Northwest High 2026-2027 Continuous School Improvement Plan

At Northwest High School, we believe that every student deserves access to rigorous learning, meaningful relationships, and the supports necessary to achieve success. Our Continuous School Improvement Plan reflects a collective commitment to addressing the academic, attendance, behavioral, and engagement challenges identified through our data and root cause analysis. We recognize that improving student outcomes requires a shared responsibility among all staff to strengthen the instructional core, foster a culture of belonging, and ensure every student is prepared for graduation, college, career, and life.

As educators, we commit to improving student achievement by consistently implementing district-adopted curriculum guides and high-quality instructional materials to increase academic rigor, deepen learning, and improve ACT performance. We commit to increasing the number of students who are on track for graduation and demonstrating proficiency by designing and delivering grade-level tasks, engaging students in complex texts, and providing meaningful opportunities for academic reading, writing, speaking, and critical thinking. We also commit to improving attendance and reducing behavioral incidents by creating classrooms where students feel valued, connected, supported, and challenged through relevant and engaging learning experiences that foster a strong sense of belonging.

Through these commitments, we will work collaboratively to implement evidence-based instructional, behavioral, and engagement practices aligned to our school improvement goals. By strengthening teaching and learning, proactively supporting student needs, and building positive relationships, we will create a school environment where every student is empowered to attend, engage, achieve, and graduate prepared for future success.

Problem Statement: At Northwest High School, in 2024-25, the discrepancy between graduation rates (78%) and ACT on track for ELA and Math (10%) was 68%. Graduation outcomes are significantly at risk, as approximately 41% of students are currently off-track to graduate, and projections indicate the graduation rate could fall as low as 52.5% if only on-track students persist to completion. Additionally, with nearly 100 students already disengaged through dropout or non-enrollment, these trends reflect systemic challenges in keeping students connected, supported, and on a successful path to graduation. About 52% of all students scored between 0-12 in English. About 60% of all students scored between 13-15 in Math . About 32% of all students scored between 0-12 in Reading . About 34% of all students scored between 16-19 in Science. Students aren't growing from Pre ACT to ACT.

Root Causes: At Northwest High School, instructional practices are not consistently providing students with rigorous, engaging, and student-centered learning experiences. Specifically, limited opportunities for higher-order thinking, active participation, collaboration, and clear progress monitoring result in students becoming disengaged, falling behind academically, and lacking ownership of their learning. These instructional gaps contribute directly to high rates of students being off-track, lower ACT performance, and increased dropout rates. Overall: Breakdown in the **instructional core around task** and text.

Goal 1: By June 2027, By June 2027, Northwest High School will increase ACT Proficiency from 12.5% to 19.5% in ELA and from 14.6% to 21.6% in Math.
Goal 1A. By June 2027, Northwest High School will increase 4-year graduation rates from 69% to 77%, and Extended Graduation Rates (7-Year Cohort) from 81% to 87%.
Goal 1B. By June 2027, Northwest High School will increase the percentage of on-track students from 63% to 71% while increasing the proportion of on-track students earning A's and B's.

Strategy: What will we focus on to achieve our goal-our commitments?	**Actions:** To do list: things we need to do to implement our strategies	**Success Criteria:** What are we expecting to see and hear from the leadership team and teachers?	**Progress/Outcomes** What evidence will we use to monitor student progress? When and with what frequency will we monitor the data? CSIP Implementation Monitoring.xlsx

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Shared Leadership for **High Impact** Instruction	• Cross-Team Data Analysis • CSIP Goal Monitoring • Shared Leadership Development • PLC Instructional Alignment • Evidence-Based Decision Making • Continuous Improvement Cycles (PDCA) • Instructional Walkthrough Calibration • Professional Learning Prioritization • Communication of School-wide Priorities • Monitoring Instructional Impact	We will build a highly effective Instructional Leadership Team that aligns the work of PLCs, attendance, and MTSS teams through shared leadership, evidence-based decision making, and continuous improvement cycles, resulting in coherent instructional practices and improved student outcomes	**Professional Development:** What will you teach to support effective strategy implementation? • Instructional Core (Teacher–Student–Content) • High-Impact Instruction • Rigor • Higher-Order Thinking • Academic Discourse • Student Engagement • Learning Targets • Success Criteria • Formative Assessment • PLC Essential Questions • Evidence of Student Learning
Rigorous, Standards-**Aligned Literacy Integration**	Literacy & Writing • **Increasing Writing Proficiency** • **Content Area Writing Tasks** • **Proficiency Level Descriptors** • Content-based vocabulary instruction to support ACT Reading ACT Readiness • ACT Online Prep and Tier 1 Instruction • ACT Test/Content Prep in Math, Reading, Science Classes • ACT Prep Usage and Rationale • Staff knowledge of what students need for ACT testing • Goal setting with 9th, 10th, and ELPA students before testing	We will design and deliver instruction that consistently integrates grade-level reading, academic writing, and academic discourse, ensuring alignment with district content standards to promote deep understanding across all content areas.	**Professional Development:** What will you teach to support effective strategy implementation? Improving Literacy Instruction • Arc of Learning • Science of Reading • Cognitive Science • Alignment to Standards • Student Writing

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Higher-Order Thinking for All Learners	• Instructional Flow Chart • **Using HQIM** • Moving Text-Centered Lesson Plans from Tasks to Thinking • **High-Quality Tasks** • **Lesson internalization for standards/lesson planning** • All tasks have leveled questioning and text evidence • **High-level writing tasks for each class** • Student-Centered Inquiry • **Student-Led Academic Conversations** • Levels of Engagement • **Frequency of engagement/collaboration of students (walkthroughs, ELEOT)** • **Administration coaching strategies to support goals and feedback** • **Instructional Coaching Schedule**	We will intentionally plan and implement lessons that engage all students in higher-order thinking, such as analysis, synthesis, and evaluation, through meaningful tasks that require critical thinking, problem-solving, and evidence-based reasoning.	
Relevant, **Student-Centered Learning** Experiences	**Inquiry-Based Learning** • Student-Centered Inquiry • **Student Questioning Strategies** • Problem-Based Learning Tasks • Real-World Problem Solving • Reflection and Goal Setting **College & Career Academies / Pathways** • Pathway-Aligned Learning Experiences • Career-Connected Projects • Industry and Community Partnerships • Interdisciplinary Academy Projects • Postsecondary Readiness Skills • Work-Based Learning Connections **Freshman Academy** • Freshman Success Skills • Career and Pathway Exploration • Student Goal Setting and Progress Monitoring • Academic Ownership Practices • Freshman Transition Supports • Freshman Interdisciplinary Projects	We will create engaging, student-centered classrooms where learning is relevant to students' experiences and responsive to how they learn best, fostering ownership, connection, and sustained engagement in the learning process. Teachers consistently implement inquiry-based, pathway-connected learning experiences that provide students with voice, choice, real-world relevance, and opportunities to apply learning. Students can articulate what they are learning, why it matters, how it connects to their future goals, and demonstrate ownership through active engagement, collaboration, reflection, and goal-setting	**Professional Development:** What will you teach to support effective strategy implementation? Cognitive Science Integration • Consistent Practices, repetition, and clear routines • Progress monitoring and clear feedback Inquiry-based Learning Alignment to College and Career Pathways

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Problem Statement: At Northwest High School, over 60% of students attend less than 90% of school days, with 42.6% classified as chronically absent. This level of absenteeism represents a significant barrier to student learning, engagement, and overall success.

Root Causes: At Northwest High School, we recognize that chronic absenteeism is often rooted in a combination of interconnected factors. Our efforts are focused on addressing key root causes, including gaps in parent and guardian communication, which can limit awareness of expectations and available supports; low levels of school engagement and academic connection, where students may not see relevance or feel a sense of belonging; unmet mental and emotional health needs, which can create barriers to consistent attendance; and home-related challenges, including instability or limited access to resources that impact a student's ability to attend regularly. By addressing these root causes, we aim to create a more supportive, engaging, and responsive school environment that promotes consistent student attendance.

Goal 2: Northwest High School will increase the percent of students categorized as "not chronic" by 5%, from 36% to 41% of the student population

Strategy: What will we focus on to achieve our goal-our commitments?	**Actions:** To do list: things we need to do to implement our strategies (Lead with a verb)	**Success Criteria:** What are we expecting to see and hear from the leadership team and teachers?	~~**Progress/Outcomes**~~ What evidence will we use to monitor student progress? When and with what frequency will we monitor the data? CSIP Implementation Monitoring.xlsx
School/Classroom Climate Focused on **Safety**	Attendance Response Framework • Establish consistent attendance intervention protocols and response timelines. • Define staff roles and responsibilities for attendance follow-up. Evaluate Implementation Effectiveness • Monitor effectiveness of attendance interventions through PDCA cycles. • Review attendance, chronic absenteeism, and intervention data monthly.	Teachers and staff consistently implement safety protocols, student support procedures, and supervision expectations. Students can articulate safety expectations, access needed supports, identify trusted adults, and report feeling safe and connected in classrooms, common spaces, and digital environments.	**Professional Development and Systems Change:** What will you teach to support effective strategy implementation? • Kid Account Fidelity • Student Safety Reporting and Referral Systems • Consistent Adult Supervision and Visibility • Trusted Adult and Student Connection Program • Data-Driven Student Support Monitoring • Safety, Wellness, and Digital Citizenship Instruction • SRO Relationship-Building and Safety Education • School Climate and Safety Data Monitoring
School/Classroom Climate Focused on **Creating a Sense of Belonging**	Recognition and Celebrations • Celebrate improvements in attendance, engagement, and academic success.	School staff and community partners consistently coordinate services, interventions, and resources to address students' academic, social-emotional, behavioral, attendance, and postsecondary needs. Students can identify and access appropriate	**Professional Development and Systems Change:** What will you teach to support effective strategy implementation? • Comprehensive Student Support Coordination • Schoolwide Belonging Framework

	• Recognize individual, classroom, and grade-level attendance achievements. Targeted Engagement Opportunities • Connect students with extracurricular activities, clubs, athletics, academies, and student leadership opportunities. • Ensure students identified as attendance risks are connected to at least one meaningful school activity. DMG (Data Management Group) Targeted Interventions • Identify students with attendance concerns through early warning indicators. • Implement targeted support plans, mentoring, and Check & Connect interventions. Incentive Campaigns • Design attendance incentive programs that encourage engagement, participation, and school connectedness.	supports, demonstrate increased engagement and connectedness, and report feeling supported, valued, and successful in meeting their individual goals.	• Student Leadership and School Pride Initiatives • Coaches and Sponsors as Student Advocates • Early Warning and DMG Intervention Systems • Advisory and Mentoring Program • Tiered Attendance Intervention Process • Recognition and Celebration Systems • Targeted Student Engagement Opportunities • Relationship Mapping and Trusted Adult Connections • English Learner Onboarding and Peer Mentoring • Belonging and Engagement Data Monitoring
School/Classroom Climate Focused on **Community Building**	Comprehensive Communication Strategy • Develop a schoolwide communication plan to promote attendance expectations, supports, and successes. • Utilize multiple platforms to communicate with students and families. Tiered Family Communication System	Staff consistently engage students, families, community partners, businesses, and alumni through proactive communication and outreach. Students actively participate in school supports, activities, athletics, clubs, organizations, and pathway experiences. Families access school and community-based resources, community partnerships align supports to identified student	**Professional Development and Systems Change:** What will you teach to support effective strategy implementation? • Comprehensive Communication Strategy • Tiered Family Engagement and Communication System • Attendance Response Framework • Community Partnership Development • DMG and Early Warning Intervention Systems

	• Implement proactive attendance communication aligned to attendance risk levels. • Increase personalized outreach as absenteeism concerns increase. Community Partnerships • Leverage community agencies, businesses, faith-based organizations, and service providers to support attendance barriers. • Coordinate resources that address transportation, mental health, housing, employment, and family needs.	needs, and students engage in mentorship, networking, internships, and career exploration opportunities. Students and families can articulate available supports and opportunities while demonstrating increased attendance, engagement, connectedness, and postsecondary readiness.	• Teacher Mentoring and Family Advocacy Program • Attendance Awareness and Incentive Campaigns • Community-Based Attendance Advocacy Partnerships • Alumni Engagement and Mentorship Opportunities • Schoolwide Communication and Outreach • Family Engagement and Community Impact Monitoring

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Problem Statement: Northwest High School is experiencing increasing suspension days (84 days) and frequent removal of students from class for Tier 1 behavioral events (insubordination, refusal to cooperate, and truancy), reflecting a reactive system that excludes students from instruction rather than addressing engagement and behavior proactively. This pattern contributes to lost instructional time, reinforcing student disengagement and negatively impacting academic progress and graduation outcomes.

Root Causes: At Northwest High School, inconsistent implementation of Tier 1 instructional and behavioral supports, combined with limited use of preventative and Tier 2 interventions, has led to a system that responds to student disengagement with exclusionary practices rather than proactive support. As a result, students exhibiting low-level, engagement-related behaviors (e.g., insubordination, refusal to participate, and truancy) are frequently removed from instruction, accelerating academic failure, absenteeism, and off-track status.

Goal 3: Northwest High School will reduce Tier 1 behavioral incidents (insubordination, refusal to cooperate, and truancy) by 10% (from 2,043 to approximately 1,839 incidents) and decrease suspension days by 25% (from 1,592 to approximately 1,194 days) by implementing proactive, engagement-focused instructional and behavioral supports that keep students in class and actively learning.

Strategy: What will we focus on to achieve our goal-our commitments?	**Actions:** To do list: things we need to do to implement our strategies	**Success Criteria:** What are we expecting to see and hear from the leadership team and teachers?	**Progress/Outcomes** What evidence will we use to monitor student progress? When and with what frequency will we monitor the data? CSIP Implementation Monitoring.xlsx
Strengthen Tier 1 Universal Practices (Prevention + Engagement)	**Establish and monitor implementation of the 4 Tier 1 Core Practices in every classroom:** • Clarify, teach, acknowledge, and respond to student behavior through a common schoolwide MTSS-B framework. • Develop and implement a schoolwide behavior matrix aligned to Northwest expectations. • Explicitly teach and reteach behavioral expectations during advisory, after breaks, and throughout the year. • Implement a system of positive specific feedback and acknowledgement that emphasizes a minimum 4:1 positive-to-corrective interaction ratio. • Use instructional responses to behavioral errors that reteach expected behaviors and maintain student access to instruction. **Implement the 8 Effective Classroom Management Practices through coaching, walkthroughs, and PLC learning cycles.** **Develop and utilize a Tier 1 Classroom Practices Look-For Tool aligned to MTSS-B and effective classroom management practices.**	Teachers consistently implement Tier 1 behavioral and instructional practices. Students can articulate behavior expectations, demonstrate engagement in learning, and report feeling connected and valued in classrooms. Walkthrough data reflects implementation of Tier 1 core practices and effective classroom management strategies across classrooms.	**Professional Development:** What will you teach to support effective strategy implementation? Strengthen Tier 1 Universal Practices • Clarify expectations • Teach expectations • Encourage expected behavior • Respond instructionally to behavior errors • Implement the 8 Effective Classroom Management Practices • Monitor Tier 1 fidelity Establish a Consistent Behavior Response System • Clarify referral process • Define classroom vs office managed behaviors • Develop response flowcharts

	Teach, reteach, and reinforce behavioral expectations and routines during advisory, after breaks, and at key transition points throughout the year. Increase student engagement through multiple opportunities to respond, student voice, choice, and collaborative learning structures. Implement relationship-centered practices including greeting students at the door, positive contacts home, and restorative conversations. **Establish clear expectations for Tier 1 strategies attempted prior to office referral.** Train staff on instructional responses to behavior errors and decision-making around referrals. **Monitor referral patterns monthly by behavior, location, time, subgroup, and staff member** **Monitor Tier 1 fidelity through walkthroughs, ELEOTs, classroom observations, and the Tiered Fidelity Inventory (TFI).** Utilize behavior, attendance, and climate data during PLC and leadership team meetings to identify Tier 1 trends and adjust supports. Develop classroom environments that communicate belonging, predictability, safety, and high expectations for all students. Recognize and celebrate positive student behavior, attendance, engagement, and growth through schoolwide acknowledgement systems.		• Train staff • Monitor referrals monthly
Implement Tier 2 Targeted Supports (Early Intervention System)	Define and communicate clear entrance and exit criteria for Tier 2 behavioral interventions. Create a Tier 2 intervention menu that includes Check-In/Check-Out, Check & Connect, mentoring, attendance supports, social skills groups, restorative interventions, and behavior contracts.	Students demonstrating Tier 1 behavioral concerns are identified early and receive targeted interventions within established timelines. Staff consistently utilize intervention pathways prior to exclusionary practices. Behavior data demonstrates reductions in repeat referrals, insubordination, refusal to cooperate, truancy, and suspension days.	**Professional Development:** What will you teach to support effective strategy implementation? Build Tier 2 Readiness Early warning system • Tier 2 intervention menu

	Develop a formal behavior referral process flowchart that clarifies classroom-managed versus office-managed behaviors. Train all staff on referral decision-making and intervention pathways prior to submitting office referrals. Establish a Tier 2 student support team process utilizing NeMTSS problem-solving protocols. Implement early warning indicators using attendance, behavior, grades, and engagement data to identify students before escalation occurs. Conduct bi-weekly MTSS-B meetings to review student data, monitor interventions, and adjust supports. Progress monitor Tier 2 students using behavior dashboards, attendance reports, and intervention fidelity checks. Partner with counselors, social workers, psychologists, deans, and community agencies to coordinate supports. Provide intervention training and coaching for staff implementing Tier 2 supports.		• Progress monitoring process • Student support team structures • Intervention training
School/Classroom Climate Focused on **Creating a Sense of Belonging**	Train, calibrate, and monitor administrative responses to student behavior through monthly review of suspension, referral, and removal data to ensure consistent, equitable, relationship-centered, and instructional approaches to discipline. Develop a schoolwide Belonging Framework that defines what students should experience academically, socially, emotionally, and behaviorally. Implement relationship-building structures through advisory, mentoring, and academy-based student support systems. Gather student voice through climate surveys, focus groups, classroom discussions, and leadership opportunities.	Students report increased feelings of belonging, connection, and support. Climate survey results improve across engagement and belonging measures. Attendance, behavioral engagement, and participation in school activities increase while referrals, suspensions, and chronic absenteeism decrease. Administrators consistently utilize de-escalation, restorative practices, and instructional responses prior to exclusionary discipline. Suspension audits show increased consistency across administrators, reductions	**Professional Development:** What will you teach to support effective strategy implementation? Promote a Culture of Belonging • Positive adult-student relationships • Trusted adult connections • Student voice and choice • Advisory and mentoring structures • Family partnerships • Climate survey monitoring

	Use student perception and climate data to identify barriers to belonging and engagement. Increase opportunities for student leadership, participation, extracurricular involvement, and school connectedness. Strengthen culturally responsive practices that affirm student identities, experiences, and backgrounds. Implement proactive communication systems that connect families to student successes, supports, and resources. Ensure every identified Tier 2 student is connected to a trusted adult advocate through mentoring or Check & Connect supports. Celebrate student achievements, academic growth, attendance improvements, and positive contributions to the school community. Utilize restorative practices to strengthen relationships and repair harm while maintaining student access to instruction.	in suspensions for refusal to cooperate and insubordination, and decreased disproportionality among student groups.	

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Problem Statement: At Northwest High School, English Learners experience disproportionately low language proficiency and program exit rates, while also demonstrating some of the highest dropout rates in the school. Although approximately 13% of students are identified as English Learners, only 3–6% exit the EL program annually, and EL students have a dropout rate of approximately 34%. Additionally, reading and writing remain the lowest-performing ELPA domains, limiting students' access to rigorous grade-level content, college and career readiness opportunities, and on-time graduation pathways.

Root Causes: English Learners experience inconsistent access to grade-level literacy instruction, academic language development, and targeted progress monitoring, resulting in low ELPA proficiency and exit rates. These instructional challenges, combined with attendance and engagement barriers, increase the likelihood of students becoming off-track and dropping out before graduation.

Goal 4: By May 2027, Northwest High School will increase English Learner achievement, engagement, and persistence by improving ELPA proficiency and exits while reducing chronic absenteeism and dropout rates through a coordinated system of Tier 1 instruction, targeted interventions, and belonging-focused supports.
Goal 4A: Northwest High School will increase the number of English Learners exiting EL services from 11 to at least 20 students while increasing ELPA proficiency from approximately 8% to 12%,
Goal 4B: Northwest High School will reduce EL chronic absenteeism by 5 percentage points, and reduce the EL student dropout rate from 34% to 29% through coordinated implementation of literacy-focused instruction, structured academic discourse, attendance interventions, and MTSS supports

Strategy: What will we focus on to achieve our goal-our commitments?	**Actions:** To do list: things we need to do to implement our strategies	**Success Criteria:** What are we expecting to see and hear from the leadership team and teachers?	**Progress/Outcomes** What evidence will we use to monitor student progress? When and with what frequency will we monitor the data? CSIP Implementation Monitoring.xlsx
Rigorous, Language-Rich **Instruction for English Learners**	• Department chair develops content-area questions aligned to the four language domains and shares them during PLCs. • Staff training on ELPA, multilingualism, and instructional expectations. • Teachers use EL grade-band rubrics to plan lessons and monitor student language growth. • EL department meets regularly with students to discuss goals, test performance, and language development progress.	By May 2027, 100% of PLC teams will implement targeted language objectives and scaffolded literacy strategies (reading, writing, discourse) in at least 2 common units per semester, resulting in at least 60% of EL students demonstrating growth in ELPA domain scores (reading/writing).	**Professional Development:** What will you teach to support effective strategy implementation? • Reading and writing across content areas • Academic discourse • Language objectives • Scaffolded grade-level text • ELPA growth monitoring • PLC implementation of language supports See Goal 1
Attendance, Engagement, and Graduation Pathway **Supports for English Learners**	• Strengthen relationships and mentoring supports that help EL students see the value of high school completion and postsecondary opportunities. • Build systems that proactively identify and address barriers to attendance, engagement, credit completion, and graduation. • Increase student voice through empathy interviews and ongoing feedback to better understand motivations and challenges.	By May 2027, chronic absenteeism among EL students will decrease by 5 percentage points through targeted monitoring, family communication, and culturally responsive engagement strategies led by the Attendance Team.	**Professional Development:** What will you teach to support effective strategy implementation? • Monitor attendance and course completion • Family outreach • Graduation planning • Postsecondary planning • Dropout prevention

	• Provide individualized academic and social-emotional guidance through specialized counseling and advisement structures. • Foster a sense of belonging by connecting students with successful multilingual graduates and positive role models.		• Transition supports See Goal 2
Targeted **MTSS Supports for English Learners**	• Develop EL-specific SAT/MTSS protocols that include language proficiency, educational history, health, attendance, and family context. • Ensure language barriers are not used to deny access to intervention supports. • Monitor EL attendance and academic data to identify students needing additional Tier 2 or Tier 3 interventions. • Recognize and celebrate ELPA growth, proficiency gains, and student achievement. • Use regular data reviews between counselors, EL staff, teachers, and administrators to monitor intervention effectiveness and adjust supports	By May 2027, 90% of EL students identified as “emerging” or “progressing low” will receive Tier 2 academic or engagement interventions within 15 days of identification, resulting in improved attendance (≥90%) and course pass rates for at least 50% of identified students.	**Professional Development:** What will you teach to support effective strategy implementation? • Check & Connect • Progress monitoring • Tier 2 intervention planning • Early warning indicators • Behavioral and engagement supports • Individualized student success plans See Goal 3