

Canutillo Independent School District Northwest Early College High School 2023-2024 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.

Canutillo Ethics

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

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NWECHS has the largest number of National Board Certified Teachers in the region. Teachers are very resourceful and find a way to get things done without the support of the district. Parent involvement has increased this year and we are in the beginning stages of having a PTO. The campus works to identify students who need Tier 1, 2 3 support.	
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Comprehensive Needs Assessment

Demographics

Demographics Summary

Northwest Early College High School is made up of approximately 360 students for the 2023-2024 school year with faculty, staff and administration totaling 35. Our student body consists 57% female and 43% male students, 89.6% Hispanic, .56% Asian, 1.4% African American, and 6.46% white. Of the students who attend Northwest, 59% are economically disadvantaged, 33% students are considered at-risk, 33% are identified as Emerging Bilingual, 8% of students have a 504 plan, and 1 student receives 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 economic 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 student who graduate to earn an associates degree from El Paso Community College.

Demographics Strengths

1. Serving a wider range of population creates higher needs in academic counseling, academic support and social/ emotional support
2. Currently have portables instead of building; a building would enable the school to have more space, security, and safety.
3. Major upgrades, including improved technological infrastructure, are necessary on campus to fulfill the needs of a typical school.
4. Additional Communication with parents

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Class 2026 has the lowest attendance rate (96.87%). At-risk students make up 50% of those students with the highest absenteeism rate **Root Cause:** Lack of effective communication with incoming 9th grade parents on the importance of coming to school daily and the consequences of missing a day needs to be improved. Attendance interventions are started too late.

Problem Statement 2 (Prioritized): At-risk and emergent bilingual sub-populations not achieving meets or higher on STAAR EOC and have grades falling below 70%. **Root Cause:** Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

Problem Statement 3 (Prioritized): 83% of student withdrawals from the Class of 2026 were at-risk students. **Root Cause:** On campus student engagement and academic interventions from day one. Lack of parent understanding on the school and program goals.

Problem Statement 4 (Prioritized): EB students not testing out of TELPAS at high rates. **Root Cause:** EB students not receiving enough target practice to ensure success on TELPAS.

Student Learning

Student Learning Summary

NWECHS TEA blueprint says that our student body 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 the many of the foundational and prerequisite academic and social/emotional skills required to be successful. Freshman 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. NWECHS has been able to adapt its program to meet the needs of its students learning loss due to COVID

Student Learning Strengths

Every student that sits in a tested subject shows growth on EOC exams. On average, 99% of students pass both TSI exams. Student scores on college readiness exams (TSI, PSAT, SAT, ACT) continue to be above district, region and state levels. Collaboration and communication among stakeholders are consistent and immediate and our teachers are subject level experts which contribute to student success. PLC times are built into the master schedule.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Class of 2026 have the highest failure rates on campus. **Root Cause:** Interventions and RTI were not implemented early enough.

Problem Statement 2: At-risk and emergent bilingual sub-populations not achieving meets or higher on STAAR EOC and have grades falling below 70%. **Root Cause:** Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

Problem Statement 3: Not all students can afford the AP exam cost causing student's to lose out on additional potential college credit and negatively impacting the campus' designation. **Root Cause:** Cost of AP exams is high, campus is charging \$25 per exam which can be too costly for many.

Problem Statement 4 (Prioritized): Freshman TSI passing rate is below 80% **Root Cause:** Gaps in learning, not being prepared for college level work.

Problem Statement 5 (Prioritized): Math TSI passing rates after students complete Algebra I is lagging **Root Cause:** Gaps in learning, not being prepared for college level work.

School Processes & Programs

School Processes & Programs 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 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 ELLs. Our intentions, as a campus, are to give these students and first-generation college students a great deal of assistance and support necessary at all levels to help them achieve success. Parents understand the great benefit 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. It is our belief that once students get started here, they find that 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 aforementioned student reports, discipline incidents are very low. The campus prides itself on following a strong PBIS program, using restorative discipline, and any discipline that does arise is dealt with promptly.

School Processes & Programs Strengths

NWECHS has the largest number of National Board Certified Teachers in the region. Teachers are very resourceful and find a way to get things done without the support of the district. Parent involvement has increased this year and we are in the beginning stages of having a PTO. The campus works to identify students who need Tier 1, 2 3 support. Our parent liaison

Problem Statements Identifying School Processes & Programs Needs

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

Problem Statement 2 (Prioritized): Parents, staff and students have a safety concern because the campus is open. **Root Cause:** Fencing around the campus is very short and is easy to climb over. Lockdowns often happen because people are able to come on to campus.

Problem Statement 3 (Prioritized): We recruit just for recruiting and to meet numbers. We are not intentional, nor creative about how & who we recruit, even with knowledge about our Blueprint. **Root Cause:** We are trying to meet numbers and are not intentional.

Problem Statement 4 (Prioritized): Current means of communicating with parents are not effectively reaching all parents. **Root Cause:** Parents have all call number blocked, prefer to communicate via social media. Teachers use too many different tools to communicate and this needs to be streamlined for parents.

Problem Statement 5: We host several parent meetings and community events in the cafeteria but have a hard time effectively presenting and communicating due to audio visual issues. **Root Cause:** Parent's have a hard time hearing and seeing and as a result do not come to the next presentation. This has resulted in lower numbers of parents attending meetings and community events.

Perceptions

Perceptions Summary

The goal of Northwest Early College High School is to graduate students with an Associates 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 associates degree early have the opportunity to take classes at UTEP. In order to perform well in the 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.

Perceptions Strengths

The activities, advanced courses, and opportunities at Northwest ECHS facilitate student attainment of distinguished achievement and their Associates degree.

The nurturing culture and climate of Northwest ECHS promotes community values and growth for students and staff.

The access to a personal laptop computer and an advanced graphing calculator that students use throughout their four years at Northwest with support and training in their use enables them to thrive in a twenty-first century educational environment.

Variety of interventions and supports

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Freshmen students struggled with the high-level course work as is evident by the failure rate in AP/DC and Pre-AP Courses **Root Cause:** CP was not structured or utilized well enough to progress monitor and to provide interventions

Problem Statement 2 (Prioritized): Students lose time to work on high school and college course work due to unreliable WiFi on campus and no internet at home. **Root Cause:** Wifi can not support the number of students accessing the internet in many portables.

Problem Statement 3 (Prioritized): Students struggle with anxiety and other social emotional issues **Root Cause:** Changes in school demographic, students are not emotionally and socially prepared to handle the level of coursework and commitment. Many students have issues in their homelife which make it difficult to perform and be productive at school

Priority Problem Statements

Problem Statement 1: At-risk and emergent bilingual sub-populations not achieving meets or higher on STAAR EOC and have grades falling below 70%.

Root Cause 1: Lack of alignment between campus leaders and tutors in identifying materials and best-practices to support at-risk and EB students in core courses and STAAR EOC exams.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Class 2026 has the lowest attendance rate (96.87%). At-risk students make up 50% of those students with the highest absenteeism rate

Root Cause 2: Lack of effective communication with incoming 9th grade parents on the importance of coming to school daily and the consequences of missing a day needs to be improved. Attendance interventions are started too late.

Problem Statement 2 Areas: Demographics

Problem Statement 3: 83% of student withdrawals from the Class of 2026 were at-risk students.

Root Cause 3: On campus student engagement and academic interventions from day one. Lack of parent understanding on the school and program goals.

Problem Statement 3 Areas: Demographics

Problem Statement 4: EB students not testing out of TELPAS at high rates.

Root Cause 4: EB students not receiving enough target practice to ensure success on TELPAS.

Problem Statement 4 Areas: Demographics

Problem Statement 5: Class of 2026 have the highest failure rates on campus.

Root Cause 5: Interventions and RTI were not implemented early enough.

Problem Statement 5 Areas: Student Learning

Problem Statement 6: Freshman TSI passing rate is below 80%

Root Cause 6: Gaps in learning, not being prepared for college level work.

Problem Statement 6 Areas: Student Learning

Problem Statement 7: Math TSI passing rates after students complete Algebra I is lagging

Root Cause 7: Gaps in learning, not being prepared for college level work.

Problem Statement 7 Areas: Student Learning

Problem Statement 8: Parents do not always understand or know the commitment and what an early college is. Underclassmen parents are not fully aware of how the college classes

work and what the consequences are when students earn a D, F, or a W.

Root Cause 8: 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.

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: Parents, staff and students have a safety concern because the campus is open.

Root Cause 9: Fencing around the campus is very short and is easy to climb over. Lockdowns often happen because people are able to come on to campus.

Problem Statement 9 Areas: School Processes & Programs

Problem Statement 10: We recruit just for recruiting and to meet numbers. We are not intentional, nor creative about how & who we recruit, even with knowledge about our Blueprint.

Root Cause 10: We are trying to meet numbers and are not intentional.

Problem Statement 10 Areas: School Processes & Programs

Problem Statement 11: Current means of communicating with parents are not effectively reaching all parents.

Root Cause 11: Parents have all call number blocked, prefer to communicate via social media. Teachers use too many different tools to communicate and this needs to be streamlined for parents.

Problem Statement 11 Areas: School Processes & Programs

Problem Statement 12: Freshmen students struggled with the high-level course work as is evident by the failure rate in AP/DC and Pre-AP Courses

Root Cause 12: CP was not structured or utilized well enough to progress monitor and to provide interventions

Problem Statement 12 Areas: Perceptions

Problem Statement 13: Students lose time to work on high school and college course work due to unreliable WiFi on campus and no internet at home.

Root Cause 13: Wifi can not support the number of students accessing the internet in many portables.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: Students struggle with anxiety and other social emotional issues

Root Cause 14: 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 homelife which make it difficult to perform and be productive at school




Problem Statement 14 Areas: Perceptions




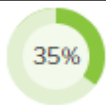

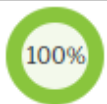
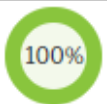
Goals






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

Performance Objective 1: For the 2023-2024 school year, all students will pass EOC on their first attempt. The number of students earning Master's level will increase by at least 5%.

Evaluation Data Sources: Common Assessments
STAAR Ready Tests
EOC Scores

Strategy 1 Details	Reviews			
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 TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Funding Sources: - 185-State Compensatory Education - \$26,900, - 211-Title I-Part A - \$1,100, - 211-Title I-Part A - \$10,000, Supplement Reading Material - Boardworks - 185-State Compensatory Education - \$420, Nearpod - 185-State Compensatory Education - \$5,200, Supplement Reading Material - NEWSELA - 185-State Compensatory Education - \$6,840, Turnitin - 185-State Compensatory Education - \$2,565	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Double Block Algebra I, English I, Humanities 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 TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
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 TEA Priorities: Build a foundation of reading and math	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
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. 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 TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 2: Strategic Staffing Funding Sources: Nearpod Subscription - 211-Title I-Part A - \$5,200	Formative			Summative
	Nov	Jan	Mar	June
				




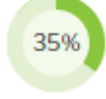
Strategy 5 Details	Reviews			
Strategy 5: Provide teachers in core subject areas with applicable professional learning related to EOC. Strategy's Expected Result/Impact: Ensure students will pass on the first attempt and increase overall masters scores. Staff Responsible for Monitoring: Principal Dean of Students Department Heads	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				







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

Performance Objective 2: Northwest will retain 95% of our entering freshman class (from freshmen year to sophomore year) as indicated through the enrollment data of the last day of school in May 2024.

High Priority

Evaluation Data Sources: Enrollment Data




Strategy 1 Details	Reviews			
Strategy 1: Review grades for freshmen 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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	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 Counselr	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Set up structured mentoring program in College Preparatory class for all students within the class of 2027. Strategy's Expected Result/Impact: Daily intervention to decrease failures and attendance issues. Staff Responsible for Monitoring: Administration Counselor Teachers	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Provide counseling on the benefits of the 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	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 5 Details	Reviews			
Strategy 5: Offer a variety of clubs/organizations and activities that will interest students and promote leadership skills and camaraderie. 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. Staff Responsible for Monitoring: Administration Counselor Club and organization sponsors	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Conduct orientation and bridge academy for the class of 2027 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	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: By May 2024, all students in the class of 2027 will have passed the ELA TSI 2.0. All students enrolled in Algebra II will have passed the math TSI.

Evaluation Data Sources: TSI Scores



Strategy 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
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. Strategy's Expected Result/Impact: Increase in TSI Scores Staff Responsible for Monitoring: Reading Tutor English Department Administration Counselor Academic Tutor(s) TEA Priorities: Build a foundation of reading and math, Connect high school to career and college	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
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)	Formative			Summative
	Nov	Jan	Mar	June
				







Strategy 4 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
	 100%	 100%	 100%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 4: During the 2023-2024 school year, NWECHS will monitor progress for all students, grades 9-12, including special populations such as EB, SPED, Economically Disadvantaged, 504 and GT, every three weeks to ensure 100% of seniors will graduate College, Career and Military Ready and core complete through EPCC.

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

Strategy 1 Details	Reviews			
Strategy 1: Each faculty meeting will devote some time to reviewing as a group the academic progress of students. Teachers will list students who are struggling and parent contact will be made. 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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
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 TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 5: Effective Instruction Problem Statements: Demographics 4	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	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 Funding Sources: - 185-State Compensatory Education	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Performance Objective 4 Problem Statements:









Demographics
Problem Statement 4: EB students not testing out of TELPAS at high rates. Root Cause: EB students not receiving enough target practice to ensure success on TELPAS.
Student Learning
Problem Statement 1: Class of 2026 have the highest failure rates on campus. Root Cause: Interventions and RTI were not implemented early enough.

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

Performance Objective 5: By June 2023, NWECHS will increase average composite scores on ACT to 22 by providing instruction on ACT prep through our College Readiness Coordinator. Increase core area performances on any examination required to maintain quartile 1 distinctions.

Evaluation Data Sources: ACT and PSAT scores









Strategy 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: All students in the class of 2026 will take PSAT10 and all students in the class of 2025 will take the PSAT/NMSQT. Fund this to ensure 100% participation. Strategy's Expected Result/Impact: By having 9th and 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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

Strategy 4 Details	Reviews			
Strategy 4: 100 % of the 2024 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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Students enrolled in any dual credit class will have the opportunity to experience a rigorous learning environment to accelerate their learning. 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	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: In 2023-2024 school year, to ensure the safety of our students, all staff will be trained on emergency operating protocols, and prevention of bullying.




Evaluation Data Sources: Training logs
Safe Schools Certificates










Strategy 1 Details	Reviews			
Strategy 1: Conduct a mock emergency drill 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	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: For the 2023-24 school year, NWECHS will reach the goal of 98.0% attendance in all grade levels through increased focus on accurate attendance record keeping, use of positive attendance incentives, PBIS strategies, parent meetings, and parent/student attendance plans as needed.

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

Strategy 1 Details	Reviews			
Strategy 1: PBIS Tier 1 and 2 team will implement PBIS 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. Staff Responsible for Monitoring: Attendance Clerk, Administration, PBIS Team	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	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 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 supports the success of ALL students. Staff Responsible for Monitoring: PBIS Team Administration	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
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: Demographics 1 - School Processes & Programs 4 Funding Sources: - 211-Title I-Part A - \$3,500	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 1: Class 2026 has the lowest attendance rate (96.87%). At-risk students make up 50% of those students with the highest absenteeism rate Root Cause: Lack of effective communication with incoming 9th grade parents on the importance of coming to school daily and the consequences of missing a day needs to be improved. Attendance interventions are started too late.






School Processes & Programs

Problem Statement 4: Current means of communicating with parents are not effectively reaching all parents. **Root Cause:** Parents have all call number blocked, prefer to communicate via social media. Teachers use too many different tools to communicate and this needs to be streamlined for parents.

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

Performance Objective 3: In 2023-2024 school year, NWECHS will support all teachers anchored to Texas Teachers Evaluation Support System (TTESS) and Student Learning Objectives (SLO) by providing necessary professional development. In addition, administration and support staff will partake in professional development, both local and out of town, to ensure student growth.




Evaluation Data Sources: Presentations to staff
Classroom walkthroughs
teacher documentation






Strategy 1 Details	Reviews			
Strategy 1: All departments will have the opportunity to attend applicable training during the 2023-24 school year. Two English teachers will travel to NCTE conference which supports teachers in applying the power of language and literacy to actively pursue justice and equity for all students.	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div><div> 0% No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div></div>				

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 2023-2024 academic year addressing student social and emotional needs including teacher professional development.

Evaluation Data Sources: Participation
School Calendar

Strategy 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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











Performance Objective 2: By June 2024, NWECHS will regularly recognize and promote the achievements of our students during our fall semester and spring awards ceremony and through social media.

Evaluation Data Sources: Event Participation, sign-in sheets

Strategy 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> 50%			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✖</div>Discontinue</div></div>				

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

Performance Objective 3: NWECHS will hold quarterly parent meetings throughout the year on various educational/college readiness topics and will recruit for active parent participation in different committees/councils throughout the 2023-24 school year.

Strategy 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	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	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	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 TEA Priorities: Connect high school to career and college Problem Statements: School Processes & Programs 1	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: In conjunction with EPCC, install appropriate audio/visual equipment to host large parent and community meetings and events. Strategy's Expected Result/Impact: Increase the number of parents we can host for meetings and parent universities as well as other other community events. Staff Responsible for Monitoring: Parent Liaison Administration Office Manager Funding Sources: - 211-Title I-Part A - 211.11.6397.00.003.30 - \$2,500	Formative			Summative
	Nov	Jan	Mar	June
	N/A			

0% No Progress

100% Accomplished

→ Continue/Modify

✗ Discontinue

Performance Objective 3 Problem Statements:

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

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

Performance Objective 4: Student Council and National Honor Society will organize at least four opportunities for community service throughout the 2023-2024 school year.






Evaluation Data Sources: Student logs of community service

Strategy 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
	<div><div></div></div> 50%			
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

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

Performance Objective 5: NECHS will effectively use website, school messenger, parent portal, social media and other electronic resources to communicate with stakeholders through monthly updates with any relevant and marketable success of the campus throughout the 2023-2024 school year.

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

Strategy 1 Details	Reviews			
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: School Processes & Programs 4 Funding Sources: ParentSquare - 211-Title I-Part A - \$4,100	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				






Performance Objective 5 Problem Statements:

School Processes & Programs
Problem Statement 4: Current means of communicating with parents are not effectively reaching all parents. Root Cause: Parents have all call number blocked, prefer to communicate via social media. Teachers use too many different tools to communicate and this needs to be streamlined for parents.

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

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









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

Strategy 1 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

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

Performance Objective 2: By December 2023, NWECHS will promote their campus through at least 2 recruitment events focused on Middle Schools.

Evaluation Data Sources: Applications for the class of 2027

Strategy 1 Details	Reviews			
Strategy 1: Visit all 8th graders in the district to promote our program. Scheduled for November 2023. 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: School Processes & Programs 3	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
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	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:







School Processes & Programs
Problem Statement 3: We recruit just for recruiting and to meet numbers. We are not intentional, nor creative about how & who we recruit, even with knowledge about our Blueprint. Root Cause: We are trying to meet numbers and are not intentional.

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

Performance Objective 3: State Comp and Title 1 Funds will be properly allocated to serve our at-risk and economically disadvantaged students. 100% of those funds will be spent to meet the needs of NWECHS students in those categories by June 2024.

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

Performance Objective 1: During the 2023-24 school year NWECHS's technology infrastructure will be able to support various clubs and organizations.

Strategy 1 Details	Reviews			
Strategy 1: Upgrade network infrastructure and computer hardware to support UIL E-Sports. Strategy's Expected Result/Impact: Qualify for state Staff Responsible for Monitoring: Principal Sponsor IT	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
Strategy 2 Details	Reviews			
Strategy 2: UTEP and EPCC	Formative			Summative
	Nov	Jan	Mar	June
	N/A			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Northwest Early College High School

Total SCE Funds: \$69,972.00

Total FTEs Funded by SCE: 1

Brief Description of SCE Services and/or Programs

Two academic tutors are provided for at-risk students and those who have not performed satisfactorily on STAAR/EOC. One tutor is dedicated to ELAR and the other Math. Each tutor has assigned students throughout the day in a dedicated tutoring class. Afterschool tutoring is provided Monday -Thursday throughout the year with a bus provided as well as summer remediation and camps. Departments have access to purchase reading materials that will support increased performance on EOC. All programs and purchases are used to close help close the gaps within our at-risk student population. Various online applications are purchased including Newsela, turn it in and Broadworks. Newsela is used to increase reading proficiency within content areas. Turn it in is utilized to support student writing and Broadworks to provide additional just in time support in math.

Personnel for Northwest Early College High School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Rita Paton	Academic Tutor	0.5
Ronald Callaway	Academic Tutor	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maria Arriaga de Dominguez	Parent Liaison	Student Support Services	1

Campus Funding Summary

211-Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$10,000.00
1	1	1			\$1,100.00
1	1	4	Nearpod Subscription		\$5,200.00
2	2	6			\$3,500.00
3	3	5		211.11.6397.00.003.30	\$2,500.00
3	5	1	ParentSquare		\$4,100.00
Sub-Total					\$26,400.00
Budgeted Fund Source Amount					\$68,404.00
+/- Difference					\$42,004.00
255-Title II-Part A Teacher/Principal					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$31,286.00
+/- Difference					\$31,286.00
185-State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$26,900.00
1	1	1	Supplement Reading Material - NEWSLA		\$6,840.00
1	1	1	Nearpod		\$5,200.00
1	1	1	Supplement Reading Material - Boardworks		\$420.00
1	1	1	Turnitin		\$2,565.00
1	4	4			\$0.00
Sub-Total					\$41,925.00
Budgeted Fund Source Amount					\$69,972.00
+/- Difference					\$28,047.00

199-Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$258,331.00
+/- Difference					\$258,331.00
Grand Total Budgeted					\$427,993.00
Grand Total Spent					\$68,325.00
+/- Difference					\$359,668.00