

NEW BOSTON ISD
District Improvement Plan
2018/2019



201 Rice Street
9036282521
nbschools.net

NEW BOSTON ISD

Mission

The New Boston Independent School District will provide a premier education that will empower all students to become leaders, contributing citizens, and life-long learners.

Vision

New Boston Independent School District ignites student learning and engagement at the highest level.

Nondiscrimination Notice

NEW BOSTON ISD does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

Comprehensive Needs Assessment

Demographics

Demographics Summary

New Boston ISD is located in the west end of Bowie County. Enrollment has fluctuated over the last few years. (13-14 = 1376; 14-15 = 1372; 15-16 = 1357; 16-17 = 1345; 17-18 = 1340). Demographic percentages based upon the last PEIMS submission are White - 60.9%, African American – 22.7%, Hispanic – 7.50%, two or more races – 8.1%, and other sub-pops – .8%. Special education students represent 27.87% of our population. The district has worked steadily to decrease referrals. The economically disadvantaged percentage is 64.1% and at-risk is 54.9%.

Students categorized as homeless comprise 6% of our district. We have a participation rate of 26.93% in Career and Technical Education at the high school. We do not have any migrant students. We have 24 ESL students, representing 1.8% of our student population, mostly at the primary level. We have a gifted and talented program which consists of 7.38% of our students; students are identified and served by a pull-out program in the primary and elementary schools. High School students are served through dual credit classes.

Student Achievement

Student Achievement Summary

Student achievement data is derived from reports in TAPR, PEIMS, PBMAS and DMAC. We disaggregate our data (using DMAC) by passing rates by subject, by grade level and by sub-pops. We are working to eliminate the achievement gap between our whites and African Americans sub-pops, as well as our economically disadvantaged students. Special Education students who took the STAAR test assessment did not perform well on the assessment in 2018. TELPAS is administered to English Learners. For the 2017-2018 school year, TELPAS was revised and all components, except for writing, for grades 3-12 were administered on the computer instead of being holistically rated. The English Learners struggled overall in the area of speaking on the TELPAS with this new format. Intervention programs are in place, but continued research and innovation are needed to eliminate these achievement gaps. Furthermore, with the additional time TTESS requires, campus administrators do not have extensive time to devote to planning with, coaching, and modeling lessons for teachers to ensure rigorous instruction. Therefore, the district identified the need to add instructional coaching personnel at both elementary and secondary levels. This will help ensure the district goal of increasing the number of students who achieve the Masters level on state assessments. Our credit recovery program has prevented many of our at-risk high school students (especially ones who are pregnant or parents) from dropping out and needs to be continued. The district DAEP is another program which prevents many of our at-risk students from getting behind in their classes and dropping out. For the 17-18 school year, we had 15 DAEP placements. Also, extended-year programs for our students failing state assessments are needed for acceleration. The TAPR indicates that these efforts for our at-risk students have resulted in a 0% dropout rate and 100% graduation rate, and the district needs to keep all these interventions in place in order to maintain that rate.

Student Achievement Summary (Continued)

Our overall attendance rate for the 2017-2018 school year was 95.3%. To assist with student illnesses, a supplemental nurse is needed to help on all campuses.

When students are present, the learning cycle is steady and achievement is more likely to increase. Also, the addition of a School Resource Officer to help with truancy issues will also aid in the attendance rate.

State & Federal Accountability

The district received a B in the A-F State Accountability system and all campuses Met Standard for 2017-18. The high school received distinctions for Academic Achievement in Science and Academic Achievement in English Language Arts/Reading.

We will be addressing the issue of closing the achievement gap of certain sub-pops in all tested areas. Crestview received five distinctions: Academic Achievement in Science, Academic Achievement in English Language Arts/Reading, Top 25 Percent: Comparative Academic Growth, Postsecondary Readiness, and Top 25 Percent: Comparative Closing the Gaps. New Boston Middle School also received a distinction in Academic Achievement in English Language Arts/Reading.

School Culture and Climate

School Culture and Climate Summary

Overall, the community, students, and staff are proud of New Boston ISD. Parents, students, and staff describe our district as a safe place to be. The safety of our students is an issue New Boston ISD is always investigating to look for ways to improve. After conducting campus drills with our local police it was noted keyless accesses are needed to increase safety. The district also entered into an agreement with the New Boston City Police Department. Lieutenant Millwood serves as New Boston's Security Resource Officer (SRO). As the SRO, he visits all campuses and conducts drills to ensure the staff and students are prepared and feel safe. To add another layer of security, the district is seeking input and investigating the "Go Guardian" program and the training involved.

We have a caring and nurturing staff that works closely with at-risk students and provides home visits, counseling, and donations of food, funds, and clothing when needed. Our primary and elementary schools participate in the Backpack for Kids program which sends home food with needy children on the weekends.

New Boston ISD's mission is committed to an educational system that will provide challenging learning experiences for every child. The district is determined that each student will become a productive citizen capable of making a positive contribution to a global society. The district has high expectations for everyone, and our students and staff are aligned to this concept. We had a gun-free school in 2017-18. The district recognized the need to increase leadership capacity as a positive means of creating the climate desired in NBISD. Therefore, the elementary and primary campuses desire to implement the Leader in Me program.

Staff Quality, Recruitment and Retention

Staff Quality, Recruitment and Retention Summary

Based upon the most recent TAPR report, New Boston ISD professional staff consists of 13.9% minority members. 82.3% of our teachers have a bachelor's degree; 17.7% have a master's degree, and none have a doctorate. Beginning teachers make up 9.8% of our teaching staff while 22% have 1 -5 years' experience, 18% have 6 – 10 years' experience, 22.2% have 11 – 20 years' experience, and 28% have over 20 years' experience. The gender of our staff is split 82% female / 18% males. These figures exclude the Shared Services Arrangement staff. New Boston ISD is also the fiscal agent and site for the Western Bowie County Special Education Cooperative. Administrators continually strive to recruit minority staff members by attending college career fairs to attempt to acquire a staff that more closely mirrors the student population.

Stipends for math, science, and Spanish are offered at the middle school and high school to help recruit and retain certified teachers in these high demand areas.

The district also monitors insurance premiums and provides assistance as funding is available.

Professional Development

To increase instructional skills and provide support to our teachers, NBISD contracts with Region 8 Educational Service Center to provide professional development. The teachers attend professional development at Region 8 and other sites to build their skills and knowledge. Grade level or departmental teams meet regularly and plan together. Student achievement results drive the professional development.

Math and English Languages Arts specialists from Region 8 will continue to work with the math and ELA teachers in all grades. Teachers are encouraged to attend CAMT, CAST, Writing & Math Academies, and other subject-specific professional developments throughout the year, as well as TCEA conventions. Funds from Title II Part A are set aside to cover expenses required in offering professional development for our teachers. The district recognizes a need to focus on early literacy and thus will investigate trainings and conferences that will increase teacher and administrator skill in this area.

Curriculum, Instruction and Assessment

Curriculum, Instruction and Assessment Summary

Our district curriculum is TEKS Resource System, which contains an Instructional Focus Document and Year at a Glance. Vertical Alignment documents are reviewed each year. Throughout the year, benchmarks drive instruction and differentiation strategies. The monitoring process for the curriculum includes vertical and grade level meetings locally. The district sees a need to develop more frequent assessments so that curriculum and instruction may be altered or differentiated as needs arise. Assessments will be reviewed for relevancy and appropriateness and are clearly linked to in-depth understanding of the TEKS. They will be developed by Instructional Specialists. Results will be disaggregated and analyzed so as to inform instruction. Student performance data is reviewed each year and critical areas of weakness are determined. Remedial classes are designed around data-driven identified student needs. The impact is consistent instruction with a higher level of rigor for all students. State testing results and local benchmark scores show the need for additional instructional time, updated resources, and more one-on-one and small group intervention. At-risk students are the highest need group for this type of intervention. Before and after school tutoring classes are offered on all three tested campuses.

Curriculum, Instruction and Assessment Summary (Continued)

We have a strong CTE program at the high school with numerous students receiving certifications each year. The district is investigating the expansion of the CTE program in the area of education and training Cluster. The need arises from the decrease in interest of college bound students choosing education as a major. Therefore, the district has seen a decrease in eligible certified teachers to fill vacancies.

Family and Community Involvement

Family and Community Involvement Summary

Parent and community engagement is overall good, but the district would like to see it improved. Teachers are encouraged to communicate via conferences, telephone, and email with parents. The district works with the Christian Coalition for Unity group that offers tutoring to students. The district has provided computers to this group for their after-school program. The high school student council holds a community blood drive each year that has high participation by the community. The high school has an active band booster, athletic booster, and agriculture booster club, which works well with teachers/coaches for the benefit of the students. At all campuses, parents and community members serve on decision-making committees that drive change at the campuses. Primary, elementary and middle school hold "Meet the Teacher Night" in the fall. Parents/Grandparents are urged to eat with their children in the school cafeteria at various times of the year. Veterans Day programs at the middle school and high school are well-attended by local veterans and family members of those students performing. The School Health Advisory Committee comprised of parents, community and staff is active.

The Special Olympics held at the high school football field each year is well attended and supported by local businesses. Local businesses provide meals for teachers, donations and grants for district activities. The online gradebook keeps parents informed of their child's academics. The parent notification system, school website, Remind, and New Boston ISD Facebook page are also avenues for parents to receive needed information about school events.

School Context and Organization

School Context and Organization Summary

Central office staff consists of the superintendent, director of business operations, director of state and federal programs, director of technology, administrative assistant to the superintendent, PEIMS clerk, business/finance clerk, accounts payable clerk, and receptionist. Each of the four campuses has a principal, assistant principal, and an instructional specialist position that can provide assistance to teachers and administrators by monitoring the curriculum implementation, and also through intentional planning and classroom modeling to ensure rigorous instruction. Procedures are in place for procurement of supplies, instructional supports, classroom equipment, textbooks, materials, and technology. The district IMA committee, comprised of the director of business operations, state/federal programs director/district textbook coordinator, and technology director meet to determine expenditures of IMA funds. Teachers serve on decision-making committees, and the district central office has an open door policy concerning ideas and opinions. Teachers provide input on types of assessments to be used and the calendar for benchmark assessments. A climate of high expectations including the belief that all students can learn is reinforced at all levels.

Technology

Technology Summary

The district technology resources include computer labs, iPads, iPods, Chromebooks, data projectors, document cameras, wireless access, and televisions. Additional technology and updating of older computers are always an issue to address. The district has achieved a 1-to-1 Chromebook initiative for the middle school and high school. Due to this increase in the availability of technology resources, the district needs more access points to support the processing demand.

Some students without home internet access struggle to complete homework assignments using this type of platform Chromebook/Google Classroom format. A student management software, Skyward, was implemented in school year 2012-13. Skylert was added to enable the campuses to communicate with parents via email, telephone, and text messaging. The final module of Skyward was implemented in the spring of 2014. Credit recovery classes are offered through a web-based software, OdysseyWare, for at-risk students at the high school. Teachers and administrators use the web-based software, DMAC for disaggregating achievement results throughout the year. For the past three years most of the EOC tests at the high school were offered online. The district identified the need to purchase headphones to meet the requirement of the new format of TELPAS and update graphing calculators. Through the implementation of 1:1 at high school, it was determined by surveys that some students did not have access to internet at home to complete assignments.

Also, due to the academic needs at Crestview for at-risk students, the district applied for a technology lending grant. The purpose is to provide the students the wireless connectivity they need to complete their work in high school or to receive enrichment for elementary students.

Comprehensive Needs Assessment Data Sources

ACT/SAT Data Community Demographics Community Input
Disaggregated STAAR Data
Discipline Referrals
Drop-out Rates Equity Report
Federal Program Guidelines
Graduation Records
Highly Qualified Staff Homeless Students Mobility Rates
Multi-Year Trends
Parent - School Compact
Parent and Family Engagement Policy
Parent Participation
PBM Risk Levels PEIMS Reports Report Card Grades Safe Schools
SCE Policy
Special Programs Evaluations Special Student Populations Staff Development
Staff/Parents/Community/ Business members involved w/SBDM Standardized Tests
Summary of Student Progress (not taking STAAR)
Survey and Interviews of

Students/Staff/Parents

Teacher Turnover Rates

TELPAS

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Goals

1. NBISD will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.
2. The district technology program will provide students, teachers, and administrators with access to technological tools that enhance instruction and improve student achievement and engagement.
3. NBISD will recruit and retain diverse, highly-qualified administrators, teachers, and staff.
4. NBISD will implement strategies to increase partnerships with the community and foster effective parent and family engagement.
5. The district will employ strategies to improve attendance and eliminate dropouts.
6. NBISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

Objectives

- 1.1. NBISD will develop and implement school-wide reform strategies that provide opportunities for ALL children to meet the State's Approaches, Met and Masters levels on STAAR to demonstrate academic achievement.
- 1.2. A variety of instructional programs, including federal, state, and local programs, will be offered to meet the needs of all students.
- 1.3. A challenging curriculum will be provided to meet the needs of all students.
- 2.1. Provide a program of planned obsolescence to provide the appropriate infrastructure for educational growth and development of students, teachers, and administrators.

- 2.2. Provide appropriate technology training for 100% of all teachers and administrators.
- 2.3. Integrate the use of technology resources in ALL classrooms.
- 3.1. All campuses will have 100% certified teachers and highly-qualified paraprofessionals.
- 3.2. Increase district salaries and/or benefits to maintain and attract highly-qualified administrators, teachers, and staff.
- 3.3. NBISD will provide quality staff development for professionals and paraprofessionals.
- 4.1. The district will provide needed information to parents through a variety of means.
- 4.2. Parental and community involvement in various activities of the school will be promoted.
- 5.1. Policies and procedures for maintaining an exemplary attendance rate will be in place.
- 5.2. Appropriate interventions will be made for students at risk of dropping out of school.

Objectives

- 6.1. A plan to promote positive, healthy behavior will be maintained by each campus.
- 6.2. Drug abuse awareness programs will be maintained on all campuses.
- 6.3. A comprehensive, coordinated school/community safety plan will be in place.

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Goal 1: NBISD will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.
 Objective 1: NBIDS will develop and implement school-wide reform strategies that provide opportunities for ALL children to meet the State's Approaches, Met and Masters levels on STAAR to demonstrate academic achievement.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. A comprehensive needs assessment will be conducted by the District Site-Based Committee to identify educational strengths and weaknesses in student performance, school culture and climate, staff quality, curriculum and instruction, family and community involvement, school context and organization, and technology. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 1,2,3) (CSFs: 1)</p>	<p>Director of State/Federal Programs</p>	<p>Monthly through November</p>	<p>(S)Local Funds</p>	<p>Formative: CNA notes, meeting agendas</p> <p>Summative: Comprehensive Needs Assessment Narrative and alignment with Campus Improvement Plan</p>
<p>2. To provide data-driven, targeted instruction, disaggregated data from DMAC reports on 17- 18 STAAR results will be used when planning instruction. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2)</p>	<p>Instructional Specialists, Principal</p>	<p>Monthly: Aug.- Sept.</p>	<p>(S)Local Funds</p>	<p>Formative: Benchmark Data from DMAC Reports</p> <p>Summative: STAAR test results</p>

<p>3. Students who may be at risk for academic failure will be identified as early as possible in the year, and targeted, specific interventions will be put in place for them. (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,2)</p>	<p>Instructional Specialists, Principal</p>	<p>Monthly: Aug. - Sept.</p>	<p>(S)Local Funds</p>	<p>Formative: At-risk List</p> <p>Summative: Assessment Results</p>
<p>4. At all campuses, administrators and teachers will decide on the appropriate use of academic assessments, and extra help will be scheduled for students scoring below proficiency levels on these assessments. (Title I SW: 8) (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1)</p>	<p>Instructional Specialists, Principal</p>	<p>9-week monitoring cycle</p>	<p>(S)Local Funds</p>	<p>Formative: Assessment calendar</p> <p>Summative: Student achievement results</p>
<p>5. Math instruction, with an emphasis on investigations and concrete models where applicable, will be maintained in K-12. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1)</p>	<p>Instructional Specialists, Principal</p>	<p>9 weeks cycle</p>	<p>(S)Local Funds</p>	<p>Formative: Math STAAR benchmark results</p> <p>Summative: Math STAAR Results</p>
<p>6. Students with disabilities who have not performed successfully on state assessments will receive an intensive program of instruction designed to meet their individual academic needs. When designing the program, greater emphasis will be placed on the General Abilities Index profile. (Target Group: SPED, Dys) (Strategic Priorities: 2) (CSFs: 1)</p>	<p>Director of Special Education, Principal</p>	<p>9-week monitoring cycle</p>	<p>(F)IDEA Special Education, (S)Local Funds</p>	<p>Formative: IEP's</p> <p>Summative: STAAR Results</p>

<p>7. Based on the findings of the comprehensive needs assessment and to help students meet the challenging state academic standards, reading interventionists for grades K-2, 3-5, and 6-8 will provide students working below grade level with timely, individualized instructions and progress monitoring. (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: 1,4)</p>	<p>Instructional Specialists, Principal, Superintendent(s)</p>	<p>3-week monitoring cycle</p>	<p>(S)Comp Ed Amount - \$150,000, (S)State Comp FTE - 3</p>	<p>Formative: Progress monitoring results and benchmarking results for students served by interventionists</p> <p>Summative: STAAR test results</p>
<p>8. To strengthen academic programs and improve school conditions for student learning, teachers in elementary, middle school and high school will be required to attend and implement applicable, intensive, and sustained math, ELA, science, and social studies professional development. (Title I SW: 4) (Target Group: All, ECD, SPED, AtRisk) (Strategic Priorities: 2) (CSFs: 1)</p>	<p>Instructional Specialists, Principal</p>	<p>Monthly</p>	<p>(F)Title IIA Principal and Teacher Improvement</p>	<p>Formative: PD Certificates</p> <p>Summative: Lesson plan activities</p>
<p>9. To promote blended learning and fluency in math, reading, writing, science, and social studies, Education Galaxy, Renaissance Accelerated Reader, Compass Learning Reading, Odysseyware, Waterford, and Learning A-Z will be used to assess and provide individualized instruction. (Target Group: AtRisk) (Strategic Priorities: 2) (CSFs: M1)</p>	<p>Instructional Specialists, Principal</p>	<p>Every 9 weeks</p>	<p>(S)Comp Ed Amount, (S)Local Funds</p>	<p>Formative: Program reports</p> <p>Summative: Student benchmark results</p>

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- Goal 1. NBISD will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.
- Objective 2. A variety of instructional programs, including federal, state, and local programs, will be offered to meet the needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. To provide a well-rounded program of instruction to meet the academic needs of all students, multiple opportunities to participate in fine arts programs offered during the school day and in extra-curricular activities will be afforded to all students. A separate music teacher in elementary, band teachers in both middle and high school, and a theater arts teacher will be provided by the district. (Target Group: All) (CSFs: 1)</p>	<p>Principal, Superintendent(s)</p>	<p>Each nine weeks</p>	<p>(S)Local Funds</p>	<p>Formative: Student enrollment</p> <p>Summative: Student achievement</p>
<p>2. To provide a well-rounded program of instruction, a health and wellness program including opportunities for physical activity counseling, and nutrition services for PreK-12th grades will be maintained. (Target Group: All) (CSFs: 6)</p>	<p>Counselor(s), Principal, School Nurse</p>	<p>Semester Cycle</p>	<p>(S)Local Funds</p>	<p>Formative: Lunch menus, master schedules, counseling records</p> <p>Summative: Fitnessgram reports</p>

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3. A full continuum of special education services will be provided for all disabled students. (Title I SW: 9) (Target Group: SPED) (CSFs: 1)</p>	<p>Director of Special Education, Principal</p>	<p>Every 9 weeks</p>	<p>(F)IDEA Special Education, (S)Local Funds</p>	<p>Formative: Program plans, PEIMS reports, and lesson plans</p> <p>Summative: SPED STAAR and STAAR-ALT 2 results</p>
<p>4. Appropriately certified teachers will be assigned to students being served in the Credit Recovery Program, the Disciplinary Alternative Education Program (DAEP), homebound programs, and Pregnancy Related Services (PRS), and these teachers will provide accelerated instruction to enable students to stay on grade level and to prevent dropouts. (Target Group: All) (CSFs: 1)</p>	<p>Principal</p>	<p>Semester cycle</p>	<p>(S)Local Funds</p>	<p>Formative: Student enrollment/placement in programs in programs</p> <p>Summative: 0% Dropout Rate; STAAR results</p>

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. To ensure a smooth transition from early childhood to kindergarten, the district will provide full-day PreK programs for 3 and 4 year-olds and PPCD (Preschool Program for Children with Disabilities) students with appropriately certified teachers who will support, coordinate, and integrate early learning experiences and services enabling these young students to meet academic standards for elementary school. (Title I SW: 7,10) (Target Group: ECD, SPED, AtRisk, PRE K) (CSFs: 1)</p>	<p>Director of Special Education, Principal</p>	<p>Every 9 weeks</p>	<p>(F)IDEA Special Education, (S)Comp Ed Amount</p>	<p>Formative: Beginning-of-Year Circle Assessments</p> <p>Summative: End-of-Year Circle Assessments</p>
<p>6. PreK and PPCD teachers will receive annual high-quality professional development on providing instruction that builds academic readiness skills, develops background knowledge, increases self-regulation, and introduces academic vocabulary to prepare every student for the transition to kindergarten. (Title I SW: 4) (Target Group: PRE K) (Strategic Priorities: 2) (CSFs: 1)</p>	<p>Instructional Specialists, Principal</p>	<p>August, December, May</p>	<p>(S)Local Funds</p>	<p>Formative: PD Certificates</p> <p>Summative: Student EOY Circle scores</p>

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>7. An on-staff dyslexia therapist will serve identified dyslexia students and other struggling student readers. (Title I SW: 9) (Target Group: Dys) (Strategic Priorities: 2) (CSFs: 1)</p>	<p>Instructional Specialists, Principal, Superintendent (s)</p>	<p>Every 9 weeks</p>	<p>(S)Local Funds</p>	<p>Formative: Student enrollment in Dyslexia classes</p> <p>Summative: Proficiency levels reached on yearly assessments</p>
<p>8. To provide additional educational assistance to students, paraprofessionals (under the direction of the teacher) will offer small group or one-on-one instruction in classroom, library, and lab settings and, where needed, supply personal care for students. (Title I SW: 9) (Target Group: All) (CSFs: 1)</p>	<p>Principal, Superintendent(s)</p>	<p>Every 9 weeks</p>	<p>(F)Title I, (S)Comp Ed Amount, (S)Local Funds</p>	<p>Formative: Paraprofessional Schedules</p> <p>Summative: STAAR and other assessment results</p>

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>9. An English as a Second Language (EL) program for limited English proficient (LEP) students will be available in any grade, and summer school for LEP students will be offered. (Target Group: ESL) (Strategic Priorities: 2) (CSFs: 1)</p>	<p>Director of State/Federal Programs, Principal</p>	<p>Every 9 weeks</p>	<p>(S)Local Funds</p>	<p>Formative: ESL class enrollment</p> <p>Summative: EOY Assessment Results</p>
<p>10. Home language surveys will be used to identify EL and migrant questionnaire will be used to identify migrant students upon registering. They will be served according to their individual needs; services will include summer school. (Target Group: Migrant) (CSFs: 1)</p>	<p>Principal</p>	<p>August and with each enrollment</p>	<p>(S)Local Funds</p>	<p>Formative: Migrant Enrollment</p> <p>Summative: Review of migrant student achievement results</p>
<p>11. At-risk students will be identified and served--with various services such as summer school, pregnancy related services, computer-assisted instruction, and tutoring--according to individual needs. (Title I SW: 9,10) (Target Group: AtRisk) (CSFs: 1)</p>	<p>Counselor(s), Principal</p>	<p>Every 9 weeks</p>	<p>(S)Comp Ed Amount</p>	<p>Formative: At-risk services assigned per student</p> <p>Summative: Disaggregated testing results showing the gap closing between the at-risk and the not-at-risk student categories</p>

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Goal 1: NBISD will provide a well-rounded instructional program for all students to enhance achievement, access, and equity.
 Objective 3: A challenging curriculum will be provided to meet the needs of all students.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. To facilitate effective transitions for students from high school to postsecondary education, the Career and Technical program (CTE) will be maintained and expanded when possible. (Target Group: CTE) (Strategic Priorities: 3) (CSFs: 1)	CTE Director, Principal, Superintendent(s)	Semester cycle	(S)Local Funds	Formative: CTE class enrollment Summative: PBMAS; CTE Performance Effectiveness Review
2. To facilitate effective transitions for students from high school to postsecondary education, the district will coordinate with institutions of higher education to provide students with dual and concurrent enrollment opportunities. (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3) (CSFs: 1)	CTE Director, Principal, Superintendent(s)	Semester Cycle	(S)Local Funds	Formative: Dual credit course enrollment Summative: Successful course of completion
3. To facilitate effective transitions for students from middle school to high school, all eighth graders will receive one-on-one high school planning in late spring. (Target Group: 8th) (CSFs: 6)	Counselor(s), Principal	April	(S)Local Funds	Formative: Scheduling of One-On-One Counseling Sessions Summative: Meeting participation and freshman course grades

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. To increase blended learning time, technology application TEKS in grades K-8 will be taught in both in a lab setting and integrated with the regular curriculum. The high school technology application courses will provide the needed technology skills for entering the job market or higher education; administrative programs assisting instruction will also be fully integrated with technology. (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)</p>	<p>Director of Technology, Principal</p>	<p>Every 9 weeks</p>	<p>(S)Local Funds</p>	<p>Formative: Lesson Plan inclusion of Tech App TEKS</p> <p>Summative: Reports of technology programs</p>

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>5. To incorporate experiential learning opportunities (such as welding and cosmetology) and promote skills attainment important to in-demand occupations and industries in the state, work-based learning opportunities with the Texarkana College and other workforce programs that provide student in-depth interaction with industry professionals will be offered for academic credit. (Target Group: CTE, 9th, 10th, 11th, 12th) (Strategic Priorities: 3) (CSFs: 1)</p>	<p>CTE Director, Principal, Superintendent(s)</p>	<p>Semester Cycle</p>	<p>(S)Local Funds</p>	<p>Formative: Student enrollment in CTE courses</p> <p>Summative: Student certification earned in work- based courses</p>
<p>6. The gifted and talented program will utilize LEGO Education WeDo, Discovery Imagination and advanced course work to challenge the gifted students. (Target Group: GT) (CSFs: 1)</p>	<p>GT Coordinator, Principal, Superintendent(s)</p>	<p>Semester Cycle</p>	<p>(S)Local Funds</p>	<p>Formative: GT enrollment</p> <p>Summative: GT projects and course grades from advanced course work</p>

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Goal 2: The district technology program will provide students, teachers, and administrators with access to technological tools that enhance instruction and improve student achievement and engagement.

Objective 1: Provide a program of planned obsolescence to provide the appropriate infrastructure for educational growth and development of students, teachers, and administrators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Maintain up-to-date software and technology equipment by implementing a priority system of replacement to engage students in the learning process. (Target Group: All)	Director of Technology, Instructional Technologist, Principal	Monthly	(S)Local Funds	Formative: Teacher Survey of use and effectiveness Summative: Technology inventory

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Goal 2: The district technology program will provide students, teachers, and administrators with access to technological tools that enhance instruction and improve student achievement and engagement.

Objective 2: Provide appropriate technology training for 100% of all teachers and administrators.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will become technology literate according to State Board of Education standards. (Target Group: All)	Director of Technology, Instructional Technologist, Teacher(s)	Semester	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Formative: Workshop Registration Summative: Workshop Certificates
2. Teachers will receive training on DMAC solutions software to support instructional decision making. (Target Group: All)	Principal, Teacher(s)	August, September	(S)Local Funds	Formative: Sign-in sheets on training Summative: DMAC reports
3. Teachers will receive training on utilizing new technology to engage students in the learning process by attending workshops, conferences, and in-district training. (Target Group: All)	Director of Technology, Instructional Specialists, Instructional Technologist, Teacher(s)	Monthly	(F)Title IIA Principal and Teacher Improvement, (S)Local Funds	Formative: Sign-in sheets Summative: Workshop certificates

NEW BOSTON ISD

Goal 2: The district technology program will provide students, teachers, and administrators with access to technological tools that enhance instruction and improve student achievement and engagement.

Objective 3: Integrate the use of technology resources in ALL classrooms.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Prepare and implement technology plan for integrating technology TEKS into core curriculum. (Target Group: All)	Director of Technology, Instructional Technologist	Monthly	(S)Local Funds	Formative: Technology Plan/Lesson Plans Summative: Walk-throughs
2. Students will have access to sufficient hardware and software such as Accelerated Reader, Accelerated Math, Study Island, Fast Forward, Waterford, Gizmos, Imagine Learning and iStation to supplement classroom instruction. Teachers will actively monitor the content and engagement and will analyze the results to make decisions about continuing each program. (Target Group: All, AtRisk)	Director of State/Federal Programs, Director of Technology, Instructional Specialists, Principal, Teacher(s)	Monthly	(S)Comp Ed Amount	Usage reports; teacher feedback
3. Implement and maintain 1:1 Chromebook initiative in grades 9 - 12 and classroom sets in grades 3 - 8. (Target Group: All)	Director of Technology, Instructional Technologist, Principal	Monthly	(S)Local Funds	Formative: Lesson Plans/Inventory Summative: Usage Report

NEW BOSTON ISD

Goal 3: NBISD will recruit and retain diverse, highly-qualified administrators, teachers, and staff.

Objective 1: All campuses will have 100% certified teachers and highly-qualified paraprofessionals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide training for paraprofessionals seeking highly-qualified status. Additional training to increase effectiveness of providing assistance to students in the classroom will also be provided. (Target Group: All)	Director of Special Education, Director of State/Federal Programs, Instructional Specialists, Principal	Monthly	(F)Title I	Certificates of attendance at Region 8 training
2. District and campus committees will actively recruit appropriately certified, competent applicants, including minority applicants, by participating in job fairs and posting vacancies in multiple sites including local university bulletin boards, Electronic Application System, and participating in TAMU-T Teacher Preparation Program. (Title I SW: 5) (Target Group: All) (CSFs: 7)	Principal	April, May, June, July, August	(F)Title IIA Principal and Teacher Improvement	Formative: EASY application Summative: Percentage of appropriately certified teachers
3. The district will conduct an annual review of teacher certifications/service records and paraprofessional training/college hours to ensure that all meet state certification requirements. (Title I SW: 5) (Target Group: All) (CSFs: 7)	Director of State/Federal Programs, Principal, Superintendent(s)	August-September	(S)Local Funds	Formative: Equity Plan Summative: Equity Plan Report

NEW BOSTON ISD

Goal 3: NBISD will recruit and retain diverse, highly-qualified administrators, teachers, and staff.

Objective 2: Increase district salaries and/or benefits to maintain and attract highly-qualified administrators, teachers, and staff.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Math, science and Spanish teacher stipends offered at the middle school and high school. (Target Group: All)	Board of Trustees, Superintendent(s)	April - May	(S)Local Funds	Formative: Retention rate of teachers in these subject areas Summative: Salary scale
2. Administrator pay scale competitive with area districts. (Target Group: All)	Board of Trustees, Superintendent(s)	August	(S)Local Funds	Formative: Retention and recruitment of administrators Summative: Competitive Payscale
3. Continue to monitor insurance premiums and provide assistance as funding becomes available. (Target Group: All)	Board of Trustees, Superintendent(s)	August	(S)Local Funds	Formative: Comparison of insurance plans Summative: Retention of staff
4. Hire two Instructional Specialists who will provide intentional and timely support to teachers through planning, modelling lessons, and resource recommendations. (Title I SW: 2) (Target Group: All)	Principal, Superintendent(s)	Monthly	(S)Comp Ed Amount, (S)Local Funds	Formative: Teacher retention Summative: STAAR scores

NEW BOSTON ISD

Goal 3: NBISD will recruit and retain diverse, highly-qualified administrators, teachers, and staff.

Objective 3: NBISD will provide quality staff development for professionals and paraprofessionals.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. After conducting a district-wide needs assessment and survey, all campuses will have staff development options chosen by teachers and administrators to meet ESSA and state requirements. (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7)</p>	Principal	August	(F)IDEA Special Education, (F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	<p>Formative: Staff development surveys</p> <p>Summative: Effectiveness of instruction</p>
<p>2. All teachers and paraprofessionals will be given opportunities to improve their instruction to meet the academic needs of all students and broaden their knowledge of the diverse needs of their students, especially economically disadvantaged students and African American students, through professional development in all academic areas. Services are contracted through Region VIII ESC. (Title I SW: 4) (Target Group: All) (Strategic Priorities: 1,2) (CSFs: 1,7)</p>	Principal	Each nine weeks	(F)Title I, (F)Title IIA Principal and Teacher Improvement, (S)Local Funds	<p>Formative: Region VIII ESC PD attendance certificates</p> <p>Summative: Effectiveness of instruction</p>
<p>3. Teachers attend content area staff development for assistance in implementing best practice instructional techniques. (Title I SW: 4) (Target Group: All)</p>	Principal, Teacher(s)	Monthly	(F)Title I	<p>Formative: Certificates of attendance</p> <p>Summative: Sign-in sheets</p>

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>4. Core area teachers will receive training to align curriculum and prepare lesson plans using TEKS Resource System. (Title I SW: 4) (Target Group: All)</p>	<p>Instructional Specialists, Principal, Teacher(s)</p>	<p>Monthly</p>	<p>(S)Local Funds</p>	<p>Formative: Lesson plans Summative: Aligned curriculum</p>
<p>5. STAAR content area teachers receive training on using DMAC data to structure instruction for improved student learning. (Title I SW: 4) (Target Group: All)</p>	<p>Director of State/Federal Programs, Instructional Specialists, Principal</p>	<p>Monthly: August - January</p>	<p>(S)Local Funds</p>	<p>Formative: Student progress reports Summative: State assessment results</p>

NEW BOSTON ISD

Goal 4: NBISD will implement strategies to increase partnerships with the community and foster effective parent and family engagement.

Objective 1: The district will provide needed information to parents through a variety of means.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Encourage parental involvement through booster clubs, teacher conferences, newsletters, newspaper articles, school marquees, webpage, and social media. (Title I SW: 6) (Target Group: All)</p>	<p>Instructional Technologist, Principal, Teacher(s)</p>	<p>Monthly</p>	<p>(S)Local Funds</p>	<p>Parent participation</p>
<p>2. Parent online access to their child's grades and attendance will be maintained. (Title I SW: 6) (Target Group: All) (CSFs: 5)</p>	<p>Director of Technology</p>	<p>Monthly</p>	<p>(S)Local Funds</p>	<p>Summative - Formative: Sign-up at registration</p> <p>Summative: Gradebook records</p>
<p>3. Parents will be asked to serve on improvement plan committees including those for the campus and the district, and parent input will be sought as these plans are written. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)</p>	<p>Director of State/Federal Programs, Principal</p>	<p>August</p>	<p>(S)Local Funds</p>	<p>Formative: Parent Invitations</p> <p>Summative: Campus and District Meeting Parent Participation</p>
<p>4. The district webpage will have links to accountability results, the ESSA report card, policy online, wellness policy, student handbooks, and other applicable information. (Title I SW: 6) (Target Group: All) (CSFs: 5)</p>	<p>Director of State/Federal Programs, Director of Technology, Principal</p>	<p>Every 9 weeks</p>	<p>(S)Local Funds</p>	<p>Formative: Website postings</p> <p>Summative: District website usage</p>

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. The Parent Notification Call System and Remind online notification will be utilized to advise parents of any school closures and/or emergency situations and to relay specific, timely announcements. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Director of State/Federal Programs, Director of Technology, Principal	Monthly	(S)Local Funds	Formative: Parent Notification Summative: Parent Surveys on effectiveness
6. Subscribe to TASB Policy On-Line service. (Title I SW: 6) (Target Group: All)	Business Manager, Director of Instruction	December	(F)Title I, (S)Local Funds	Policy viewed on line
7. At the Title I meeting, parents of students at each campus will be asked to provide input on the various plans and goals of the campus. They will be informed of their right to be involved and their right to inform the principal of any barriers to their involvement in their child's education. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)	Director of State/Federal Programs, Principal	Annually	(S)Local Funds	Formative: Sign-in sheets and agenda at Title I meeting Summative: Parent Involvement records
8. Subscribe to TASB Policy On-Line service. (Title I SW: 6) (Target Group: All) (CSFs: 5)	Business Manager	December	(S)Local Funds	Summative - Policy viewed online

NEW BOSTON ISD

Goal 4: NBISD will implement strategies to increase partnerships with the community and foster effective parent and family engagement.

Objective 2: Parental and community involvement in various activities of the school will be promoted.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. Understanding that the current research on parental involvement indicates that predictors of student achievement in school include a home environment that encourages learning with expectations for the child to do well and parents who become involved in the child's education at school, the district has incorporated strategies to lower barriers to parent participation in the school's planning and the child's learning experiences. Parents are encouraged to contact teachers and principals and are welcomed at the school. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)</p>	<p>Counselor(s), Principal</p>	<p>Each nine weeks</p>	<p>(S)Local Funds</p>	<p>Formative: Sign-in sheets for parents at programs, activities, and committee meetings</p> <p>Summative: Parent involvement reports and surveys</p>
<p>2. The following activities will be scheduled for parents and the community to attend: Veterans' Day Program, awards days, book fairs, pep rallies, Jr./Sr. Prom, Student Council Blood Drives, Meet the Teacher Night, Athletic banquet, band banquet, band concerts, and 12th grade graduation ceremonies. (Title I SW: 6) (Target Group: All) (CSFs: 5)</p>	<p>Counselor(s), Principal</p>	<p>Every 9 weeks</p>	<p>(S)Local Funds</p>	<p>Formative: Programs scheduled on calendar</p> <p>Summative: Activity Sign-in Sheets</p>

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>3. After the scheduled Meet the Teacher, follow-up parent contacts by teachers throughout the year in which the Parent-School Compact will be discussed. Contact method may be through email, telephone, letter, home visit, or school visit by parent. (Title I SW: 6) (Target Group: All) (CSFs: 5)</p>	Principal	Every 9 weeks	(S)Local Funds	<p>Formative: Scheduled events</p> <p>Summative: Parent Conference Logs and sign-in sheets at Meet the Teacher</p>
<p>4. Parent and Family Engagement Plans (to be posted on website) and Parent-School Compacts (to be embedded in the student handbook), developed with the input of parents, teachers, and administrators, will be maintained for the campuses and the district. (Title I SW: 6) (Target Group: All) (CSFs: 5,6)</p>	Principal	First Nine Weeks	(S)Local Funds	<p>Summative - Formative: Plans and Compacts</p> <p>Summative: Successfulness of Plans</p>
<p>5. The primary and elementary schools will continue their PTOs, and the high school will continue to encourage parents to support parent booster clubs for various organizations. (Title I SW: 6) (Target Group: All) (CSFs: 5)</p>	Principal	Semester cycle	(S)Local Funds	<p>Formative: Letters/Invitations to Parents</p> <p>Summative: Sign-in sheets</p>
<p>6. Presentations on scheduling options and graduation plans to prepare students for success beyond high school will be given and information concerning the Teach for Texas Grant and Toward Excellence, Access, and Success Grant (TEXAS), and other higher education financial aid opportunities and admission requirements. (Title I SW: 6) (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3) (CSFs: 5)</p>	Counselor(s), HS Counselor, Principal	Monthly	(S)Local Funds	<p>Formative: Parent Participation Summary</p> <p>Summative: Student college enrollment and scholarships</p>

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>7. The New Boston Education Foundation coordinates with campuses to assist and participate in various activities. (Target Group: All) (CSFs: 5)</p>	Principal	Semester	(S)Local Funds	<p>Formative: Meeting agendas Summative: Sign-in sheets</p>
<p>8. The Coalition of Christian Unity (CCU) provides tutoring for New Boston students during the school year. Men from this organization also invest time by joining students during their lunch. (Target Group: All) (CSFs: 5)</p>	Director of State/Federal Programs, Superintendent(s)	May	(S)Local Funds	<p>Formative: Tutoring Log Summative: Grade Reports, Attendance Reports</p>
<p>9. The school district coordinates with Recovery Ministry which provides a Pre-College Program for students in the summer. The students visit different colleges and work on skills to prepare them to transition to post-secondary education. (Target Group: All) (Strategic Priorities: 3) (CSFs: 5)</p>	Director of State/Federal Programs, Superintendent(s)	July	(S)Local Funds	<p>Formative: Attendance Summative: Completion rate of program</p>

NEW BOSTON ISD

Goal 5: The district will employ strategies to improve attendance and eliminate dropouts.

Objective 1: Policies and procedures for maintaining an exemplary attendance rate will be in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Districtwide, when students are absent, calls will be made to the parent. (Target Group: All) (CSFs: 1,5)	Principal	Every 9 weeks	(S)Local Funds	Formative: Call logs Summative: Attendance Reports
2. Summer school will be offered to help students meet attendance and course requirements. (Target Group: All)	Principal	June	(S)Comp Ed Amount, (S)Local Funds	Formative: Scheduling of each Summative: Attendance records and transcripts

NEW BOSTON ISD

Goal 5: The district will employ strategies to improve attendance and eliminate dropouts.

Objective 2: Appropriate interventions will be made for students at-risk of dropping out of school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Credit recovery will be offered for students in grades 9-12. (Target Group: All, AtRisk, 9th, 10th, 11th, 12th)	Counselor(s), Principal	Every 9 weeks	(S)Comp Ed Amount	Formative: Enrollment Summative: Dropout rate
2. The district will provide homeless children and youths with counseling services, housing information, personal toiletry items, and tutoring services, as needed, to support their enrollment, attendance, and success. (Target Group: AtRisk) (CSFs: 1,5)	Counselor(s), Principal	Monthly	(F)Title I, (S)Local Funds	Formative: Homeless student enrollment Summative: Homeless student attendance, academic indicators (STAAR scores, school grades, etc.)
3. The district offers Truancy School as a method of preventing students from dropping out of school. (Target Group: All, AtRisk) (CSFs: 4)	Principal, SRO Officer	Semester	(O)City of New Boston	Formative: Sign-in Sheets at Truancy School Summative: Attendance Rate
4. Students in the Certified Nursing Assistant Program will be able to work at the nursing homes at the age of 17. (Target Group: 9th, 10th, 11th, 12th) (Strategic Priorities: 3)	Principal	Quarterly	(S)Local Funds	Formative: Student CNA class enrollment Summative: CNA student certification results

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
5. Qualifying students will be given work-release time. (Target Group: 11th, 12th)	HS Counselor, Principal	Semester	(S)Local Funds	Formative: Student employment Summative: Dropout rate

NEW BOSTON ISD

Goal 6: NBISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

Objective 1: A plan to promote positive, healthy behavior will be maintained by each campus.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. To reduce the overuse of discipline practices that remove students from the classroom, teachers will utilize prevention-based interventions, redirection, and de-escalation techniques. (Target Group: All) (CSFs: 6)</p>	<p>Counselor(s), Principal</p>	<p>Every 9 weeks</p>	<p>(S)Local Funds</p>	<p>Formative: Classroom walkthroughs</p> <p>Summative: Fewer number of discipline referrals</p>
<p>2. "Leader In Me" will be used in grades PreK-5. It promotes 21st leadership skills and good character. Good character will be promoted in middle school and high school. (Target Group: PRE K, K, 1st, 2nd, 3rd, 4th, 5th) (CSFs: 3)</p>	<p>Counselor(s), Principal</p>	<p>Every 9 weeks</p>	<p>(S)Comp Ed Amount, (S)Local Funds</p>	<p>Formative: LIM scheduling</p> <p>Summative: Fewer number of discipline referrals</p>
<p>3. Age-appropriate internet safety training for students will be conducted at all campuses. (Target Group: All)</p>	<p>Director of Technology, Principal</p>	<p>August</p>	<p>(S)Local Funds</p>	<p>Formative: Teacher Confirmations of Internet Safety Training</p> <p>Summative: Number of internet violations</p>

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. A comprehensive developmental guidance plan will be used (and regularly updated) for conflict resolution and to generate tolerance, honesty, and concern for others and reduce the threat of student violence (including dating violence), bullying, and suicide. (Target Group: All) (CSFs: 6)	Counselor(s), Principal	Every 9 weeks	(S)Local Funds	Formative: Guidance Plan Summative: Fewer discipline referrals

NEW BOSTON ISD

Goal 6: NBISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

Objective 2: Drug abuse awareness programs will be maintained on all campuses.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. The high school will continue mandatory student drug testing for students participating in extracurricular activities, UIL, and for students obtaining a campus parking permit. (Target Group: 9th, 10th, 11th, 12th)	Principal, Superintendent(s)	3 to 4 times a year (random)	(S)Local Funds	Formative: PO for contracted services Summative: drug testing reports
2. Students and teachers will participate in Safe and Drug Free programs (Red Ribbon Week). The 5th grade students participate in the BASE program which is a program created by our local sheriff's office. (Target Group: All) (CSFs: 6)	Counselor(s), Principal	October	(S)Local Funds	Formative: Participation reports Summative: Disciplinary Reports
3. Canine services will be used to identify banned substances and materials. (Target Group: 9th, 10th, 11th, 12th, 6th, 7th , 8th) (CSFs: 6)	Principal, Superintendent(s)	3-4 times per year (random)	(S)Local Funds	Formative: PO for contracted services Summative: Canine Services reports

NEW BOSTON ISD

Goal 6: NBISD will meet the safety and security needs of students and staff including the teaching and encouraging of positive school-wide behavior.

Objective 3: A comprehensive, coordinated school/community safety plan will be in place.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
<p>1. District policy addresses reporting requirements and consequences of sexual abuse by student or educator, including dating violence or other maltreatment of students. Counselors will be the "first responders" in providing services to help in the victim's recovery, and the steps in assistance recovery will be part of the counseling plan. (Target Group: All) (CSFs: 6)</p>	<p>Counselor(s), Principal, Superintendent(s)</p>	<p>August</p>	<p>(S)Local Funds</p>	<p>Formative: Dating violence policy and sexual abuse policy</p> <p>Summative: Counselor reports</p>
<p>2. The district will maintain a positive relationship with local and area policeman, firemen, and federal entities, drawing on their expertise, conduct appropriate safety drills and training. This joint effort using federal, state, and local resources, will have safety awareness and an improved school climate as its goal. (Target Group: All) (CSFs: 6)</p>	<p>Counselor(s), Principal, Superintendent(s)</p>	<p>Monthly</p>	<p>(S)Local Funds</p>	<p>Formative:</p> <p>Communication logs</p> <p>Summative: Safety drills</p>
<p>3. The supplemental district-wide nurse will provide health care services for the student body. (Target Group: All)</p>	<p>School Nurse</p>	<p>Monthly</p>	<p>(F)Title I</p>	<p>Formative: Nurse records</p> <p>Summative: Nurse records</p>

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
4. A School Health Advisory Council will meet at least 4 times per year and will analyze safety needs and make recommendations to the school board on health issues and curriculum when appropriate. (Target Group: All)	Counselor(s), School Nurse	4 times a year	(S)Local Funds	Formative: Scheduled meetings Summative: Agenda and minutes of School Health Advisory Council
5. Bus monitors will be maintained on buses determined by the Transportation Director to ensure student safety on bus routes. (Target Group: All)	Director of Transportation, Superintendent(s)	Monthly	(S)Local Funds	Formative: Scheduling of monitors Summative: Bus reports
6. Each campus will maintain at least one AED, and each campus will have the appropriate staff trained. (Target Group: All)	Principal, School Nurse, Superintendent(s)	August	(S)Local Funds	Formative: Staff training participation list Summative: AED reports
7. A review of playground equipment and facilities will be conducted at least annually. (Target Group: PRE K, K, 1st, 2nd, 3rd, 4th, 5th)	Director of Maintenance, Principal	June	(S)Local Funds	Formative: Playground equipment summary report Summative: List of injuries sustained
8. The telephone Parent Notification System, Remind, and NBISD Facebook page will be utilized by the district and campuses for disseminating safety information. (Target Group: All)	Principal, Superintendent(s)	Monthly	(S)Local Funds	Formative: Scheduling of calls and postings Summative: Parent feedback through surveys

NEW BOSTON ISD Site Base

Name	Position
Bayless, Kris	NBMS teacher
Braley, Robin	Business Rep. (RRFCU)
Carroll, Charlean	Community
Chitwood, Roger	Business Rep. (West Frasier)
Cordray, Kelly	Oakview Primary Principal, ad hoc member
Edmonds, Anna	Oakview Primary Teacher
Ellington, Dana	NBMS teacher/ESL
Fernandez, Kim	Special Education Director
Green, Patty	Director of State and Federal Programs
Greenlee, Darlene	Crestview Elementary Teacher
Grider, Patrice	NBHS CTE teacher
Hamilton, Sandy	Oakview Primary Teacher
Harris, Mary	Crestview Elementary Reading Interventionist/ESL
Haywood, Michele	Parent
Henslee, Melaney	Parent
Koenig, Neil	NBHS Principal, ad hoc member
Lyles, Catherine	Community
May, Amy	NBHS Teacher

Mcgregor, Kelly	Crestview Elementary Paraprofessional
Reid, Melissa	Crestview Elementary Principal, ad hoc member
Skinner, Lindsay	NBMS Principal, ad hoc member
Thompson, Patricia	Oakview Primary Paraprofessional
Wilson, Michelle	NBHS Special Education Teacher
Windham, Keaton	NBMS Special Education Teacher