

Northwest Independent School District
Northwest High School
2018-2019 Campus Improvement Plan



Core Beliefs

Kids come first.

Continuous learning is essential to prepare for college and career opportunities.

Each student's success is the shared responsibility of students, families, schools, and communities.

Learning is influenced by environment.

Northwest ISD Vision

Northwest ISD empowers
learners and leaders to positively impact the world.

Northwest ISD Mission

Northwest ISD, in collaboration with
students, families, communities, and global partners,
will engage in a culture of learning
that prepares all students to confidently navigate their future.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Northwest High School is the flagship high school of Northwest ISD, having opened its doors in 1949. Situated in Justin, NHS serves the communities of Justin, Rhome, Haslet, Aurora, and Newark.

Nestled just north of the Alliance Airport corridor and situated in a predominantly rural area, the Northwest Texans bring a notable Western flavor with a solid blue-collar work ethic and an expected rural hospitality. According to a host of one-on-one interviews with NHS staff the staff, students, and families at NHS are characterized by friendliness, cooperation, and a strong sense of family and community. Overall the school demonstrates a great sense of pride and Texan school spirit. The Texan student section, present at virtually every home athletic event and many away games, is known for its volume, spirit, and creativity in support of Texan teams.

The campus has recently experienced significant fluctuation in student population, having enrolled some 3200 students fewer than ten years ago. With the opening of Eaton High School in 2013, a large segment of the NHS attendance zone shifted to the new school, and class by class a number of economically resourced students left NHS for their new attendance zone. Staff like to share the story that when Eaton opened staff were given the option to leave NHS to join the new high school; however, most staff chose to stay at NHS and it was difficult to find staff to leave.

With a current enrollment of just over 1800 students, Northwest High School has some interesting challenges that lie ahead. A host of rural economically disadvantaged students come to us with outside influences that may not parlay into academic interests or focus. We suspect numerous students in our building qualify for free and reduced lunches and have not completed the paperwork. Our challenge as we move forward likely will lie in understanding how to identify and engage students coming from impoverished home environments, increasing academic literacy for students who have little print in their environments outside of school, and fostering an environment of high academic and behavioral expectations coupled with relational practices that engage students with staff, the school, and ultimately learning.

Demographics Strengths

Our culture embraces and ultimately seems to trust educators as experts on teaching and learning.

Our students largely come from backgrounds that respect and respond to adults and clearly articulated (with care) expectations.

The overall climate of our campus is traditionally positive, and the vast majority of our students, staff, and community embody great pride in our school.

Teaching and administrative staff who are here choose to be here and love the school.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Not all students at Northwest High School benefit from access to higher learning expectations and powerful instructional strategies that engage them in thinking and learning to higher standards. **Root Cause:** Lack of a systemic set of research-based instructional and behavioral strategies that foster student-centered learning.

Student Academic Achievement

Student Academic Achievement Summary

When examining State Assessment data (STAAR EOC), our committee determined we should look at the number of students mastering each of the tests. Our goal is to increase the number and percentage of students mastering the assessments rather than just meeting the minimum standard.

In Algebra I EOC, 15% of all students attained mastery status. We did not see a significant discrepancy between ethnic subgroups on this assessment, and the discrepancy between Economically Disadvantaged students and non-disadvantaged students was minimal (less than 2%). No English Language Learners attained mastery. 5% of students receiving special education services mastered, while 17% of those not identified with special education mastered. The greatest disparity was between the mastery performance of At-Risk identified students (6%) and students not identified as At Risk (21%).

In the Biology EOC, 36% of all students attained mastery status. There was a significant disparity between student performance by ethnic group. 43% of White students attained mastery, while only 23% of Hispanic/Latino students and 13% of African American students attained mastery. Additionally, 22% of Economically Disadvantaged students mastered, compared to 41% of students not categorized as Economically Disadvantaged. 7% of students identified for Special Education services mastered, compared to 38% of students not served by Special Education. Like the Algebra I EOC, the greatest disparity in the Biology EOC mastery was between students identified as At-Risk (7%) and those not identified as At-Risk (46%).

In the English I EOC, 10% of all students attained mastery status. Similar to the Algebra I EOC, we see minimal disparity between the ethnic subgroups on the English I EOC. Economically Disadvantaged students attained mastery at 3% in contrast to non-Economically Disadvantaged students who showed 13% mastery. Students identified for Special Education saw 2% mastery while students in general education mastered at 11%. Only 1% of students identified as At-Risk mastered the English I EOC, in contrast to 15% of students not identified as At-Risk.

In the English II EOC, we saw a distribution similar to English I and Algebra I EOC exams. 8% of all students attained mastery, and there was negligible disparity between ethnic subgroups. Economically Disadvantaged students mastered at 3% while non-Economically Disadvantaged students attained mastery at 10%. No special education-identified students mastered the English II EOC, while 9% of students not served by Special Education mastered it. For students identified as At-Risk, 1% attained mastery while those not At-Risk attained 12% mastery.

In the U.S. History EOC, 48% of all students attained mastery status. There was significant disparity between student performance by ethnic group. 55% of White students attained mastery, 41% of African American students, and 36% of Hispanic/Latino students attained mastery. Students identified as Economically Disadvantaged attained mastery at 31% while those not identified as Economically Disadvantaged mastered at 54%. Of students identified for Special Education services, 13% attained mastery, while 51% of those not identified for SpEd mastered. Of students identified as At-Risk, 20% attained mastery, while 60% of those not identified as At-Risk mastered the U.S. History EOC

The data points to some interesting differences between student performance on the Algebra I, English I, and English II EOC exams as compared with the Biology and U.S. History EOCs. It also highlights the disparity between the performance of students identified as under-resourced compared with students having come to us with traditional readiness.

Student Academic Achievement Strengths

Student attainment of Masters status in the "all students" subgroup on STAAR EOC exams remained exactly the same or improved in every content area from the spring of 2017 to the spring of 2018.

Students at NHS acquired 675 career certifications in 2017-18. NHS students have great access to career certification opportunities through our CTE classes, particularly the STEM Academy and the CMP Academy.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Not all students at Northwest High School benefit from access to higher learning expectations and powerful instructional strategies that engage them in thinking and learning to higher standards. **Root Cause:** Lack of a systemic set of research-based instructional and behavioral strategies that foster student-centered learning.

School Processes & Programs

School Processes & Programs Summary

Northwest High School boasts a host of talented educators who have chosen to remain at NHS for many years. Even with campus principal turnover over this summer, our staff turnover was just around 10%. Experienced teachers serve as mentors for newer teachers and advocates for the campus, as well as great mentors and advocates for kids.

Instructional systems include a highly favored (by staff, students, and families) advisory program known as iNvest. Long-time staff members appreciate iNvest as an opportunity to reach students who travel to and from school on buses and have little to no opportunity to attend tutorials and enrichment opportunities before and after school. Professional learning communities (PLCs) operate through iNvest and meet at least once per week during that allocated time for planning, discussion, and examination of student work.

NHS has a well-structured new teacher advisory program that supports teachers new to the campus and to the District. Coordinated by Teacher Leader Dottie Vinzant, our new teachers are wrapped with support from trained and experienced teacher mentors who are held accountable for meeting with, observing, and offering support to our newest teachers.

Department chairs have a common planning period and meet together with campus administration once every two weeks as the campus Instructional Leadership Team. New to our campus in 2018-19 is the Operational Leadership Team. Chaired by Assistant Principal Winston McCowan, this team will meet monthly to discuss operational concerns on campus, give additional voice to staff, and provide expanded teacher leadership opportunities.

The campus administrative team and the campus counseling team meet once weekly with a standing agenda to plan and problem-solve together, as well as to model collaboration for other staff members.

During the 2018-19 school year, we will form two specific Principal's Leadership Cabinets, a Senior Principal's Cabinet (for members of the class of 2019 to voice needs for the immediate school year) and an Underclassman Principal's Cabinet to voice immediate and future needs and solutions.

Parent information and voice will be solicited through in-person committees as well as social media platforms including Twitter, Facebook (and Facebook Live), and *Texans Learn*, the campus principal's blog on WordPress.

School Processes & Programs Strengths

- Strong emphasis on the expansion of teacher and staff voice on campus
- Strong emphasis on the expansion of student voice and leadership on campus
- Wide array of parent and community communication tools and media
- Nationally recognized student television/media program, NHStv

- Size of school and student enrollment lends to students engaging in multiple campus activities, including fine arts, athletics, and a host of CTE/career-oriented clubs and activities
- Additional student engagement activities offered through iNvest advisory program

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Our systems are designed with the mindset of getting students across the stage as graduates. **Root Cause:** It seems the more our population has shifted to include under-resourced students, the lower the bar of expectations has been set, at least in terms of systems.

Perceptions

Perceptions Summary

Through principal one-on-one meetings with every staff member, it has become clear through anecdotal data that Northwest High School enjoys a positive overall culture and climate.

Through observation of current systems and practices, there appears to be a need to expand our "end in mind." Our people believe we need to look beyond graduation for our kids, but our systems and processes are not designed in such a way as to see beyond walking the kids across the stage in the red robe. We must design our systems to look beyond the high school diploma for every student.

The iNvest advisory program is well-loved on campus for its ability to provide in-school tutorials for a school that sends students home on 36 school buses. Most of our kids who have the greatest need for tutorials are not available before and after school because they are bused to us. The current structure of iNvest is something we are examining in terms of efficiency in use of human and time resources. How can we make the most of this opportunity to provide academic support for our most underresourced students?

It has been a while since the Mission, Motto, Vision, and Values for Northwest High School have been revisited. With a new principal in place, this is a great time for us to revisit what exists through site-based committees that contain staff, students, families, and community so that we can clearly articulate who we are, what our purpose is, and what drives how we do business.

Perceptions Strengths

Very positive and welcoming climate among staff, students, and families

Great school pride. It is a great day to be a TEXAN!

Northwest High School is the flagship school of Northwest ISD. We have great community support and a host of graduates in our district and community who love our school dearly.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Our systems are designed with the mindset of getting students across the stage as graduates. **Root Cause:** It seems the more our population has shifted to include under-resourced students, the lower the bar of expectations has been set, at least in terms of systems.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- PSAT and/or ASPIRE

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

Revised/Approved: May 29, 2018

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 1: Increase student attainment of mastery across all content areas and among all student sub-populations and grade levels, as measured by state assessments.

Evaluation Data Source(s) 1: State Assessment Results

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Train staff campus-wide on WICOR strategies. | Campus Administration AVID Site Team | All staff will be equipped with diverse strategies to promote student-centered learning so that students will own the learning, be better engaged, and perform at higher levels. | | | | |
| Funding Sources: 199 General Fund - 500.00 | | | | | | |
| 2) Model WICOR strategies in campus-wide training events, faculty meetings, and on campus and staff social media posts. | Campus Administration AVID Site Team Instructional Leadership Team | All staff will be equipped with diverse strategies to promote student-centered learning so that students will own the learning, be better engaged, and perform at higher levels. | | | | |
| 3) Feature a section of the WICOR strategies (i.e. for 2nd grading period, W = Writing) and promote, encourage, and recognize integration for that strategy set each six-week grading period. | Campus Administration AVID Site Team Instructional Leadership Team | All staff will be equipped with diverse strategies to promote student-centered learning so that students will own the learning, be better engaged, and perform at higher levels. | | | | |
| Funding Sources: 199 General Fund - 750.00 | | | | | | |

| | | | | | | |
|--|---|--|--|--|--|--|
| <p>4) Eliminate wasted instructional time through clearly articulated student and staff norms and routines.</p> <ul style="list-style-type: none"> - Ticket out/end of class reflection - Consistent dress code enforcement - Consistent enforcement of security protocols, including student and staff ID badges - Cost/benefit analysis of master schedule time utilization with lunches and advisory period | <p>Campus Principal Operational Leadership Team Instructional Leadership Team Student Cabinet</p> | <p>Better use of time will bring about more effective instruction and student proper use of time in class, thereby improving student performance and overall academic environment.</p> | | | | |
|--|---|--|--|--|--|--|



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 2: Increase number of National Merit Semifinalists from 0 to 2.

Evaluation Data Source(s) 2: National Merit Scholarship Program data

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Identify potential National Merit Scholars by administering the PSAT to all NHS 9th grade students (formerly only administered to 10th and 11th grade at NHS). | Associate Principal Campus Principal Counselors | Additional students have exposure to the PSAT, interest in it, and access to practice materials, thus increasing the chance for more students to score well on the NMSQ in 11th grade. | | | | |
| Funding Sources: 397 AP Incentives - 6000.00 | | | | | | |
| | | | | | | |

Goal 1: Students will achieve success through meaningful learning experiences, innovative pathways, and personalized opportunities.

Performance Objective 3: Increase number of student-earned career certifications by 25% (increase from 675 certifications to 850)

Evaluation Data Source(s) 3: Certification tracking spreadsheet provided by CTE department chair

Summative Evaluation 3:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Advertise available career certifications across the campus via announcements on NHStv. | Campus Principal CTE Department Chair | More students pursue and take interest in our abundance of available career certifications. Ultimately, more students leave NHS with a competitive advantage for career opportunities in our own community. | | | | |
| | | | | | | |

Goal 2: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 1: Increase scholarship monies offered to 2019 graduating seniors by 100% (\$7 million to \$14 million).

Evaluation Data Source(s) 1: List of scholarship monies offered to graduating seniors at Northwest High School

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Institute "What's Next After NHS" Day for Seniors while all other grade levels sit for PSAT test. Will include opportunities for students to learn how to write application essays, how to apply to college, and systems to track scholarship offers. | Campus Administration Campus Counseling Team Junior and Senior English Teachers | Long-term: Transformation from focus on finishing school at NHS to focus on equipping kids for what comes after NHS. Short-term: Assistance for 2019 graduating students in need who want to pursue higher education opportunities Better community perception of opportunities available at NHS | | | | |
| 2) Weekly Counselor/admin meetings with an agenda item dedicated to reporting scholarship offers to students in each counselor's alpha and ensuring those offers have been entered in our tracking system. | Associate Principal and Campus Principal | Greater accountability to staff for connecting with graduating seniors and following up on how they are doing with their pursuit of next steps after leaving NHS. Transformation from focus on finishing school at NHS to focus on equipping kids for what comes after NHS. | | | | |
| | | | | | | |

Goal 2: Northwest ISD will create and foster an environment where all stakeholders are engaged in the transformational work of the NISD family.

Performance Objective 2: Decrease student suspensions from class (including ISS and OSS) by 25% so that students are present for learning daily.

Evaluation Data Source(s) 2: Student discipline data

Summative Evaluation 2:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Send a staff leadership team to the NEDRP (National Educators for Restorative Practices) | Campus Principal | Create awareness of proactive, relational strategies to produce desired behaviors from students and staff that foster a positive learning environment where students and staff want to be at school. | | | | |
| | Funding Sources: 199 General Fund - 5000.00 | | | | | |
| 2) Roll out Character Strong curriculum to student leadership classes so that students can increase voice and leadership in campus-wide norms and climate. | Campus Principal Assistant Principals Leadership Class Teachers | Equip students to lead initiatives that support positive character traits and social norms. | | | | |
| | Funding Sources: 199 General Fund - 3000.00 | | | | | |
| | | | | | | |

Goal 3: Northwest ISD will recruit, value, and retain an exceptional staff to create a rewarding learning environment.

Performance Objective 1: Decrease gap between staff autonomy and staff perception of power equalization as measured by OHI survey.

Evaluation Data Source(s) 1: OHI survey
 One-on-one informal principal/staff meetings
 Interim informal campus surveys BOY/MOY/EOY

Summative Evaluation 1:

| Strategy Description | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|--|--|-----------|-----|-----|-----------|
| | | | Formative | | | Summative |
| | | | Oct | Dec | Feb | Apr |
| 1) Create a staff operational leadership team that meets monthly to address logistic and operational concerns. | Campus Principal Assistant Principals | Increase staff voice in campus operations and decision-making. (Campus currently has one "leadership team" that contains only campus department chairs) | | | | |
| | | | | | | |

Campus Funding Summary

| 199 General Fund | | | | | |
|--------------------------|------------------|-----------------|--|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | Training Materials, Site Visits | | \$500.00 |
| 1 | 1 | 3 | WICOR Reward Items | | \$750.00 |
| 2 | 2 | 1 | NEDRP Conference Fees | | \$5,000.00 |
| 2 | 2 | 2 | Character Strong Conference fees and travel | | \$2,000.00 |
| 2 | 2 | 2 | Character Strong Class Curriculum | | \$1,000.00 |
| Sub-Total | | | | | \$9,250.00 |
| 397 AP Incentives | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 2 | 1 | Fees for all 9th grade students to take the PSAT | | \$6,000.00 |
| Sub-Total | | | | | \$6,000.00 |
| Grand Total | | | | | \$15,250.00 |