

New Braunfels Independent School District

New Braunfels High

2023-2024 Campus Improvement Plan



Board Approval Date: November 13, 2023

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 Adapt and adjust Get better everyday	Be the Best Version of You
Power of the Team	Invest time to listen, care, and connect Make each other better Think we not me	Stronger Together
Pride of New Braunfels	Everyone matters High expectations Act with purpose	Ready for Tomorrow

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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: At-Risk students struggle to achieve the "Meets" or "Masters" standard, or make significant growth, on STAAR exams. **Root Cause:** Lack of accelerated instructional practices and processes for monitoring and measuring academic growth.

Problem Statement 2: The student attendance rate was 91.5% for the 2022-2023 school year. **Root Cause:** Lack of intervention and support plans for students identified as medium risk and high risk on the Student Analytics report.

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				
Approaches Grade Level or Above	521 (86.14%)	536 (95.2%)				
Meets Grade Level or Above	440 (72.7%)	468 (83.1%)				
Masters Grade Level or Above	66 (11.0%)	328 (58.3%)				

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 provided 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 perform below their peers across all grades and content areas. **Root Cause:** Lack of effective, differentiated instructional practices and strategic scheduling of services.

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 Co-hort, as well as having a campus veteran teacher serve as his/her mentor. Feedback on the New Teacher Co-hort 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 Mangement 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 amout 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: There is inconsistency with implementing each practice of Fundamental 5 in all classrooms. **Root Cause:** Turnover in staff and lack of targeted feedback and coaching for all teachers.

Problem Statement 2: Not all students are meeting CCMR requirements prior to graduation. **Root Cause:** New state standards and accountability changes after the fact.

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: On a scale of 1 - 5, students averaged 2.81 when responding "administrators and school staff take time to invest, care, and connect." **Root Cause:** Lack of
New Braunfels High
Generated by Plan4Learning.com

opportunities for recognition and connection.

Problem Statement 2: On a scale of 1 - 5, parents averaged 2.99 when responding "everyone matters" at NBHS. **Root Cause:** Lack of opportunities for recognition and connection.

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 state (97.5% to 98%) and federal (96.8% to 97.3%) graduation rates for All students and each measured subgroup (data points are on one year lag).

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Communities in Schools and Dropout Prevention Specialist develop support plans for struggling and qualified students. Strategy's Expected Result/Impact: Decrease drop-out rate. Staff Responsible for Monitoring: Administrative Team Drop Out Specialist Funding Sources: Dropout Prevention Specialist - 285 - ARP Grant - \$24,000, Dropout Prevention Specialist - 211 - Title I, Part A - \$9,283, Communities in Schools Counselors - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$69,540	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Review attendance reports weekly and follow attendance intervention plan. Strategy's Expected Result/Impact: Decrease drop-out rate. Staff Responsible for Monitoring: Administrative Team Drop Out Prevention Specialist	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Conduct annual review of all transcripts to ensure students are correctly scheduled. Staff Responsible for Monitoring: Counselors Associate Principal Title I: 2.6	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: Decrease the percentage of students who are medium and high at-risk based on academics, attendance, and behavior as measures with Student Analytics from 20.7% to 15.3%.





Evaluation Data Sources: 5 Labs








Strategy 1 Details		Formative Reviews			
Strategy 1: Utilize 5Labs reports quarterly to identify Tier III students, and develop intervention plans for those students.		Formative			
		Nov	Feb	May	
		<div><div></div>50%</div>			
		<div><div></div>0% No Progress</div>	<div><div></div>100% Accomplished</div>	<div><div></div>Continue/Modify</div>	<div><div></div>Discontinue</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 achieving the Meets Grade Level standard on EOC exams - English II 70% to 75% and US History 82% to 85%.

Evaluation Data Sources: EOC Scores - Domain I







Strategy 1 Details	Formative Reviews		
Strategy 1: Offer tutorial opportunities for all students during Advisory and before/after school.	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Provide targeted Advisory lessons to students who fell below Approaches on previous years' EOC exams.	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Develop and monitor PLC plan for English II and US History teams.	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Provide Inclusion services in English, Math, Science, and Social Studies to support students with learning disabilities. Funding Sources: Inclusion Services - 224 - IDEA B, SpEd - \$193,000	Formative		
	Nov	Feb	May
			

Strategy 5 Details	Formative Reviews		
Strategy 5: ELS Teacher and Instructional Aides provide targeted support for Emergent Bilingual students.	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Campus Instructional Coach (CIC) will support teachers in using best practice with a focus on Fundamental Five strategies. Targeted Support Strategy Funding Sources: Instructional Coach - 282 - ESSER III Grant - \$84,601	Formative		
	Nov	Feb	May
			
Strategy 7 Details	Formative Reviews		
Strategy 7: Provide accelerated instruction in accordance to House Bill 1416, and academic intervention, for students who scored below Approaches on previous years' EOCs. Strategy's Expected Result/Impact: Students will score approaches or better on all End of Course exams. Staff Responsible for Monitoring: Intervention Teachers Administration Funding Sources: Intervention Teachers and APEX Lab Teachers - 199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE) - \$220,165	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Analyze Interim Assessment data and develop targeted plan for low performing TEKS.	Formative		
	Nov	Feb	May
	N/A		
<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 4: Increase the component score of All students demonstrating growth on English I and English II EOC exams from 83 to 86.

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

Strategy 1 Details	Formative Reviews		
Strategy 1: Analyze Interim Assessment data and develop targeted plan for low performing TEKS.	Formative		
	Nov	Feb	May
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop and monitor PLC plan for English II teachers.	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: ELS Teacher and Instructional Aides provide targeted support for Emergent Bilingual students.	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 1: Increase the percentage of students achieving College, Career and Military Readiness from a component score of 70 to 80.






High Priority










HB3 Goal

Evaluation Data Sources: Score Report Card Data (CCMR)

On-Data Suite Data

CCMR Tracker








Strategy 1 Details	Formative Reviews		
Strategy 1: Utilize CCMR tracker to drive graduation plans for all students.	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Develop action plans for students who do not meet CCMR or are not "on-track" to meet CCMR requirements	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide PSAT/NMSQT testing for all sophomores and juniors. Funding Sources: PSAT Testing Fees - 287 - Title IV - \$21,500	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Continue development of Canvas course housing college readiness information.	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Host parent nights providing info on Next Step Center, FAFSA, and scholarship opportunities.	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Offer college credit opportunities through University of Texas On Ramps program. Funding Sources: Fees for On Ramps courses - 287 - Title IV - \$16,000	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Increase the percentage of students meeting Texas Success Initiative (TSI) standards (SAT/ACT/College Prep/TSIA2) - Math 54% to 63% and Reading 64% to 73%.






Evaluation Data Sources: TSI Scoring Data Report

Strategy 1 Details	Formative Reviews		
Strategy 1: Provide identified Seniors with support in the application process of college admittance, including TSI, SAT, and ACT testing through Project Success. Strategy's Expected Result/Impact: Increase number of students served through Project Success. Staff Responsible for Monitoring: CCMR Counselor CIS	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Embed TSI math skills 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. Strategy's Expected Result/Impact: Increase the number of students who pass TSI math. Staff Responsible for Monitoring: District Math Curriculum Specialist College and Career Advisor Associate Principal	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Offer TSI Math, Reading and Writing tests to seniors who have not demonstrated CCMR. Strategy's Expected Result/Impact: .	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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 312 to 345.






Evaluation Data Sources: Accountability Data (CCMR Data)

Strategy 1 Details	Formative Reviews		
Strategy 1: Increase communication and promotion of certification opportunities. TEA Priorities: Connect high school to career and college	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> 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 percentage of students involved in extracurricular activities - including UIL governed events, campus organizations, and clubs from 61.9% to 64%.

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

Strategy 1 Details		Formative Reviews		
Strategy 1: Increase awareness of extra-curricular and club offerings during Advisory announcements and video productions. ESF Levers: 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 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 student attendance rate from 91.5% to 94%.







Evaluation Data Sources: PEIMS attendance data

Strategy 1 Details	Formative Reviews		
Strategy 1: Create, implement, and document progress of attendance intervention program.	Formative		
	Nov	Feb	May
	<div><div></div>50%</div>		
Strategy 2 Details	Formative Reviews		
Strategy 2: Create, implement, and document progress of tardy intervention program.	Formative		
	Nov	Feb	May
	<div><div></div>50%</div>		
<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: NBISD will develop well-rounded students that are the best versions of themselves (life ready). (Strategic Goal 1.3)

Performance Objective 3: Increase the scale score of students who respond to "everyone matters" on the annual student survey from 3.39 to 3.60.




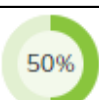




Evaluation Data Sources: Survey data results

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement and document progress of Unicorns Achieving Excellence program. ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Counselors provide quarterly in-class guidance lessons.	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 on the annual staff survey from 3.1 to 3.5.






Evaluation Data Sources: Survey data

Strategy 1 Details	Formative Reviews		
Strategy 1: Round all staff, face-to-face, once each semester.	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Implement and document progress of Unicorns Achieving Excellence program.	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Make the Traveling Unicorn a weekly exchange.	Formative		
	Nov	Feb	May
			
Strategy 4 Details	Formative Reviews		
Strategy 4: Create and email The Buford Review each Friday including UAEs, reminders, and upcoming events.	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

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

Performance Objective 2: Increase percentages of Fundamental Five instructional strategies used in the classroom - Framing the Lesson 65.7% to 71%, Power Zone 79% to 85%, Critical Writing 23% to 30%, Frequent Small Group Purposeful Talk 19.9% to 25%, Recognize and Reinforce 56.5% to 60%.

Evaluation Data Sources: Walkthrough data reports in Strive

Strategy 1 Details		Formative Reviews		
Strategy 1: Create walkthrough rotation schedule in which all teachers are observed every two weeks, and provide same day feedback regarding Fundamental 5 practices.		Formative		
		Nov	Feb	May
				
 No Progress		 Accomplished	 Continue/Modify	 Discontinue







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

Performance Objective 3: Increase the percentage of staff obtaining certifications through the badge system by 5% in each area from the previous year - Fun 5 Rockstar from 5% to 10%, Apple Teacher from 11% to 15%, Google Level 1 from 4% to 10%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Advertise the badge system monthly, and communicate certifications recipients each time they are shared.	Formative		
	Nov	Feb	May
	<div><div></div><div>25%</div></div>		
<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>			



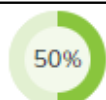




Goal 5: NBISD will annually increase the percentage of relationship building on the campus. (Strategic Goal 2.2)

Performance Objective 1: Increase the average scale score of students responding to "teacher, staff, administrators and counselors take the time to listen, care and connect" on annual student survey from 2.81 to 3.30.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement and document progress of Unicorns Achieving Excellence program.	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Teachers and administrators document 5 parent contacts during quarterly Positive Contact Blasts.	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			







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

Performance Objective 2: Staff attendance rate mirrors or exceeds student attendance rate.

Strategy 1 Details	Formative Reviews		
Strategy 1: Implement and document progress of Unicorns Achieving Excellence program.	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Create and email The Buford Review each Friday including UAEs, reminders, and upcoming events.	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Make the Traveling Unicorn a weekly exchange.	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			



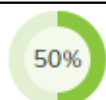




Goal 6: NBISD will annually increase the percentage of highly engaged and satisfied students, parents and community members. (Strategic Goal 3.1)

Performance Objective 1: Increase the average scale score of parents responding "administrators and campus staff take time to invest, care, and connect" from 3.03 to 3.40.

Strategy 1 Details	Formative Reviews		
Strategy 1: Include and document parent email portion of Unicorns Achieving Excellence program. ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Increase utilization of Facebook to communicate positive happenings on campus.	Formative		
	Nov	Feb	May
			
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </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 average scale score of parents responding they feel "everyone matters" at NBHS from 2.99 to 3.40.

Strategy 1 Details	Formative Reviews		
Strategy 1: Teachers and administrators document 5 parent contacts during quarterly Positive Contact Blasts.	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Conduct parent nights targeting special programs.	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Provide timely communication with community using Parent Square. Provide the community with the Campus Improvement Plan on the district website in English and Spanish. Strategy's Expected Result/Impact: Community members will be informed about school related events, happenings and activities.	Formative		
	Nov	Feb	May
			
 No Progress  Accomplished  Continue/Modify  Discontinue			

State Compensatory

Budget for New Braunfels High

Total SCE Funds: \$289,705.00

Total FTEs Funded by SCE: 4.8

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 APEX labs for credit recovery for students who need to make up failed courses. In addition, Communities in Schools will be funded to provide a wrap-around approach to at-risk students that includes community resources. This is a total of 4.8 FTEs.

Personnel for New Braunfels High

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Arisela Thompson	CIS	1
Bambi Navarte	ELA Intervention	0.75
Cheryl Hankins	MAPS Intervention	0.3
Donna Lemley	APEX	1
Jason Starnes	Math Intervention	0.3
Javier Almanza	APEX	0.3
Kelsey Plant	CIS	1
Shayler Wagner	Science Intervention	0.15

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Rosalie Rosales	Truancy Dropout Prevention	Student Students - McKinney Vento	.25

Campus Funding Summary

199-PIC 24, 26, 28, 29, 30, 34 State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Communities in Schools Counselors		\$69,540.00
1	3	7	Intervention Teachers and APEX Lab Teachers		\$220,165.00
Sub-Total					\$289,705.00
Budgeted Fund Source Amount					\$289,705.00
+/- Difference					\$0.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Dropout Prevention Specialist		\$9,283.00
Sub-Total					\$9,283.00
Budgeted Fund Source Amount					\$9,283.00
+/- Difference					\$0.00
224 - IDEA B, SpEd					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	Inclusion Services		\$193,000.00
Sub-Total					\$193,000.00
Budgeted Fund Source Amount					\$193,000.00
+/- Difference					\$0.00
287 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	PSAT Testing Fees		\$21,500.00
2	1	6	Fees for On Ramps courses		\$16,000.00
Sub-Total					\$37,500.00
Budgeted Fund Source Amount					\$37,500.00
+/- Difference					\$0.00

285 - ARP Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Dropout Prevention Specialist		\$24,000.00
Sub-Total					\$24,000.00
Budgeted Fund Source Amount					\$24,000.00
+/- Difference					\$0.00
282 - ESSER III Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	6	Instructional Coach		\$84,601.00
Sub-Total					\$84,601.00
Budgeted Fund Source Amount					\$84,601.00
+/- Difference					\$0.00
Grand Total Budgeted					\$638,089.00
Grand Total Spent					\$638,089.00
+/- Difference					\$0.00

Addendums

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.

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)

False Claim	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.
Timely Reporting	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.
Reporting Procedures	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.
Prohibited Conduct	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.
Investigation of Report	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.
Concluding the Investigation	<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>
Notice to Parents	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)

District Action	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.
Confidentiality	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.
Appeal	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
Records Retention	Retention of records shall be in accordance with CPC(LOCAL).
Access to Policy and Procedures	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