
Academic Tutor(s) - Math/Reading

Problem Statements: Student Learning 3

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 4

Block English I based on performance on the TSI Reading and 8th grade ELAR STAAR.

Strategy's Expected Result/Impact: Increase in TSI Scores

Increase EOC Approaches, Meets, Masters
Support HB4545
Proactive instead of reactive

Staff Responsible for Monitoring: English Department

Administration
Counselor

Problem Statements: Demographics 1, 4 - Student Learning 2, 3

Funding Sources: Apple Inc 185-State Compensatory Education, \$5,838, Amazon-books 185-State Compensatory Education, \$892.8

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Accomplished

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.

Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

2

Persistence rate among 9th and 10th grade students who are coded at-risk, economically disadvantaged remains low. Early College Blueprint requires 85% persistence rate amongst each cohort, year-after-year.

Students are not adequately prepared for the workload and commitment of an early college program. Parents/Guardians do not fully understand the commitment along with the benefits. Many of the at-risk students who transfer are first generation college students. Students are not always able to build and maintain healthy relationships amongst their peers.

4

Emergent Bilingual students not testing out of TELPAS at high rates despite being college ready via TSI.

Lack of targeted practice on TELPAS to ensure success and have the ability to demonstrate their grasp of the English Language.

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.

Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.

2

Gap between AR and EB students not closing at high enough rate on STAAR EOC and failure rate.

Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

3

About 25% of the class of 2029 have passed TSI ELAR. Math TSI passing rates across 9-11th grade remain low .

Gaps in learning, not being prepared for college level work.

Performance Objective 4

During the 2025-2026 school year, NWECHS will monitor progress for all students, grades 9-12, including special populations such as EB, SPED, Economically Disadvantaged, 504 and GT, every three weeks to ensure 100% of seniors will graduate College, Career and Military Ready and core complete through EPCC.

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

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Grade level meetings will be conducted quarterly to review the academic progress of students by cohort Teachers will list students who are struggling and parent contact will be made and MTSS referrals will be made if applicable.

Strategy's Expected Result/Impact: Meeting Rosters
Grade Reports
Team Meetings - Reflection
Improved Grades

Staff Responsible for Monitoring: Administration,
Counselor, Teachers,
Parent Liaison

Problem Statements: Student Learning 1, 4

Funding Sources: SCE personnel- Academic tutors (2) 185-State Compensatory Education, \$25,552, Tutoring-transportation 211-Title I-Part A, \$2,516, Tutoring-transportation 185-State Compensatory Education, \$3,880, Amazon- Summer school supplies #4 211-Title I-Part A, \$3,366, Tutoring 185-State Compensatory Education, \$6,277

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

Monthly meetings with LPAC committee to monitor EB and migrant performance.

Strategy's Expected Result/Impact: Increase performance of EB students on STAAR, TSI, TELPAS and other college readiness exams.

Staff Responsible for Monitoring: Administration,
Counselor, LPAC
Committee

Problem Statements: Demographics 1, 4 - Student Learning 2

TEA Priorities: Build a foundation of reading and math, Connect high school to career and college

ESF Levers: Lever 5: Effective Instruction

Formative Reviews



Strategy 3

Monitor graduation rates to ensure a 100% high school graduation rate and a 90% Associate's attainment.

Strategy's Expected Result/Impact: Graduation numbers for both high school and EPCC

Staff Responsible for Monitoring: All Staff

Problem Statements: Demographics 2, 3 - Perceptions 1

Formative Reviews



Strategy 4

Provide substitutes for teachers to monitor and review data for special populations.

Strategy's Expected Result/Impact: Decrease failure rates, increase persistence rates, graduation rates (high school and college)

Staff Responsible for Monitoring: Principal
Dean of Students
Department Heads

Problem Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1

Formative Reviews



Performance Objective 4 Problem Statements Identifying Demographics

	Problem Statement	Root Cause
1	At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.
2	Persistence rate among 9th and 10th grade students who are coded at-risk, economically disadvantaged remains low. Early College Blueprint requires 85% persistence rate amongst each cohort, year-after-year.	Students are not adequately prepared for the workload and commitment of an early college program. Parents/Guardians do not fully understand the commitment along with the benefits. Many of the at-risk students who transfer are first generation college students. Students are not always able to build and maintain healthy relationships amongst their peers.
3	Class of 2027 has the lowest attendance rate despite the campus remaining at just under 96.15%	Students and parents do not understand the impact of missing a day on course work and preparedness and do not fully understand state law on attendance.
4	Emergent Bilingual students not testing out of TELPAS at high rates despite being college ready via TSI.	Lack of targeted practice on TELPAS to ensure success and have the ability to demonstrate their grasp of the English Language.

Performance Objective 4 Problem Statements Identifying Student Learning

	Problem Statement	Root Cause
1	Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.	Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.
2	Gap between AR and EB students not closing at high enough rate on STAAR EOC and failure rate.	Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

4

Not moving students through MTSS in a timely manner

Process was cumbersome and somewhat confusing.

Performance Objective 4 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

2

Insufficient progress monitoring through CP 3 and 4

Lacking some structures in CP to ensure teachers are monitoring student grades and providing some intervention when needed.

Performance Objective 4 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.

At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

Performance Objective 5

By May 2026, NWECHS will increase college readiness and AP scores. Average composite scores on ACT to 23 by providing instruction on ACT prep through our College Readiness Coordinator. Increase core area performances on any examination required to maintain quartile 1 distinctions.

Evaluation Data Source: ACT, PSAT, SAT and AP scores

Summative Evaluation: Exceeded Performance Objective

Next Year's Recommendation: Continue

Strategy 1

Use PLCs to analyze the data from the ACT. Each teacher will develop an ACT related learning goal. Our overall goal is to reach a 22 score which is ACT's benchmark for college readiness.

Strategy's Expected Result/Impact: Data analysis will help us improve our ACT scores.

Staff Responsible for Monitoring: Teachers,
Administration
College Career Readiness Teacher

Problem Statements: Student Learning 5 - School Processes & Programs 1

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Considerable Progress

March



Accomplished

June

Strategy 2

All students in the class of 2028 and all students in the class of 2027 will take the PSAT/NMSQT. Fund this to ensure 100% participation.

Strategy's Expected Result/Impact: By having 10th graders take the PSAT we will be able to immediately use that data to inform instruction and prepare students for ACT/SAT/PSAT.

For PSAT, we want students to qualify for National Merit and be included in other National Recognition Programs through College Board.

Staff Responsible for Monitoring: Counselor, College Readiness Coordinator Administration

Problem Statements: Student Learning 5 - School Processes & Programs 1

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 3

Using the data collected from the 10th graders who took the PSAT, develop a comprehensive program that will prepare students for the NMSQT junior year.

Strategy's Expected Result/Impact: We will get an individualized plan from test results and then be able to develop a targeted review in classrooms of skills necessary to be successful.

Staff Responsible for Monitoring: Counselor, Administration, College Readiness Coordinator

Problem Statements: Student Learning 5

Formative Reviews

Some Progress

November

Some Progress

January



Accomplished

March



Accomplished

June

Strategy 4

100 % of the 2025 class will take the SAT school day college

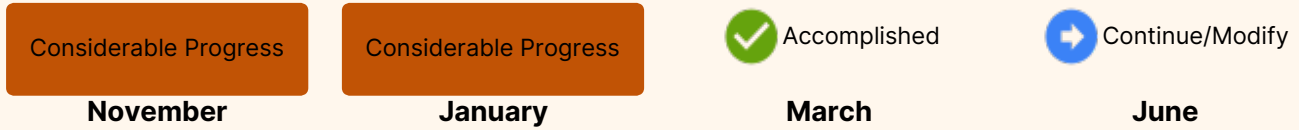
entrance exam.

Strategy's Expected Result/Impact: Meet state accountability requirements and for students to have increased access to college scholarship and college acceptance.

Staff Responsible for Monitoring: Counselor,
Administration
College Readiness Coordinator

Problem Statements: Student Learning 5

Formative Reviews



Strategy 5

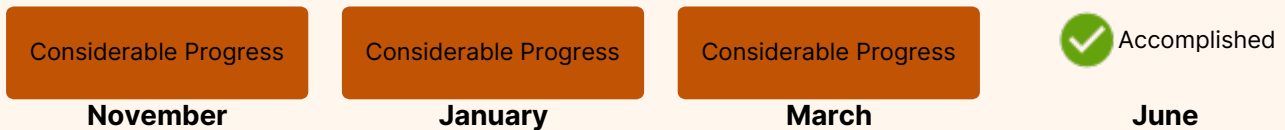
Students enrolled in any dual credit or Advanced Placement class will have the opportunity to experience a rigorous learning environment to accelerate their learning at little or no cost to the student.

Strategy's Expected Result/Impact: Reach higher Masters levels, earn distinctions and performance acknowledgements and increase GPA scores. EPCC Core Complete and Associate Degree attainment.

Staff Responsible for Monitoring: Administration
Department Heads

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

Formative Reviews



Performance Objective 5 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.

Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

Performance Objective 5 Problem Statements Identifying Student Learning

Problem Statement

Root Cause

1

Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.

Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.

5

ACT, SAT, PSAST scores lag behind national average. NWECHS has not had a National Merit Finalist

While students score high for this region, the campus is at or below state average and well below national averages. This is due, in part, to the fact that other high-stakes testing is prioritized due to state accountability and the need to enroll students in dual credit courses.

Performance Objective 5 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

1

Cost of AP exams are high, difficult to find the money to pay fees

Parents struggle to pay for part of student exams.

Performance Objective 5 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.

At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

Performance Objective 6

All students enrolled in Physical Education will complete at least one fitness assessment.

Summative Evaluation: Exceeded Performance Objective

Strategy 1

PE Coach will utilize a fitness assessment to ensure students are increasing their ability to complete physical activity.

Strategy's Expected Result/Impact: Increased fitness for students in PE

Staff Responsible for Monitoring: Victor Corral

Problem Statements: School Processes & Programs 5

Formative Reviews



Performance Objective 6 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
5 Ensuring all student complete a fitness/ physical assessment when enrolled in any PE course.	Students are recorded to complete a fitness exam such as fitness gram when enrolled in a PE course.

Goal 2

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

Performance Objective 1

In 2025-2026 school year, to ensure the safety of our students, all staff will be trained on emergency operating protocols, and prevention of bullying.

Evaluation Data Source: Training logs
Safe Schools Certificates

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Conduct 2 mock emergency drills with the cooperation of EPCC and local law enforcement.

Strategy's Expected Result/Impact: Faculty and staff must be prepared in the event of an emergency.

Staff Responsible for Monitoring: Dean of Students, Campus Security

Problem Statements: Perceptions 2

Formative Reviews

Some Progress

November

Some Progress

January



Accomplished

March



Accomplished

June

Strategy 2

Review and update campus EOP with faculty and staff.

Strategy's Expected Result/Impact: All campus staff

Staff Responsible for Monitoring: Dean of Students

Problem Statements: Perceptions 2

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 3

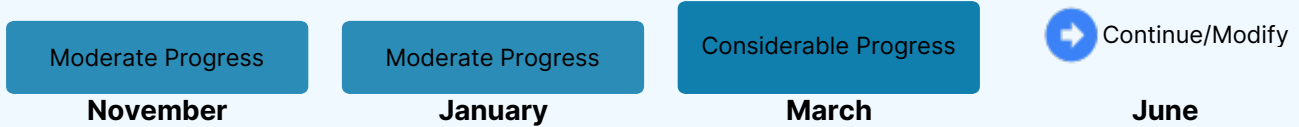
We will invite outside agencies (such as Emergence Health Network) to present to students on topics like mental health, substance abuse, bullying, digital safety, and other topics deemed relevant to our age group and required by Texas State law. Continue to refer students to Emergence based on counselor and teacher input.

Strategy's Expected Result/Impact: Students will be better prepared to identify when a friend or they themselves may need to seek help for a variety of common teen difficulties. Students will be kinder to each other and themselves.

Staff Responsible for Monitoring: Counselor, Nurse, Administration

Problem Statements: School Processes & Programs 3, 4

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Processes & Programs

	Problem Statement	Root Cause
3	It is difficult to maintain 85% persistence rate of students who start in the early college program as defined by TEA Early College Blueprint Outcome based measure 2.	Insufficient use of Tools for parent communication, and general supplies to support parent universities and students to help assist with course load and expectations
4	Students continue to struggle with anxiety and other social emotional issues	Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school

Performance Objective 1 Problem Statements Identifying Perceptions

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

Performance Objective 2

For the 2025-26 school year, NWECHS will reach the goal of 98.0% attendance in all grade levels through increased focus on accurate attendance record keeping, use of positive attendance incentives, PBIS strategies, parent meetings, and parent/student attendance plans as needed.

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

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

MTSS Tier 1 and 2 team will implement PBIS/MTSS model including meeting at least on a monthly basis to conduct needs assessments, analyze data, and identify and target campus needs through the implementation of evidence-based practices. Tier 1 and 2 teams will review all referrals as needed.

Staff Responsible for Monitoring: Attendance Clerk, Administration, PBIS Team

Problem Statements: Demographics 1, 4 - School Processes & Programs 4 - Perceptions 1

Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March



Accomplished

June

Strategy 2

Through student support services department, the campus will implement a science based substance abuse and violence prevention curriculum to educate all students.

Strategy's Expected Result/Impact: Strategy's Expected Result/Impact
Drug and alcohol prevention through education.

Staff Responsible for Monitoring: Administration
Counselor
PE/Health
Prevention Specialist

Problem Statements: School Processes & Programs 4

Formative Reviews

Some Progress

November

Some Progress

January

Some Progress

March



Accomplished

June

Strategy 3

Participate in the "No Place for Hate" Anti-bullying campaign to maintain NPFH status.

Strategy's Expected Result/Impact: Promote a positive school climate and culture

Staff Responsible for Monitoring: NPFH Sponsor
Administration

Problem Statements: School Processes & Programs 4

Formative Reviews



Strategy 4

Maintain positive behavior by implementing tiered responses through grade level teams, thus resulting in fewer discipline referrals (no more than 5%), in school suspensions and out of school suspensions (no more than 5%).

Strategy's Expected Result/Impact: PBIS/MTSS is a prevention-oriented way for school personnel to (a) organize evidence-based practices, (b) improve their implementation of those practices, and (c) maximize academic and social behavior outcomes for students. PBIS/MTSS supports the success of ALL students.

Staff Responsible for Monitoring: MTSS/PBIS Team
Administration

Problem Statements: Student Learning 1, 4

Formative Reviews



Strategy 5

Through College Prep, each teacher will review and issue a Griffin Expectations contract to every new student to be signed by students and parents.

Strategy's Expected Result/Impact: Reduce discipline issues and absenteeism
Improve overall student success.

Staff Responsible for Monitoring: Dean of Students
CP Teachers

Problem Statements: Perceptions 1

Formative Reviews



Accomplished

November



Accomplished

January



Accomplished

March



Accomplished

June

Strategy 6

Increased parent communication beyond all calls and text using additional applications to include Parent Square by parent liaison and teachers to educate and ensure students are maintaining 98% attendance rate.

Strategy's Expected Result/Impact: Increase attendance at all grade levels, particularly the class of 2024 and 2026.

Staff Responsible for Monitoring: Attendance Clerk
Parent Liaison
Dean of Students
Teachers

Problem Statements: Perceptions 3

Formative Reviews

Some Progress

November

Some Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.

Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

4

Emergent Bilingual students not testing out of TELPAS at high rates despite being college ready via TSI.

Lack of targeted practice on TELPAS to ensure success and have the ability to demonstrate their grasp of the English Language.

Performance Objective 2 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
1 Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.	Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.
4 Not moving students through MTSS in a timely manner	Process was cumbersome and somewhat confusing.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

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

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement	Root Cause
1 Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.	At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)
3 Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.	Not all teachers are using the same application to communicate with parents.

Performance Objective 3

In 2025-2026 school year, NWECHS will support all teachers anchored to Texas Teachers Evaluation Support System (TTESS) and Student Learning Objectives (SLO) by providing necessary professional development. In addition, administration and support staff will partake in professional development, both local and out of town, to ensure student growth.

Evaluation Data Source: Presentations to staff
Classroom walkthroughs
teacher documentation

Summative Evaluation: Exceeded Performance Objective

Strategy 1

All departments will have the opportunity to attend applicable training during the 2024-25 school year including attending conferences related to early college high school that help implement best practices to ensure success in high school and post-secondary.

Problem Statements: Demographics 1 - Student Learning 1 - School Processes & Programs 4 - Perceptions 1

Funding Sources: CCR Schools Model Leadership Summit (2 teachers) 211-Title I-Part A, \$3,001.86

Formative Reviews



Performance Objective 3 Problem Statements Identifying Demographics

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

Performance Objective 3 Problem Statements Identifying Student Learning

Problem Statement	Root Cause
<p>1 Class of 2028 has the highest failure rates on campus. This is aligned to historical failure rates tend to be from the freshman class.</p>	<p>Interventions and MTSS were not implemented early enough. MTSS process is confusing and overbearing. Parents/Guardians need additional ways to support their students at home.</p>

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Students continue to struggle with anxiety and other social emotional issues

Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

1

Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.

At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)

Goal 3

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

Performance Objective 1

NWECHS will plan at least four school-wide events throughout the 2025-2026 academic year addressing student social and emotional needs including teacher professional development.

Evaluation Data Source: Participation
School Calendar

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Throughout the year, organize a variety of different school events that promote school spirit and culture.

Strategy's Expected Result/Impact: Important to build school culture and spirit in other ways.

Staff Responsible for Monitoring: STUCO Sponsor
STUCO
Administration

Problem Statements: School Processes & Programs 4

Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March



Accomplished

June

Strategy 2

Ensure all students are participating in at least one club or organization.

Strategy's Expected Result/Impact: Participation in clubs and activities increases retention rates.

Staff Responsible for Monitoring: STUCO Sponsor
Club Sponsors
Administration
Counselor

Problem Statements: School Processes & Programs 4

Formative Reviews

Some Progress

November

Some Progress

January

Considerable Progress

March



Continue/Modify

June

Strategy 3

Organize NWECHS social events that promote camaraderie among Griffins.

Strategy's Expected Result/Impact: Students who are enrolled simultaneously in high school and college may experience additional stress. Various activities will be created that allow students to de-stress and promote friendship and acceptance.

Staff Responsible for Monitoring: STUCO Sponsor
Club Sponsors
Administration
Counselor
Receptionist

Problem Statements: School Processes & Programs 4

Formative Reviews

Moderate Progress

November

Moderate Progress

January

Moderate Progress

March



Accomplished

June

Strategy 4

Educate students in various social and emotional topics such as dating violence, suicide prevention, drug abuse, and healthy relationships through external partners such as Project Vida and through the campus Health class.

Strategy's Expected Result/Impact: These presentations are designed to help prevent students from making poor decisions.

Staff Responsible for Monitoring: Counselor
Student Support Services
PE/Health Teacher

Problem Statements: School Processes & Programs 4

Formative Reviews

Some Progress

November

Some Progress

January

Moderate Progress

March



Accomplished

June

Strategy 5

Provide teachers professional development opportunities through the National Council of Urban

School Transformation to help build strong school cultures that support both student achievement and teacher effectiveness through collaboration, engagement, and community involvement.

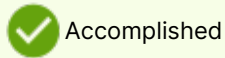
Strategy's Expected Result/Impact: Increased parental engagement between teacher and parent.

Staff Responsible for Monitoring: Administration, Department Heads

Problem Statements: Demographics 1

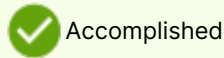
Funding Sources: National Cener for Urban School Tranformation-travel 211-Title I-Part A, \$3,000

Formative Reviews



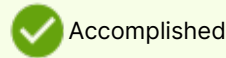
Accomplished

November



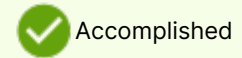
Accomplished

January



Accomplished

March



Accomplished

June

Performance Objective 1 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.

Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Students continue to struggle with anxiety and other social emotional issues

Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school

Performance Objective 2

By June 2026, NWECHS will regularly recognize and promote the achievements of our students during our fall semester and spring awards ceremony and through social media.

Evaluation Data Source: Event Participation, sign-in sheets

Summative Evaluation: Exceeded Performance Objective

Strategy 1

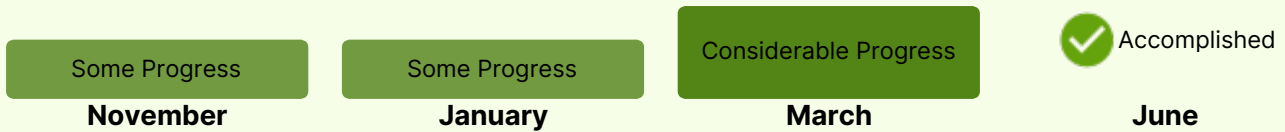
Organize an event recognizing AP scholars and top 10% for fall semester.

Strategy's Expected Result/Impact: Recognize previous year top 10% with a letterman jacket.

Staff Responsible for Monitoring: Administration

Problem Statements: School Processes & Programs 1, 4 - Perceptions 1

Formative Reviews



Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement	Root Cause
1 Cost of AP exams are high, difficult to find the money to pay fees	Parents struggle to pay for part of student exams.
4 Students continue to struggle with anxiety and other social emotional issues	Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school

Performance Objective 2 Problem Statements Identifying Perceptions

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

Performance Objective 3

NWECHS will hold quarterly parent meetings throughout the year on various educational/college readiness topics and will recruit for active parent participation in different committees/councils throughout the 2025-26 school year.

Strategy 1

Share the parent compact with parents through various methods.

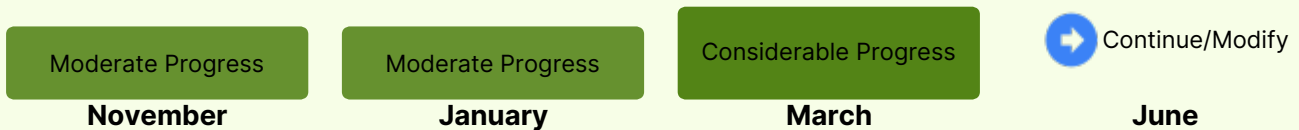
Strategy's Expected Result/Impact: Improve communication with parents
Improve student retention

Staff Responsible for Monitoring: Administration
Parent Liaison

Problem Statements: School Processes & Programs 3 - Perceptions 1, 3

Funding Sources: Title 1 personnel- PL 211-Title I-Part A, \$27,479, Amazon-PFE 211-Title I-Part A, \$154.74, Amazon-PFE 211-Title I-Part A, \$358.89

Formative Reviews



Strategy 2

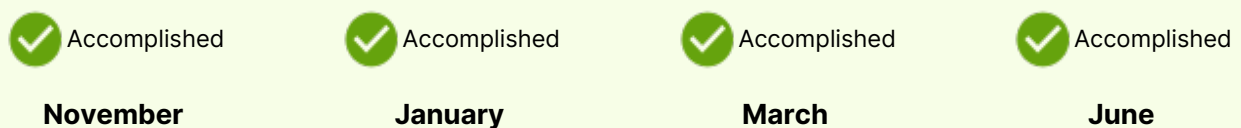
Share how schools are funded with parents through the Title I presentation

Strategy's Expected Result/Impact: Administration, Parent Liaison

Staff Responsible for Monitoring: Keep parents informed on how schools are funded
Provide parents an opportunity to ask questions

Problem Statements: School Processes & Programs 3 - Perceptions 3

Formative Reviews



Strategy 3

Increase the number of informational sessions on how college works and the long term impacts of not passing college classes.

Strategy's Expected Result/Impact: Increase understanding by parents on college coursework.

Staff Responsible for Monitoring: Parent Liaison

Problem Statements: Perceptions 1, 3

TEA Priorities: Connect high school to career and college

Formative Reviews

Some Progress


November

Some Progress

January

Moderate Progress

March

 Continue/Modify

June

Strategy 4

Organize parent meetings at a variety of different times/days to accommodate varied work schedules.

Strategy's Expected Result/Impact: Encourage greater parent participation
Improve parent communication

Staff Responsible for Monitoring: Parent Liaison
Counselor

Problem Statements: Demographics 2 - School Processes & Programs 3 - Perceptions 1

Funding Sources: Dell Marketing LLC 211-Title I-Part A, \$276.24

Formative Reviews

Moderate Progress


November

Moderate Progress

January

Considerable Progress

March

 Accomplished

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

2

Persistence rate among 9th and 10th grade students who are coded at-risk, economically disadvantaged remains low. Early College Blueprint requires 85% persistence rate amongst each cohort, year-after-year.

Students are not adequately prepared for the workload and commitment of an early college program. Parents/Guardians do not fully understand the commitment along with the benefits. Many of the at-risk students who transfer are first generation college students. Students are not always able to build and maintain healthy relationships amongst their peers.

Performance Objective 3 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

It is difficult to maintain 85% persistence rate of students who start in the early college program as defined by TEA Early College Blueprint Outcome based measure 2.

Insufficient use of Tools for parent communication, and general supplies to support parent universities and students to help assist with course load and expectations

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement	Root Cause	
1	Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.	At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)
3	Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.	Not all teachers are using the same application to communicate with parents.

Performance Objective 4

Student Council and National Honor Society will organize at least four opportunities for community service throughout the 2025-2026 school year.

Evaluation Data Source: Student logs of community service

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Provide at least one opportunity per semester for students/faculty to participate in community service.

Strategy's Expected Result/Impact: Having students out assisting in the community where needed promotes our school, but it also promotes an important value: service. We also want students to begin building their resumes for scholarships. By having class sponsors organize an event each semester, it will give the entire student body four opportunities each semester to serve the community.

Staff Responsible for Monitoring: Grade level sponsors

Problem Statements: School Processes & Programs 4

Formative Reviews

Some Progress

November

Some Progress

January

Considerable Progress

March



Accomplished

June

Performance Objective 4 Problem Statements Identifying School Processes & Programs

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

Performance Objective 5

NECHS will effectively use website, school messenger, parent portal, social media and other electronic resources to communicate with stakeholders through monthly updates with any relevant and marketable success of the campus throughout the 2025-2026 school year.

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

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Assign staff to be in charge of maintaining and updating the website and sending school messages through Blackboard and parent information via email/mail/parentsquare and other sources.

Strategy's Expected Result/Impact: Keeping an up to date and accurate website will help with student recruitment.

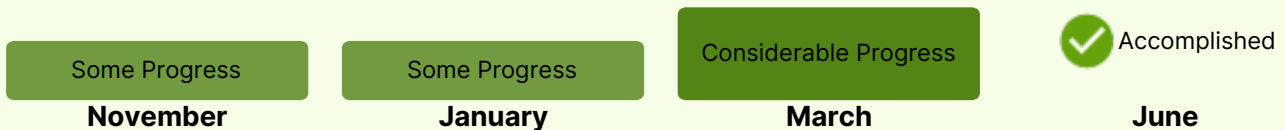
We must post our ECHS activities as a component of the blueprint.

Staff Responsible for Monitoring: Administration
Receptionist
Parent Liaison

Problem Statements: Perceptions 3

Funding Sources: ParentSquare 211-Title I-Part A, \$4,650

Formative Reviews



Performance Objective 5 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.

Not all teachers are using the same application to communicate with parents.

Goal 4

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

Performance Objective 1

NWECHS will host at least two community events, one per semester, to market our program.

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

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Organize Northwest Lights to encourage children from all district elementary schools to attend. Will also participate in any Community Night Out and participate in elementary school events

Strategy's Expected Result/Impact: This event often serves as the first introduction to our program for many families. Each participant will receive our marketing brochure and meet our students that night will engaging in a fun, family friendly event.

Staff Responsible for Monitoring: Student Activities Manager
STUCO
Club/Organization sponsors
Administration

Problem Statements: School Processes & Programs 4 - Perceptions 1, 3

Formative Reviews



Performance Objective 1 Problem Statements Identifying School Processes & Programs

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

Performance Objective 1 Problem Statements Identifying Perceptions

Problem Statement	Root Cause	
1	Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes work and what the consequences are when students earn a D, F, or a W.	At open houses, recruitment, advertisements, etc., we discuss the benefits of going to NW, but do not accurately depict costs and commitment required to attend NW. or what happens when students are not successful. Parents are aware of the end results, but do not understand how we get students there (work ethic > intellect)
3	Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.	Not all teachers are using the same application to communicate with parents.

Performance Objective 2

By December 2025, NWECHS will promote their campus through at least 2 recruitment events focused on Middle Schools.

Evaluation Data Source: Applications for the class of 2028

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Visit all 8th graders in the district to promote our program. Scheduled for October/November 2025.

Strategy's Expected Result/Impact: We need to target more carefully at-risk, ED, first generation, ELL and SPED students. We expect that with thoughtful recruitment this can be accomplished.

Staff Responsible for Monitoring: Administration
Counselor
Teachers

Problem Statements: Demographics 1

Formative Reviews

Considerable Progress

November

Considerable Progress

January



Accomplished

March



Accomplished

June

Strategy 2

Host at least two evening parent sessions about our program.

Strategy's Expected Result/Impact: We need to target more carefully at-risk, ED, first generation, ELL and SPED students. We expect that with thoughtful recruitment this can be accomplished.

Staff Responsible for Monitoring: Club and organization sponsors
Administration
Counselor
Teachers

Problem Statements: School Processes & Programs 3 - Perceptions 3

Formative Reviews

Some Progress

November

Some Progress

January



Accomplished

March



Accomplished

June

Performance Objective 2 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.

Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

Performance Objective 2 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

3

It is difficult to maintain 85% persistence rate of students who start in the early college program as defined by TEA Early College Blueprint Outcome based measure 2.

Insufficient use of Tools for parent communication, and general supplies to support parent universities and students to help assist with course load and expectations

Performance Objective 2 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.

Not all teachers are using the same application to communicate with parents.

Performance Objective 3

State Comp and Title 1 Funds will be properly allocated to serve our at-risk and economically disadvantaged students. 100% of those funds will be spent to meet the needs of NWECHS students in those categories by June 2026.

Summative Evaluation: Exceeded Performance Objective

Strategy 1

Fund Parent Liason as well as transportation.

Strategy's Expected Result/Impact: Improve results for this demographic

Staff Responsible for Monitoring: Administration, Parent Liaison.

Problem Statements: Demographics 1, 3 - Perceptions 3

Formative Reviews

Some Progress

November

Some Progress

January



Accomplished

March



Accomplished

June

Performance Objective 3 Problem Statements Identifying Demographics

Problem Statement

Root Cause

1

At-risk and emergent bilingual sub-populations not achieving meets or higher at the same rate as other students on STAAR EOC and have grades falling below 70%.

Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

3

Class of 2027 has the lowest attendance rate despite the campus remaining at just under 96.15%

Students and parents do not understand the impact of missing a day on course work and preparedness and do not fully understand state law on attendance.

Performance Objective 3 Problem Statements Identifying Perceptions

Problem Statement

Root Cause

3

Current means of communicating with parents are not effectively reaching all parents. In person meetings in the cafeteria continue to be problematic due to continuing A/V issues to effectively present and communicate with parents during meetings and student/parent presentations.

Not all teachers are using the same application to communicate with parents.

Goal 5

TECHNOLOGY RESOURCES: * Apple Refresh 1:1 * Wireless access/Testing * Infrastructure/Safety * Community Connectivity

Performance Objective 1

During the 2025-26 school year NWECHS's technology infrastructure will be able to support various clubs and organizations as well Practicum/Career Preparation for Cybersecurity and Computer Programming.

Summative Evaluation: Significant progress made toward meeting Performance Objective

Strategy 1

Upgrade network infrastructure and computer hardware to support UIL E-Sports and cybersecurity and computer programming.

Strategy's Expected Result/Impact: Qualify for state

Staff Responsible for Monitoring: Principal
Sponsor
IT

Problem Statements: School Processes & Programs 4

Formative Reviews

Some Progress

November

Some Progress

January



Accomplished

March



Continue/Modify

June

Performance Objective 1 Problem Statements Identifying School Processes & Programs

Problem Statement

Root Cause

4

Students continue to struggle with anxiety and other social emotional issues

Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their home life which make it difficult to perform and be productive at school



State Compensatory Education

State Compensatory

Budget for Northwest Early College High School

Total SCE Funds: \$64,764.00

Total FTEs Funded by SCE: 2

Brief Description of SCE Services and/or Programs

Personnel for Northwest Early College High School

Name	Position	FTE
Lauren Nicole Brooks	Tutor - English	1
Mark Casavantes	Tutor Math	1



Committees

Committees

Campus Improvement Committee

Meeting Logs

Date	Location	Sign In Sheet	Notes
May 18, 2026 @ 2:00 PM	Portable 9	Sign-in Sheet May 18, 2026.pdf	Notes& CNA Signatures.pdf
March 12, 2026 @ 12:30 PM	Portable 14	March 12 Sign in sheet.pdf	CIC Notes 03122026.pdf
January 27, 2026 @ 12:30 PM	Portable 14	Sign in CIC 01 27 26.pdf	Minutes CIC 01 27 26.pdf
February 18, 2026 @ 2:30 PM	Portable 14	Sign in CIC Feb 18,2028.pdf	Minutes CIC 02 18 26.pdf
September 23, 2025 @ 12:30 PM	Portable 14	Sign in Sept 23.pdf	Notes Sept 23.pdf
November 13, 2025 @ 12:30 PM	Portable 14	Sign in nov 13.pdf	NOtes Nov 13.pdf

Members

First Name	Last Name	Position	Committee Role
Samuel	Falola	Parent	Member
Jeanette	Harper	Parent	Member
Richard	Moore	Advanced Academics Coordinator	Member
Frank	Clark	Principal	Member
Maria	Arriaga	Parent Liaison	Member
Geoffrey	Fotch	Teacher	Member
Adrian	Portillo	Teacher	Member
Daniel	Ramirez	Teacher	Member
David	Esquivel	Teacher/DAC	Member
Kelley	Akins	Teacher	Member
Adriana	Gonzalez	Parent	Member
Monica	Melendez	Parent	Member



Funding Summary

Funding Summary

211-Title I-Part A

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	Shoof Production, Inc	--	\$8,000.00
1	2	5	El Paso Chihuahuas	--	\$1,200.00
1	3	1	College Board/TSI	--	\$7,608.00
1	4	1	Tutoring-transportation	--	\$2,516.00
1	4	1	Amazon- Summer school supplies #4	--	\$3,366.00
2	3	1	CCR Schools Model Leadership Summit (2 teachers)	--	\$3,001.86
3	1	5	National Cener for Urban School Tranformation-travel	--	\$3,000.00
3	3	1	Title 1 personnel- PL	--	\$27,479.00
3	3	1	Amazon-PFE	--	\$154.74
3	3	1	Amazon-PFE	--	\$358.89
3	3	4	Dell Marketing LLC	--	\$276.24
3	5	1	ParentSquare	--	\$4,650.00
Sub-Total					\$61,610.73
Budgeted Fund Source Amount					\$68,545.00
+/- Difference					\$6,934.27

185-State Compensatory Education

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Turnitin	--	\$2,897.86
1	1	1	NEWSELA	--	\$8,250.00
1	1	1	Math Medic	--	\$225.00
1	1	1	Renaissance	--	\$5,772.00
1	3	4	Apple Inc	--	\$5,838.00
1	3	4	Amazon-books	--	\$892.80
1	4	1	SCE personnel- Academic tutors (2)	--	\$25,552.00
1	4	1	Tutoring-transportation	--	\$3,880.00
1	4	1	Tutoring	--	\$6,277.00
Sub-Total					\$59,584.66
Budgeted Fund Source Amount					\$64,764.00
+/- Difference					\$5,179.34

199-Local Funds

Goal	Performance Objective	Strategy	Resources Needed	Account Code	Amount
				--	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$262,408.00
+/- Difference					\$262,408.00