

# New Braunfels Independent School District

## New Braunfels High

### 2022-2023 Campus Improvement Plan

**Accountability Rating: B**

**Distinction Designations:**

Academic Achievement in Science



**Board Approval Date:** October 10, 2022

# Mission Statement

## *Engage. Empower. Learn.*

### Vision

Every student. Every day.

### Core Beliefs

Rooted in history, building a legacy, and growing toward the future		
Belief	Behaviors	Outcome
Passion for Growth	Embrace challenges	Be the Best Version of You
	Adapt and adjust	
	Get better everyday	
Power of the Team	Invest time to listen, care, and connect	Stronger Together
	Make each other better	
	Think we not me	
Pride of New Braunfels	Everyone matters	Ready for Tomorrow
	High expectations	
	Act with purpose	

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

New Braunfels engages with a variety of stakeholders in the development of the Comprehensive Needs Assessment. Academic achievement is collected from STAAR-EOC/TELPAS assessments. TAPR report is used to analyze demographic information on students and staff. Parent/Staff/Student surveys were distributed electronically and data used to analyze processes, procedures, and perceptions across the district. Each stakeholder is a part of a collaborative process to ascertain the strengths and needs of the district, to evaluate prior year program results, and to consider the best use of program funds for the upcoming school year. The Campus Improvement Committee met on May 23, 2022, at New Braunfels High School to initially review data and begin the Comprehensive Needs Assessment and a draft CIP was developed based on strengths and weaknesses determined by the committee. Because STAAR-EOC data was not available at that time the committee will meet again in September 2022 to complete the CNA and finalize the CIP. The committee will meet two times during the year to check progress and then at the end of the year to evaluate program results. Recommendations for adjustments may be made to improve the program throughout the school year.

Once approved by the Board of Trustees, the Campus Improvement Plan, in English and Spanish, will be linked to the [NBISD website](#). A hard copy is available at the campus. The Campus Parent and Family Engagement Policy in English and Spanish can also be found on the NBISD website. If another language is needed, please contact the campus for assistance.

# Demographics

## Demographics Summary

New Braunfels High School (NBHS) is a traditional high school, which serves a supportive community with strong German and Hispanic heritages. The latest demographic information includes, enrollment by race/ethnicity was 2.5% African American, 43.1% Hispanic, 50.8% White, 0.5% American Indian, 1.0% Asian, 2.1% Two or More Races. Enrollment by grade level for the 2022-2023 school year was 568 seniors, 672 juniors, 720 sophomores, and 1 Freshmen.

Total population: 1961. The 2022 Accountability Rating for NBHS was an overall score of 86 (Overall Letter Grade B).

### **Domain I: Student Achievement: Scale Score 89 (B)**

STARR Performance (40%) Component Score (60) Scale Score (90)

College, Career and Military Readiness (40%) Component Score (63) Scale Score (91)

Graduation Rate (20%) Component Score (96.9) Scale Score (90)

### **Domain II: Student Progress (Better of Part A or B) (Scale Score 80 (B))**

Part A: Academic Growth Component Score (61) Scale Score (68) Not rated

Part B: Relative Performance (Eco. Dis: 28.2%) Component Score (62) Scale Score (80)

### **Domain III: Closing the Gap Scale Score 83(B)**

Component Score (65) Scale Score (78)

Academic Achievement Status (80%)

Graduation Status (60%)

English Language Proficiency Status (100%)

School Quality Status (100%)

-

## Demographics Strengths

New Braunfels has excellent community support for education and the work of the schools. Growth is strong, but manageable with excellent community support for the past bond elections. Intentionally balanced attendance zones support demographic equity across the district. Two demographically balanced middle schools serve grades 6-8. Freshmen attend the NBHS-Ninth Grade Center, sophomores, juniors and seniors attend NBHS or the academic alternative campus; School of Choice.

Campus Site Base Committee members credit great students, parent and community involvement, teacher years of experience, and increased communication using various means (social media) to reach parents as strengths of NBISD. Keeping a balance of population by socio-economics/diversity at each school is also very important. We address growth and plan ahead.

#### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Many students at-risk for failure achieve the Approaches standard on state tests but do not achieve the "Meets" or "Masters" standard or make significant individual growth from one year to the next per the STAAR growth measure. **Root Cause:** More effective accelerated instructional practices are needed, especially for Special Program and At Risk students. Fidelity of interventions provided and ensuring Tier I instruction are solidly in place.

**Problem Statement 2:** Freshmen and sophomores that have earned few academic credits, repeatedly failed state test, and need positive behavior/mental health support are not receiving intensive intervention. **Root Cause:** Some freshman and sophomore students are not successful at a traditional high school setting. There is an absence of a growth mind-set among students and earlier identification of additional supports is needed.

# Student Learning

## Student Learning Summary

New Braunfels High School was awarded an overall score of 86 (B) by the Texas Education Agency (TEA). This score was a combination of a Domain I (Student Achievement) score of 90 and a Domain III (Closing the Gap) score of 79. When evaluating the EOC data in Reading (English II) and Social Studies (US History), the data indicates an area of focus for the campus is to increase the number of students performing at the Meets Grade Level or above.

	English II	US History	
Number of Assessments	606	564	<div><div></div><div></div><div></div></div>
Approaches Grade Level or Above	521 (86.14%)	536 (95.2%)	<div><div></div><div></div></div>
Meets Grade Level or Above	440 (72.7%)	468 (83.1%)	<div><div></div><div></div></div>
Masters Grade Level or Above	66 (11.0%)	328 (58.3%)	<div><div></div><div></div></div>

## Student Learning Strengths

By focusing on quality instruction and best practices highlighted by the Fundamental Five, our English teachers and Social Studies teachers will focus on quality instruction that is aligned to the Texas Essential Knowledge and Skills (TEKS). In addition to this quality instruction, students will be providing intervention classes in English, Social Studies, Science and Math. The daily advisory time will also be used to provide intervention, in compliance with HB4545. This additional time will be used to support students to increase student performance from meets grade level to masters.

## Problem Statements Identifying Student Learning Needs

**Problem Statement 1:** Special Education and English Language Learners are perform below their peer across all grades and content areas. **Root Cause:** More effective and differentiated instructional practices and strategic scheduling will be a focus to address the unique needs of our Special Education students.



# School Processes & Programs

## School Processes & Programs Summary

NBHS offers many programs to support the interests of all of their students, including all five endorsements. Students are able to select classes that will challenge and prepare them for post-secondary education with the multitude of AP/Dual Credit course offered across the content areas. Staff serving as Career and Technology Education teachers have worked diligently to build a coherent sequence of courses in their respective pathways, including practicum courses.

A large numbers of NBHS students participate in a variety of extra curricular programs such as athletics, band, theater, dance, cheer and many special interest clubs. We continue to promote and recognize service to the community by our students with our Green Cord Award program. We will also use survey data to identify students who are not engaged in school sponsored activities and make efforts to encourage them to get engaged.

A growing number of teachers are adding their ESL certification so they can serve our EL population. Goals for T-TESS are teacher generated reflecting his/her desire to improve professionally in self-selected area as well as focusing on student achievement. New teachers participate in New Teacher Cohort, as well as having a campus veteran teacher serve as his/her mentor. Feedback on the New Teacher Cohort are positive in that it allows them to make connections with other new teachers who are experiencing some of the same "new teacher struggles" for beginning teachers.

## School Processes & Programs Strengths

### Special Programs/Interventions

- EL support with push-in program
- Effective use of Credit Recovery
- Inclusion classrooms across core content areas
- Writing intervention classes/EOC prep classes/Intervention during Advisory Time

### Staff Quality/Professional Development

- Observation follow-up tied to goals and focused on facilitating growth
- Rookie Unicorn implemented by teacher leaders used to build connections with other new teacher
- Additional technology trainings held on campus in addition to various book studies as options for professional development
- Recognition of teacher and staff member of the month (Traveling Unicorn Award)

### Curriculum, Instruction, Assessment

- Writing intervention classes developed based on student need of English I or English II tests to help streamline instructional focus
- Vast number of AP and Dual Credit classes to challenge students
- OnRamps partnership with UT Austin

### Parent and Community Involvement

- Parent meetings hosted by the Next Steps Center
- Teacher involvement in the community

### Technology

- Teacher use CANVAS as Learning Management System

## **School Climate and Culture**

- Concerns about safety addressed with P3 app and staff controlled entrances in the morning
- Hall passes systems/First 10 and Last 10 Rule Implemented/Student remain in Commons during lunches (All these strategies are being implemented to reduce the amount of students in the hallways.
- Additional Facilities Monitor has been approved to help with safety and supervision

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Fewer than 50% of all students are engaged in a school sponsored activity. **Root Cause:** Student who are not engaged have not be identified. Activities that would interest these students are not being offered.

**Problem Statement 2:** Low percentage of parents participate in parent information meetings hosted by the Next Steps Center. **Root Cause:** More effective communication. Parent feedback is needed to determine topics they would like to learn more about in these meetings.

**Problem Statement 3:** The practices outlined in the Fundamental Five are not being used on a regular basis in all classrooms. **Root Cause:** Additional professional development and support needed to help teacher implement these strategies.

# Perceptions

## Perceptions Summary

New Braunfels High School embraces our district mission statement of Every Student, Every Day. We believe we provide an environment that mixes compassion and understanding with accountability.

One of the qualities we promote with our students is service to the community through our Green Cord program.

We believe that by building rapport and relationships with students, we can minimize student distraction. Our goal is to provide students with a safe school environment allowing them the opportunity to excel in all areas they pursue.

NBHS values its partnership with NBPD through the School Resource Officer. The SRO provides daily feedback on safety and security issues facing NBHS and is an additional support to students and parents in various situations.

## Perceptions Strengths

Teacher survey results reflect the following strengths:

- \* Strong sense of pride and community
- \* Traditions
- \* Students and staff
- \* Supportive community
- \* Plans for a new building
- \* Personal and friendly work environment
- \* Communication
- \* Supportive administrator and support staff

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Staffing issues continue to be an issue. Unfilled positions increase workload for current staff members. **Root Cause:** Lack of certified applicants.

**Problem Statement 2:** After two years of being impacted by COVID, there is a need to reset expectations for our students. The challenges of the past have impacted student performance. **Root Cause:** COVID caused both students and staff to miss large amounts of instructional time. The absence of both students and teachers has negatively impacted student performance.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations

## Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Career and Technical Education (CTE) Programs of Study data including completer, concentrator, explorer, participant, and non-participant achievements by race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data
- Dual-credit and/or college prep course completion data
- STEM and/or STEAM data
- Pregnancy and related services data

**Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

**Employee Data**

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Equity data
- T-TESS data

**Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

**Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals





**Goal 1:** NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

**Performance Objective 1:** Increase the percentage of All Students achieving the Meets Grade Level standard on All Subjects of state assessments Algebra I (retakes) from 66% to 76%, Biology (retakes) from 25% to 35%, English I and English II from 66% to 76% and US History from 78% to 88%.

**Evaluation Data Sources:** EOC Scores - Domain I

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide professional development on each of the Fundamental 5 areas and use walkthrough data to monitor the use of these strategies in all classrooms. <b>Strategy's Expected Result/Impact:</b> Instructional practice will increase student engagement resulting in an improvement in all students academic performance. <b>Staff Responsible for Monitoring:</b> Administrative team and Instructional coach.  <b>TEA Priorities:</b> Build a foundation of reading and math	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Provide interventions for below level students through Reading/Writing/Biology/Algebra I/US History Intervention classes, Read 180, and APEX. Intervention plan will be developed in accordance to House Bill 4545. <b>Strategy's Expected Result/Impact:</b> Students will score approaches or better on all End of Course exams. <b>Staff Responsible for Monitoring:</b> Intervention Teachers Administration  <b>Funding Sources:</b> Teachers for intervention periods and APEX lab - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$247,659	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Continue utilization of Student Support Team (SST) process to target academic and attendance needs of students. <b>Strategy's Expected Result/Impact:</b> Students will be provided interventions necessary to help them be successful in all academic areas. <b>Staff Responsible for Monitoring:</b> Administration	Formative		
	Nov	Feb	May







Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Teachers will utilize data from District Level Assessments, EOC data and Lead4ward data to determine areas of need for reteach and individualized learning. <b>Strategy's Expected Result/Impact:</b> Increased performance in District Level Assessments and corresponding EOC tests. <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Campus Instructional Coach (CIC) will support all teachers and staff. CIC will focus on campus professional learning and support teachers in using best practice in all classrooms with a focus on Fundamental Five strategies. <b>Strategy's Expected Result/Impact:</b> All teachers will use best practices in terms of classroom instruction. This will include the utilization of all Fundamental Five Strategies. <b>Staff Responsible for Monitoring:</b> Principal  <b>Targeted Support Strategy</b>	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 1:** NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

**Performance Objective 2:** Increase state and federal graduation rates for 'All Students' and each measured subgroup from 94.6% to 96%.

**Evaluation Data Sources:** TAPR and Federal reports  
School Report Card Data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Utilize the Drop Out Prevention Specialist to work with struggling students to find avenues of success academically, socially and emotionally. <b>Strategy's Expected Result/Impact:</b> Decrease drop-out rate. <b>Staff Responsible for Monitoring:</b> Administrative Team Drop Out Specialist	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Monitor truancy issues and work with Drop Out Prevention Specialist on plan for helping those students be successful in school. <b>Strategy's Expected Result/Impact:</b> Decrease drop-out rate. <b>Staff Responsible for Monitoring:</b> Administrative Team Drop Out Prevention Specialist	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Drop-Out Prevention Specialist will meet with HS Administrators, Counselors and Registrar to review remaining student no-shows to formally share information that will help in locating the students. <b>Strategy's Expected Result/Impact:</b> Discussions can yield leads to Drop-Out Prevention Specialist to help her locate and assist the no-show students. <b>Staff Responsible for Monitoring:</b> Administrative Team Counselors Drop-Out Prevention Specialist  <b>Title I:</b> 2.6	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Conduct a yearly review of all transcripts for accuracy and placement of students in future courses, with a focus on target student populations to support completion of Foundation plans with and without Endorsements <b>Strategy's Expected Result/Impact:</b> Students will monitor their own advancement to graduation during scheduled conference and develop a course sequence in order to graduate on time. <b>Staff Responsible for Monitoring:</b> Counselors	Formative		
	Nov	Feb	May
<div> <div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div> </div>			

**Goal 1:** NBISD will annually increase the percentage of academic student growth. (Strategic Goal 1.1)

**Performance Objective 3:** Increase the percentage of All Students demonstrating growth on Reading from 72% to 80%.

**Evaluation Data Sources:** TEA Domain 2 Part A; Growth in Reading and Math

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers in all core content areas will add the ESL certification to their SBEC certificate. <b>Strategy's Expected Result/Impact:</b> Teachers will use ELL teaching strategies to increase student success in the classroom and on state tests. <b>Staff Responsible for Monitoring:</b> Principal All teachers and support staff	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue Inclusion support to all levels of English, Math, and as needed in Science and Social Studies in an effort to support students with learning disabilities in the regular classroom. <b>Strategy's Expected Result/Impact:</b> Increased success of sped students earning credit for core classes. <b>Staff Responsible for Monitoring:</b> SPED case managers SPED Administrator  <b>Funding Sources:</b> Inclusion Teachers and Instructional Assistants - 224 - IDEA B, SpEd - \$196,206	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Provide teachers/assistants who service SPED students in the inclusion classroom training on inclusion support and teaching strategies effective for students with learning disabilities as needed. <b>Strategy's Expected Result/Impact:</b> Students will be successful on grade level content and EOC assessments in a mainstreamed classroom. <b>Staff Responsible for Monitoring:</b> SPED Case Managers Administrative Team  <b>Funding Sources:</b> Inclusion Teachers and Instructional Assistants - 224 - IDEA B, SpEd	Formative		
	Nov	Feb	May

Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Teachers with EL students in their classrooms will be provided with a beginning of year training that focuses on identifying EL students, their current data about language ability, recommended accommodations, and a brief overview of ELPS and Sheltered Instructional strategies. <b>Strategy's Expected Result/Impact:</b> Teachers will be well versed in their EL population and accommodations required for individual students to meet their needs in the classroom and on state exams. <b>Staff Responsible for Monitoring:</b> Assistant Principal District Director of Language Learner Programs	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Analyze District Common Assessment/Campus Common Assessment data by specific student group performance and focus on targeted instructional strategies in areas of weakness. <b>Strategy's Expected Result/Impact:</b> Sub-populations test scores will increase. <b>Staff Responsible for Monitoring:</b> Associate Principal	Formative		
	Nov	Feb	May
Strategy 6 Details	Formative Reviews		
<b>Strategy 6:</b> Continue a target Writing Intervention class for struggling ELL students who haven't passed English I or II EOCs. <b>Strategy's Expected Result/Impact:</b> ELL students will make progress towards passing ELA EOC tests. <b>Staff Responsible for Monitoring:</b> ESL Teacher Administration	Formative		
	Nov	Feb	May
Strategy 7 Details	Formative Reviews		
<b>Strategy 7:</b> Group Sophomore students in pods for writing intervention in an effort to focus intervention on English I EOC. <b>Strategy's Expected Result/Impact:</b> Increase the number of students achieving the Approaches and Meets standard of English I EOC. <b>Staff Responsible for Monitoring:</b> Associate Principal	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 2:** NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

**Performance Objective 1:** Annually increase the number of students achieving College, Career and Military Readiness from scale score of 91 points from 2021 graduates to a scale score of 95 from the 2023 graduating class.

**High Priority**  
**HB3 Goal**  
**Evaluation Data Sources:** Score Report Card Data (CCMR)  
On-Data Suite Data  
CCMR Tracker

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide PSAT opportunity to 10th and 11th grade students in order to get additional AP Potential data, which will drive decisions on which students should be taking AP courses. <b>Strategy's Expected Result/Impact:</b> With the AP Potential data, counselors will be able to better place students who have a high potential for success in an AP courses, which will increase AP scores. <b>Staff Responsible for Monitoring:</b> Administrative Team CCMR Advisor College and Career Advisor	Formative		
	Nov	Feb	May
<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 2:** NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

**Performance Objective 2:** Annually increase the percentage of students meeting Texas Success Initiative (TSI) standards (SAT/ACT/College Prep/TSIA2). TSI Math from 35% to 47% and TSI Reading from 59% to 67%.

**Evaluation Data Sources:** TSI Scoring Data Report

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide identified Seniors with support in the application process of college admittance, including TSI, SAT, and ACT testing through Project Success. <b>Strategy's Expected Result/Impact:</b> Increase number of students served through Project Success. <b>Staff Responsible for Monitoring:</b> CCMR Counselor CIS	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Emphasize TSI math skills that are embedded in Algebraic Reasoning and Algebra II Academic classes. Students enrolled in these classes will take the TSI math test by the end of the year. <b>Strategy's Expected Result/Impact:</b> Increase the number of students who pass TSI math. <b>Staff Responsible for Monitoring:</b> District Math Curriculum Specialist College and Career Advisor Associate Principal	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Create specific action plans for students who do not meet CCMR or not "on-track" to meet CCMR requirements. Offer TSI Math, Reading and writing tests to seniors who have not demonstrated CCMR. <b>Strategy's Expected Result/Impact:</b> Increased numbers of students achieving post-secondary readiness. <b>Staff Responsible for Monitoring:</b> Academic Dean CCMR Advisor College and Career Advisor  <b>Funding Sources:</b> CCMR Advisor - 287 - Title IV - \$3,500	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 2:** NBISD will annually increase the percentage of students who are college and career ready. (Strategic Goal 1.2)

**Performance Objective 3:** Increase the number of students earning Industry Based Certifications from 245 to 300 by July 2023.

**Evaluation Data Sources:** Accountability Data (CCMR Data)





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collaborate with CTE Director to create a list of current Industry Based Certifications offered at NBHS. <b>Strategy's Expected Result/Impact:</b> Students and community will be made aware of the Industry Based Certification offered at NBHS. <b>Staff Responsible for Monitoring:</b> CCMR Advisor Associate Principal  <b>TEA Priorities:</b> Connect high school to career and college	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Communicate and promote Industry Based Certifications with students and community members. <b>Strategy's Expected Result/Impact:</b> Students and community will be made aware of the Industry Based Certification offered at NBHS. <b>Staff Responsible for Monitoring:</b> CCMR Advisor Associate Principal  <b>TEA Priorities:</b> Connect high school to career and college	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			



**Goal 3:** NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

**Performance Objective 1:** Increase the number of students who respond to "everyone matters" on the annual student survey from 3.92 to 4.0 by May 2023.





**Evaluation Data Sources:** Survey data results

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Analyze survey data and feedback from students to identify areas of growth in relationship to the response that "everyone matters" <b>Strategy's Expected Result/Impact:</b> Administration will become aware of areas to focus on to improve rapport between staff and student body. <b>Staff Responsible for Monitoring:</b> Administrative Team	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Encourage staff to build positive rapport with students through positive phone calls and interaction with students. <b>Strategy's Expected Result/Impact:</b> Survey data will reflect an increase in the number of students who agree that everyone matters at NBHS. <b>Staff Responsible for Monitoring:</b> Administrative Team	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Incorporate Character Strong Curriculum lesson during Advisory Period. <b>Strategy's Expected Result/Impact:</b> Character lessons will be completed with all students a least once a month. <b>Staff Responsible for Monitoring:</b> Counselors Administrative Team  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 3:** NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

**Performance Objective 2:** Increase the percentage of students involved in school activity representing New Braunfels High School from 55.7% to 60%.

**Evaluation Data Sources:** Student engagement data sheet (campus created)

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Collect data to determine number of students engaged in school related activities. <b>Strategy's Expected Result/Impact:</b> Students not engaged in school related activities will be identified. <b>Staff Responsible for Monitoring:</b> Administrative Team  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Continue to promote and meet with students involved in the Unicorns in Action program. <b>Strategy's Expected Result/Impact:</b> Student who historically not been engaged in school related activities will have an opportunity to be engaged in a school related activity. <b>Staff Responsible for Monitoring:</b> Administrative Team  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>			

**Goal 3:** NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

**Performance Objective 3:** Increase student attendance rates from 94% to 97%.

**Evaluation Data Sources:** PEIMS attendance data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Administrators will identify patterns of poor attendance and monitor those students. <b>Strategy's Expected Result/Impact:</b> Improved attendance of chronically absent students <b>Staff Responsible for Monitoring:</b> Administrators	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Include monthly attendance rate updates to the Unicorn community in the Principal's Week at a Glance.. <b>Strategy's Expected Result/Impact:</b> Raised awareness of school personnel, parents/guardians of the effects of chronic student absence and truancy. <b>Staff Responsible for Monitoring:</b> Principal	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Coordinate and integrate with district and community programs to help meet the needs of at-risk students. <b>Strategy's Expected Result/Impact:</b> When outside needs and concerns are addressed students can focus their attention on academics. <b>Staff Responsible for Monitoring:</b> At-Risk Drop Out Prevention Specialist CIS Director	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide students with meaningful co-curricular and extra-curricular opportunities in an effort to increase engagement and relationships with students and staff on campus. <b>Strategy's Expected Result/Impact:</b> When students are engaged they want to come to school, having a positive affect on the attendance rate. <b>Staff Responsible for Monitoring:</b> Club Sponsors  <b>Funding Sources:</b> CTE Teachers - 199-PIC 22 State Career & Technical Education (CTE)	<b>Formative</b>		
	<b>Nov</b>	<b>Feb</b>	<b>May</b>

Strategy 5 Details		Formative Reviews		
<b>Strategy 5:</b> Community in Schools (CIS) staff members will work with campus administrators to identify students with attendance issues. Once students have been identified, CIS staff will meet with students and families to address attendance issues. Home visits will be made when needed. <b>Strategy's Expected Result/Impact:</b> Attendance of identified students will increase. <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Funding Sources:</b> - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$69,540		Formative		
		Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

**Goal 3:** NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

**Performance Objective 4:** Continue to enforce school-wide safety measures and increase the level of safety awareness through training and preparedness of all campus staff.

**Evaluation Data Sources:** Documentation of safety drills





Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue the use of drug dog searches. <b>Strategy's Expected Result/Impact:</b> Deter students from engaging in illegal activities. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Review Crisis Manual and evaluate campus procedures with all administrators and SRO on a weekly basis to promote readiness to respond to crisis in an efficient manner. <b>Strategy's Expected Result/Impact:</b> Staff and students will be prepared to respond to any crisis. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Conduct monthly safety drills to prepare faculty and students in case of a crisis. <b>Strategy's Expected Result/Impact:</b> Students and staff understand procedures for various crisis situations. <b>Staff Responsible for Monitoring:</b> Assistant Principal	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Continue partnership with local law enforcement with the support of School Resource Officer. <b>Strategy's Expected Result/Impact:</b> Increase student/staff safety and an increased perception of school safety and emergency preparedness. <b>Staff Responsible for Monitoring:</b> Principal School Resource Officer	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> In partnership with NBPD and NBFD train 100% of campus staff in CRASE and Stop the Bleed. Install Stop the Bleed tourniquet kits around campus. <b>Strategy's Expected Result/Impact:</b> All campus staff will know basic first aide response to injuries resulting in significant	Formative		
	Nov	Feb	May

bleeding. <b>Staff Responsible for Monitoring:</b> Principal			
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			

**Goal 4:** NBISD will annually increase the percentage of highly engaged and satisfied staff. (Strategic Goal 2.1)

**Performance Objective 1:** Increase overall staff satisfaction scale score from 3.75 to 4.5 by Spring 2023 on staff survey.

**Evaluation Data Sources:** Survey data

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Continue use of Eduphoria for appraisers to provide timely feedback to all classroom teachers. <b>Strategy's Expected Result/Impact:</b> Teachers will be able to reflect on classroom practices in a timely manner. <b>Staff Responsible for Monitoring:</b> Administrators	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Teachers with fewer than 2 years experience to attend New Teacher Academy and follow-up meetings with curriculum specialists. <b>Strategy's Expected Result/Impact:</b> New teachers will be supported with timely topics throughout their first 2 years of teaching in an effort to retain quality new teachers. <b>Staff Responsible for Monitoring:</b> Administration	Formative		
	Nov	Feb	May
Strategy 3 Details	Formative Reviews		
<b>Strategy 3:</b> Conduct training with all teachers on working with EL students. <b>Strategy's Expected Result/Impact:</b> Increase teacher effectiveness in working with this subgroup. <b>Staff Responsible for Monitoring:</b> ESL Teacher EL Administrator	Formative		
	Nov	Feb	May
Strategy 4 Details	Formative Reviews		
<b>Strategy 4:</b> Provide teachers who are working to add the ESL Supplemental certification to their SBEC certificate test preparation training. <b>Strategy's Expected Result/Impact:</b> Increase the number of teachers who are ESL certified. <b>Staff Responsible for Monitoring:</b> Director of Bilingual Services	Formative		
	Nov	Feb	May
Strategy 5 Details	Formative Reviews		
<b>Strategy 5:</b> Continue to provide professional development to AP teachers via AP Summer Institutes. <b>Strategy's Expected Result/Impact:</b> Increased professional development will result in an increase in students scores on AP exams. <b>Staff Responsible for Monitoring:</b> Administration	Formative		
	Nov	Feb	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>			

**Goal 5:** NBISD will annually increase the percentage of relationship building on the campus. (Strategic Goal 2.2)





**Performance Objective 1:** Annually increase the number of students responding to "teacher, staff, administrators and counselors take the time to listen, care and connect" on annual student survey from 3.92 to 4.0 by May 2023.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Teachers will engaged with students during Character Strong lessons during Advisory Period. <b>Strategy's Expected Result/Impact:</b> Teachers will be provided an opportunity to build rapport and relationships with student during a non-academic setting. <b>Staff Responsible for Monitoring:</b> Administrative Team  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> Student survey results will be shared with staff to make them aware of student concerns in terms of staff members building relationships. <b>Strategy's Expected Result/Impact:</b> Based on student feedback, steps can be taken to intentionally build positive rapport with students. <b>Staff Responsible for Monitoring:</b> Administrative Team  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>			



**Goal 6:** NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

**Performance Objective 1:** Annually increase the percentage of high engaged and satisfied students, parents and community members from 3.78 to 4.5 by June 2023.

Strategy 1 Details	Formative Reviews		
<b>Strategy 1:</b> Provide timely communication with community using Parent Square included Week at a Glance Newsletter. Provide the community with the Campus Improvement Plan on the district website in English and Spanish. <b>Strategy's Expected Result/Impact:</b> Community member will be informed about school related events, happenings and activities. <b>Staff Responsible for Monitoring:</b> Principal  <b>ESF Levers:</b> Lever 3: Positive School Culture <b>Funding Sources:</b> Contracted services for Spanish translation - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$450	Formative		
	Nov	Feb	May
Strategy 2 Details	Formative Reviews		
<b>Strategy 2:</b> All office staff will successfully complete Customer Service training. <b>Strategy's Expected Result/Impact:</b> Staff will have the needed skills to best serve and communicate with the community. <b>Staff Responsible for Monitoring:</b> Administrative team.  <b>ESF Levers:</b> Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

**Goal 6:** NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

**Performance Objective 2:** Increase the number of parent completing the parent survey from 356 to 500 by June 2023.

Strategy 1 Details		Formative Reviews		
<b>Strategy 1:</b> Promote and communicate the importance of all parents completing parent survey to provide feedback. <b>Strategy's Expected Result/Impact:</b> More parents will complete survey to provided needed feedback. <b>Staff Responsible for Monitoring:</b> Administrative Team  <b>ESF Levers:</b> Lever 3: Positive School Culture		Formative		
		Nov	Feb	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

## Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	5	Campus Instructional Coach (CIC) will support all teachers and staff. CIC will focus on campus professional learning and support teachers in using best practice in all classrooms with a focus on Fundamental Five strategies.

# State Compensatory

## Budget for New Braunfels High

**Total SCE Funds:** \$317,649.00

**Total FTEs Funded by SCE:** 4.25

### Brief Description of SCE Services and/or Programs

SCE funds will be used to pay for salaries of teachers for class periods they provide intervention support to be successful on STAAR. It will also fund 1 FTE to oversee the APEX lab for credit recovery for students who need to make up failed courses. In addition, 1.5 FTEs will be funded for Communities in Schools to provide a wrap-around approach to at-risk students that includes community resources.

## Personnel for New Braunfels High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
April Walker	ELA Intervention	0.15
Arisela Thompson	CIS	0.5
Bambi Navarte	ELA Intervention	0.75
Cassandra Mahile	ELA Intervention	0.45
Donna Lemley	APEX	1
Kelsey Plant	CIS	0.5
Lee Datesman	US History Intervention	0.15
Mimi Lincoln	Math Intervention	0.3
Sarah Tyner	Science Intervention	0.45

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rosalie Rosales	Truancy Dropout for Homeless Students		

# Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$177,560.00
+/- Difference					\$177,560.00
199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Teachers for intervention periods and APEX lab		\$247,659.00
3	3	5			\$69,540.00
6	1	1	Contracted services for Spanish translation		\$450.00
Sub-Total					\$317,649.00
Budgeted Fund Source Amount					\$317,649.00
+/- Difference					\$0.00
199-PIC 25, 35 State Bilingual/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$51,666.00
+/- Difference					\$51,666.00
199-PIC 37, Dyslexia					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$17,926.00
+/- Difference					\$17,926.00
206 - McKinney Vento					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00

206 - McKinney Vento					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$19,000.00
+/- Difference					\$19,000.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$6,000.00
+/- Difference					\$6,000.00
224 - IDEA B, SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Inclusion Teachers and Instructional Assistants		\$196,206.00
1	3	3	Inclusion Teachers and Instructional Assistants		\$0.00
Sub-Total					\$196,206.00
Budgeted Fund Source Amount					\$196,206.00
+/- Difference					\$0.00
281 - ESSER II Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$73,899.00
+/- Difference					\$73,899.00
287 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	3	CCMR Advisor		\$3,500.00
Sub-Total					\$3,500.00
Budgeted Fund Source Amount					\$40,525.00
+/- Difference					\$37,025.00
Grand Total Budgeted					\$900,431.00
Grand Total Spent					\$517,355.00

287 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					+/- Difference
					\$383,076.00



# Addendums

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**Note:** This policy addresses bullying of District students. For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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**Bullying Prohibited**

The District prohibits bullying as defined by this policy. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

**Definition**

Bullying occurs when a student or group of students engages in written or verbal expression, expression through electronic means, or physical conduct that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property; or
2. Is sufficiently severe, persistent, and pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student.

This conduct is considered bullying if it:

1. Exploits an imbalance of power between the student perpetrator and the student victim through written or verbal expression or physical conduct; and
2. Interferes with a student's education or substantially disrupts the operation of a school.

**Examples**

Bullying of a student may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**Retaliation**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

**Examples**

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

<b>False Claim</b>	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
<b>Timely Reporting</b>	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
<b>Reporting Procedures</b>	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, counselor, principal, or other District employee.
Student Report	
Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

<b>District Action</b>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct.
<i>Bullying</i>	
<i>Discipline</i>	<p>A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.</p> <p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine if any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
<b>Confidentiality</b>	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
<b>Appeal</b>	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
<b>Records Retention</b>	Retention of records shall be in accordance with CPC(LOCAL).
<b>Access to Policy and Procedures</b>	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's Web site, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

STUDENT RIGHTS AND RESPONSIBILITIES  
PREGNANT STUDENTS

FNE  
(LOCAL)

Pregnant students have the right to continue their education during pregnancy [see FB] and may choose to exercise that right by:

1. Remaining in the regular school program.
2. Participating in any other special program the District may provide for pregnant students. [See EHBC and EHBD]

The student may also choose to request a leave of absence. Such request shall be accompanied by a licensed physician's certification that the leave is a medical necessity. Students who avail themselves of this option are exempt from compulsory attendance during the period certified by the physician as necessary for the leave of absence.

# **New Braunfels High School**

## **2022-2023 Parent and Family Engagement Activities**

### **August**

- Meet the Unicorns

### **September**

- Open House with academic information sessions
- Booster Meetings (Cheer, Dance, FFA)
- Project Graduation Monthly Meeting
- Individual Student Graduation Plan meeting with counselors
- Next Steps Parent Meeting

### **October**

- Booster Meetings (Cheer, Dance, FFA)
- ROTC 5-K Run
- PTA Meeting
- Student Loan/Managing Money Night (Next Steps Center)
- FAFSA Night (Next Steps Center)
- Trick or Treat on Unicorn Street
- Candlelight Pep Rally
- Project Graduation Monthly Meeting
- Individual Student Graduation Plan meeting with counselors

### **November**

- SAT/ACT/ASVAB Informational Night (Next Steps Center)
- LEO Club Induction
- Veterans Day Band Concert
- Booster Meetings (Cheer, Dance, FFA)
- Project Graduation Monthly Meeting
- Individual Student Graduation Plan meeting with counselors (academic focus)

### **December**

- Holiday Choir Concert
- Band Concert
- Booster Meetings (Cheer, Dance, FFA)
- Project Graduation Monthly Meeting
- Individual Student Graduation Plan meeting with counselors (academic focus)

### **January**

- Campus Report Card Meeting
- Project Graduation Monthly Meeting
- CIC Meeting
- Booster Meetings (Cheer, Dance, FFA)
- Individual Student Graduation Plan meeting with counselors (academic focus)

## **February**

- NHS Induction
- Project Graduation Monthly Meeting
- Booster Meetings (Cheer, Dance, FFA)
- ROTC Military Ball
- Individual Student Graduation Plan meeting with counselors (academic focus)

## **March**

- Choir Concert
- Booster Meetings (Cheer, Dance, FFA)

## **April**

- Band Concert (Percussion/Night of Jazz)
- One Act Play Performance
- Spring Fling Activities
- Prom
- Special Olympics
- Senior Awards Night
- Decision Day Pep Rally

## **May**

- Heroes Dessert (Honoring Top Ten/Student Council Officers)
- Chamber Music Concert
- FFA Banquet
- JROTC Awards Night
- Band Banquet
- Dance Spring Show
- All Sports Banquet
- Choir Pop Show
- Spring Fling Concert (Band)
- Cheer Booster Meeting
- Choir Banquet
- Graduation