

**NEW BOSTON ISD  
District Improvement Plan  
2017/2018**

Date Reviewed: 11/09/17

Date Approved: 11/13/17

# Comprehensive Needs Assessment 2017-18

## School Profile

New Boston ISD is located in the west end of Bowie County. Enrollment has bounced up and down over the last few years. (11-12 = 1361; 12-13 = 1382; 13-14 = 1376; 14-15 = 1372; 15-16 = 1357; 16-17 = 1345) School enrollment on October 27, 2017 (Snapshot date) was **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.

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. 9.8% are beginning teachers, 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.

## Student Achievement

Student achievement data comes 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 2017. The state eliminated STAAR A exams for 2016-17. 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.

## **Culture**

The district held Vision committee meetings in 2016, and developed a vision, mission and beliefs for the district that were unveiled in January, 2016. 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. 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. However, the district recognizes the need to increase students capacity for leadership and responsibility. Therefore, the primary and elementary campuses investigated the Leader in Me program.

## **Climate**

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 16. 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.-17.

## **Professional Development**

All classroom aides and teachers are highly qualified for 17-18. Several teachers with intern certification are enrolled in alternative certification programs and will receive their full certification at the end of the year. 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 and Title IV grants 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, Assessment**

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. We have a strong CTE program at the high school with numerous students receiving certifications each year.

## **Partner Involvement**

Parent and community involvement is overall good, but the district would like to see it improved. Teachers are encouraged to communicate via 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 ag 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. Early release day is held to encourage parents to conference with teachers while picking up students' report cards. 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 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.

### **Organizational Structure and Processes**

Central office staff consists of the superintendent, director of state/federal programs and curriculum, business manager, 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 and assistant principal; yet there is a need for instructional specialist positions that can provide assistance to teachers and administrators by monitoring the curriculum implementation, and also through intentional planning and classroom modelling 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 business manager, 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**

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 is always an issue to address. The district has achieved a 1-to-1 Chromebook initiative for the middle school and high school. Technology training is offered to teachers with the purpose of enabling teachers to effectively integrate technology into their instruction. 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 finance 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 and update graphing calculators.

### **State & Federal Accountability**

The district and all campuses Met Standard for 2016-17. The high school received a Distinction Designation in Reading/ELA. The district met 33 out of 48 state system safeguards. We will be addressing the issue of closing the achievement gap of certain sub-pops in all tested areas. Crestview met 20 out of 31 state system safeguards and will be focusing on closing the achievement gap among all subpops. New Boston Middle School met 19 out of 29 state system safeguards and will be focusing on 8th grade social studies. The high school met 24 out of 29 state system safeguards with subpops underperforming. The high school also earned a distinction in ELA. For the 2017 Performance-Based Monitoring Analysis System, staged at a 1, with special education passing rates being the major concern. The district expects to be staged for Special Education. A district team will be creating a Targeted Improvement Plan that will guide improvements in areas affected.

# NEW BOSTON ISD

## Goals

1. All students will achieve their full educational potential.
2. The district technology program will provide students, teachers, and administrators with access to technological tools that enhance instruction and improve student achievement.
3. NBISD will recruit and retain diverse, highly-qualified administrators, teachers, and staff.
4. The district, in collaboration with parents, business leaders, and community members will work to improve involvement with New Boston ISD.

## 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. Monitor the Student Code of Conduct to ensure that discipline issues of the district are adequately addressed.
- 1.3. Monitor the attendance rate of the district using state and local policies to ensure the state goal of 97% is met and all students remain in school to obtain a high school diploma.
- 1.4. Address the academic, social, and emotional needs of special populations as identified through comprehensive needs assessments.
- 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.
- 4.1. Two-way communication will be improved through utilization of various mediums.

# NEW BOSTON ISD

**Goal 1.** All students will achieve their full educational potential.

**Objective 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.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Core subject areas will align vertically and horizontally with TEKS Resource System web-based program. (Title I SW: 2,4)	Instructional Specialists, Principal, Teacher(s)	August - June		Lesson Plans; Walk-throughs
2. All campuses will offer reteaching/tutoring within school day or after school for at-risk students. Targeted instruction is determined by assessment data.	Instructional Specialists, Principal, Teacher(s)	August - June	(S)Comp Ed - Tutoring	Tutoring; attendance records; assessment results
3. Provide summer accelerated instruction program for students identified as struggling with core academic subjects.	Counselor(s), Principal, Teacher(s)	June & July	(S)Comp Ed - Summer Enrichment Learnin	Attendance records; Pre and Post - Test results. State Assessment Reports
4. Provide supplemental instruction for EOC students who need to re-test. Teachers provide intense tutoring immediately prior to the administration of the tests.	Core Subject Teachers	July & October	(S)Comp Ed	Timesheets; Test results
5. Reduce class size in grades PK-5 to better prepare students for STAAR tests.	Principal	August	(F)Title I	STAAR results; RTI Reports
6. Continue to provide a full-day prekindergarten program. Implement strategies that impact student achievement in the areas of language and literacy.	Principal, Teacher(s)	August - June	(S)Comp Ed - Addt 1/2 day PK	End of year local assessment
7. Incorporate math interventions into a 3-tier process for identifying and addressing student needs in math instruction.	Core Subject Teachers, Instructional Specialists, Principal	October - June		State assessment results; TEKS Resource System Unit Assessments; Think Through Math Reports
8. Incorporate reading instruction into the 3-tier process for identifying and addressing student needs in reading instruction. Add a reading interventionist position for primary and elementary campus.	Instructional Specialists, Interventionist, Principal, Teacher(s)	August - June	(S)Comp Ed	State assessment results; TPRI data; 4-week progress monitoring data
9. Provide supplemental teaching supplies for teachers and staff that enable maximum organization of instructional time and curriculum planning.	Director of State/Federal Programs, Principal	August - June	(S)Comp Ed	Review purchase orders

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Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. Inform students of the advanced courses & the various student graduation plans available.	Counselor(s)	March - May		Increased number of students striving for highest graduation plan.
11. Incorporate Response to Intervention (RTI) at each campus in order to provide intervention strategies. (SuccessED RTI Software, Waterford, Compass Learning, STAR Reading and Math, Accelerated Math)	Instructional Specialists, Interventionist, Principal, Teacher(s)	August - June		Campus Intervention Team reports; Student progress reports
12. Utilize a technology system to analyze state assessment data and benchmark data, create aligned assessments, make SSI plans, and monitor graduation plans. (DMAC)	Counselor(s), Director of State/Federal Programs, Principal, Teacher(s)	August - June	(S)Comp Ed	Value added student reports; DMAC reports and State Assessments
13. Provide testing materials to determine appropriate grade placement of students enrolling from a home-schooled environment.	Counselor(s), Principal	August - June		Test Results
14. Provide instructional aides to assist teachers in classroom instruction and additional help with struggling students.	Director of Special Programs, Principal	August - June	(F)Title I, (S)Comp Ed	Progress Reports, Report Cards, State Assessment Results
15. Divide the ELAR instruction in Grade 7 to Reading and Writing by adding an additional 7th grade teacher to focus on writing.	Principal	August - June	(S)Comp Ed	STAAR 7th grade writing scores
16. Encourage at-risk students to take ACT/SAT for college and career readiness.	Counselor(s)	August - June		Number of students taking ACT/SAT and test scores
17. Open high school library in evenings for students to complete make-up work and receive tutoring.	Principal, Teacher(s)	September - June	(S)Comp Ed	Attendance

# NEW BOSTON ISD

**Goal 1.** All students will achieve their full educational potential.

**Objective 2.** Monitor the Student Code of Conduct to ensure that discipline issues of the district are adequately addressed.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Provide an environment in which students may be disciplined through isolation (ISS) or other discipline management techniques.	Assistant Principal(s), Principal	August - June		Discipline Incident Reports; RTI tier discipline - behavior
2. Participate in Bowie County Disciplinary Alternative Education Program to provide an uninterrupted education to students in at-risk situations who have violated student code of conduct.	Assistant Principal(s), Campus Instructional Technologist, Principal	August - June	(S)Comp Ed - DAEP	DAEP Records
3. Violence prevention & intervention will include intercom system, safety drills, trained dog for drug searches, and positive working relationship with local police department.	Assistant Principal(s), Principal	August - June		Discipline Incident Reports; Results of safety drills and searches
4. Speakers and presentations will be provided for students in the area of making good choices, including Red Ribbon Week.	Club Sponsors, Counselor(s), Principal	September - May		Student feedback and discipline reports
5. Utilize the RTI process to implement behavior intervention strategies.	Assistant Principal(s), Principal	August - June		Behavior Intervention Plans; Redirection reports; Counseling

# NEW BOSTON ISD

**Goal 1.** All students will achieve their full educational potential.

**Objective 3.** Monitor the attendance rate of the district using state and local policies to ensure the state goal of 97% is met and all students remain in school to obtain a high school diploma.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Monitor student absences on a regular basis and inform parents of state attendance laws.	Assistant Principal(s)	September - June		Attendance records as reported to PEIMS; call logs
2. School staff will make home visits as necessary to encourage attendance.	Assistant Principal(s), Counselor(s), Principal	September - May		Attendance records
3. Drop-out recovery information will be provided to eligible students.	Counselor(s)	December & June		Enrollment in GED, home school, or Credit Recovery Program
4. Homebound & pregnancy-related services will be offered to students who qualify.	Counselor(s)	August - June	(S)Comp Ed - Homebound	Record of students using services
5. Provide credit-by-exam for students at risk of dropping out of high school or middle school.	Counselor(s)	January & May		Credit awarded to students as a result of exam
6. Offer credit recovery classes for students. (Odysseyware and Credit Recovery Teacher)	Counselor(s)	June - July	(S)Comp Ed	Grade reports
7. Perfect attendance incentive plans will be offered for each campus.	Principal	August - June		Attendance records
8. Provide information to parents regarding Student Success Initiative	Counselor(s), Principal	August, January, June		Pass/fail rate
9. Utilize Skylert software to notify parents by phone, email, and text messages of student's daily absence.	Assistant Principal(s), Attendance Clerk, Principal	August - June		Attendance rate
10. Offer Options Program for students at risk of dropping out or who have dropped out of school to complete course requirements for graduation.	Assistant Principal(s), Counselor(s), Principal	August - June	(S)Comp Ed	Number of student who receive high school diploma

# NEW BOSTON ISD

**Goal 1.** All students will achieve their full educational potential.

**Objective 4.** Address the academic, social, and emotional needs of special populations as identified through comprehensive needs assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Special Education - Provide nonviolent crisis intervention training to a core group of staff at each campus	Handle with Care Trainer, Principal	August, November & January		Certificate of attendance
2. Special Education - Practice systematic process for Response to Intervention process. Utilize supplemental services to intervene prior to need for special education services.	Counselor(s), Principal, Special Ed Diagnosticians, Teacher(s)	August & January		Number of referrals by end of year; RTI reports; Intervention service reports
3. Special Education - All SPED students/parents participate in a transition ARD prior to changing campus assignment. Ensure linkage occurs between ITP and IEP for targeted special ed students.	Principal, Special Ed Diagnosticians, Special Ed Teachers, Teacher(s)	April - June		List of students for prior and present year that have been or will be evaluated
4. Special Education - Reduce the number of students who are identified for services at primary, elementary and middle school.	Principal, Special Ed Diagnosticians, Teacher(s)	August, January & June		Report on numbers referred and identified yearly for SPED
5. Increase the number of SPED students on the recognized and distinguished graduation plans and the foundation with endorsement diploma.	CTE Director, HS Counselor, Principal, Special Ed Diagnosticians	August, January & June		PBMAS indicator
6. ESL - Adhere to federal/state ESL guidelines. Administer OLPT and achievement tests during enrollment process. Purchase up-to-date achievement tests. Provide instruction with accommodations for ESL students	Counselor(s), ESL Teacher	August - June		Review LEP folders
7. ESL - Provide instruction by a certified ESL instructor in a pull-out setting as prescribed by LPAC committee.	ESL Teacher	August - June		Final report card; Released test results
8. GT - Monitor the screening and selection process to assure that an equitable representation of the district population is considered for services.	GT Coordinator	October - January		GT identification reports
9. Dyslexia - Identified dyslexic students will be served by trained personnel.	504 Coordinator, Principal	August - June		Student schedules of dyslexia services

# NEW BOSTON ISD

**Goal 1.** All students will achieve their full educational potential.

**Objective 4.** Address the academic, social, and emotional needs of special populations as identified through comprehensive needs assessments.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
10. CTE - Determine student interests relating to CTE course offerings (aptitude tests, software, interviews & surveys).	CTE Director	April - June		Results of interviews & surveys reflected in course offerings
11. CTE -Implement and maintain courses at HS that lead to certifications & licenses.	CTE Director, Teacher(s)	August - June		Number of students receiving certifications & licenses as reflected on Perkins Evaluation Report
12. Offer advanced, dual credit courses, and AP classes at HS to meet Distinguished Program requirements.	Counselor(s), CTE Director, Teacher(s)	August & January		Dual-credit rosters
13. SPED - Offer counseling with school psychologist to help with academic, social and emotional needs of students.	Counselor(s), CTE Director, School Psychologist	August - June		Students improved academic performance and discipline records

# 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.

**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.	Director of Technology, Instructional Technologist, Principal	August - June		Technology inventory

# 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.

**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.	Director of Technology, Instructional Technologist, Teacher(s)	August - July		Workshop Certificates
2. Teachers will receive training for DMAC solutions software to help with instructional decision making.	Principal, Teacher(s)	August - June		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.	Director of Technology, Instructional Specialists, Instructional Technologist, Teacher(s)	August - July		Workshop certificates / Sign-in sheets

# 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.

**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.	Director of Technology, Instructional Technologist	August - June		Technology Plan
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.	Director of State/Federal Programs, Director of Technology, Instructional Specialists, Principal, Teacher(s)	August - June	(S)Comp Ed	Usage reports
3. Implement and maintain 1:1 Chromebook initiative in grades 7 - 12 and classroom sets in grades 3 - 6.	Director of Technology, Instructional Technologist, Principal	August - June		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. Teachers attend content area staff development for assistance in implementing best practice instructional techniques.	Principal, Teacher(s)	August - June	(F)Title I	Certificates of attendance; Sign-in sheets
2. Provide training for paraprofessionals seeking highly-qualified status.	Director of Special Education, Director of State/Federal Programs	August - September	(F)Title I	Certificates of attendance at Region 8 training
3. Core area teachers will receive training to align curriculum and prepare lesson plans using TEKS Resource System.	Instructional Specialists, Principal, Teacher(s)	August - June		Lesson plans
4. STAAR content area teachers receive training on using DMAC data to structure instruction for improved student learning.	Director of State/Federal Programs, Instructional Specialists, Principal	August - January		Student progress reports; state assessment results
5. Provide mentoring for novice teachers.	Instructional Specialists, Principal	August - June		T-TESS summative evaluation
6. Review teacher certifications to ensure all teachers are certified to teach assigned subjects.	Director of State/Federal Programs, Principal, Superintendent(s)	August - June		Equity Plan; Equity Data Survey

# 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.	Board of Trustees, Superintendent(s)	April - May		Salary scale
2. Administrator pay scale competitive with area districts.	Board of Trustees, Superintendent(s)	August		Retention and recruitment of administrators
3. Continue to monitor insurance premiums and provide assistance as funding becomes available.	Board of Trustees, Superintendent(s)	August		Retention of staff
4. Hire two Instructional Specialists who will provide intentional and timely support to teachers through planning, modelling lessons, and resource recommendations.	Principal, Superintendent(s)			STAAR scores; teacher retention

# NEW BOSTON ISD

**Goal 4.** The district, in collaboration with parents, business leaders, and community members will work to improve involvement with New Boston ISD.

**Objective 1.** Two-way communication will be improved through utilization of various mediums.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Encourage parental involvement through booster clubs, teacher conferences, newsletters, newspaper articles, school marquees, webpage, and social media.	Instructional Technologist, Principal, Teacher(s)	August - June		Parent participation
2. Provide information about financial aid, higher education admissions, and the TEXAS/Teach for Texas grants to high school students and their parents.	Counselor(s), HS Counselor	August - June		Schedule of meetings
3. Subscribe to TASB Policy On-Line service.	Business Manager, Director of Instruction	December		Policy viewed on line
4. Provide on-line access to student grades for parents via Skyward program.	Director of Technology	August - June		On-line access to student grades and assignments

# NEW BOSTON ISD Site Base

Name	Position
Carroll, Charlean	Community
Cobb, Ashley	Crestview Elementary Special Education Teacher
Cordray, Kelly	Director of State and Federal Programs
Crawford, Fred	Parent
Davis, Denise	NBMS Principal, ad hoc member
Doss, Lora	Crestview Elementary Teacher
Duffer, Jana	NBHS Counselor
Farris, Melissa	NBHS teacher
Fernandez, Kim	Special Education Director
Green, Patty	Oakview Primary Principal - ad hoc member
Koenig, Neil	NBHS Principal, ad hoc member
Lyles, Catherine	Community
Mcgee, John	Special Education/ESL Teacher, Oakview
Pemberton, Amanda	Oakview Primary Teacher
Raney, Marietta	Oakview Primary Teacher
Reid, Melissa	Crestview Elementary Principal, ad hoc member
Smith, Carmine	Crestview Elementary Paraprofessional
Teer, Chris	NBMS teacher
Thompson, Lisa	Parent
Walker, Karley	NBMS teacher
Wilson, Michelle	NBHS Special Education Teacher
Windham, Keaton	NBMS Special Education Teacher