

# New Boston Elementary School

## Campus Improvement Plan

### 2020/2021

*All students will make growth.*



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# New Boston Elementary School

## **Mission**

*New Boston Elementary School is a community of leaders who strive to provide invaluable support in all areas for the students of New Boston.*

## **Vision**

*Every student deserves success!*

### Nondiscrimination Notice

New Boston Elementary School 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.

# New Boston Elementary School Site Base

Name	Position
Doss, Lora	Teacher
Doyen, Nikki	Teacher
Dalby, Angie	Business Representative
Hardage, Sarah	Teacher
Brown, Camille	Teacher
Hobson, Shara	Parent Representative
Skinner, Lindsay	Principal
Walker, Patricia	Associate Principal
Mcgregor, Kelly	Paraprofessional
Hensley, Laney	Parent Respresentative
Bobbitt, Amy	Dyslexia Specialist
Scott, Hailey	Teacher
Edmonds, Anna	Teacher
Pratt, Kennessa	Teacher
Crawford, Monche	Teacher
Thompson, Patricia	Paraprofessional
Crook, Nicki	Business Owner
Smallwood, Kelle	Community Member
Whittington, Jill	Community Member
Hagood, Teresa	Teacher
Hunter, Heather	Parent

# Comprehensive Needs Assessment

## Demographics

### Demographics Data Sources

Disaggregated STAAR Data  
Discipline Referrals  
Expulsion/Suspension Records  
Highly Qualified Staff  
Homeless Students  
Math Benchmark  
Mobility Rates  
PEIMS Reports  
Special Student Populations  
Standardized Tests  
Star Assessment  
Survey and Interviews of Students/Staff/Parents  
Teacher Turnover Rates  
TELPAS  
Texas Primary Reading Inventroy

### Demographics Summary

Enrollment remains close to 600. Demographic percentages are the following: White - 53 %, African American - 26%, Hispanic - 8%, Two or More Races - 11%. 14.5% of our students are in Special Education. 2% of our students qualify and participated in the Gifted and Talented Program and these students are served with a pull out program. Our at risk population average is 61%.84% of a campus is economically disadvantaged. Class size averages are the following: Pre-Kindergarten- 16, Kindergarten- 19, 1st grade- 18, 2nd grade- 15, 3rd grade - 15, 4th grade - 17, and 5th grade - 13. Our teachers are mostly white females with 41% of them having eleven to twenty years of experience. Attendance percentages of students has remained at about 96% for the last several years.

## Student Achievement

### Student Achievement Data Sources

Disaggregated STAAR Data  
Standardized Tests

# Comprehensive Needs Assessment

## Student Achievement Data Sources (Continued)

Star Assessment

## Student Achievement Summary

Student achievement data comes from reports in Academic Performance Report, PEIMS, and State Accountability. We disaggregate our data using DMAC which provides timely reports by passing rates in subject and grade, by ethnicity, by cohort, by economically disadvantaged, at-risk, special education, and advanced rates. From 2018 to 2019 reading scores decreased by four points on the reading STAAR. Math STAAR scores decreased by two points while Science STAAR scores increased by ten points. According to state data, the only sub population that showed growth was African American in 5th grade Reading and Math. Special Education students also showed great gains in Math. Students with two or more races in 3rd grade also showed progress. More one-on-one intervention and hands-on activity are in place for these struggling learners. Extended year programs for our struggling students are provided and intervention throughout the year is utilized.

## School Culture and Climate

### School Culture and Climate Data Sources

Survey and Interviews of Students/Staff/Parents

### School Culture and Climate Summary

According to surveys completed by staff members, teachers are overall happy at NBES and feel supported. Most teachers feel that they can trust their administrators. Teachers indicated they feel the biggest issue at NBES is the students inability to read on grade level, but also indicated that it is being addressed. Closely following was student discipline. Most teachers expressed that they think teacher morale is good on the NBES campus.

The community provides a clothes closet for students on our campus to make sure their clothing needs are met. Teachers help buy jackets and/or shoes for students who may not have those items.

## Staff Quality, Recruitment and Retention

### Staff Quality, Recruitment and Retention Data Sources

# Comprehensive Needs Assessment

PEIMS Reports

## Staff Quality, Recruitment and Retention Strengths

All paraprofessionals and teachers are currently certified for the upcoming school year. There are 52 female teachers and 4 male teachers. All teachers hold a bachelors degree while two hold a masters degree. Three of the teachers are beginning teachers. New teachers are assigned a mentor teacher and participate in the monthly mentor program meetings. Grade level teams meet weekly to discuss testing data, intervention, and student behavior. The average number of students per teacher is 16. Teachers are evaluated using T-TESS. Struggling teachers are given support with model teaching, lesson plan help, observation of other teachers, and continuous feedback. Lesson plan analysis and walk throughs are done weekly to ensure instruction is a priority. Our teachers complete ongoing, sustained professional development through our Region 8 ESC. As a follow up to training, new learning is shared within weekly PLCs. Online resources are also used for new learning.

## Curriculum, Instruction and Assessment

### Curriculum, Instruction and Assessment Data Sources

Disaggregated STAAR Data  
Math Benchmark  
Standardized Tests  
Star Assessment

### Curriculum, Instruction and Assessment Strengths

Our campus utilizes the TEKS Resource System which contains an Instructional Focus Document and Year-at-a-Glance. Vertical Alignment documents are reviewed each year.

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths (Continued)

# Comprehensive Needs Assessment

## Curriculum, Instruction and Assessment Strengths (Continued)

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## Family and Community Involvement



# Comprehensive Needs Assessment

## Family and Community Involvement Data Sources

Community Input  
Parent Participation

## Family and Community Involvement Strengths

Parent involvement is good for the most part with parents of at-risk students being the least. Each teacher is required to conduct at least one face to face parent conference per year. In addition all teachers contact parents when students are at risk of failing, having disciplinary issues, or need extra help. The online gradebook keeps parents informed of their child's grades and attendance. NBES Remind 101, Class Dojo as well as Skyward email informs parents of special events throughout the year. New Boston ISD Twitter, Facebook, and Instagram are all used to share information as well as promote positivity for each campus. We also send paper flyers home to ensure we have covered all bases of communication. Our local fire department conducted student training and provided fire safety resources to students. We also had a Read Across America Day where community members read to all classes. Periodic trainings are held for STAAR updates, Dyslexia, literacy and other topics to help parents stay informed and involved in their student's education.

## School Context and Organization

### School Context and Organization Data Sources

Disaggregated STAAR Data  
Failure Lists  
Highly Qualified Staff  
Staff/Parents/Community/ Business members involved w/SBDM

### School Context and Organization Summary

Central office staff members accommodate the overall staffing and financial needs of the campus as funds are available. Instructional supports, classroom facilities, materials, and technology are in place. Schedules are designed around student need and include small class sizes. Intervention time is built in the schedule for students who need extra help in subjects. Teachers are surveyed throughout the year and encouraged to provide input on the schedule, processes, and programs. A climate of high expectations including the belief that all students can learn is reinforced at all levels. There is a concern for the safety of our students due to the inability to observe entrances and surrounding

# Comprehensive Needs Assessment

## School Context and Organization Summary (Continued)

areas of our campus boundaries. This can be addressed with updated security and fencing.

## Technology

### Technology Strengths

The campus technology resources include classroom desktop, laptop, television, ceiling mounted smart projector, class set of chromebooks, document camera, and classroom wireless access. Teachers continue to request emerging technologies. Teachers are required to use Google Docs to submit lesson plans and DMAC to disaggregate data. GoGuardian is utilized to keep students safe from online predators as well as from sites they should not access.

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

**Improvement Planning Data**

District goals  
Campus goals  
Current and/or prior year(s) campus and/or district improvement plans  
Campus and/or district planning and decision making committee(s) meeting data  
State and federal planning requirements

**Accountability Data**

Texas Academic Performance Report (TAPR) data  
Domain 1 - Student Achievement  
Domain 2 - Student Progress  
Domain 3 - Closing Performance Gaps  
Accountability Distinction Designations  
Federal Report Card Data

**Student Data: Assessments**

State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)  
State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions  
Progress of prior year STAAR failures  
STAAR Released Test Questions  
STAAR ELL Progress Measure data  
Texas English Language Proficiency Assessment System (TELPAS) results

Local diagnostic reading assessment data (STAR)

Local diagnostic math assessment data (STAR)  
Local benchmark or common assessments data  
Student failure and/or retention rates

Unit Assessments

**Student Data: Student Groups**

Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups  
Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc  
Economically Disadvantaged / Non-economically disadvantaged performance and participation data  
Male / Female performance and participation data  
Special education population, including performance, discipline, attendance, and mobility  
Migrant population, including performance, discipline, attendance and mobility  
At-Risk population, including performance, discipline, attendance and mobility  
ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc  
Section 504 data  
Homeless data

Gifted and talented data  
Dyslexia Data  
Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

Attendance data  
Mobility rate, including longitudinal data  
Discipline records  
Student surveys and/or other feedback  
Class size averages by grade and subject

**Employee Data**

Professional learning communities (PLC) data  
Staff surveys and/or other feedback  
Highly qualified staff data  
Campus leadership data  
Campus department and/or faculty meeting discussions and data  
Professional development needs assessment data  
Evaluation(s) of professional development implementation and impact  
T-TESS Data

**Parent/Community Data**

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

Parent and community attendance to school events

Attendance and participation at Parent-Teacher Organization

**Support Systems and Other Data**

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

# New Boston Elementary School

- Goal 1.** New Boston Elementary will provide an exemplary instructional program for all students to enhance achievement, access, and equity.
  - Objective 1.** All students and student groups will increase their level of performance through the utilization of intensive remediation, with special emphasis given to economically disadvantaged students. Specifically, the percent of 3rd grader who score meets or above on STAAR will increase to at least 42% in 2021.
  - Objective 2.** New Boston Elementary will continue to increase services for identified At-Risk students
  - Objective 3.** Students will be given opportunities to participate in different activities that will increase their enthusiasm for learning at New Boston Elementary.
  
- Goal 2.** The district technology program will provide students, teachers, and administrators with access to technological tools that enhance instruction and improve student achievement.
  - Objective 1.** Consistently integrate technology through differentiation and enrichment in everyday instructional practices.
  
- Goal 3.** New Boston Elementary will recruit and retain highly-qualified administrators, teachers, and staff.
  - Objective 1.** Provide mentors to first and second year teachers.
  - Objective 2.** Offer quality professional development.
  - Objective 3.** Meet on a regular basis with new teachers to review needs/issues.
  
- Goal 4.** New Boston Elementary will increase positive parent-school relationships.
  - Objective 1.** New Boston Elementary will strive to increase and improve parent/community involvement with the school.
  
- Goal 5.** New Boston Elementary will provide a safe and orderly environment in which students can achieve their full potential.
  - Objective 1.** A safe learning environment will be provided.

# New Boston Elementary School

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. A comprehensive needs assessment will be conducted by the Campus Site-Based Committee (which includes parents, business representatives, community members, and school staff) 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: 2,8,10) (Title I SW Elements: 2.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 4) (ESF: 1.2)	CIP Committee Members, Principal	Monthly	(L)Local Funds - \$0	Summative - Comprehensive Needs Assessment Summary
2. Identify students in need of intervention through strategic regrouping. (Title I SW: 2,9,10) (Title I SW Elements: 2.6) (Target Group: All,ESL,SPED,AtRisk,3rd,4th,5th) (CSFs: 1)	Interventionist, Principal	Monthly		Summative - Benchmarks, Star Reading, unit tests, Front Row Math, and teacher made assessments
3. Monitor the effectiveness of interventions on a consistent basis. (Title I SW: 9) (Title I SW Elements: 2.2) (Target Group: AA,ECD,M,F,AtRisk,Dys,504,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (CSFs: 1,2) (ESF: 3.3,4.1,5.1,5.3,5.4)	Assistant Principal(s), Interventionist, Principal, Special Ed Teachers, Teacher(s)	Monthly	(S)Comp Ed Amount - \$4,248.45	Summative - Continuous progress monitoring, Intervention meetings, sign in sheets, intervention documentation
4. Plan for and conduct data meetings with grade levels to discuss student results and plan next steps and/or adjust suggested plans. (Title I SW: 2) (Title I SW Elements: 2.2) (Target Group: All,SPED,AtRisk,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2,4) (CSFs: 1,2) (ESF: 4.1,5.3,5.4)	Instructional Specialists, Interventionist, Teacher(s)	Monthly	(L)Local Funds	Summative - Documentation of meetings and adjustments made, lesson plans
5. Administer the CIRCLE Testing (PreK), mClass (K - 2), and STAR assessments at the	Instructional Specialists, Principal, Teacher(s)	Daily	(S)Comp Ed Amount - \$2,610	Summative - Formative and summative evaluations, usage

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
beginning of the year, middle of year, and end of the year. Benchmarks in grades 3 through 5 will be given two times a year to measure growth. To provide data driven instruction, data from mClass, DMAC, and CIRCLE testing will be disaggregated and used to plan instruction. (Title I SW: 1,2,3,9) (Title I SW Elements: 2.2,2.5,2.6) (Target Group: 3rd,4th,5th) (Strategic Priorities: 2,4) (CSFs: 1,2) (ESF: 1.2,4.1,5.2,5.3)				reports
6. Library time will be offered to students every day to check out books and A.R. test over books read. Time in the library will be provided once a week for 45 minutes. (Title I SW: 1) (Target Group: 1st,2nd,3rd,4th,5th) (CSFs: 4)	Librarian, Principal	Weekly	(L)Local Funds	Summative - Reading performance levels will increase, data notebooks
7. Meet monthly with instructional leadership team and resource staff to evaluate student performance ratings and redefine appropriate assessments for each student including instructional arrangements. (Title I SW: 8) (Title I SW Elements: 2.2,2.5,2.6) (Target Group: All,SPED,504) (CSFs: 1,2,3) (ESF: 3.3,5.3)	Core Subject Teachers, Principal	Monthly		Summative - Documentation of successful accommodations and interventions.
8. To strengthen the core academic program and provide opportunities for all children to meet the challenging state academic standards, aligned curriculum and instruction will be utilized in all core subjects with resources from TEKS Resource System and TExGuide. (Title I SW Elements: 2.5) (Target Group: All) (CSFs: 1,2,4,7)	Instructional Specialists, Interventionist, Teacher(s)	Monthly		Summative - STAR tests and instructional reports through Renaissance.
9. Progress monitoring meetings will be held every four weeks to determine Tier placement of all students. (Title I SW: 1,8) (Target	Interventionist, Principal, Teacher(s)	Every six weeks		Summative - Sign in sheets, documentation of Tier interventions

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Group: K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 1,2,4,7)				
10. Based upon the latest state assessment scores, determine gaps in learning and the need for alignment. (Title I SW: 1) (Target Group: All) (CSFs: 2)	Principal, Teacher(s)	Refer to weekly		Summative - DMAC data, intervention groups, small group classroom instruction
11. Students will take the Accelerated Reader test to monitor independent reading. Rewards will be awarded for students who meet their goal each nine weeks. (Title I SW: 10) (Target Group: All)	Librarian, Teacher(s)	Daily	(O)Local Districts	Summative - Accelerated Reading point goals
12. Students will self-monitor their progress utilizing data sheets where they set goals and chart progress / student directed learning / choose assignments based on their individual needs. (Title I SW Elements: 2.5) (Target Group: 1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 3,5,6)	Teacher(s)	Weekly		Summative - Notebooks showing goals and growth
13. The Scottish Rite program will be used for Dyslexia students to increase their ability to read and comprehend in all subjects. (Title I SW Elements: 2.2,2.4) (Target Group: Dys,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (ESF: 3.3,5.3)	Dyslexia specialist, Principal	monthly	(S)Comp Ed Amount - \$2,500	Summative - Monthly progress monitoring
14. Students who consistently disrupt the education process and do not respond to school consequences will be sent to an alternative educational setting. (Title I SW Elements: 2.4) (Target Group: 2nd,3rd,4th,5th)	Assistant Principal(s), Principal	daily	(S)Comp Ed Amount - \$24,529.33	Summative - Daily
15. Fast Forward, Education Galaxy and Freckle will be used for students who are At-Risk in order to enhance and track their learning. (Title I SW Elements: 2.2,2.4) (Target Group: AtRisk,1st,2nd) (Strategic	Interventionist, Principal	Daily	(S)Comp Ed Amount - \$16,530	Summative - Monthly progress monitoring using STAR Renaissance



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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
Priorities: 2) (ESF: 3.3,5.3)				
16. Students who do not meet 100% readiness on the Pre-K screener will receive extensive intervention services. (Title I SW Elements: 2.6) (Target Group: PRE K) (Strategic Priorities: 2) (CSFs: 1)	Principal, Teacher(s)	Daily		

# New Boston Elementary School

**Goal 1.** New Boston Elementary will provide an exemplary instructional program for all students to enhance achievement, access, and equity.

**Objective 2.** New Boston Elementary will continue to increase services for identified At-Risk students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Extended Year Services will continue to be offered for students who did not pass any portion of the STAAR test. (Title I SW: 9) (Target Group: All,AtRisk) (CSFs: 1)	Principal, Teacher(s)	Summer	(F)Title I	Summative - Attendance sign in sheets, STAAR growth
2. Summer learning camp will be offered to at risk students to help close educational gaps. (Title I SW: 9) (Target Group: AtRisk) (CSFs: 1,4)	Principal, Teacher(s)	Summer	(S)Comp Ed Amount - \$17,500	Summative - Attendance sheets, pre and post student assessments
3. A Reading Interventionist will be put in place to increase At-Risk students' reading levels. (Title I SW Elements: 2.6) (Target Group: AtRisk) (CSFs: 1)	Interventionist	Monthly	(S)Comp Ed Amount - \$118,823.37, (S)State Comp FTE - 2	Summative - Progress Monitoring
4. After school tutoring will be provided for students who are struggling with reading and math skills. (Title I SW Elements: 2.5) (Target Group: AtRisk)	Principal, Teacher(s)	Weekly	(S)Comp Ed Amount - \$3,400	Summative - STAAR Scores, Increase in reading level
5. Dyslexia classes will be offered for students who qualify by a teacher trained in the Scottish Rite Take Flight Program. (Target Group: Dys) (CSFs: 1)	Dyslexia specialist, Principal	Weekly	(S)Comp Ed Amount - \$2,500	Summative - Increased reading level and growth on STAR scores, growth on STAAR Reading, increase on academic grades and student confidence
6. To extend the time of learning for at risk students, New Boston Elementary will provide a highly qualified Pre-K program. (Title I SW Elements: 2.1,2.2,2.6,3.1) (Target Group: PRE K) (CSFs: 1) (ESF: 1.2,5.1,5.2)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Principal, Teacher(s)	Weekly	(S)Comp Ed Amount - \$108,905.83, (S)State Comp FTE - 2.5	Summative - Increase on TPRI scores in Kinder.
7. To assist in an easier transition to Kindergarten from Head Start, a NBES teacher provides instruction to both morning and afternoon classes. (Title I SW Elements: 2.6) (Target Group: PRE K) (CSFs: 1)	Core Subject Teachers, Principal	Daily	(S)Comp Ed Amount - \$28,705.67, (S)State Comp FTE - 1	Summative - Increased scores on TPRI scores in Kinder.
8. Guided tours will be provided for transitioning students to a new building. (Title I	Principal, Teacher(s)	Yearly		Summative - Student and family surveys.

# New Boston Elementary School

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**Objective 2.** New Boston Elementary will continue to increase services for identified At-Risk students

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
SW Elements: 3.1) (Target Group: All,PRE K,2nd,5th) (CSFs: 5)				

# New Boston Elementary School

**Goal 1.** New Boston Elementary will provide an exemplary instructional program for all students to enhance achievement, access, and equity.

**Objective 3.** Students will be given opportunities to participate in different activities that will increase their enthusiasm for learning at New Boston Elementary.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Academic UIL tryouts and participation, Jazzy Jumpers, Book Club, Newscast, National Elementary Honor Society, Service Projects, Holiday Performances, Destination Imagination, daily gifted and talented enrichment will be offered to students to enhance their educational experience (Title I SW: 3) (Target Group: K,1st,2nd,3rd,4th,5th)	Assistant Principal(s), Principal, Teacher(s)	Daily		Summative - Sign up sheets for events, scores at UIL competition, master schedule,
2. Implementation of daily intervention time (Target Group: AtRisk,Dys)	Dyslexia specialist, Interventionist, Principal, Teacher(s)	Monthly		Summative - Master schedule, Intervention documentation sheets, student progress on student progress monitoring
3. All teachers will participate in providing students with 100 minutes of recess minutes of physical activity weekly. Students will also receive physical education during rotations, organized recess activities, and free play recess time. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	Assistant Principal(s), Principal, Teacher(s)	Weekly		Summative - Master schedule, decrease in discipline referrals
4. A transition plan will be implemented for students moving from Head Start to Oakview, Oakview to Crestview, and Crestview to NBMS. This will allow students to feel more comfortable and excited about their upcoming school year. This plan will include a tour, parent night, and information session so everyone feels prepared to make the transition. (Title I SW Elements: 3.1) (Target Group: PRE K,2nd,5th) (ESF: 3.4)	Counselor(s), Principal	Yearly		

# New Boston Elementary School

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

**Objective 1.** Consistently integrate technology through differentiation and enrichment in everyday instructional practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Utilize Google Classroom with the classroom sets of Chromebooks, monitor student use with Go Guardian, and incorporate research based activities and assignments on Chromebooks. (Title I SW: 10) (Target Group: All,3rd,4th,5th) (CSFs: 1,2)	Assistant Principal(s), Director of Technology, Interventionist, Principal, Teacher(s)	Daily		Summative - Instructional planning, student products, formal/informal walkthroughs and teacher feedback.
2. Students will attend a technology class at least once a week. (Title I SW: 10) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	Principal, Teacher(s)	Weekly		Summative - Master schedule
3. The NBES news will be shown weekly. It will be created primarily by students. Pictures and information will be displayed on multimedia in the hallway and library.		Weekly		Summative - Newscast
3. Teachers will use online resources for classroom management and communication with parents. Examples are Class Dojo, Skyward, and Remind101. (Title I SW Elements: 3.1) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (CSFs: 5)	Principal	Quarterly		Summative - Parent and community surveys, frequencies of communication, reports from Class Dojo, Skyward, Remind.
4. Interactive Projectors will be maintained in current classrooms and purchased for additional classrooms as funds are available. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (CSFs: 1,3,6,7)	Director of Technology, Principal	Yearly		Summative - Teacher surveys, student performance, teacher lesson plans
5. Chromebooks for students in grades three through five will be available for teachers in order to reinforce instruction. (Target Group: 3rd,4th,5th) (Strategic Priorities: 1)	Director of Technology, Principal	Yearly		Summative - Inventory list, Teacher surveys, student surveys
6. Computer programs such as Freckle, Waterford, and Renaissance may be used to enhance learning. (Target Group: All) (Strategic Priorities: 2) (CSFs: 1,2) (ESF: 5.2)	Campus Instructional Technologist, Principal, Teacher(s)	Daily	(S)Comp Ed Amount - \$15,350	Summative - Renaissance scores, Study Island usage reports
7. Education Galaxy will be used in the Galaxy Lab to grow students academically in reading	Interventionist, Principal	Daily		

# New Boston Elementary School

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

**Objective 1.** Consistently integrate technology through differentiation and enrichment in everyday instructional practices.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
and math. (Target Group: AtRisk,3rd,4th,5th) (Strategic Priorities: 2,4) (ESF: 5.4)				
8. Fast Forward will be used to help students make growth in reading. (Target Group: AtRisk,1st,2nd) (Strategic Priorities: 2,4) (ESF: 5.4)	Interventionist, Principal	Daily		
9. Students in grades Kindergarten through 2nd grade will have access to Ipads for educational purposes during center time. (Target Group: K,1st,2nd) (Strategic Priorities: 2)	Principal, Teacher(s)	Daily		

# New Boston Elementary School

**Goal 3.** New Boston Elementary will recruit and retain highly-qualified administrators, teachers, and staff.

**Objective 1.** Provide mentors to first and second year teachers.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Pair beginning teacher with an experienced teacher to serve as a mentor. (Title I SW: 3) (Title I SW Elements: 2.2) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (CSFs: 3,6,7)	Instructional Specialists, Principal	Monthly		Summative - Meeting sign in sheets, new teacher surveys, exit interviews
2. Mentor program meetings once a month provided by the Instructional Specialist (Target Group: All) (Strategic Priorities: 1) (CSFs: 1,3,6,7)	Instructional Specialists, Principal	Monthly		Summative - Meeting notes, discipline referrals decrease for new teachers, new teacher retention
3. Schedule Region 8 Service Center content specialists to meet with new teachers. (Target Group: All) (CSFs: 3,6,7)	Principal, Teacher(s)	Semester trainings		Summative - Lesson plans, TEKS Resource Planning and breakdown of IFD

# New Boston Elementary School

**Goal 3.** New Boston Elementary will recruit and retain highly-qualified administrators, teachers, and staff.

**Objective 2.** Offer quality professional development.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Teachers will attend sustained, ongoing professional development training at Region 8 to prepare to teach the rigorous academic state standards.	Principal, Teacher(s)	Monthly		Summative - Implementation of professional development



# New Boston Elementary School

**Goal 3.** New Boston Elementary will recruit and retain highly-qualified administrators, teachers, and staff.

**Objective 3.** Meet on a regular basis with new teachers to review needs/issues.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide planning and ongoing support to teachers by scheduling time during in service days specifically for planning. (Title I SW: 3) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	Principal	Every nine weeks	(O)Local Districts	Summative - Yearly schedule, Lesson plans, Teacher surveys
2. Form a campus climate committee to plan after school get-togethers to promote fellowship.	Assistant Principal(s), Teacher(s)	Monthly		Summative - Monthly staff celebrations
3. Use teacher workdays in the schedule to allow teachers to meet together to plan and vertically align their instruction. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1)	Principal	Every nine weeks		Summative - Teacher surveys, lesson plans,

# New Boston Elementary School

**Goal 4.** New Boston Elementary will increase positive parent-school relationships.

**Objective 1.** New Boston Elementary will strive to increase and improve parent/community involvement with the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Family nights will be conducted in the fall and spring. (Title I SW: 6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	Assistant Principal(s), Counselor(s), Librarian, Principal	Fall and Spring	(L)Local Funds, (O)Local Districts	Summative - Sign in sheets, Parent surveys, Student surveys
2. Brochures developed and distributed to parents about the campus and various programs. (Title I SW: 6,10) (Target Group: All)	Counselor(s)	August		Summative - Brochure
3. A campus Remind 101 will be used to communicate with parents regarding important information and to let parents know campus information and updates. (Title I SW: 6) (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	Principal	Weekly		Summative - Parent surveys, Campus Remind 101
4. Grade level teachers are using a Remind 101 and/or Class Dojo account to communicate with parents regarding grade-level happenings. (Title I SW: 6) (Target Group: All)	Core Subject Teachers	Daily		Summative - Parent surveys, parent participation in events and activities, Class Dojo parent sign ups,
5. Teachers will send home 3 week reports with students reflecting classroom performance. (Title I SW: 6) (Target Group: All)	Attendance Clerk, Core Subject Teachers, Principal	Every three weeks		Summative - Progress Reports
6. Report cards will be sent home every nine weeks. (Title I SW: 6) (Target Group: All)	Principal	Term	(O)Local Districts	Summative - Report Cards
7. Benchmark letters and report summaries will be sent home after testing date. (Title I SW: 9) (Target Group: All)	Principal, Teacher(s)	One week following benchmark test	(L)Local Funds	Summative - Letters and reports
8. Parent Portal is available for parents to use to keep up with their student's attendance, grades, and other important information. (Title I SW: 6) (Target Group: All)	Attendance Clerk	Daily		Summative - Parent portal usage report
9. Meet with families of students who have chronic absence/tardy issues. (Title I SW:	Assistant Principal(s)	Daily		Summative - Meeting sign in sheets, improvement of student

# New Boston Elementary School

**Goal 4.** New Boston Elementary will increase positive parent-school relationships.

**Objective 1.** New Boston Elementary will strive to increase and improve parent/community involvement with the school.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
6,10) (Target Group: All)				attendance
10. Invite parents to attend special events, student performances, and award ceremonies.	Principal, Teacher(s)	Monthly		Summative - Parent surveys, parent attendance, sign in sheets, Invitations
11. Parents and Guardians will be invited to become members of the NBES Parent/Teacher Organization. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (ESF: 3.4)	Principal, PTO President	Monthly		Summative - Remind 101, Invitations, sign in sheets
12. Parents will be invited to be integral members on campus committees including the campus site-based committee. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	Principal	Quarterly		Summative - Campus Improvement Plan
13. A Meet The Teacher Night will be hosted for all students and their parents to provide an effective transition into the school year. Title 1 qualifications and information will be discussed at that time, but other attendance options will be offered. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 2) (CSFs: 5)	Principal	Yearly		Summative - Sign in sheets, Parent surveys

# New Boston Elementary School

**Goal 5.** New Boston Elementary will provide a safe and orderly environment in which students can achieve their full potential.

**Objective 1.** A safe learning environment will be provided.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Basic Awareness Safety Education program will be offered to 5th grade students. (Target Group: 5th) (Strategic Priorities: 3) (CSFs: 3)	Principal	Semester		Summative - EOP Plan, yearly documentation checklist
2. Execute monthly fire evacuations as well as two shelter in place drills and two tornado drills. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (Strategic Priorities: 1) (CSFs: 6)	Assistant Principal(s), Principal	Monthly		Formative - Timed drill, evacuation form
3. Character lessons will be taught each week on the campus news broadcast as well as in Leadership class. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th) (CSFs: 3,6)	Counselor(s)	Weekly		Summative - Campus News Broadcast
4. Red Ribbon Week will be held to promote character development and a drug free environment. (Target Group: All) (Strategic Priorities: 3) (CSFs: 6)	Counselor(s)	Yearly		Summative - Student participation
5. Classroom and outside doors will be locked during the day. Visitors will be required to request access before outside doors will open. (Target Group: PRE K,K,1st,2nd,3rd,4th,5th)	Assistant Principal(s), Principal, SRO Officer	Monthly		Summative - Student safety surveys, parent surveys, staff surveys, lock down drill documentation
6. Employ additional teachers as needed to reduce class size. (Target Group: AtRisk) (Strategic Priorities: 1) (CSFs: 1)	Principal	Monthly		Summative - Teacher surveys, Student progress monitoring,
7. Employ an additional aide to assist at-risk students in the classrooms. (Target Group: AtRisk)			(S)Comp Ed Amount - \$82,589.63, (S)State Comp FTE - 4	
8. Incorporate morning meetings at the beginning of each day to set a positive tone. (Target Group: ECD,AtRisk,PRE K,K,1st,2nd,3rd,4th,5th) (CSFs: 6)	Principal	Weekly		Summative - Reduce discipline referrals, student surveys, Walk throughs
9. Create a Responsive School by	Club Sponsors	Quarterly		Summative - Service project

# New Boston Elementary School

**Goal 5.** New Boston Elementary will provide a safe and orderly environment in which students can achieve their full potential.

**Objective 1.** A safe learning environment will be provided.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
implementing service learning projects, ie campus clean-up and collection of cans. (Target Group: 3rd,4th,5th)				documentation, pictures
10. Campus staff will develop campus-wide expectations and rewards that follow Positive Behavior Intervention and Support expectations. We will also utilize trauma based practices. (Target Group: AtRisk,PRE K,K,1st,2nd,3rd,4th,5th) (CSFs: 6)	Assistant Principal(s), Principal	Monthly		Summative - Decreased behavior referrals, student, staff, and parent surveys
11. A Behavior Analyst will be employed to help teach correct behaviors will students in grades Pre-Kindergarten through 5th grade. (Target Group: ECD,AtRisk) (Strategic Priorities: 4)	Interventionist, Principal	Daily		Criteria: Fewer discipline referrals

A review of Adequate Yearly Progress, TAPR, Parent involvement, and campus collected data for New Boston Elementary School reveals the campus will continue to work to develop grade level skills and promote growth in literacy, math, writing, and Science. Specific opportunities for parents to become involved with NBES activities will continue to be a goal to gain additional support for our academic efforts. Literacy will be promoted by using research based programs such as Renaissance to support reading gains.

#### Areas to be Addressed

1. Reading and Math in all populations
2. Math in the sub pops of Economically disadvantaged.
3. Continued opportunities for parents to become involved.
4. Teacher retention.

#### Solutions to Areas to be Addressed

1. Response to Intervention data tracking sheet for each student will be kept to track specific academic needs.
2. Progress monitoring will occur every two to four weeks depending on what Tier students are in.
3. Professional Learning Communities will be held every week in order to meet our Data Driven Instructional goals.
4. New teachers will receive support from Principal, mentor teacher, and Region 8 to help implement instructional strategies.
5. The Leadership team will meet every two weeks to analyze and discuss discipline, attendance, and instructional data.