

Boling ISD 2009-2010

District Improvement Plan

2009-2010 School Year

District Improvement Plan
Boling ISD 2009-2010

Committee Members - Planning and Decision Making

Name	Title	Campus / District	Term Ends
Stidevent, Mr. Wade	Assistant Superintendent,	Boling ISD	7-2009
Bickham, Mr. Chad	Business Representative	Boling ISD	7-2009
Ermis, Dr. Keith	Business Representative	Boling ISD	7-2009
Fisher, Mr. Larry	Community Representative	Boling ISD	7-2009
Shaw, Mrs. Jean	Community Representative	Boling ISD	7-2009
Folmar, Mrs. Nicole	Other Professional, Nurse	Boling ISD	7-2010
Groover, Mr. Mike	Parent	Boling ISD	7-2009
Rachunek, Mrs. Jana	Parent	Boling ISD	7-2009
Butcher, Mr. Charles V.	Superintendent	Boling ISD	7-2009
Sciba, Mrs. Brenda	Teacher	Iago Jr. High School	7-2010
Murray, Mrs. Cookie	Other Professional, Counselor	Iago Jr. High School	7-2009
Krasucky, Mr. G. W.	Teacher	Boling High School	7-2010
Harrell, Mrs. Tami	Teacher	Newgulf Elementary School	7-2011
Raksa, Mrs. Janice	Teacher	Iago Jr. High School	7-2011
Floyd, Mr. Gerald	Principal, Ex-Officio Member	Newgulf Elementary School	7-2009
Jedlicka, Mr. Keith	Principal, Ex-Officio Member	Boling High School	7-2009
Reading, Mrs. Peggy	Teacher	Boling High School	7-2011
Harrison, Mrs. Kate	Other Professional, Counselor	Boling High School	7-2009
Rolf, Mrs. Kimberly	Teacher	Newgulf Elementary School	7-2010
Blonar, Mr. Bryan	Principal, Ex-Officio Member	Iago Jr. High School	7-2009
Pohler, Mr. Brett	Assistant Principal, Ex-Officio	Boling High School	7-2009

Names of People Responsible For Implementation

Name	Title	Campus / District
Bryan Blanar, Keith Jedlicka, Gerald Floyd,	Principals	
Murray, Cookie	Counselor	
	ESL Aide	
	ESL Teacher	
	Instructional Aide	
Jedlicka, Keith	Principal	Boling High School
	Teacher	
, Blanar, Floyd, Jedlicka, Butcher	Superintendent and Principals	
Butcher, Blanar, Floyd, Jedlicka,	Assistant Principal	
Stidevent, Wade	Assistant Superintendent	Boling ISD
Folmar, Nicole	Nurse	Boling ISD
Jedlicka, Butcher, Blanar, Floyd	Superintendent and Principals	
,Butcher, Blanar, Floyd, Jedlicka	Assistant Principal	
Jedlicks, Butcher, Blanar, Floyd	Superintendent and Principals	
Blanar, Floyd, Jedlicka, Butcher,	Superintendent and Principals	
Butcher, Charles	Superintendent	Boling ISD
Blanar, Bryan	Principal	Iago Jr. High School
Kate Harrison, Cookie Murray,	Counselors	
Floyd, Gerald	Principal	Newgulf Elementary School
Pohler, Brett	Assistant Principal	Boling High School
Butcher, Blanar, Floyd, Jedlicka	Superintendent and Principals	
Harrison, Kate	Counselor	Boling High School
Bryan Blanar, Keith Jedicka	Principals	
Eldridge, Leann	Librarian	Boling High School

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Attendance

Attendance

Goal:

	2006	2007	2009	2010	2011	2012	2013	2014
All Students	95.90	96.10	96.25	96.40	96.55	96.70	96.85	97.00
African American	96.90	96.30	96.42	96.53	96.65	96.77	96.88	97.00
At-Risk	95.70	95.20	95.50	95.80	96.10	96.40	96.70	97.00
Economically Disadvantaged	95.70	95.60	95.83	96.07	96.30	96.53	96.77	97.00
Female	95.70	96.10	96.25	96.40	96.55	96.70	96.85	97.00
Hispanic	95.60	95.90	96.08	96.27	96.45	96.63	96.82	97.00
Limited English Proficient	97.20	97.30	97.30	97.30	97.30	97.30	97.30	97.30
Male	96.20	96.10	96.25	96.40	96.55	96.70	96.85	97.00
Special Education	95.20	95.00	95.33	95.67	96.00	96.33	96.67	97.00
White	95.90	96.20	96.33	96.47	96.60	96.73	96.87	97.00

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TAKS

Grade:**3rd-11th**

All Tests Taken

Goal:

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	66.00	71.00	74.17	77.33	80.50	83.67	86.83	90.00
African American	44.00	51.00	57.50	64.00	70.50	77.00	83.50	90.00
At-Risk	36.00	35.00	44.17	53.33	62.50	71.67	80.83	90.00
Economically Disadvantaged	56.00	64.00	68.33	72.67	77.00	81.33	85.67	90.00
Female	68.00	71.00	74.17	77.33	80.50	83.67	86.83	90.00
Hispanic	60.00	63.00	67.50	72.00	76.50	81.00	85.50	90.00
Limited English Proficient	1.00	46.00	53.33	60.67	68.00	75.33	82.67	90.00
Male	64.00	71.00	74.17	77.33	80.50	83.67	86.83	90.00
Special Education	18.00	19.00	30.83	42.67	54.50	66.33	78.17	90.00
White	79.00	84.00	85.00	86.00	87.00	88.00	89.00	90.00

Grade:**3rd-11th**

TAKS Math

Goal:

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TAKS

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	76.00	80.00	81.67	83.33	85.00	86.67	88.33	90.00
African American	58.00	67.00	70.83	74.67	78.50	82.33	86.17	90.00
At-Risk	49.00	51.00	57.50	64.00	70.50	77.00	83.50	90.00
Economically Disadvantaged	67.00	76.00	78.33	80.67	83.00	85.33	87.67	90.00
Female	78.00	81.00	82.50	84.00	85.50	87.00	88.50	90.00
Hispanic	71.00	76.00	78.33	80.67	83.00	85.33	87.67	90.00
Limited English Proficient	17.00	62.00	66.67	71.33	76.00	80.67	85.33	90.00
Male	75.00	79.00	80.83	82.67	84.50	86.33	88.17	90.00
Special Education	33.00	19.00	30.83	42.67	54.50	66.33	78.17	90.00
White	86.00	88.00	88.33	88.67	89.00	89.33	89.67	90.00

Grade:**3rd-11th**

TAKS Reading/ELA

Goal:

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TAKS

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	90.00	89.00	89.17	89.33	89.50	89.67	89.83	90.00
African American	81.00	85.00	85.83	86.67	87.50	88.33	89.17	90.00
At-Risk	77.00	74.00	76.67	79.33	82.00	84.67	87.33	90.00
Economically Disadvantaged	85.00	85.00	85.83	86.67	87.50	88.33	89.17	90.00
Female	93.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00
Hispanic	88.00	84.00	85.00	86.00	87.00	88.00	89.00	90.00
Limited English Proficient	33.00	50.00	56.67	63.33	70.00	76.67	83.33	90.00
Male	87.00	86.00	86.67	87.33	88.00	88.67	89.33	90.00
Special Education	57.00	46.00	53.33	60.67	68.00	75.33	82.67	90.00
White	95.00	94.00	94.00	94.00	94.00	94.00	94.00	94.00

Grade: **3rd-11th**

TAKS Science

Goal:

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	64.00	73.00	75.83	78.67	81.50	84.33	87.17	90.00
African American	38.00	39.00	47.50	56.00	64.50	73.00	81.50	90.00
At-Risk	43.00	41.00	49.17	57.33	65.50	73.67	81.83	90.00
Economically Disadvantaged	49.00	64.00	68.33	72.67	77.00	81.33	85.67	90.00
Female	61.00	69.00	72.50	76.00	79.50	83.00	86.50	90.00
Hispanic	54.00	71.00	74.17	77.33	80.50	83.67	86.83	90.00
Male	67.00	79.00	80.83	82.67	84.50	86.33	88.17	90.00
Special Education	15.00	0.00	27.50	40.00	52.50	65.00	77.50	90.00
White	81.00	84.00	85.00	86.00	87.00	88.00	89.00	90.00

TAKS

Grade:**3rd-11th**

TAKS Social Studies

Goal:

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	84.00	96.00	96.00	96.00	96.00	96.00	96.00	96.00
African American	63.00	81.00	82.50	84.00	85.50	87.00	88.50	90.00
At-Risk	75.00	91.00	91.00	91.00	91.00	91.00	91.00	91.00
Economically Disadvantaged	70.00	89.00	89.17	89.33	89.50	89.67	89.83	90.00
Female	83.00	95.00	95.00	95.00	95.00	95.00	95.00	95.00
Hispanic	82.00	98.00	98.00	98.00	98.00	98.00	98.00	98.00
Male	84.00	97.00	97.00	97.00	97.00	97.00	97.00	97.00
Special Education	30.00	0.00	40.00	50.00	60.00	70.00	80.00	90.00
White	92.00	99.00	99.00	99.00	99.00	99.00	99.00	99.00

Grade:**3rd-11th**

TAKS Writing

Goal:

	2007	2008	2009	2010	2011	2012	2013	2014
All Students	91.00	94.00	94.00	94.00	94.00	94.00	94.00	94.00
African American	78.00	95.00	95.00	95.00	95.00	95.00	95.00	95.00
At-Risk	90.00	81.00	82.50	84.00	85.50	87.00	88.50	90.00
Economically Disadvantaged	90.00	94.00	94.00	94.00	94.00	94.00	94.00	94.00
Female	97.00	98.00	98.00	98.00	98.00	98.00	98.00	98.00
Hispanic	91.00	93.00	93.00	93.00	93.00	93.00	93.00	93.00
Male	85.00	89.00	89.17	89.33	89.50	89.67	89.83	90.00
White	93.00	94.00	94.00	94.00	94.00	94.00	94.00	94.00

Demographics

2007-2008 Enrollment EE-12th

Early Childhood: 1 [4 years old]
Prekindergarten: 24
Kindergarten: 70
First Grade: 71
Second Grade: 59
Third Grade: 84
Fourth Grade: 81
Fifth Grade: 67
Sixth Grade: 68
Seventh Grade: 70
Eighth Grade: 94
Ninth Grade: 89
Tenth Grade: 60
Eleventh Grade: 61
Twelfth Grade: 55

2006-2007 Enrollment EE-12th

Early Childhood: 1 [4 years old]
Prekindergarten: 34
Kindergarten: 73
First Grade: 57
Second Grade: 84
Third Grade: 86
Fourth Grade: 69
Fifth Grade: 67
Sixth Grade: 71
Seventh Grade: 82
Eighth Grade: 82
Ninth Grade: 76
Tenth Grade: 65
Eleventh Grade: 67
Twelfth Grade: 61

2007-2008 Ethnic Distribution EE-12th

African American	141	14.8%
Hispanic	408	42.8%
White	403	42.2%

Native American	1	0.1%
Asian/Pac. Islander	1	0.1%

2006-2007 Ethnic Distribution EE-12th

African American	138	14.2%
Hispanic	414	42.5%
White	420	43.1%
Native American	1	0.1%
Asian/Pac. Islander	2	0.2%

2007-2008 Economically Disadvantaged EE-12th: 481 50.4%
2006-2007 Economically Disadvantaged EE-12th: 505 51.8%

2007-2008 Limited English Proficient EE-12th: 48 5.0%
2006-2007 Limited English Proficient EE-12th: 48 4.9%

2007-2008 Students w/Disciplinary Placements EE-12th: 34 3.2%
2006-2007 Students w/Disciplinary Placements EE-12th: 36 3.5%

2007-2008 Students Meeting State-Adopted "At-Risk" Criteria EE-12th: 308 32.3%
2006-2007 Students Meeting State-Adopted "At-Risk" Criteria EE-12th: 330 33.8%

2007-2008 Students per Teacher

K: 22.5
1st: 14.3
2nd: 21.6
3rd: 21.1
4th: 20.0
5th: 17.1
6th: 16.7

Secondary: English/Language Arts: 19.0

Foreign Language:	22.3
Mathematics:	15.7
Science:	17.7
Social Studies:	18.4

2006-2007 Students per Teacher

K: 23.5
1st: 11.6
2nd: 31.0
3rd: 21.4

4th: 17.0
5th: 19.4
6th: 16.0

Secondary: English/Language Arts: 16.4

Foreign Language: 21.1

Mathematics: 14.0

Science: 16.2

Social Studies: 17.6

Federal Requirements - Schoolwide Program

In accordance with the revised (01/08/02) Section 1114(b)(1) of Title I, Part A, a Schoolwide program shall include the following ten federally required components:

1. A comprehensive needs assessment of the entire school that is based on information on the achievement of children in relation to the State academic content standards and student academic achievement standards;
2. Schoolwide reform strategies that—
 - (A) Provide opportunities for all children to meet the State's proficient and advanced levels of student performance,
 - (B) Use effective methods and instructional strategies that are based on scientifically based research that
 - (1) Strengthen the core academic program in the school,
 - (2) Increase the amount and quality of learning time, such as providing extended school year, before- and after-school, and summer school programs and opportunities, and help provide an enriched and accelerated curriculum, and
 - (3) Meet the educational needs of historically underserved populations
 - (C) (1) Address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk who are members of target populations of any program that is included in the Schoolwide program--
These programs may include counseling and mentoring services, college and career awareness and preparation such as college/career guidance, personal finance education, innovative teaching methods, which include applied learning and team-teaching strategies, and the integration of vocational and technical education programs;
 - (2) Address how the school will determine if these needs are met, and are designed to implement the State and local improvement plans;
3. Instruction by highly qualified professional staff;
4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals, and if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic standards. (In accordance with §1119(a)(4) of Title I);
5. Strategies to attract high-quality highly qualified teacher to high-need schools;
6. Strategies to increase parental involvement;
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start and Even Start, to local elementary school programs;
8. Measures to include teachers in the decisions regarding the use of assessments described in §1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program;
9. Activities to ensure that students who experience difficulty mastering any of the State's standards required by §1111 (b)(1) will be provided with effective, timely, additional assistance. The assistance must include: measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance; and
10. Coordination of Federal, State, and local services and programs, including programs such as violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Mission Statement

Introduction

The Boling Independent School District is in the twenty-first century amid a period of dramatic change in the economic conditions of both the state and the nation. The educational system of the district is responsible for preparing our children to live and work in their changing future.

This statement of missions, objectives, and plans for improving education in the Boling Independent School District initiates a multi-year plan to provide equal educational opportunities for ALL students. Specific details will be described in the plans, strategies and implementation schedules developed at each campus by the Campus Improvement Team. The District Educational Improvement Council continually reviews the results, revises and defines new priorities and submits those strategies to the Board of Trustees for approval or information.

Statement of Mission

All of the Boling Independent School District students need to develop essential academic skills (Texas Essential Knowledge and Skills) and to acquire a knowledge base on which to build lifelong learning. All students will be taught a uniform curriculum based on state and district adopted courses of study. The district has high expectations of its students and dedicates its efforts and resources to assure that EVERY student will learn. All students will acquire knowledge of citizenship and economic responsibilities and an appreciation of our common American heritage, including its multi-cultural richness.

Students will be given the opportunity to develop their abilities to think logically, independently and creatively and to communicate effectively. Every effort will be made to provide effective communication and a flexible learning atmosphere designed to meet the needs of individual and independent learners. To educate students in such an atmosphere necessitates an excellent educational system.

Motto

TOGETHER WE CAN

TOGETHER Effort is needed to achieve any level of success; however, there must be a combined effort of the students, the teachers, the administrators, the parents and the whole community to provide a climate which fosters success.

WE Students, teachers, administrators, parents and the community must be involved and work together to promote an atmosphere for excellence.

CAN Every child can learn and experience success. The level of success is determined by the level of expectation.

Needs Assessment Summary

Boling ISD Needs Assessment Summary

Boling ISD received an Accountability Rating from TEA in 2008 of Academically Acceptable. The Academically Acceptable category requires that in each core subject area, the required percent of all students and each student group (African American, White, Hispanic and Economically Disadvantaged) meet the minimum standards on all TAKS tests. In 2007-2008 the required passing percentages were 70% in Reading/ELA; 65% in Writing and Social Studies; 50% in Math and 45% in Science. In addition, Boling ISD received a Gold Performance Acknowledgment in Texas Success Initiative-ELA.

Student Strengths and Needs:

Reading/ELA: The percent of students who met minimum expectations on the Reading test in Boling ISD increased slightly from 2007 to 2008. Most of the subpopulations saw increases as well, with two of the subpopulations (Special Education students and LEP students) having improvements in passing rates from the previous year in excess of 20%. All populations did well on the TAKS Writing tests, with only the At Risk population having a decrease in scores from the previous year.

Math: The percent of students meeting the minimum expectations on the TAKS Math test, not only increased from the previous year, but exceeded the region and state averages. Passing scores for all subpopulation also improved from the previous year, with some groups (African Americans, Hispanics and LEP students) showing dramatic improvements.

Science: Passing rates on the Science TAKS scores for the district were comparable to the region and state averages and improved by 9% from the previous year. Some of the subpopulations did not perform as well as the state and region, but most groups did show improvements from the previous year.

Social Studies: Eighth, tenth and eleventh grade students were very successful on the TAKS Social Studies tests. In all grade levels passing levels met or exceeded the state and region averages. In grade eleven, passing rates for every subpopulation exceeded 99%.

Interventions: Boling ISD has programs at every grade level in place to address the identified needs of its students.

Tutorials are provided during the school day and before and after school in the core subject areas for students at risk of failing a class or failing a TAKS test.

Newgulf Elementary provides a Reading Mastery program designed to provide interventions that will allow students to be reading on grade level.

Iago Junior High provides Study Skills classes in both reading and math to assist students with developing good study habits and test taking strategies, as well as improving their academic achievement.

Additional class periods in each of the core subject areas have been provided at Boling High School to reduce the number of students in the classes and allow for more individualized assistance. Classes focusing on TAKS concepts in both ELA and Math are available for students who require additional assistance in those areas.

An optional summer school program provides additional assistance in all core subject areas as needed to students in all grade levels..

LEP students are supported by the ESL program, which includes an ESL instructional aide.

See TAKS Matrix for expected academic gains.

Faculty and Staff: 100% of the staff in Boling ISD is highly qualified. Professional development is encouraged for the staff, particularly focusing on areas where students are low performing such as math and science. Local and supplemental funds provide opportunities for travel to conferences, as well as stipends for attendance outside of duty hours.

Attendance: Attendance rates at all campuses for all students remained the same from 05-06 to 06-07. Most of the subpopulations also increased, but some groups saw small decreases. The campuses have several activities in place that are designed to encourage attendance.

Dropout Rate: The dropout rates at Boling High School for ninth through twelfth graders, and at Iago Junior High for grades seven and eight, remain at 0%. Several programs, including parental involvement activities and counseling programs are in place to ensure the campus maintains the 0% dropout rate.

Parent Notes

Parent Involvement Activities

Number of Parents Registered for:	Boling	Iago	Newgulf	District Total
2001	128	130	225	483
2002	135	124	202	461
2003	162	140		
286	588			

All parents are contacted at least once each year through parent teacher personal conferences, parent teacher phone conferences and notes by teachers to parents.

Parent involvement is obtained through the extra curricular programs. Many parents attend Iago Junior High and Boling High School band concerts, Newgulf Elementary music programs, one act plays, athletic activities at both Iago Junior High and Boling High School, programs associated with our vocational courses (progress shows, Boling Fair Fund Raiser and the Wharton County Youth Fair).

Many parents participate in our end of year banquets at the Boling high school. The largest banquet is the Academic Banquet that has close to 500 in attendance. Scholarships are presented by the community to the graduating seniors. The Athletic Banquet has close to 375 in attendance, FFA Banquet is close to 400 in attendance and the FCCLA Banquet has close to 200 in attendance.

Awards Assemblies are held at both the Newgulf Elementary School and Iago Junior High School with many parents in attendance.

Student Success Initiative (SSI)

Student Success Initiative (SSI) -- The SSI grade advancement requirements include passing the fifth grade TAKS Reading and Math tests and the eighth grade TAKS Reading and Math tests. Boling ISD follows the SSI Activities Timeline for Grade Advancement Requirements (GAR) of the SSI, as published by the TEA.

BEFORE TESTING:

- * Fall 2009: Notify Parent of SSI Policy;
- * October 2009: Inform Parent of Child's Progress in Reading and Math (Grades 5 and 8) — Beginning of Year;
- * October 2009: Document Campus Planning for Accelerated Reading and Math Instruction Funds;
- * October 2009: Provide First-Quarter Principal Monitoring Information;
- * January 2010: Inform Parent of Child's Progress in Reading and Math (Grades 5 and 8) — Middle of Year;

MATHEMATICS FIRST ADMINISTRATION:

- * April 6, 2010: Administer First TAKS Grades 5 and 8 Math Tests;
- * April 27, 2010: Receive Student Results for TAKS Grades 5 and 8 Math Tests - Begin Accelerated Instruction;
- * May 4, 2010: Notify Parent of Results for TAKS Grades 5 and 8 Math Tests (For Students Who Met Standard) and Plans for Accelerated Instruction (For Students Who Did Not Meet Standard);

READING FIRST ADMINISTRATION:

- * April 7, 2010: Administer First TAKS Grades 5 and 8 Reading Tests;
- * April 27, 2010: Receive Student Results for TAKS Grades 5 and 8 Reading Tests - Begin Accelerated Instruction;
- * May 4, 2010: Notify Parent of Results for TAKS Grades 5 and 8 Reading Tests (For Students Who Met Standard) and Plans for Accelerated Instruction (For Students Who Did Not Meet Standard);

MATHEMATICS SECOND ADMINISTRATION:

- * May 18, 2010: Administer Second TAKS Grades 5 and 8 Math Tests;
- * June 8, 2010: Receive Student Results for TAKS Grades 5 and 8 Math Tests;
- * June 15, 2010: Notify Parents of Results for TAKS Grades 5 and 8 Math Tests (For Students Who Met Standard) and Plans for Accelerated Instruction (For Students Who Did Not Meet Standard);
- * June 22, 2010 (Suggested Date): Convene and Document GPC Meetings for Students Who Did Not Meet Standard in Grades 5 and 8 Math (Includes Accelerated Instruction Plan);

* June 25, 2010 (Suggested Date): Notify Parents of GPC Decisions;

READING SECOND ADMINISTRATION:

* May 19, 2010: Administer Second TAKS Grades 5 and 8 Reading Tests;

* June 8, 2010: Receive Student Results for TAKS Grades 5 and 8 Reading Tests;

* June 15, 2010: Notify Parent of Results for TAKS Grades 5 and 8 Reading Tests (For Students Who Met Standard) and Plans for Accelerated Instruction (For Students Who Did Not Meet Standard);

* June 22, 2010 (Suggested Date): Convene and Document Grade Placement Committee (GPC) Meetings for Students Who Did Not Meet Standard in Grades 5 and 8 Reading (Includes Accelerated Instruction Plan);

* June 25, 2010 (Suggested Date): Notify Parents of GPC Decisions;

MATHEMATICS THIRD ADMINISTRATION:

* June 29, 2010: Administer Third TAKS Grades 5 and 8 Math Tests;

* July 16, 2010: Receive Student Results for TAKS Grades 5 and 8 Math Tests;

* July 23, 2010: Notify Parent of Results for TAKS Grades 5 and 8 Math Tests (For Students Who Met Standard) and Plans for Accelerated Instruction (For Students Who Did Not Meet Standard);

* August 2, 2010 (Suggested Date): Convene and Document GPC Meetings for Students Who Did Not Meet Standard in Grades 5 and 8 Math;

* August 4, 2010 (Suggested Date): Notify Parents of GPC Decisions;

READING THIRD ADMINISTRATION:

* June 30, 2010: Administer Third TAKS Grades 5 and 8 Reading Tests;

* July 16, 2010: Receive Student Results for TAKS Grades 5 and 8 Reading Tests;

* July 23, 2010: Notify Parent of Results for TAKS Grades 5 and 8 Reading Tests (For Students Who Met Standard) and Plans for Accelerated Instruction (For Students Who Did Not Meet Standard);

* July 30, 2010 (Suggested Date): Convene and Document GPC Meetings for Students Who Did Not Meet Standard in Grades 5 and 8 Reading;

* August 4, 2010 (Suggested Date): Notify Parents of GPC Decisions;

END OF YEAR:

Late Spring 2010: For Grade 4 Students: Notify Parent of Child's Progress in Reading and Math at End of Grade 4;

Late Spring 2010: For Grade 7 Students: Notify Parent of Child's Progress in Reading and Math at End of Grade 7.

Vision Statement

A system that accomplishes the mission must be characterized by quality, equity and accountability. Instruction must be provided at the highest level of quality and educational opportunities, and resources must be distributed equitably on the basis of student needs at every campus. The system must maintain accountability to demonstrate continuous improvement for all students. Such a system will have the vitality to prepare our children for the changes and the challenges for the future, a future that will belong to the educated.

District Improvement Plan
Boling ISD 2009-2010

Goal:1 Parents will be full partners with educators in the education of their children. Objective(s): PK-12 Increase student/parent/community and business involvement to meet achievement goals for all students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Parent/Community Involvement - -Provide communication between students, community, parents, teachers, and school district. (TI, A SW #6)</p>	8/2009 - 8/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	Local - Communication devices - <p style="text-align: right;">1,000.00</p> Local - Calendar, Teachers, Parents <p style="text-align: right;">300.00</p>	Informal Assessment :Classroom Assessments- -Monthly Communications with parents. Informal Assessment :Other- -Attendance Roster indicates 96% or higher attendance rates.	Improved communication between school staff, students, parents, and community. Improved parent-teacher communication.	Informal Assessment :Classroom Assessments- -05/10: Grades 3-11: Improved TAKS scores. Grades PK-2: Students receive end-of-year passing grades. Informal Assessment :Report Card Grades--05/10: Greater number of parents attending school functions as compared to the previous year.
<p>Activity:</p> <p>Inclusion of Parents in the development, review and evaluation of the District Improvement Plan through the District Planning and Decision Making Committee (DPDMC). - -The DPDMC, that includes parents, community and business representatives, will review the District Improvement Plan several times a year. Based on continuously updated student achievement data and support data, revisions will be made to the Plan as needed and recommended by the committee.</p>	8/2009 - 5/2010	Superintendent - Charles Butcher	Local Funding - Time Contributions of Parents and Committee Members	Informal Assessment :Other - --Quarterly: DPDMC minutes will reflect that the activity has been implemented as prescribed, with revisions being made to the DIP as needed.	A DIP that is a living document that provides guidance to the implementation of the educational system and support components of Boling ISD.	Informal Assessment :Other - --01/10: A current DIP approved by the Boling ISD Board of Trustees.

Goal:1 Parents will be full partners with educators in the education of their children.						
Objective(s): PK-12 Increase student/parent/community and business involvement to meet achievement goals for all students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Communication and Information Sharing --Coordination between programs and services is achieved in part by consolidating communication and information sharing efforts. The BISD website is updated frequently with news, menus, schedules, maps and other pertinent information. This will provide important and timely information to parents and community members, including:</p> <p>1) Notification of available services through programs like Special education, 504, dyslexia, English as a Second Language, Gifted/Talented, Career and Technology;</p> <p>2) Notification of important events:</p> <ul style="list-style-type: none"> * Back to School Open House; * Freshman Orientation; * College Day; * Board of Trustees Community Forum; * District-wide AEIS Meeting; * Community Service Projects; * Parent/Teacher Conference Night; and * PTA Meetings. 	8/2009 - 5/2010	Superintendent - Charles Butcher	<p>Local Funding - Time Contributions of Staff and Faculty</p> <p style="text-align: right;">3,996,948.00</p>	<p>Informal Assessment :Other --12/09: Sign-in lists will show at least 50% attendance by parents.</p>	<p>Boling ISD staff coordinate programs and services through efficient communication strategies, bringing to the shareholders timely information so that they may make informed decisions regarding the programs and services available to their students and can participate in Boling ISD activities.</p>	<p>Informal Assessment :Other --05/10: Greater number of parents attending as compared to 2008-2009.</p>

District Improvement Plan
Boling ISD 2009-2010

Goal:1 Parents will be full partners with educators in the education of their children.						
Objective(s): PK-12 Increase student/parent/community and business involvement to meet achievement goals for all students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Federal and State Education Programs and Services - -District-wide Parental Involvement meetings are held periodically to ensure that parents are apprised of the federal and state educational programs and services in which Boling ISD participates and that are available to their students at Boling ISD. This information is also available on the district website. Parents are notified of the federal and state regulations governing educational programs and support services—soliciting recommendations in program development and funding.</p>	8/2009 - 5/2010	Superintendent - Charles Butcher	Local - Time Contributions of Staff and Faculty 3,996,948.00	<p>Informal Assessment :Other --10/09: DPDMC agendas and minutes will reflect that during each planning for the upcoming year, meetings are held by the DPDMC and the SBDMC to involve parents in the planning and development of supplemental programs.</p> <p>Prior to the beginning of each school year, 100% of the Boling ISD parents will have received information regarding supplemental federal and state educational support programs in which the district participates and for which their students are eligible to participate.</p>	Parents as full partners with educators in the education of Boling ISD students.	Informal Assessment :Other --05/10: DPDMC and SBDMC agendas and minutes will reflect that Boling ISD parents have participated in the planning and development of the educational system of Boling ISD, and that they were able to make educated decisions regarding their students' participation in educational and educational support programs of Boling ISD.
<p>Activity:</p> <p>Annual Review of Parental Involvement Policy --Boling ISD DPDMC and campus SBDMCs will conduct an annual review, adoption and dissemination of the campus parent involvement policy and the school/parent/student compacts.</p>	7/2009 - 9/2009	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	Local - Time Contributions of Staff and Faculty 3,996,948.00	Informal Assessment :Other --08/09: SBDMC minutes will reflect that the parental involvement policy has been reviewed and adopted.	Parents as full partners with educators in the education of the Boling ISD students.	Informal Assessment :Other --09/09: Parent involvement policies have been disseminated along with the school/parent/student compacts to all parents.

District Improvement Plan
Boling ISD 2009-2010

Goal:1 Parents will be full partners with educators in the education of their children.						
Objective(s): PK-12 Increase student/parent/community and business involvement to meet achievement goals for all students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Parents as partners in the education of their children --Enlist volunteers in public schools to tutor and serve as resources as needed. (TI, A SW #6)</p>	9/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blanar, Keith Jedlicka	Local - Community and Parent Volunteers Time Contributions Local - Volunteer Program Information	<p>Informal Assessment :Other-12/09: Principal walk throughs periodically to observe student preparation for band concerts.</p> <p>Informal Assessment :Other-Volunteer Roster of Parents indicates increased involvement over the previous year.</p>	<p>Improved TAKS scores for At-Risk students.</p> <p>Improved academic performance by special program students.</p> <p>Quality performance by students.</p>	<p>Informal Assessment :Other-05/10: Count of parents and community members at the programs has increased from 2008-2009.</p> <p>Informal Assessment :Classroom Assessments-05/10: Grades 3-11: Improvement in TAKS scores for At-Risk students due to parental involvement.</p> <p>Grades PK-2: Passing end-of-year grades.</p>
<p>Activity: Parent-Teacher Conferences --A parent-teacher conference will be held by a teacher of any student not mastering the State academic standards. If a student is to be retained, is failing to accrue appropriate high school credits, is to attend summer school or is to be assigned to the DAEP, the teacher will schedule a conference to discuss the issue or placement decision.</p> <p>Parent-teacher conferences will be scheduled throughout the year at the parent's convenience. Home visits will also be scheduled as needed to confer with parents.</p>	10/2009 - 4/2010	Principals - Gerald Floyd, Bryan Blanar, Keith Jedlicka	Coordinated Local, State and Federal Funding - Time Contributions of Staff and Faculty	Informal Assessment :Other --12/09: Teacher contact log will show at least 50% of students' parents have been contacted.	Increased student performance and attendance as a result of increased parent participation.	Informal Assessment :Other --05/10: Greater number of parents attending as compared to 2008-2009.
<p>Strategy: Commended Performance --Award Assemblies are held at all three campuses in May every year to reward students for academic and other achievements. Parents are encouraged to attend.</p>	May 2010	Principals - Gerald Floyd, Bryan Blanar, Keith Jedlicka	Local Funding - Certificates, Medals, Plaques and Notices to Parents to Advertise Programs 3,000.00	Informal Assessment :Other-04/10: Lists of students eligible for awards updated on a regular basis; award materials and announcements prepared.	A large number of students receiving awards with many parents present during the programs.	Informal Assessment :Other-05/10: Increased parent attendance at the Award Assembly Programs.

Goal:1 **Parents will be full partners with educators in the education of their children.**

Objective(s): PK-12 Increase student/parent/community and business involvement to meet achievement goals for all students.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

Goal:2 Students will be encouraged and challenged to meet their full educational potential.						
Objective(s): PK-12 Boling ISD staff ensures that all students are enrolled in programs to prepare all students for success in post-secondary opportunities.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Career Guidance & Counseling - -Boling High School and Iago Junior High School faculty appreciate the need to expose students, especially students meeting the State adopted at-risk criteria, to a wide range of career opportunities--from those requiring technical skills to those requiring advanced post-graduate degrees.</p>	8/2009 - 5/2010	Counselors - Cookie Murray, Kate Harrison	Local Funding - Financial Aid and Higher Education Information	Informal Assessment :Other- -12/09: 100% of the Boling High School and Iago Junior High School students will have participated in Career Awareness activities.	Students enrolling in post secondary educational programs and qualified students applying for financial aid.	Informal Assessment :Other- -05/10: Increased number of students enrolling in higher education and receiving financial aid as compared to the previous year.
<p>Activity:</p> <p>Curriculum Options --Boling ISD:</p> <ol style="list-style-type: none"> 1) Offers a Freshman Orientation for parents and students to present information about the different graduation tracks, including early graduation options; 2) Offers Career Investigation through classroom instruction by means of interdisciplinary, thematic, or other appropriate instructional modules or arrangements; 3) Provide information to students about opportunities for credit by exam, dual credit or correspondence courses to allow for make-up credits, early graduation or college credits; 4) Encourages all students to take the ACT/SAT and assist with student registration procedures; and 5) Provide scholarship information through newsletter, mail-outs, announcements and student recruitment. 	8/2009 - 5/2010	Counselors - Cookie Murray, Kate Harrison	<p>Local Funding - Time Contributions of Counselors 78,824.00</p> <p>State - Title XIV-SFSF - Time Contributions of Counselors 64,508.00</p>	Informal Assessment :Other - --12/09: 100% of the Boling High School and Iago Junior High School students will have participated in Career Awareness activities.	All students will be exposed to the myriad career opportunities available to them and the paths they must follow.	Informal Assessment :Other - --05/10: Increased number of students enrolling in higher education and receiving financial aid as compared to the previous year.

District Improvement Plan
Boling ISD 2009-2010

Goal:2 Students will be encouraged and challenged to meet their full educational potential.						
Objective(s): PK-12 Boling ISD staff ensures that all students are enrolled in programs to prepare all students for success in post-secondary opportunities.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Providing Information about Higher Education --The Boling ISD Counselors will be responsible for disseminating the following information to students, students' teachers and students' parents:</p> <ol style="list-style-type: none"> 1) Higher education admissions and financial aid opportunities; 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56; 3) The need for students to make informed curriculum choices to be prepared for success beyond high school; and 4) Sources of information on higher education admissions and financial aid, to ensure that all Boling ISD students have an equal opportunity to participate in higher education. <p>Strategy:</p> <p>Extracurricular Activities --UIL activities are available to Boling ISD students to ensure that students develop into goal-oriented and well rounded individuals in the realm of education, athletics, non-athletic talents and social skills and leadership. Students are recruited and encouraged to participate in all of the extracurricular activities that are available.</p>	8/2009 - 5/2010	Counselors - Cookie Murray, Kate Harrison	<p>Local Funding - Time Contributions of Counselors 78,824.00</p> <p>State - Title XIV-SFSF - Time Contributions of Counselors 64,508.00</p>	Informal Assessment :Other --12/09: 100% of the Boling High School and Iago Junior High School students will have participated in Career Awareness activities.	All students will be exposed to the myriad career opportunities available to them and the paths they must follow.	Informal Assessment :Other --05/10: Increased number of students enrolling in higher education and receiving financial aid as compared to the previous year.
	5/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	<p>Local Funding - Time Contributions of Coaches and UIL Sponsors 195,784.00</p> <p>Local Funding - Extracurricular Activities Contracted Services 13,450.00</p> <p>Local Funding - Extracurricular Activities Supplies 26,000.00</p> <p>Local Funding - Extracurricular Activities Travel and Other Operating Expenses 45,555.00</p>	Informal Assessment :Other-12/09: 70% of the students participating in sports will achieve a score of no less than 70 for their participation in the sports class and no less than a 70 on core academic classes the same semester. (No pass, no play)	Students involved in extracurricular activities and ongoing student success in all academic areas.	Informal Assessment :Other-05/10: 90% of the students participating in sports will achieve a score of no less than 70 for their participation in the sports class and no less than 70 in each core academic class the same semester.

Goal:2 Students will be encouraged and challenged to meet their full educational potential.						
Objective(s): PK-12 Boling ISD staff ensures that all students are enrolled in programs to prepare all students for success in post-secondary opportunities.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Campus Performance Objectives - -The Superintendent, Chair of the DPDMC, Campus Principals & School Counselors will set the campus' performance objectives. Districtwide performance objectives are based on data available through the comprehensive needs assessment process. Boling ISD will adopt performance objectives reflective of their students' unique needs. (TI, A SW #1)</p>	7/2009 - 12/2009	Superintendent and Principals - Blonar, Floyd, Jedlicka, Butcher	Local Funding - Time Contributions of Staff 3,996,948.00	Informal Assessment :Classroom Assessments- -12/09: Grades K-12: Current assessment data indicates that students have 70% mastery on TEKS-based benchmark tests and are working in line with their potential and moving closer to achieving the required performance.	The campus performance objectives will support the needs of the district and the immediate needs of the campus.	Informal Assessment :Classroom Assessments- -05/10: Grades 3-12: Students will meet or exceed minimum expectations on grade level and subject TAKS tests. Grades PK-2: Students will meet minimum expectations on benchmark tests.

Goal:2 Students will be encouraged and challenged to meet their full educational potential.						
Objective(s): PK-12 Boling ISD staff ensures that all students are enrolled in programs to prepare all students for success in post-secondary opportunities.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>District Planning and Decision-Making Committee --As directed by Boling ISD Board policy, the DPDMC will be involved in planning, budgeting, curriculum, staffing patterns, staff development & school organization. [TEC 11.251(d)]</p> <p>Under the supervision of the district's Superintendent & the Chair of the Boling ISD DPDMC, members will play an integral role in the planning, development & evaluation of the educational system of Boling ISD.</p> <p>With prerequisite needs assessment data & reports available, the DPDMC, will refine the Educational System of Boling ISD, ensuring that all students & all student groups' needs are addressed--both academic & academic support.</p> <p>The DPDMC will coordinate services available at the district/school w/other agencies providing services to students, youths & families, including health & social services.</p> <p>Parents will be notified of the special programs & support programs available to their students. (TI, A SW #2(c))</p>	8/2009 - 5/2010	Superintendent - Charles Butcher	Local - Committee Members Time Contributions	Informal Assessment :Other-12/09: The Board of Trustees and the Superintendent, or his designee, will review the minutes of prior SBDMC meetings, analyzing the efficiency and productivity of the Committee, and recommending procedural revisions if warranted.	All students and all student groups in Boling ISD are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.	Informal Assessment :Other-05/10: A TEA rating of Exemplary for Boling ISD.

Goal:3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.						
Objective(s): 7-12 Provide all students with a learning environment to motivate them to stay in school.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Pregnant/Parenting education --PEP is an alternative education program for students at Boling High School and Iago Junior High School who are pregnant or who are parents. This program offers basic courses in language arts, mathematics, social studies, and GED-Prep.</p> <p>Any student who is pregnant is eligible to receive Pregnancy Related Services (PRS) as verified by a responsible campus official (administrator, nurse, or counselor); a physician or nurse midwife licensed to practice in the U.S.; or a nurse practitioner. Boling ISD will continue to identify and collect documentation on pregnant students. Documentation will include verification of pregnancy; copies of ARDs and IEPs, if applicable; PRS entry date; date of delivery, and PRS exit date. The district will also provide compensatory education home instruction (CEHI) for any identified pregnant students, as needed; and provide counseling services for the students, staff, and parents. Counseling services include, but are not limited to, the development of career awareness and tracking, individual counseling, small support groups, child development instruction along with family responsibilities, and coping skills. (TI, A SW #2(b)(3))</p>	8/2009 - 7/2010	Principal - Keith Jedlicka	Local - Homebound Teacher Time @\$20/hr/5 hrs/week/student; instructional materials	Informal Assessment :Classroom Assessments- -12/09: Students will have increased class attendance; 70% mastery on TEKS-based benchmark tests.	Students who are pregnant or are parents will have the same opportunity to meet the challenging State student performance standards that all students are expected to meet.	Informal Assessment :Classroom Assessments- -05/10: Attendance rates will meet or exceed 95%. Students will achieve 90% mastery on TEKS-based benchmarks. Students will graduate from high school.

Goal:3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective(s): 7-12 Provide all students with a learning environment to motivate them to stay in school.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Dropout Prevention Program --BISD follows up on students who fail to enroll at the start of the school year, have excessive absences, or are at-risk of dropping out of school.</p> <p>5th year high school students are offered flexible scheduling so they are required to attend only for the time needed to accrue the credits needed for graduation.</p> <p>Boling ISD is in a Co-op with Louise ISD and Wharton County Sheriff's Department to offer DARE and GREAT Officers. These programs are designed to reduce drug and alcohol use which can affect dropout rates.</p> <p>Students who are assessed as potential dropouts are encouraged to sign up for the GED program at Wharton County JC. (TI, A SW #2(b) (2))</p> <p>Activity:</p> <p>Credit Recovery Program --An on-line Credit Recovery Program (OdysseyWare) is provided and available to at-risk students to allow them the opportunity to regain failed credits.</p>	8/2009 - 5/2010	Counselor - Kate Harrison Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	<p>Local - Class rosters which record requests of students moving</p> <p>Local - WCJC GED Program</p> <p>State - Compensatory Education Program - Faculty Time Contributions for Summer School 28,576.70</p>	<p>Informal Assessment :Other- -Six weeks attendance maintained at 96%, maintain low referrals on drug and alcohol discipline each six weeks.</p> <p>Informal Assessment :Other- -12/09: 5th year students are on track to accrue sufficient credits to graduate.</p> <p>Informal Assessment :Other- -09/09: Identify undocumented leavers.</p> <p>Informal Assessment :Other- -12/09: Record of WCJC contacts with students at risk of dropping out of school.</p> <p>Informal Assessment :Classroom Assessments- -12/09: Six weeks attendance reports and six weeks grade reports will indicate increased attendance rates and increased mastery on TEKS-based benchmarks.</p>	<p>All students are enrolled at some school.</p> <p>Potential dropout student signs up and attends a GED program.</p> <p>Students continue to attend school and earn the required number of credits so they graduate in 4 years.</p> <p>All students graduate from high school.</p>	<p>Informal Assessment :Other- -05/10: Targeted students accrue sufficient credits to graduate in 4 years.</p> <p>Informal Assessment :Other- -05/10: Maintain low dropout rate and low referral for drug and alcohol abuse for Boling ISD.</p> <p>Informal Assessment :Other- -05/10: Fifth year high school students graduate and do not become dropouts.</p> <p>Informal Assessment :Other- -05/10: Zero dropout rate for all students and all student groups.</p> <p>Informal Assessment :Other- -05/10: Students complete the GED program.</p>
<p>Activity:</p> <p>Credit Recovery Program --An on-line Credit Recovery Program (OdysseyWare) is provided and available to at-risk students to allow them the opportunity to regain failed credits.</p>	8/2009 - 5/2010	Principal - Keith Jedlicka	<p>Local Funding - OdysseyWare Credit Recovery Program 8,000.00</p>	<p>Informal Assessment :Classroom Assessments - - -12/09: Six week grade reports show on-time credit accrual.</p>	<p>Students will continue to attend school and earn the required credits necessary to graduate in four years.</p>	<p>Informal Assessment :Classroom Assessments - - -05/10: 100% of the targeted students will attain the appropriate credits and graduate in four years.</p>

District Improvement Plan
Boling ISD 2009-2010

Goal:3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.						
Objective(s): 7-12 Provide all students with a learning environment to motivate them to stay in school.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Activity: Increased Attendance Rates - -Attendance rates will be disaggregated by student groups and gender. Parents will be provided with attendance requirements through the Student/Parent handbook, during open house, and during parent meetings. Procedures to promote student attendance will include: * Monitoring of individual student attendance by phone calls and letters to parents; * Classroom recognition of students with perfect attendance; and * Certificates and plaques to year end perfect attendance honorees. Daily contact will be made with parents of students who are absent.	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	Coordinated Local, State and Federal Funding - Time Contributions of Staff and Faculty	Informal Assessment :Other --12/09: Communication with at least 95% of the students who are absent daily Contact with 100% of students who have excessive absences.	Decrease in unexcused absences and chronic absenteeism.	Informal Assessment :Other --05/10: Student attendance will reach 96% for 2009-2010. Contact with 100% of students who have excessive absences.
Activity: Review of Student Retention Rates --The Boling ISD Counselors will review cumulative folders of all students retained in 2008 & in 2009 and will review retention rates for both years to determine a trend or pattern, or any specific factors leading up to the retentions. Research will be conducted to find reform strategies that can be implemented at Boling ISD that will best meet the needs of our students at risk of dropping out of school & serve to reduce the retention rates in grades PK-12.	7/2009 - 8/2010	Counselors - Cookie Murray, Kate Harrison	Local Funding - Counselors' Time Contribution 78,824.00 State - Title XIV-SFSF - Time Contributions of Counselors 64,508.00	Informal Assessment :Other --12/09: All 2008-2009 retaine'e's folders, and folders of students not earning required credits for graduation at the end of the first semester, have been reviewed by the Counselors, with recommendations for 2009-2010 prevention and intervention strategies.	Decreased retention rates and dropout rates for all students and all student groups.	Informal Assessment :Other --06/10: All 2009-2010 retaine'e's folders, and folders of students not earning required credits for graduation, have been reviewed by the Counselors. Specific indicators have been identified that resulted in the retention of Boling ISD students in 2009-2010 with the Counselors and Principals making recommendations for 2010-2011 prevention and intervention initiatives to ensure a lower rate of retention of all students and all student groups in 2010-2011.

Goal:3 Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Objective(s): 7-12 Provide all students with a learning environment to motivate them to stay in school.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>

Goal:4 A well-balanced and appropriate curriculum will be provided to all students.						
Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Assessment Program --The DPDMC will annually review assessment requirements of the federal and state programs in which Boling ISD participates, to ensure that the campus-level assessment program is in compliance with appropriate mandates.</p> <p>Assessment instruments and procedures are in place to ensure students' strengths and difficulties are identified on a timely basis and to provide sufficient information on which to base effective intervention and assistance.</p> <p>At the campus level, students are to be referred for supplemental assessment if they demonstrate chronic difficulties unresponsive to intervention strategies. Additional student assessments may be required to refine student placement. Students are closely monitored to ensure the implementation of prescribed intervention strategies and student progress. (TI A SW #1, #2(c)(2), #8, #9)</p>	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	Local Funding - Assessment Instruments 3,900.00 Local Funding - Region III Assessment Program 8,400.00	Informal Assessment :Classroom Assessments- -12/09: 90% of students will receive passing six week grades in core subject areas. Grades 3-11: 90% of students will pass TAKS practice tests in appropriate grade level and subjects.	All students and all student groups at Boling ISD are involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all students are expected to meet.	Informal Assessment :Classroom Assessments- -05/10: Grades PK-12: All students will be promoted to the next grade level. Grades 3-11: All students will meet or exceed State achievement goals on appropriate grade level and subject TAKS tests.

Goal:4 A well-balanced and appropriate curriculum will be provided to all students.						
Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessment Program: Grades 3-12 --Exams in Language Arts, Science, Math and Social Studies are given each six weeks to measure student progress towards acquisition of the TEKS.</p> <p>In accordance with the State Testing Program, students will be administered the Texas Assessment of Knowledge and Skills (TAKS) in line with the State issued Student Assessment Calendar.</p> <p>Admission, Review and Dismissal (ARD) Committees will determine appropriate assessment instruments for students with disabilities.</p> <p>Other assessment information is reviewed throughout the school year, including benchmark testing, objective testing, promotion and retention records and student grades.</p>	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	Local Funding - Assessment Instruments 3,900.00	<p>Informal Assessment :Classroom Assessments - -12/09: Grades 3-11: 90% of students will pass TAKS practice tests in appropriate grade level and subjects.</p> <p>Grades 9-12: 90% of students will receive on-time credit accrual.</p> <p>Grades 3-8: 90% of students will receive passing six week grades in core subject areas.</p>	Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.	<p>Informal Assessment :Classroom Assessments - -05/10: Grades 3-12: All students will be promoted to the next grade level.</p> <p>Grades 3-11: All students will meet or exceed State achievement goals on appropriate grade level and subject TAKS tests.</p>

Goal:4 A well-balanced and appropriate curriculum will be provided to all students.

Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessment Program: Grades PK-2 --Grades 1 and 2: Exams in Language Arts, Science, Math and Social Studies are given each six weeks to measure student progress towards acquisition of the TEKS. The Texas Primary Reading Inventory (TPRI) is given three times a year to assess student progress toward learning specific literacy skills.</p> <p>Grades PK-K: Prekindergarten and Kindergarten students are given a teacher developed assessment at the beginning of the year to determine which students are at risk for reading and math difficulties. Kindergarten students are also assessed with the TPRI.</p> <p>Admission, Review and Dismissal (ARD) Committees will determine appropriate assessment instruments for students with disabilities.</p>	8/2009 - 5/2010	Principal - Gerald Floyd	Local Funding - Assessment Instruments 2,700.00	Informal Assessment :Classroom Assessments - -12/09: 90% of students will receive passing six week grades in core subject areas.	Students' deficiencies identified and addressed more quickly as teachers utilize assessment data more readily.	Informal Assessment :Classroom Assessments - -05/10: Grades PK-2: All students will be promoted to the next grade level.

Goal:4 A well-balanced and appropriate curriculum will be provided to all students.						
Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessment Special Education Students --Full & Individual Initial Evaluation of Boling ISD students with disabilities will remain in compliance with federal regulations, as reflected in the "Commissioner's Rules Concerning Special Education Services" Section 89.1011: Referral for Full & Individual Initial Evaluation.</p> <p>1) A student will not be referred for a full & individual initial evaluation for possible Special Education services until there is sufficient documentation that the student continues to experience difficulty in the general classroom after the provision of intervention strategies & activities.</p> <p>2) The referral for a full & individual initial evaluation may be initiated by school personnel, the student's parents or legal guardian, or another person involved in the education or care of the student. The referral for a full & individual initial evaluation will be completed in accordance w/Texas Education Code (TEC) Section 29.004, related to the 60 calendar day time line.</p> <p>3) To be eligible for Special Education services, a student must be a "child w/a disability," as defined in 34 Code of Federal Regulations (CFR), Section 300.7(a), subject to provisions of 34 CFR Section 300.7(c), the TEC Section 29.003, & Section 89.1040 of the Commissioner's Rules. The determination of whether a student is eligible for Special Education & related services will be made by the student's admission, review & dismissal (ARD) committee.</p>	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	Local Funding - Assessment Instruments 3,900.00	Informal Assessment :Other --12/09: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulations and Commissioner Rules.	Full and Individual Initial Evaluations and Reevaluations complete in a legal and timely manner so Special Education services are not delayed, once referral is deemed appropriate. Students' needs are accurately diagnosed; and special programs and modifications are reflective of the needs of individual students, as described in the students' IEPs.	Informal Assessment :Other --05/10: 100% of all referrals for Special Education Services have proceeded through the process in compliance with federal regulations and Commissioner Rules. Students with disabilities will improve by the designated increments on the appropriate mandated assessment instrument(s), as prescribed by the individual student's ARD.

Goal:4 A well-balanced and appropriate curriculum will be provided to all students.

Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>4) Any evaluation & reevaluation of a student shall be conducted in accordance w/34 CFR Sections 300.530-300.536. The multidisciplinary team that collects or reviews evaluation data in connection w/the determination of a student's eligibility will include at least a licensed specialist in School Psychology, an Educational Diagnostician or a licensed or certified professional for a specific eligibility Category defined in Section 89.1040(c) of the Commissioner's Rules.</p> <p>5) Evaluation instruments will be unbiased by gender, ethnicity, country of origin, socio-economic factors, language or hearing status, i.e., the Universal Nonverbal Intelligence Test (UNIT) & Woodcock-Johnson. For Speech--tests of early language development & tests of oral language development.</p> <p>6) Through the Special Education personnel and appropriate campus-level staff, student needs will be consistently evaluated, using this data to refer students to appropriate services.</p> <p>7) Students receiving Special Education services in grades PK-12 will participate in the Texas Assessment program. The individual student's ARD committee will determine which of the following assessments will be appropriate:</p> <p>a) Texas Assessment of Knowledge and Skills (TAKS), measuring the State's curriculum--the TEKS, or the TAKS (Accommodated), which contains format accommodations (i.e., larger font, fewer items per page, etc),</p> <p>b) the TAKS-Modified</p>						

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Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>(TAKS-M) -- will evaluate progress of our students with disabilities in grades 3-12 receiving instruction in the TEKS, but for whom TAKS is not appropriate, or</p> <p>c) the TAKS-Alternate (TAKS-Alt) -- an alternate measurement for students with significant cognitive disabilities who meet participation requirements.</p> <p>8) The diagnostic staff will ensure that all assessments are linked to instruction within the appropriate timeline.</p> <p>9) The diagnostic staff will evaluate each student with a disability at least once every three years within the specified timeline for reevaluation, with more frequent assessments as needed.</p> <p>The individual education program (IEP) developed by the admission, review & dismissal (ARD) committee for each student w/a disability shall comply w/the requirements of 34 Code of Federal Regulations (CFR), Sections 300.346 & 300.347, & Part 300, Appendix A and the Commissioner's Rules concerning Special Education Services-- Chapter 89. Adaptations for Special Populations.</p> <p>The IEP will include a statement of any individual allowable accommodations in the administration of assessment instruments developed in accordance with TEC Section 39.033 (a)-(c), or districtwide assessments of student achievement that are needed in order for the student to participate in the assessment. If the ARD Committee determines that the student will participate in TAKS-Alt, the IEP will include a</p>						

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>statement of why that assessment is appropriate for the child.</p> <p>Activity:</p> <p>Assessment: 504 Students - -Students are referred for assessment if demonstrating chronic difficulties unresponsive to intervention strategies. Assessments are administered to determine need for ARD or 504 determinations.</p> <p>For students not ARDed into Special Education, teachers are given prescribed modifications in an Individual Education Program (IEP) for 504 students. The "504" students' progress is monitored by the Counselor to ensure that their individual needs have been diagnosed accurately & services are appropriate.</p>	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blanar, Keith Jedlicka	Local Funding - Assessment Instruments 3,900.00	<p>Informal Assessment :Classroom Assessments - -12/09: 90% of students will receive passing six week grades in core subject areas.</p> <p>Grades 3-11: 90% of students will pass TAKS practice tests in appropriate grade level and subjects.</p>	504 students will receive and equitable education compared to their non-504 peers.	<p>Informal Assessment :Classroom Assessments - -05/10: Grades PK-12: All students will be promoted to the next grade level.</p> <p>Grades 3-11: All students will meet or exceed State achievement goals on appropriate grade level and subject TAKS tests.</p>

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Boling ISD 2009-2010

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Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessment Program: At-Risk Students --Boling ISD (grades PK-12) follows the state mandated guidelines for identifying students at risk of dropping out of school. [TEC Sect. 29.081-revised.2002]</p> <p>Each student in grades PK-12 who is under 21 years of age & who:</p> <ul style="list-style-type: none"> * is in prekindergarten, kindergarten or grade 1, 2, or 3, and did not perform satisfactorily on the following readiness test or assessment instrument administered during the current school year; Prekindergarten -- Score below 9 on the Distar Language Test (Locally Designed Developmental Checklist) Kindergarten -- Score below 19 on the Distar Placement test; First Grade-Third Grade -- Score below 40% accuracy in reading or math on the achievement tests. * did not perform satisfactorily on the appropriate TAKS test, and who has not in the previous or current school year subsequently made a score of 110% of the passing rate on that same TAKS test; * has not passed one or more of the Exit-Level TAKS tests; * was not advanced from one grade level to the next for one or more school years; * is in grade 7, 8, 9, 10, 11, or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in 	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	Local Funding - Assessment Instruments 3,900.00	<p>Informal Assessment :Classroom Assessments - - -12/09: 90% of students will receive passing six week grades in core subject areas.</p> <p>Grades 3-11: 90% of students will pass TAKS practice tests in appropriate grade level and subjects.</p>	Increased academic performance by all students and all student groups and a reduction in the dropout rate.	<p>Informal Assessment :Classroom Assessments - - -05/10: Grades PK-12: All students will be promoted to the next grade level.</p> <p>Grades 3-11: All students will meet or exceed State achievement goals on appropriate grade level and subject TAKS tests.</p>

Goal:4 A well-balanced and appropriate curriculum will be provided to all students.

Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>two or more subjects in the foundation curriculum in the current semester;</p> <p>* is pregnant or is a parent;</p> <p>* has been placed in an alternative education program in accordance with TEC Section 37.007 (conduct) in the preceding or current school year;</p> <p>* has been expelled in accordance with TEC Section 37.007 (conduct) during the preceding or current school year;</p> <p>* is currently on parole, probation, deferred prosecution, or other conditional release;</p> <p>* was previously reported through PEIMS to have dropped out of school;</p> <p>* is a student of limited English proficiency, as defined by TEC Section 29.052;</p> <p>* is in the custody or care of the Department of Protective & Regulatory Services or has, during the current school year, been referred to the department by a school official, officer of the juvenile court, or law enforcement official;</p> <p>* is homeless, as defined by 42 U.S.C. Section 11302, & its subsequent amendments; or</p> <p>* resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house or foster family group home.</p>						

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Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessment Program-Gifted and Talented Students --Students are identified for eligibility in the Gifted and Talented program. Orientations and Parent Meetings will inform students and parents of the programs and services available at Boling ISD.</p> <p>Students go through a nomination & assessment process for G/T identification that includes a minimum of 3 appropriate criteria that include both qualitative and quantitative measures. Final selection of students for services is made by a committee of at least three local district or campus educators who have received training in the nature and needs of gifted students. Coordinator's records indicate all students referred for consideration have completed the process in a timely manner, and those identified as G/T are being served within their regular education class, through a pullout program and/or through Advanced Placement and Pre-Advanced Placement classes. (TI, A SW #2(b)(3))</p>	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blanar, Keith Jedlicka	State - Gifted and Talented Block Grant - Faculty Time Contributions 42,800.00	Informal Assessment :Classroom Assessments - -12/09: Grades PK-12: All students and all student groups achieve 90% mastery on TEKS-based tests.	The educational needs of the Gifted/Talented students will have been met.	Criterion-Referenced Test :TAKS Tests - --05/10: Grades 3-11: All students and all student groups achieve 100% mastery of all TAKS objectives.

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Assessment Program-Limited English Proficient Students --All students have a Home Language Survey in their permanent record folders signed by their parents. An oral language proficiency test approved by the Texas Education Agency (TEA) shall be administered in kindergarten through Grade 1.</p> <p>Reading Proficiency Test in English (RPTE) was administered to grades three and four for the last time in Spring, 2007 as a part of the Texas Assessment System. Third grade scores are being used to help drive instruction for fourth grade English Language Learner (ELL).</p> <p>The TELPAS is to be administered to kindergarten and first grade LEP students. A holistically rated listening, speaking, reading and writing assessment based on classroom observation. The TELPAS is to be administered to LEP students in grades 2 - 4. A multi-choice reading test, holistically-rated writing collection and holistically rated speaking and listening assessments based on classroom observations. TELPAS is also administered to monitor the extent to which ELLs are acquiring the social skills and academic English language proficiency necessary to support their academic success.</p> <p>The LPAC prescribes the academic achievement test that will be administered to each LEP student, based on the students' TELPAS Proficiency Level(s):</p> <p>* TAKS (Texas Assessment of Knowledge and Skills) or TAKS (Accommodated)</p>	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blanar, Keith Jedlicka	State - Bilingual Education Block Grant - Time Contributions of Staff	Informal Assessment :Classroom Assessments - -12/09: Students will achieve 70% mastery in TEKS-based benchmark tests.	Students will achieve 70% mastery in TEKS-based benchmark tests.	Informal Assessment :Classroom Assessments - -05/10: Grades PK-12: All students will be promoted to the next grade level. Grades 3-11: All students will meet or exceed State achievement goals on appropriate grade level and subject TAKS tests.

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Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>* LAT (Linguistically Accommodated Testing) Given in April Only * TAKS-M (TAKS-Modified) or TAKS-Alt (TAKS-Alternate).</p> <p>Progress Goal--All English Language Learners (ELL) will make at least one proficiency level of progress a year:</p> <p style="padding-left: 40px;">B = Beginning I = Intermediate A = Advanced H = Advanced High</p> <p>A student may exit the ESL program if s/he is able to participate equally in a regular all-English instructional program as determined by:</p> <ul style="list-style-type: none"> * meeting state performance standards for the English language criterion-referenced assessment instrument for reading and writing (when available) required in the Texas Education Code (TEC), §39.023, at grade level; * tests administered at the end of each school year to determine the extent to which the student has developed oral and written language proficiency and specific language skills in English; * an achievement score at or above 40th percentile in the reading and language arts sections of an English standardized test approved by TEA; * other indications of a student's overall progress, including criterion-referenced test scores, subjective teacher evaluation and parental evaluation; and <p>* written or oral</p>						

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>recommendation of the parent concerning the program placement.</p> <p>A parent and/or guardian must sign the exit notification/parent permission form before a student is exited from the ESL program.</p> <p>The LPAC will monitor the academic progress of each student who has exited from ESL within the past two years. The following criteria will be used at the end of the school year to determine whether a student is academically successful:</p> <ul style="list-style-type: none"> * the student meets state performance standards in English of the criterion-referenced assessment instrument required in the Texas Education Code, §39.023, for the grade level as applicable; and * the student has passing grades in all core academic subjects and courses taken. <p>If at any time during these two years after exit the student demonstrates inadequate English proficiency, the student will be readmitted to the ESL program as prescribed by the LPAC.</p>						

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Reading Mastery Program --Maintain the SRA Reading Mastery Program in Grades K-5 will use McGraw Hill state adopted textbooks.	8/2009 - 5/2010	Principal - Gerald Floyd	Local Funding - SRA Materials 4,000.00 Local Funding - Dyslexia teachers Time Contributions, Instructional Materials Federal - Title I, Part A - SRA Consultant 1,650.00	Language Assessment :Other-90% of the students passing 6 weeks grades for the CORE areas and 90% of all the students passing TAKS practice tests/work activities. Informal Assessment :Other-12/09: Placement of students, 6 weeks grades of students indicate mastery on TEKS based tests.	All students able to read at grade level. Identified students are helped so they can be successful in their educational program.	Informal Assessment :Other-05/10: All 3rd grade students being promoted, Spring TAKS scores meeting state goals of achievement. Informal Assessment :Other-05/10: Passing Reading and TAKS assessment, progress to justify exiting the program.
Strategy: Accelerated Curriculum --Boling ISD Counselors will provide the Boling ISD faculty w/a list of students meeting the State-adopted at risk criteria. The Principals & School Counselors, w/the DPDMC/SBDMC, in their coordination efforts, determine through which supplemental programs & services these students' needs will be met. Programs & services are reviewed throughout the year. The School Counselors will determine which students w/disabilities meet these criteria, based on State guidance. (TI, A SW #2(c)) Accelerated Reading Program for students in 1st grade and programs for all at-risk students in all of the core subject areas will be continued.	8/2009 - 7/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	Federal - Title I, Part A - Newgulf ES-Time Contribution of Reading & Math Aides FTE: 4.55 74,069.03 Federal - Title I, Part A - Iago JH- Time Contribution of Reading and Math Aides FTE: 1.75 30,059.51	Informal Assessment :Other-12/09: 90% of the students passing 6 weeks grades for the CORE areas and 90% of all the students passing TAKS practice tests/work activities.	All students able to read at grade level and pass TAKS tests.	Informal Assessment :Other-05/10: All students being promoted, Spring TAKS scores meeting state goals of achievement.

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Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Core Subject Area Tutorials - -Tutorials are available for students in grades three through twelve. Tutorials are available for 15 minutes before school and 15 minutes after school for High School students who have failed any previous year's core subject area classes. The tutorials will be offered in Math, Language Arts, Social Studies and Science.</p> <p>Iago Junior High offers before and after school tutorials for students grades six through eight who have failed a math course the previous school year.</p> <p>Newgulf Elementary School offers tutorials in Math, Social Studies, Reading/English and Science during the regular school day.</p>	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	<p>State - Compensatory Education Program - Newgulf ES Faculty Time Contributions FTE: 0.96 42,436.87</p> <p>State - Compensatory Education Program - Extra Duty Pay for Tutorials 25,678.33</p> <p>State - Compensatory Education Program - Boling HS Faculty Time Contribution FTE: 0.91 40,912.07</p> <p>State - Compensatory Education Program - Extra Duty Pay for 1/2 Year Tutorials 5,238.38</p> <p>State - Title XIV-SFSF - Elementary Math Teacher 49,540.00</p>	<p>Informal Assessment :Classroom Assessments - -12/09: 90% of students will receive passing six week grades in core subject areas.</p> <p>Grades 3-11: 90% of students will pass TAKS practice tests in appropriate grade level and subjects.</p>	Increased academic performance by all students and all student groups and a reduction in the dropout rate.	<p>Criterion-Referenced Test :TAKS Tests - --05/10: Grades 3-12: All students and all student groups meeting or exceeding the State goals on appropriate grade level and subject TAKS tests.</p>

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Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>TAKS Tutorials --Boling High School offers tutorials in TAKS Reading, Writing and Math. Eligible students are those who have not met the minimum expectations on the TAKS Reading/English Language Arts/Math test, or who have failed a Reading, English class and/or Math class.</p> <p>Iago Junior High offers TAKS Remedation in the homeroom for 45 minutes a day for students who are at risk of dropping out of school--primarily those students who are currently failing a core subject.</p>	8/2009 - 5/2010	Principals - Keith Jedicka Bryan Blanar	<p>State - Compensatory Education Program - Boling HS Faculty Time Contributions FTE: 0.65 24,404.33</p> <p>State - Compensatory Education Program - Iago JH Faculty Time Contributions FTE: 1.12 51,535.13</p> <p>Federal - Title II, Part A TPTR - Boling HS TAKS Math Teacher Time Contributions FTE: 0.51 18,883.21</p> <p>Federal - Title I, Part A - Boling HS TAKS Math Teacher Time Contributions FTE: 0.20 7,583.62</p>	Informal Assessment :Classroom Assessments - - -12/09: Passing Report Card grades in English, Reading and Math.	Increased academic performance by all students and all student groups and a reduction in the dropout rate.	<p>Criterion-Referenced Test :TAKS Tests - --05/10: 85% of students will meet minimum expectations on the Reading/English Language Arts and TAKS test.</p> <p>90% of students will meet minimum expectations on the Math TAKS test.</p>
<p>Activity:</p> <p>Summer School --An optional four week summer school is available for students in grades PK through twelve who meet any of the state criteria for being at risk for dropping out of school.</p>	6/2010 - 6/2010	Principals - Gerald Floyd, Bryan Blanar, Keith Jedicka	<p>State - Compensatory Education Program - Extra-Duty Pay for Summer School Teachers & Aides 28,576.70</p> <p>Federal - Title I, Part A - Extra-Duty Pay for Summer School Teachers and Aides FTE: 4.00 7,967.76</p>	Informal Assessment :Classroom Assessments - - -Weekly: Satisfactory progress/grade reports and summer school classroom assignment and test grades.	Increased academic performance by all students and all student groups and a reduction in the dropout rate.	<p>Informal Assessment :Classroom Assessments - - -06/10: Grades PK-8: 95% of students will be promoted to the next grade.</p> <p>Grades 3-11: 90% of students will meet minimum expectations on all TAKS tests; or if having failed a previous years' TAKS test, scoring 110% of the TAKS' minimum passing scale score.</p> <p>Grades 9-12: 95% of students will receive on-time credit accrual.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Study Skills Iago Junior High offers a Study Skills program. A Reading and Math teacher will assist students in developing good study habits and test taking skills such as communicating effectively, creative problem solving, goal setting, planning and decision making.</p>	8/2009 - 5/2010	Principal - Bryan Blanar	<p>State - Compensatory Education Program - Time Contributions of Teachers FTE: 0.42 21,863.40</p>	<p>Language Assessment :Classroom Assessment - -12/09: 90% of students will receive passing six week grades in core subject areas.</p> <p>Grades 6-8: 90% of students will pass TAKS practice tests in appropriate grade level and subjects.</p>	Increased academic performance by all students and all student groups and a reduction in the dropout rate.	<p>Informal Assessment :Classroom Assessments - -05/10: Grades 6-8: All students and all student groups meeting or exceeding the State goals on appropriate grade level and subject TAKS tests.</p>
<p>Strategy: English Language Arts, Mathematics, Reading, Science, Social Studies and Writing - -Disaggregate TAKS objectives for all Students and focus instruction on weaknesses below 90% mastery.</p>	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blanar, Keith Jedlicka	Coordinated Local, State and Federal Funding - AEIS Data Reports, Time Contributions of Staff	<p>Informal Assessment :Other-12/09: Lesson plans indicate instruction focused on identified weaknesses; practice tests will indicate mastery of TEKS objectives.</p>	All students pass the TAKS.	<p>Informal Assessment :Other-05/10: All students will meet or exceed state goals on appropriate grade level and subject TAKS tests.</p>
<p>Strategy: Curriculum Alignment --Maintain the Region V TEKS online curriculum to include vocabulary lists, instructional modifications for G/T and Sp. Ed. Utilize TEA web sites and other sites (ITEKStar) for additional instructional resources.</p>	8/2009 - 5/2010	Assistant Superintendent - Wade Stidevent	<p>Local Funding - Region V Curriculum Leadership Cooperative 3,700.00</p>	<p>Informal Assessment :Other-12/09: Classroom records show teachers utilizing Lesson plans, TAKS practice tests and other resources to increase student achievement as measured by passing six weeks grades.</p>	All students pass the TAKS.	<p>Informal Assessment :Other-05/10: Grades 3-12: All students master TAKS at state goal levels.</p> <p>Grades PK-2: All students will be promoted to the next grade level.</p>

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Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Monitoring --On going assessment to make sure all student sub groups are making progress toward mastery of TAKS.</p>	8/2009 - 5/2010	Assistant Superintendent - Wade Stidevent	Local - Monitoring Materials based on the TEKS 3,900.00	Informal Assessment :Other- -Progress is reported to the Superintendent and the Board of Trustees each six weeks.	All students pass the TAKS.	Criterion-Referenced Test :TAKS Tests--05/10: All students meet or exceed the state goal levels on appropriate grade level and subject TAKS tests.
<p>Strategy: Evaluation --Each campus will submit an evaluation report to the DEIC on the effectiveness of the State Compensatory Program. (TI, A SW #2(c)(2))</p>	8/2009 - 5/2010	Assistant Superintendent - Wade Stidevent	Local - TAKS Data and Other Evaluation Resources	Informal Assessment :Other- -08/09: Evaluation submitted to the Central Office.	All at-risk students show improved student performance.	Informal Assessment :Other- -05/10: Program improvements are implemented, all at-risk students master TAKS at state goal levels.
<p>Strategy: Identification --Determine Title I eligibility at Elementary, Jr. High and High school (failed TAKS or failed either reading or math any six weeks for grades 4-8, other identified at risk students). For PK - below 9 on Distar Language test; K - below 19 on the Distar Placement test; 1st through 3rd grade - score below the 40th percentile in reading or math on the achievement test.</p>	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	Local - Counselor Time Contributions, TAKS data, tests scores 82,724.00 State - Title XIV-SFSF - Time Contributions of Counselors 64,508.00	Informal Assessment :Other- -12/09: Review all TAKS Scale Scores and transcripts.	Students eligible for Title I services receive services and the students show improved academic achievement.	Informal Assessment :Other- -05/10: Eligible students received Title I Services.
<p>Strategy: Wellness Practices --Nutrition education, physical activity, other school based activities, nutrition guidelines for all foods on campus, eating environment, child nutrition operation, food safety/food security and responsibilities.</p>	8/2009 - 5/2010	Assistant Superintendent - Wade Stidevent	Local - Wellness Policy	Informal Assessment :Other- -Principals and cafeteria director will monitor the implementation of the wellness policy on an ongoing basis.	Students develop life long healthy eating habits and exercise habits to prevent overweight conditions that can lead to health problems.	Informal Assessment :Other- -Annually the principals and cafeteria director complete the evaluation component of the wellness policy.

Goal:4 A well-balanced and appropriate curriculum will be provided to all students.						
Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Special Education Modifications --In compliance w/Special Education regulations, Boling ISD serves students w/disabilities in many instructional arrangements, ensuring that students are served in the "Least Restrictive Environment" (LRE).</p> <p>1) Supplementary aids & services specified in the student's Individual Education Program (IEP), are based on student need, are consistently implemented & result in placement in less restrictive settings, as dictated by IEPs.</p> <p>2) Boling ISD provides a continuum of placement options at all levels. Placement decisions are driven by student need & LRE considerations.</p> <p>3) The ARD Committee annually considers the general education setting and/or curriculum first when placement decisions are made.</p> <p>4) The IEP is used as a road-map for faculty & staff that serve students w/disabilities, providing specific guidance to the nature of the instructional & instructional support programs, services & modifications that each student requires. Every 6 weeks an IEP Report Card is completed for all related services to ensure students' prescribed needs are being met.</p> <p>5) Reevaluation will occur no less than every three years. School personnel, parents & professionals will evaluate the student's progress. The ARD Committee will meet to review existing data & determine the scope of the reevaluation.</p> <p>The individual education program (IEP) developed by the admission, review & dismissal (ARD) committee for each student w/a disability shall</p>	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	<p>State - Special Education Block Grant - Time Contributions of Special Education Staff 280,329.00</p> <p>State - Special Education Block Grant - Supplemental Supplies 15,300.00</p> <p>State - Special Education Block Grant - Supplemental In District Travel Expenses 625.00</p>	Informal Assessment :Other-12/09: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	<p>Informal Assessment :Other-05/10: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.</p> <p>The appropriate assessment instrument will be determined for each student by ARD committees.</p>

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<p>comply w/the requirements of 34 Code of Federal Regulations (CFR), Sections 300.346 & 300.347, & Part 300, Appendix A.</p> <p>1) The IEP will include a statement of any individual allowable accommodations in the administration of assessment instruments developed in accordance w/TEC Section 39.033 (a)-(c), or district-wide assessments of student achievement that are needed in order for the student to participate in the assessment. If the ARD Committee determines that the student will participate in TAKS-Alt, the IEP will include a statement of why that assessment is appropriate for the child.</p> <p>Activity:</p> <p>Least Restrictive Environment (LRE) --Boling ISD tries to ensure that our students w/disabilities are educated w/non-disabled peers in the least restrictive environment. Intervention strategies & activities for students not progressing as they should are prescribed, monitored and refined. Once an ARD is considered to be necessary, myriad issues are addressed:</p> <p>1) Supplementary aids & services are: * specified in each student's IEP, * are based on student need, * are consistently implemented, * & result in placement in less restrictive settings.</p> <p>2) Placement decisions are driven by student need & LRE considerations.</p> <p>3) The ARD committee annually considers the general education setting and/or curriculum first when placement decisions are made.</p>	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	Coordinated Local, State and Federal Funding - Time Contributions of Staff and Faculty	Informal Assessment :Other --12/09: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs.	Students with disabilities have every opportunity to meet their full educational potential.	<p>Informal Assessment :Classroom Assessments - -05/10: 100% of the students with disabilities will be meeting their mastery percentages, as dictated by their IEPs, and will pass the State required assessment instrument at the end of the school year.</p> <p>The appropriate assessment instrument will be determined for each student by ARD committees.</p>

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Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Special Education Related Services --Boling ISD ensures that students w/disabilities who require related services receive the kind & amount necessary to assist the child to benefit from Special Education services, as well as general education activities & classes.</p> <p>1) The ARD committee assures that the need for related services is considered for each student w/disabilities & there is evidence of the link between the need for the related service & educational benefit to the student.</p> <p>2) Services support IEP goals & are based on assessment & educational needs.</p> <p>3) Related Services are provided to all students for the time specified in their IEPs, w/gaps in services made up in a timely manner. These services include Occupational Therapy, Physical Therapy, Speech Therapy, Psychological Services, Social Work Services & Counseling Services.</p>	8/2009 - 5/2010	Counselors - Cookie Murray, Kate Harrison	Coordinated Local, State and Federal Funding - Time Contributions of Counselors and ARD Committees	Informal Assessment :Other --12/09: 100% of the students with disabilities in Boling ISD are receiving Related Services as dictated in their IEPs.	Students with disabilities involved in an educational process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet.	Informal Assessment :Other --05/10: 100% of the students with disabilities in Boling ISD are receiving Related Services as dictated in their IEPs.

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Goal:4 A well-balanced and appropriate curriculum will be provided to all students.						
Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Transition Services --I. Transition services are provided for students with disabilities ready to move from fifth grade to sixth grade as well as from eighth to ninth grade. Activities include:</p> <p>* Visits w/the School Counselor, discussing student, parent, faculty & administrator's expectations;</p> <p>* Student interest survey is administered &, if appropriate, a vocational assessment;</p> <p>* Through the 8th grade ARDs, going into the 9th grade ARDs, a 4-year Plan is developed--a Graduation Plan. Regular High School Curriculum & possible modifications are reviewed. Parent & teacher input are solicited.</p> <p>II. Boling ISD provides students with disabilities requisite transition services and plans in keeping with TEC §300.247(b)(1)(i), (b)(2)</p> <p>1) Beginning at age 14 and younger if appropriate, and updated annually, each student's IEP includes a statement of the transition service needs of the student under the applicable components of the student's IEP that focuses on the student's courses of study (such as participation in advanced-placement courses or a vocational education program)</p> <p>2) Beginning at age 16 (or younger, if determined appropriate by the IEP team), each student's IEP includes a statement of needed transition services in their Individual Transition Plan (ITP), including, if appropriate, a statement of the interagency responsibilities or any needed</p>	8/2009 - 5/2010	Counselors - Cookie Murray, Kate Harrison	Local Funding - Time Contributions of Counselors 78,824.00 State - Title XIV-SFSF - Time Contributions of Counselors 64,508.00	Informal Assessment :Other --12/09: All Transition arrangements and procedures will have been carried out in accordance with all regulations.	Students with disabilities are involved in a comprehensive and holistic educational system and process that ensures that they will have the same opportunity to meet the same challenging State content standards and challenging State student performance standards that all children are expected to meet, and that their transition from school to work will provide them equitable opportunities to become self-sufficient.	Informal Assessment :Other --05/10: All Transition arrangements and procedures will have been carried out in accordance with all regulations. Monitoring of students participating in Transition activities indicate that all elements are being implemented as dictated by regulation and IEPs.

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<p>linkages. The ITP focuses attention on how the student's educational program can be planned to help the child make a successful transition to his or her goals for life after secondary school.</p> <p>3) When transition is to be considered at an ARD committee meeting, the ARD committee's notice to parents indicates that one of the purposes of the meeting is transition & that the student will be invited. Students & parents are provided w/transition planning information prior to the ARD committee meeting.</p> <p>Activity: Child Find --Child Find Activities are primarily implemented at the district level, but all staff are involved in the effort. Boling ISD puts forth a comprehensive & proactive effort to find anyone needing Special Education services. Activities for Child Find include:</p> <ul style="list-style-type: none"> * regional television commercial, * countywide--contact each school district & talk w/each contact person, * developing a comprehensive Child Find Calendar to ensure all contacts are made, i.e., nursing homes, home schools, private schools; and activities are conducted, i.e., training surrogate parents, notifying doctors' offices, hanging Child Find Posters. 	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	State - Special Education Block Grant - Posters, Newspaper Ads, Other Notification Resources 692,866.00	Informal Assessment :Other - --12/09: 100% of the activities posted on the Child Find Calendar completed. Any child found to need services referred as required.	100% of the students eligible for Special Education assistance have been identified and are receiving required services within the required time frames.	Informal Assessment :Other - --05/10: 100% of the activities posted on the Child Find Calendar completed. Any child found to need services referred as required.

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Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.						
<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
Strategy: Ancillary Services --Ancillary Services, or "related services", are provided to all students in Boling ISD to ensure that variables beyond their control do not compromise academic performance or compel them to drop out of school.	8/2009 - 5/2010	Assistant Superintendent - Wade Stidevent	Coordinated Local, State and Federal Funding - Time Contributions of Ancillary Staff	Informal Assessment :Other-12/09: 70% of students referred for Ancillary Services will have been served as indicated in campus records.	All students and all student groups are involved in an equitable education, with Ancillary Services available to "help level the playing field."	Informal Assessment :Classroom Assessments-05/10: Grades PK-8: 95% of students will be promoted to the next grade. Grades 3-11: 90% of students will meet minimum expectations on all TAKS tests; or if having failed a previous years' TAKS test, scoring 110% of the TAKS' minimum passing scale score. Grades 9-12: 95% of students will receive on-time credit accrual.

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Goal:4 A well-balanced and appropriate curriculum will be provided to all students.						
Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Counseling Services --School Counselors:</p> <ul style="list-style-type: none"> * 1:1 review of TAKS Exit-Level scores w/students scoring below district expectations, * 1:1 & small group Counseling sessions, * Focused informal groups- -behavior, attendance, * Assistance w/testing coordination, * Class presentations on health, communication, drug & alcohol abstinence, behavior & safety related issues, * TAKS presentations, * Responsive services, * Parent Training, and * Individual student planning. <p>The Counselors also focus on addressing the needs of students w/disabilities. Duties include, but are not limited to:</p> <ul style="list-style-type: none"> * Diagnostic/Prescriptive Services, * Coordination of Services- -Academic & Related Services, * Child Find Activities * ARDs * Parent Training * Student Planning & Transition Services, and * Training Boling ISD Foundation Staff on Modifications for Special Education Students. <p>The Boling ISD Counselors will be responsible for disseminating the following information to students, students' teachers and students' parents:</p> <ol style="list-style-type: none"> 1) Higher education admissions and financial aid opportunities; 2) The TEXAS grant program and the Teach for Texas grant program established under Subchapter M, Chapter 56; 	8/2009 - 5/2010	Counselors - Cookie Murray, Kate Harrison	<p>Local Funding - Time Contributions of Counselors 78,824.00</p> <p>Local Funding - Contracted Counseling Services 6,350.00</p> <p>Local Funding - Counseling Supplies 6,650.00</p> <p>Local Funding - Travel, Per Diem 800.00</p> <p>State - Title XIV-SFSF - Time Contributions of Counselors 64,508.00</p>	Informal Assessment :Other --12/09: The Counselors' records indicate that students referred for assistance have been contacted and as appropriate, received assistance. The Counselors have completed the Calendar of Events and Activities for the first semester and have appropriate evaluation data to measure the effectiveness of each major activity or contribution-prevention and/or intervention.	Issues related to the Counseling and Guidance will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the drop-out rate for all students and all student groups.	<p>Informal Assessment :Other --05/10: Grades PK-8: 95% of students will be promoted to the next grade.</p> <p>Grades 3-11: 90% of students will meet minimum expectations on all TAKS tests; or if having failed a previous years' TAKS test, scoring 110% of the TAKS' minimum passing scale score.</p> <p>Grades 9-12: 95% of students will receive on-time credit accrual.</p>

Goal:4 A well-balanced and appropriate curriculum will be provided to all students.						
Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>3) The need for students to make informed curriculum choices to be prepared for success beyond high school; and</p> <p>4) Sources of information on higher education admissions and financial aid, to ensure that all Boling ISD students have an equal opportunity to participate in higher education.</p> <p>Activity: Library Services --A Certified Librarian and Library Aides conduct the Library-Media Services program on the High School campus. Available resources include:</p> <ul style="list-style-type: none"> * Full-scale Library facilities available to students; * Computers with internet access; * Electronic encyclopedias and references; and * Interactive Language Arts, Math, Science and Social Studies Software. <p>The district libraries are provided with the resources to obtain excerpts, essays and critical thinking materials to be used in all core area classrooms at least one a year for written and oral presentations.</p>	8/2009 - 5/2010	Librarian - Leann Eldridge	<p>Local Funding - Librarian and Librarian Aide Time Contributions 94,297.00</p> <p>Local Funding - Contracted Media Resources 14,350.00</p> <p>Local Funding - Media Resources 26,250.00</p> <p>Local Funding - Library Staff Travel 650.00</p> <p>State - Compensatory Education Program - Boling HS Library Aide Time Contributions FTE: 0.51 9,087.01</p> <p>Federal - Title I, Part A - Time Contributions of Library Aide FTE: 0.49 9,113.14</p>	Informal Assessment :Other --12/09: All Boling ISD students have access to a library on a regularly scheduled basis. Librarian and teacher records indicate that at least 90% of the students have participated in library activities.	<p>The Boling ISD Libraries will provide the services necessary to ensure a positive impact on all students, resulting in increased student achievement for all students and all student groups.</p> <p>Students will be able to read and express themselves fluently, both orally and in writing.</p>	<p>Informal Assessment :Other --05/10: Librarian and Teacher records indicate that 100% of the students have participated in Library activities; 60% involved in research projects, either independently or as a classroom assignment.</p> <p>Students will meet or exceed the state expectations on the TAKS Writing test.</p>

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Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.							
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation	
<p>Activity:</p> <p>Nursing Services --Campus nurses provides nursing services to Boling ISD students, including screening activities such as vision, height and weight.</p>	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	Local Funding - Time Contributions of Nursing Staff 64,349.00	Informal Assessment :Other --12/09: Nurse's records indicate all screening has been conducted as required.	Health and medical issues will have been addressed to ensure a positive impact on all students, resulting in increased student achievement and a reduction in the dropout rate for all students and all student groups.	Informal Assessment :Other --05/10: Nurse's records indicate all screening has been conducted as required.	
			Local Funding - Contracted Nursing Services 4,600.00	Everyday medical assistance has been provided.			Everyday medical assistance has been provided.
			Local Funding - Nursing Supplies 4,500.00	Students with needs beyond the Nurse's certification have been referred to the appropriate professionals for treatment.			Students with needs beyond the Nurse's certification have been referred to the appropriate professionals for treatment.
			Local Funding - Travel, Per Diem 1,210.00				
<p>Strategy:</p> <p>Modifications for 504 Students - Students not being ARDed into Special Education will have an Individual Education Program (IEP) drafted by the ARD Committee & disseminated to Foundation & Special Programs teachers.</p> <p>These staff members will participate in professional development training on modifications for 504 students.</p> <p>The 504 students' progress is monitored by the Counselors to ensure that their individual needs have been diagnosed appropriately & that they are receiving timely & appropriate assistance.</p>	8/2009 - 5/2010	Counselors - Cookie Murray, Kate Harrison	Coordinated Local, State and Federal Funding - Time Contributions of Staff and Faculty	Informal Assessment :Classroom Assessments- -12/09: Students will achieve 70% mastery in TEKS-based benchmark tests.	504 students will be given the supplemental assistance required for them to progress along with their non-504 peers.	Informal Assessment :Classroom Assessments- -05/10: Grades PK-12: All students will be promoted to the next grade level.	
						Grades 3-11: All students will meet or exceed State achievement goals on appropriate grade level and subject TAKS tests.	

Goal:4 A well-balanced and appropriate curriculum will be provided to all students.						
Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Career and Technology Education - -Each Boling High School student has an equal opportunity to participate in Career and Technology Education (CTE) courses that support their career aspirations or as an exploration effort to determine a future career pathway.</p> <p>A. Extent of Integration: CTE teachers integrate English, Math, Science and Social Studies TEKS into the Career & Technology Education courses as there is a natural correlation of subject areas & students that are more vocational & technology oriented often learn core subject area curriculum in an application, real-world experience format.</p> <p>B. Methods of Integration:</p> <p>* Academic competencies in basic & higher-order skills are identified by CTE teachers & incorporated into the curriculum, including instructional activities that lead students from theory to application.</p> <p>* Academic & CTE teachers participate in jointly planned staff development activities.</p> <p>* Academic competencies are incorporated into CTE courses either through administrative directives to teachers, the adoption of new curriculum materials, or the development of model curricula.</p> <p>* The academic curriculum has been modified to incorporate CTE applications & examples so the curriculum is more relevant to students.</p> <p>C. Staff Development--CTE teachers receive staff development in the development and implementation of Coherent</p>	8/2009 - 5/2010	Principal - Keith Jedlicka	<p>Federal - Carl D. Perkins Vocational and Applied Technology - Region III ESC CTE Consortium 8,126.00</p> <p>State - Career and Technology Block Grant - CTE Faculty Time Contributions 218,445.00</p> <p>State - Career and Technology Block Grant - Contracted Services 25,473.00</p> <p>State - Career and Technology Block Grant - Career and Technology Supplies 73,900.00</p> <p>State - Career and Technology Block Grant - Carrer and Technology Travel 10,900.00</p>	Informal Assessment :Classroom Assessments- -12/09: All High School students will participate in a coherent sequence of classes.	All BISD High School students having an equal opportunity to participate in Career and Technology courses at Boling High school and allowed to progress to meet or exceed their potential.	Informal Assessment :Classroom Assessments- -05/10: High School students will meet minimum expectations in Career and Technology classes as reflected on end of semester report card grades.

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Objective(s): PK-12 All students will have the opportunity to take a challenging curriculum to prepare them for ongoing educational and work success.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Sequence of Courses, Integration of Academic & CTE Courses & Curriculum, Instructional Modifications for Special Populations Students, Individual Student Learning Styles, and Technology.</p> <p>D. Nontraditional Activities: The following activities are utilized to encourage students to pursue nontraditional occupations:</p> <ul style="list-style-type: none"> * Provide materials * Presentations by School Guidance Counselor * Presentations by individuals in nontraditional occupations <p>E. Career Considerations: Students & parents are given the opportunity to explore career opportunities in the following areas:</p> <ul style="list-style-type: none"> * Business Education * Family and Consumer Sciences * Agricultural Science and Technology <p>Strategy:</p> <p>English as a Second Language Program --Based on LPAC prescription, LEP students participate in an ESL itinerant program. All campuses have an ESL aide to assist and support the ESL teacher.</p>	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blanar, Keith Jedlicka	<p>State - Compensatory Education Program - Time Contribution of ESL Aide FTE: 2.75 45,128.67</p> <p>Local Funding - Time Contributions of ESL staff 43,394.00</p> <p>Local Funding - ESL Instructional Resources 800.00</p> <p>Local Funding - ESL Travel and Other Operating Expenses 530.00</p>	Informal Assessment :Classroom Assessments- -12/09: Students will achieve 70% mastery in TEKS-based benchmark tests.	Increased academic performance and reduced dropout rate by Limited English Proficient students.	<p>Informal Assessment :Classroom Assessments- -05/10: Grades PK-12: All students will be promoted to the next grade level.</p> <p>Grades 3-11: All students will meet or exceed State achievement goals on appropriate grade level and subject TAKS tests.</p>

Goal:5 Qualified and highly effective personnel will be recruited, developed, and retained.						
Objective(s): PK-12 Quality staff recruited, developed and retained so that all students achieve at successful levels in all programs.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Recruitment Strategies --Assistant Superintendent will attend area job fairs; Boling ISD is a member of Region III Personnel Recruitment and Retention Co-op; Boling ISD participates in the Region III Teacher Preparation Certification Program. (TI, A SW #5)</p>	8/2009 - 7/2010	Assistant Superintendent - Wade Stidevent Principal - Keith Jedlicka	Local - Region III Co-op Applications, recruiting travel budget	Informal Assessment :Other-12/09: Job Fairs result in sign up forms; Region III web site is utilized for personnel listings; Applications received are on file.	Quality employees in place. 100% of Teachers are Highly Qualified. At-risk students are monitored for attendance and helped in core areas of weakness.	Informal Assessment :Other-05/10: All students achieving at TAKS state goal levels. 100% of Teachers are Highly Qualified.
<p>Strategy: Christmas Open House --All staff, retired staff, business, and community invited to the Central Office for Christmas Open House prior to holiday break.</p>	12/2009 - 12/2009	Assistant Superintendent - Wade Stidevent	Local - Christmas Decorations, Refreshments and Small Gifts	Informal Assessment :Other-11/09: Invitations sent to staff, business and community members.	Positive school climate toward Boling ISD by the staff, business and community.	Informal Assessment :Other-12/09: All students meeting state goals on TAKS; staff, business and community feel positive toward Boling ISD.
<p>Strategy: Teacher Incentive Program --Local increment of \$4,000 above the state base for the first 20 steps, ten extra steps above step 20 at \$100 per step, stipends for attending recommended in-service on teachers own time, stipends for perfect attendance (\$100 per semester), board breakfast for the staff at the beginning and ending of the school year.</p>	8/2009 - 7/2010	Assistant Superintendent - Wade Stidevent	<p>Local Funding - In Service Stipends 5,782.00</p> <p>Local Funding - \$100 per Semester Attendance Stipend 14,206.00</p> <p>Local Funding - Local Increment Above Base Pay</p> <p>Local Funding - Board Breakfast for Staff</p>	Informal Assessment :Other-12/09: Boling ISD School Board budget authorizes incentives and retention bonuses to retain quality staff.	Increased staff morale, staff feel appreciated by the Board of Trustees.	Informal Assessment :Other-05/10: Low staff turnover.

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Goal:6 The state`s students will demonstrate exemplary performance in comparison to national and international standards.						
Objective(s): PK-12 Boling ISD students will achieve at the state goal levels in comparing the state to national and international standards.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Supplemental Media Resources - -Local Funds will be utilized to provide support for library services, instructional and media materials for Newgulf Elementary School.</p>	8/2009 - 5/2010	Principal - Gerald Floyd	Local - Library Books, Electronic Books and other Media Resources 26,250.00	Informal Assessment :Other-12/09: Purchase orders have been issued and printed list of books is available using Local funds.	Students use enriched curriculum materials in their studies.	Criterion-Referenced Test :TAKS Tests--05/10: All Students meet or exceed state goal levels on tests used to compare the state to national standards.
<p>Strategy: Mathematics Enriched Curriculum - -The Mathematics Curriculum supplemented by the Region V Curriculum Leadership Cooperative resources, is designed to enhance critical thinking skills in solving word problems.</p>	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	Local Funding - Faculty Time Contributions, Curriculum Co-op, supplemental materials	Informal Assessment :Other-12/09: Lesson plans indicate supplemental Math activities; six weeks grades show mastery on Math TEKS-based tests.	All students have the ability to think and analyze critically.	Criterion-Referenced Test :TAKS Math--05/10: All students and all student groups meet or exceed the state goal level on Math TAKS tests.
<p>Strategy: Social Studies Enriched Curriculum - -Integrate current event studies, concerning local, state, national and world events into social studies classes.</p>	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	Local Funding - Social Studies Teachers Time Contributions; Internet, newspapers, magazines, TV, video	Informal Assessment :Other-12/09: Lesson plans indicate supplemental activities and resources integrated into the curriculum; six weeks grades show increased mastery of Social Studies TEKS.	All students are knowledgeable of current social studies events and create life-long interest in students in keeping abreast of events as they change.	Criterion-Referenced Test :TAKS Social Studies--05/10: All students pass social studies courses and meet or exceed the state goal levels on the Social Studies TAKS tests.
<p>Strategy: Curriculum Alignment --Teachers utilize the Region V CLC scope and sequence, CLC resources and ITEKStar matched to the TEKS.</p>	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	Local - Online Access to web sites 4,500.00	Informal Assessment :Other-12/09: Use WebCCat and other resources to determine student mastery of TEKS on an ongoing basis.	All teachers are teaching TEKS on grade level so that all students are successful on TAKS.	Criterion-Referenced Test :TAKS Tests--05/10: All students meet or exceed state goal levels on tests used to compare the state to national standards.

Goal:6 The state`s students will demonstrate exemplary performance in comparison to national and international standards.						
Objective(s): PK-12 Boling ISD students will achieve at the state goal levels in comparing the state to national and international standards.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Assessment Program - -Disaggregate student TAKS performance data and other alternative assessment data to plan and support campus activities and instruction to address identified student weaknesses which ensure that all students, including students identified in special populations, increase skills in the CORE areas. (TI,A SW #8). Some of the activities are: reduced class size, sustained silent reading (SSR), tutoring and extra assistance to at-risk students, Region III TAKS Terminator Program. (TI, A SW #8)</p> <p>See also Assessment Activities under Goal #4.</p>	5/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blanar, Keith Jedlicka	Local Funding - Assessment Instruments 3,900.00	Informal Assessment :Other- -12/09: 90% of the students passing 6 weeks grades for the CORE areas and passing TAKS practice tests.	All students will be prepared to be successful on the assessment program.	Criterion-Referenced Test :TAKS Tests--05/10: Fewer retentions, all students will meet or exceed state goal levels for grade appropriate and subject TAKS tests.
<p>Strategy: Commended Performance - -Recognize students who achieve TAKS academic recognition in all areas.</p>	May 2010	Principals - Gerald Floyd, Bryan Blanar, Keith Jedlicka	Local Funding - Certificates and Medals for Awards Program 3,000.00	Informal Assessment :Other- -04/10: List of students who achieved TAKS academic recognition compiled.	The recognition will motivate all students to strive for academic excellence.	Criterion-Referenced Test :TAKS Tests--05/10: The number of students who qualify for academic recognition will increase each year.
<p>Strategy: G/T Instruction --Gifted and Talented Instruction provided in the CORE areas for individuals and group activities at all grade levels. PreAP and AP classes are offered at the secondary level.</p>	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blanar, Keith Jedlicka	State - Gifted and Talented Block Grant - Time Contributions of Gifted/Talented Teachers 42,800.00 State - Gifted and Talented Block Grant - G/T Supplies 220.00	Informal Assessment :Other- -12/09: Lesson plans will have shown differentiated instructional strategies for Gifted/Talented students.	All G/T students receiving appropriate instruction.	Criterion-Referenced Test :TAKS Tests--05/10: G/T students produce quality work, 100% mastery of all TAKS objectives.

Goal:6 The state`s students will demonstrate exemplary performance in comparison to national and international standards.						
Objective(s): PK-12 Boling ISD students will achieve at the state goal levels in comparing the state to national and international standards.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Accelerated Curriculum --Provide preparation activities for SAT, ACT and AP and Pre AP Courses.	8/2009 - 5/2010	Principal - Keith Jedlicka	Local Funding - Software Test Preparation Programs Local - Time Contributions of Counselors <p style="text-align: right;">78,824.00</p> State - Title XIV-SFSF - Time Contributions of Counselors <p style="text-align: right;">64,508.00</p>	Informal Assessment :Other-12/09: List of students participating has been distributed; class schedules have been set up.	Students participating exceed the state standard (SAT 1110, ACT 24). Greater number of students taking AP and Pre AP Courses.	Informal Assessment :Other-05/10: 70% of the students will have taken the SAT or ACT; 50% of test takers scoring above the state criterion level; increased % of students earning college credit as a result of passing AP exams.

District Improvement Plan
Boling ISD 2009-2010

Goal:7 School campuses will maintain a safe and disciplined environment conducive to student learning.						
Objective(s): PK-12 Reduce the number of discipline referrals for the student body to facilitate maximum learning opportunities for all students to achieve mastery on TAKS at state goal levels.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Discipline Plan --Provide a safe, orderly school environment, some activities include: DARE Program, emergency drills, safety inspections, canine drug program, video camera security system, motion detector security system.</p>	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	Local Funding - Security & Monitoring Services & Supplies 16,400.00 Local Funding - Canine Program Local Funding - DARE Program 32,000.00 Local Funding - AEP Resources 44,212.00	Informal Assessment :Other-12/09: Number of discipline referrals per 6 weeks will decrease. Log for emergency drills and safety inspections has been established and updated on a regular basis. Informal Assessment :Other-12/09: Number of students placed per six weeks decreases.	Improved student discipline with increased student achievement on six weeks grades and TAKS. AEP placement results in student change to positive behavior patterns at the home campus helping the student to achieve academically.	Informal Assessment :Other-05/10: Fewer incidences of illegal and/or disorderly activities, evidence of all required safety measures in place. Criterion-Referenced Test :TAKS Tests--05/10: Improved discipline in the classroom and reduced number of referrals per year helping students attain TAKS state standards.
<p>Strategy: Emergency and Security Operations --Implement a plan that includes emergency response training, student and staff emergency drills, security audit of district facilities at least once every three years and coordination with local emergency management agencies, law enforcement, and fire departments.</p>	8/2009 - 7/2010	Assistant Superintendent - Wade Stidevent	Local - Emergency Policy	Informal Assessment :Other-12/09: Principals monitor the training, emergency drills and coordination with the other agencies.	Staff and students are prepared to react in a knowledgeable response to emergency situations to prevent injury or death. Buildings are secure.	Informal Assessment :Other-05/10: Principals annually complete the evaluation component of the emergency plan.
<p>Strategy: Boling ISD Code of Conduct --Boling ISD's Student Code of Conduct outlines strict student responsibilities for maintaining a Drug Free/Gun Free School, and the consequences for not maintaining same.</p>	8/2009 - 5/2010	Assistant Superintendent - Wade Stidevent	Local Funding - Printing costs for Code of Conduct Policy 3,200.00	Informal Assessment :Other-12/09: 50% Reduction in infraction of the Boling ISD Student Code of Conduct, as reflected on the Principals' records.	A safe climate for student learning, having a positive impact on student achievement.	Informal Assessment :Other-05/10: Grades PK-12: Fewer incidences of illegal and/or disorderly activities.

Goal:8 Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. Objective(s): PK-12 Teachers will have the instructional ability to be able to teach all students so all of the students are academically successful.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Staff Development --Staff Development will be provided to facilitate the implementation of instructional strategies that focus on improving the achievement of all students, including special program students (G/T, Title I, State Comp., ESL, CATE, Sp. Ed.). Utilize different models of instruction that will maximize the learning of all students and may include the following: CORE and subject area workshops for TEKS and TAKS, New Jersey Writing Project, Pre AP and AP workshops, higher level-thinking skills, critical reading skills. (TI, A SW #4)	7/2009 - 6/2010	Assistant Superintendent - Wade Stidevent	Local Funding - Stipends and Substitues for Professional Development 14,048.00 Local Funding - Contracted Professional Development with Region III and other Providers 10,300.00 Local Funding - Professional Development Supplies, Travel and Other Expenses 14,805.00 Federal - Title II, Part A TPTR - Contracted Region III PD in Math/Science 20,540.00 Federal - Title II, Part A TPTR - Professional Development Registration and Fees 11,414.00 State - Compensatory Education Program - Professional Development Stipends and Substitues 9,815.03	Informal Assessment :Other-12/09: Observation of staff by principals to determine need of in-service. 6 weeks grades of Sp. Ed. Students indicate 70% mastery on TEKS-based tests. Informal Assessment :Other-12/09: TAKS objectives are identified that need improvement, training is scheduled to meet that need.	Teachers incorporate new strategies in teaching to reach all students so the students can achieve academic success. Sp. Ed. students are successful in school and in transition to the field of work or further education. All students pass courses and have success on TAKS.	Criterion-Referenced Test :TAKS Tests--05/10: Students meet or exceed state goal objectives on all appropriate grade level and subject TAKS tests. Criterion-Referenced Test :TAKS Tests--05/10: Sp. Ed. students receiving passing grades, and receiving passing scores on TAKS tests. Criterion-Referenced Test :TAKS Tests--05/10: All students meet or exceed the state mastery goals on appropriate grade level and subject TAKS tests.

<p>Goal:8 Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.</p> <p>Objective(s): PK-12 Teachers will have the instructional ability to be able to teach all students so all of the students are academically successful.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity: Professional Development Intensity and Duration - -Professional Development activities will be of sufficient intensity and duration to ensure that teachers & support staff develop the prerequisite skills required of their position.</p>	8/2009 - 6/2010	Assistant Superintendent - Wade Stidevent	State - Compensatory Education Program - Stipends for Professional Development 1,592.06	<p>Informal Assessment :Other --12/09: A review by the principal and SBDMC of first semester PD activities and the second semester PD calendar will indicate that a majority of PD activities are of sufficient intensity and duration to ensure success by participants and the students that they serve.</p> <p>Unannounced walk-throughs, required of the PDAS, will confirm same, as the principals determine if the skills developed are successfully being implemented in the classroom.</p>	A professional development program that ensures the development of successful teachers and support staff and by extension, ensures academic success for all students.	Informal Assessment :Other --05/10: A review by the principals and campus SBDMCs of second semester PD activities and the Summer 2010 PD calendar will indicate that a majority of PD activities are of sufficient intensity and duration to ensure success by participants and the students that they serve.
<p>Activity: Development of Highly Qualified Teachers --Professional Development opportunities will be provided for maintaining highly qualified instruction in the classroom. Based on identified needs, PD programs & activities are available to both professionals & paraprofessionals.</p>	8/2009 - 6/2010	Assistant Superintendent - Wade Stidevent	Federal - Title II, Part A TPTR - Professional Development Travel, Registration and Fees 11,414.00	<p>Informal Assessment :Classroom Assessments - -12/09: All students will achieve 80% mastery on TEKS-based benchmark tests.</p>	All teachers in core subject areas will meet the qualifications for Highly Qualified under No Child Left Behind.	<p>Informal Assessment :Classroom Assessments - -05/10: All students will meet or exceed state goals on the appropriate grade level and subject area TAKS tests.</p> <p>100% of the core subject area teachers will meet the standards for highly qualified.</p> <p>100% of all teachers will have participated in staff development to meet highly qualified standards.</p>

Goal:8 Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. Objective(s): PK-12 Teachers will have the instructional ability to be able to teach all students so all of the students are academically successful.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Needs Assessment and Data Review --Through the DPDMC & SBDMC, Boling ISD teachers participate in the Professional Development (PD) needs assessment process, recommending programs & activities and approving the PD plan for the campus. This ensures that PD supports both the District and Campus Improvement Plans. Annual Needs Assessment results indicate a need for: * Professional development to meet Highly Qualified requirements; * Core subject area workshops; * Writing Initiatives; * Reading Initiatives; * Workshops on higher level thinking skills; and * Strategies for Gifted/Talented students. (TI, A SW #4)	7/2009 - 6/2010	Assistant Superintendent - Wade Stidevent	Coordinated Local, State and Federal Funding - Time Contributions of Staff and Faculty	Informal Assessment :Other-12/09: A professional development program will have been designed that meets the needs of the Boling ISD as a whole, and the needs of the individual campuses, and coordinates PD activities between campuses.	A professional development program that ensures a positive impact on student performance by ensuring that professionals and paraprofessionals have the prerequisite skills to teach all students.	Informal Assessment :Other-05/10: All campuses and the SBDMC will have reviewed the list of PD activities determining that 100% of the teachers and paraprofessionals have participated in activities that support their individual needs.

Goal:9 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.						
Objective(s): PK-12 All students and staff use up-to-date technology effectively in their studies, teaching and work environment.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Staff Development --Provide staff development in integration of technology in instruction & administration, internet, word processing, e-mail, spreadsheet process, and other technology areas as needed by staff on each campus.</p>	7/2009 - 6/2010	Principals - Gerald Floyd, Bryan Blanar, Keith Jedlicka	Local Funding - Title II, Part D SSA with Region III 1,256.00	Informal Assessment :Other-12/09: Input from staff on in-service needs on each campus, principal observations of staff using technology.	All staff and students using technology appropriately and efficiently.	Informal Assessment :Other-05/10: All staff and students demonstrate competence through use or evidence with product.
<p>Strategy: Internet Access --Maintain the Boling ISD WAN to Region III WAN with ITV for curriculum needs, distance learning and in-service and other instructional needs. Offer dual credit courses with WCJC and NET3.</p>	7/2009 - 6/2010	Principals - Gerald Floyd, Bryan Blanar, Keith Jedlicka	Local - NET3 Contract for Maintenance, Access, Schedules and Course Offerings 119,623.00	Informal Assessment :Other-12/09: Equipment maintained on an ongoing basis, register teachers for in-service, students registered for courses.	Staff and students are able to access the Internet for curriculum needs, in-service and course offerings.	Informal Assessment :Other-05/10: Access to the Internet at close to 100% of the time, students and teachers utilizing the Internet for curriculum, in-service and course offerings.
<p>Strategy: Technology Enriched Curriculum - -Ensure that computers, instructional and administration software, other technology for all content area classrooms, special program classrooms and computer labs are reasonably up to date on each campus.</p>	7/2009 - 6/2010	Principals - Gerald Floyd, Bryan Blanar, Keith Jedlicka	Local Funding - Vendors, site licenses, maintenance 104,051.00	Informal Assessment :Other-12/09: Assessment done of technology needs; Purchase orders issued for equipment.	All technology equipment is reasonably up-to-date.	Informal Assessment :Other-05/10: Technology equipment is in place for staff and students to use.

Goal:9 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.						
Objective(s): PK-12 All students and staff use up-to-date technology effectively in their studies, teaching and work environment.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Activity:</p> <p>Integration of Technology into Instruction --Boling ISD classroom teachers are using technology as an alternative instructional tool. Activities include:</p> <p>1) Using instructional software programs to support student learning within the classroom for drill & reinforcement exercises, providing a media that complements tactile-kinesthetic learning styles & self-paced progression.</p> <p>2) Using computer software & Internet access to support instruction, teachers access websites to introduce lessons, extend lessons & provide demonstrations to teach or support a lesson.</p> <p>3) The Internet opens a window of opportunity in which classroom teachers direct students to specific websites that provide enrichment activities that support & extend class instruction. Faculty uses the Internet to access innumerable educational resources.</p> <p>4) Internet access provides students access to an unlimited number of websites for research projects--material unavailable through traditional library access.</p> <p>Strategy:</p> <p>Grant Funding --Apply for Technology grants when eligible or available. E-Rate saves Boling ISD about \$30,000 per year in reduced costs for Internet and telecommunications.</p>	<p>8/2009 - 5/2010</p>	<p>Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka</p>	<p>State - Compensatory Education Program - Technology Resources 20,000.00</p>	<p>Informal Assessment :Classroom Assessments - -12/09: Teacher lesson plans will indicate that 100% of the classroom teachers use technology to support the instructional process at least once each week.</p> <p>Lesson plans reflect independent and group projects for Special Populations students through the integration of technology into instruction.</p>	<p>Increasing numbers of teachers using the internet and software systems to integrate technology into instruction.</p> <p>Special populations benefiting from the differentiation of instruction and enrichment activities that meet their specific needs.</p> <p>An educational system that is strengthened by utilizing technology as an integral component.</p>	<p>Informal Assessment :Classroom Assessments - -05/10: Grades PK-12: All students will be promoted to the next grade level.</p> <p>Grades 3-11: All students will meet or exceed State achievement goals on appropriate grade level and subject TAKS tests.</p>
<p>Grant Funding --Apply for Technology grants when eligible or available. E-Rate saves Boling ISD about \$30,000 per year in reduced costs for Internet and telecommunications.</p>	<p>7/2009 - 6/2010</p>	<p>Assistant Superintendent - Wade Stidevent</p>	<p>Local Funding - Time Contributions of Staff to Prepare Grants</p>	<p>Informal Assessment :Other-12/09: Complete grant applications according to grant instructions and submit following appropriate due dates and deadlines.</p>	<p>Help maintain up-to-date technology equipment and programs.</p>	<p>Informal Assessment :Other-05/10: NOGAs issued on Grants; funds are used to upgrade equipment and reduce costs through E-Rate.</p>

Goal:9 Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

Objective(s): PK-12 All students and staff use up-to-date technology effectively in their studies, teaching and work environment.

Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Technology Acceptable Use Policy - -Every Boling ISD faculty member, student & parent having access to Boling ISD computers, networked, Internet connected--or not, must have on file an AUP. Students' AUP must be signed by the students & a parent or legal guardian, as well as a Parent Permission Form.</p>	<p>8/2009 - 5/2010</p>	<p>Assistant Superintendent - Wade Stidevent</p>	<p>Local Funding - Acceptable Use Policy</p>	<p>Informal Assessment :Other-12/09: 100% of the faculty, students and parents at Boling ISD that will have access to technology-computer networked, with Internet connectivity, or not, will have on file an AUP. Students' AUP will be signed by the student and a parent or legal guardian, as well as a Parent Permission Form.</p>	<p>Responsible students with access to the instructional resources available through the Internet, which will have a positive impact on student achievement.</p>	<p>Informal Assessment :Other-05/10: No incidents of students, faculty or parents breaking the Acceptable Use Policy.</p>

Goal:10 Campuses will attain, maintain, or raise a 95% attendance rate for all students and each student group. (AEIS Goal)						
Objective(s): PK-12 All student groups and special program students attend school on a regular basis to ensure success for all students.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
Strategy: Monitoring --Implement initiatives to monitor attendance of all student groups. These will include personnel to contact parents by phone when students are absent; letters to parents or guardians regarding excessive absences; staff to encourage students to come to school regularly.	8/2009 - 5/2010	Principals - Gerald Floyd, Bryan Blonar, Keith Jedlicka	Coordinated Local, State and Federal Funding - Staff and faculty time Contributions	Informal Assessment :Other-12/09: Daily absence logs maintained to track student attendance.	All students attend school on a regular basis and achieve success.	Informal Assessment :Other-05/10: All students have an attendance average of 95% or higher.
Strategy: Truancy Charges --Truancy charges will be filed against parent/caregiver of poor attenders.	8/2009 - 5/2010	Assistant Superintendent - Wade Stidevent	Local Funding - Time for the principal meeting with Justice of the Peace	Informal Assessment :Other-12/09: Calendar dates with the Justice of the Peace have been scheduled arranged to file truancy charges.	All students attend school on a regular basis and achieve success.	Informal Assessment :Other-05/10: Attendance for targeted students improved. Students are promoted to next grade. Students meet expectations on TAKS tests.

<p>Goal:11 Appropriate programs will be provided to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, and discipline management. [TEC Section 11.252(3)(B)(E) & 11.253(8)]</p> <p>Objective(s): PK-12 Students will develop a healthy self-esteem along with acceptable peer interpersonal relationship skills.</p>						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy:</p> <p>Counseling Program --The Counselors will provide program & staff support activities & services, including: Suicide prevention, conflict resolution, violence prevention and intervention, and discipline management.</p>	8/2009 - 5/2010	Counselors - Cookie Murray, Kate Harrison	<p>Local Funding - Time Contributions of Counselors 78,824.00</p> <p>State - Title XIV-SFSF - Time Contributions of Counselors 64,508.00</p>	<p>Informal Assessment :Other-Scheduled staff meetings, to discuss and monitor any situation that may need extra attention.</p>	All students get along with their peers with a healthy outlook toward life.	<p>Informal Assessment :Other-Schools are considered safe and a happy place to be by students, staff, parents, and community.</p>
<p>Activity:</p> <p>Individual Planning --The Counselors will assist students in monitoring & understanding their own development. Areas addressed include:</p> <p>* Education: Acquisition of Study Skills & Choosing Appropriate Programs & Services;</p> <p>* Career: Need for Positive Work Habits & Career Awareness--Investigations of Opportunities;</p> <p>* Personal-Social: Development of Healthy Self-Concepts & Development of Adaptive & Adjustive Social Behavior.</p>	8/2009 - 5/2010	Counselors - Cookie Murray, Kate Harrison	<p>Local Funding - Time Contributions of Counselors 78,824.00</p> <p>State - Title XIV-SFSF - Time Contributions of Counselors 64,508.00</p>	<p>Informal Assessment :Classroom Assessments - -12/09: Reduction in conduct referrals to the Principals, increased academic achievement and reduced dropout rates.</p>	<p>Students demonstrating positive attitudes and a willingness to be accountable for their present and future actions and accomplishments.</p>	<p>Informal Assessment :Other - --05/10: Reduction in conduct referrals to the Principals, increased academic achievement and reduced dropout rates.</p>

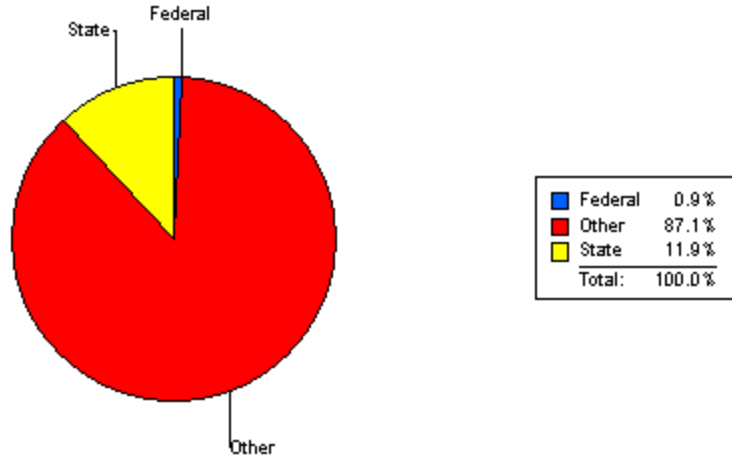
Goal:11 Appropriate programs will be provided to all students demonstrating need in suicide prevention, conflict resolution, violence prevention and intervention, and discipline management. [TEC Section 11.252(3)(B)(E) & 11.253(8)]

Objective(s): PK-12 Students will develop a healthy self-esteem along with acceptable peer interpersonal relationship skills.

<i>Implementation: Reform Methodologies, Strategies and Activities</i>	<i>TimeLine</i>	<i>Person(s) Responsible</i>	<i>Resources / Allocation</i>	<i>Formative Evaluation</i>	<i>Expected Outcome</i>	<i>Summative Evaluation</i>
<p>Activity: System Support --The Counselors will provide program & staff support activities & services, including:</p> <ul style="list-style-type: none"> * Parent Education: Informational meetings held through the community for parents to learn of student opportunities and responsibilities; * Teacher/Administrator Consultation; * Staff Development for Educators to become highly qualified and to learn strategies for serving Special Populations students; and * School Improvement Planning for Special Populations students. 	8/2009 - 5/2010	Counselors - Cookie Murray, Kate Harrison	<p>Local Funding - Time Contributions of Counselors 78,824.00</p> <p>State - Title XIV-SFSF - Time Contributions of Counselors 64,508.00</p>	<p>Informal Assessment :Classroom Assessments - - -12/09: Increased student success in meeting academic requirements.</p>	<p>For all students and all student groups: increased student achievement, reduced retention rates and reduced dropout rates.</p>	<p>Informal Assessment :Classroom Assessments - - -05/10: Grades PK-12: All students will be promoted to the next grade level.</p> <p>Grades 3-11: All students will meet or exceed State achievement goals on appropriate grade level and subject TAKS tests.</p>

Goal:12 Age-appropriate career education will be provided to all students. [TEC Section 11.252(3)(G)]						
Objective(s): PK-12 All students develop life career goals and prepare for a successful life long learning career path.						
Implementation: Reform Methodologies, Strategies and Activities	TimeLine	Person(s) Responsible	Resources / Allocation	Formative Evaluation	Expected Outcome	Summative Evaluation
<p>Strategy: Career Guidance & Counseling - -Boling High School and Iago Junior High School faculty appreciate the need to expose students, especially students meeting the State adopted at-risk criteria, to a wide range of career opportunities--from those requiring technical skills to those requiring advanced post-graduate degrees.</p> <p>Classroom instruction is integrated with activities which emphasizes careers opportunities. Counseling staff and faculty members spend time with individual students discussing careers. Aptitude tests are provided to provide students with information about career fields they may not have previously considered. See Activities under Goal #2.</p>	8/2009 - 5/2010	Counselors - Cookie Murray, Kate Harrison	<p>Local - Time Contributions of Counselors 78,824.00</p> <p>State - Title XIV-SFSF - Time Contributions of Counselors 64,508.00</p>	Informal Assessment :Other- -12/09: Lesson plans detail activities that will provide information about career opportunities; counselor schedule indicates appointments with students to discuss career choices.	All students motivated to enter a field of work of their liking.	Informal Assessment :Other- -All students graduate from high school and enter post-secondary training or the work force.
<p>Strategy: Coherent Sequence of Courses/Career Concentrations</p>	8/2009 - 5/2010	Principal - Keith Jedlicka	<p>Local - CTE Faculty Time Contributions 218,445.00</p>	Informal Assessment :Other- -12/09: Class schedules and lesson plans indicate coherent sequence of courses.	Students enrolled in a coherent sequence of courses are able to enter post-secondary training or the work force.	Informal Assessment :Other- -05/10: Students are gainfully employed after completing high school or post-secondary education.

Funding Values By Program



District Improvement Plan
Boling ISD 2009-2010

Funding Values By Program

	<u>FTE</u>	<u>DollarValue</u>
Federal		
Carl D. Perkins Vocational and Applied Technology		
Region III ESC CTE Consortium	0.00	8,126.00
Title I, Part A		
SRA Consultant	0.00	1,650.00
Newgulf ES-Time Contribution of Reading & Math Aides	4.55	74,069.03
Iago JH- Time Contribution of Reading and Math Aides	1.75	30,059.51
Boling HS TAKS Math Teacher Time Contributions	0.20	7,583.62
Extra-Duty Pay for Summer School Teachers and Aides	4.00	7,967.76
Time Contributions of Library Aide	0.49	9,113.14
Title II, Part A TPTR		
Professional Development Travel, Registration and Fees	0.00	11,414.00
Boling HS TAKS Math Teacher Time Contributions	0.51	18,883.21

Generated on Thursday, November 19, 2009 at 7:53:43 AM

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Funding Values By Program

Federal	<u>FTE</u>	<u>DollarValue</u>
Title II, Part A TPTR		
Contracted Region III PD in Math/Science	0.00	20,540.00
Professional Development Registration and Fees	0.00	11,414.00
		<u>200,820.27</u>
Other	<u>FTE</u>	<u>DollarValue</u>
Coordinated Local, State and Federal Funding		
Time Contributions of Staff and Faculty	0.00	0.00
Staff and faculty time Contributions	0.00	0.00
Staff and faculty time Contributions	0.00	0.00
AEIS Data Reports, Time Contributions of Staff	0.00	0.00
Time Contributions of Ancillary Staff	0.00	0.00
Time Contributions of Staff and Faculty	0.00	0.00
Time Contributions of Staff and Faculty	0.00	0.00
Time Contributions of Counselors and ARD Committees	0.00	0.00
Time Contributions of Staff and Faculty	0.00	0.00
Time Contributions of Staff and Faculty	0.00	0.00
Local		
Time Contributions of Staff and Faculty	0.00	3,996,948.00
Time Contributions of Staff and Faculty	0.00	3,996,948.00
Monitoring Materials based on the TEKS	0.00	3,900.00
TAKS Data and Other Evaluation Resources	0.00	0.00
Counselor Time Contributions, TAKS data, tests scores	0.00	82,724.00
Wellness Policy	0.00	0.00
Region III Co-op Applications, recruiting travel budget	0.00	0.00
Christmas Decorations, Refreshments and Small Gifts	0.00	0.00

Funding Values By Program

Other	FTE	DollarValue
Local		
Local Increment Above Base Pay	0.00	280,000.00
Committee Members Time Contributions	0.00	0.00
Homebound Teacher Time @\$20/hr/5 hrs/week/student; instructional materials	0.00	0.00
Class rosters which record requests of students moving	0.00	0.00
WCJC GED Program	0.00	0.00
Communication devices -	0.00	1,000.00
Calendar, Teachers, Parents	0.00	300.00
Community and Parent Volunteers Time Contributions	0.00	0.00
Volunteer Program Information	0.00	0.00
Time Contributions of Counselors	0.00	78,824.00
CTE Faculty Time Contributions	0.00	218,445.00
NET3 Contract for Maintenance, Access, Schedules and Course Offerings	0.00	119,623.00
Library Books, Electronic Books and other Media Resources	0.00	26,250.00
Online Access to web sites	0.00	4,500.00
Time Contributions of Counselors	0.00	78,824.00
Emergency Policy	0.00	0.00
Local Funding		
Printing costs for Code of Conduct Policy	0.00	3,200.00
Stipends and Substitutes for Professional Development	0.00	14,048.00
Contracted Professional Development with Region III and other Providers	0.00	10,300.00
Professional Development Supplies, Travel and Other Expenses	0.00	14,805.00
Security & Monitoring Services & Supplies	0.00	16,400.00
Canine Program	0.00	0.00
DARE Program	0.00	32,000.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funding		
AEP coordinator	0.00	43,319.00
AEP Resources	0.00	44,212.00
Assessment Instruments	0.00	3,900.00
Certificates and Medals for Awards Program	0.00	3,000.00
Faculty Time Contributions, Curriculum Co-op, supplemental materials	0.00	0.00
Social Studies Teachers Time Contributions; Internet, newspapers, magazines, TV, video Time Contributions of ESL staff	0.00	43,394.00
ESL Instructional Resources	0.00	800.00
ESL Travel and Other Operating Expenses	0.00	530.00
Vendors, site licenses, maintenance	0.00	104,051.00
Time Contributions of Staff to Prepare Grants	0.00	0.00
Acceptable Use Policy	0.00	0.00
Title II, Part D SSA with Region III	0.00	1,256.00
Time for the principal meeting with Justice of the Peace	0.00	0.00
Time Contributions of Counselors	0.00	78,824.00
Time for the principal meeting with Justice of the Peace	0.00	0.00
Region III Assessment Program	0.00	8,400.00
Certificates, Medals, Plaques and Notices to Parents to Advertise Programs	0.00	3,000.00
Financial Aid and Higher Education Information	0.00	0.00
Time Contributions of Coaches and UIL Sponsors	0.00	195,784.00
Extracurricular Activities Contracted Services	0.00	13,450.00
Extracurricular Activities Supplies	0.00	26,000.00
Extracurricular Activities Travel and Other Operating Expenses	0.00	45,555.00
Time Contributions of Staff	0.00	3,996,948.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funding		
Region V Curriculum Leadership Cooperative	0.00	3,700.00
In Service Stipends	0.00	5,782.00
\$100 per Semester Attendance Stipend	0.00	14,206.00
Board Breakfast for Staff	0.00	500.00
Assessment Instruments	0.00	3,900.00
SRA Materials	0.00	4,000.00
Dyslexia teachers Time Contributions, Instructional Materials	0.00	0.00
Time Contributions of Parents and Committee Members	0.00	0.00
Time Contributions of Staff and Faculty	0.00	3,996,948.00
Local Increment Above Base Pay	0.00	0.00
Board Breakfast for Staff	0.00	0.00
Counselors' Time Contribution	0.00	78,824.00
Assessment Instruments	0.00	3,900.00
Assessment Instruments	0.00	2,700.00
Assessment Instruments	0.00	3,900.00
Assessment Instruments	0.00	3,900.00
Assessment Instruments	0.00	3,900.00
Time Contributions of Counselors	0.00	78,824.00
Time Contributions of Counselors	0.00	78,824.00
OdysseyWare Credit Recovery Program	0.00	8,000.00
Time Contributions of Counselors	0.00	78,824.00
Software Test Preparation Programs	0.00	0.00
Time Contributions of Nursing Staff	0.00	64,349.00
Contracted Nursing Services	0.00	4,600.00
Nursing Supplies	0.00	4,500.00

Funding Values By Program

Other	<u>FTE</u>	<u>DollarValue</u>
Local Funding		
Travel, Per Diem	0.00	1,210.00
Time Contributions of Counselors	0.00	78,824.00
Contracted Counseling Services	0.00	6,350.00
Counseling Supplies	0.00	6,650.00
Travel, Per Diem	0.00	800.00
Librarian and Librarian Aide Time Contributions	0.00	94,297.00
Contracted Media Resources	0.00	14,350.00
Media Resources	0.00	26,250.00
Library Staff Travel	0.00	650.00
Time Contributions of Counselors	0.00	78,824.00
Time Contributions of Counselors	0.00	78,824.00
		<u>8,422,572.00</u>
State	<u>FTE</u>	<u>DollarValue</u>
Bilingual Education Block Grant		
Time Contributions of Staff	0.00	0.00
Career and Technology Block Grant		
CTE Faculty Time Contributions	0.00	218,445.00
Contracted Services	0.00	25,473.00
Career and Technology Supplies	0.00	73,900.00
Carrer and Technology Travel	0.00	10,900.00
Compensatory Education Program		
Time Contribution of ESL Aide	2.75	45,128.67
Faculty Time Contributions for Summer School	0.00	28,576.70

Funding Values By Program

State	FTE	DollarValue
Compensatory Education Program		
Professional Development Stipends and Substitutes	0.00	9,815.03
Newgulf ES Faculty Time Contributions	0.96	42,436.87
Extra Duty Pay for Tutorials	0.00	25,678.33
Boling HS Faculty Time Contribution	0.91	40,912.07
Extra Duty Pay for 1/2 Year Tutorials	0.00	5,238.38
Boling HS Faculty Time Contributions	0.65	24,404.33
Iago JH Faculty Time Contributions	1.12	51,535.13
Extra-Duty Pay for Summer School Teachers & Aides	0.00	28,576.70
Boling HS Library Aide Time Contributions	0.51	9,087.01
Stipends for Professional Development	0.00	1,592.06
Technology Resources	0.00	20,000.00
Time Contributions of Teachers	0.42	21,863.40
Gifted and Talented Block Grant		
Faculty Time Contributions	0.00	42,800.00
Time Contributions of Gifted/Talented Teachers	0.00	42,800.00
G/T Supplies	0.00	220.00
Special Education Block Grant		
Time Contributions of Special Education Staff	0.00	280,329.00
Supplemental Supplies	0.00	15,300.00
Supplemental In District Travel Expenses	0.00	625.00
Posters, Newspaper Ads, Other Notification Resources	0.00	692,866.00
Title XIV-SFSF		
Time Contributions of Counselors	0.00	64,508.00

Funding Values By Program

State	FTE	DollarValue
Title XIV-SFSF		
Time Contributions of Counselors	0.00	64,508.00
Time Contributions of Counselors	0.00	64,508.00
Elementary Math Teacher	0.00	49,540.00
Time Contributions of Counselors	0.00	64,508.00
Time Contributions of Counselors	0.00	64,508.00
Time Contributions of Counselors	0.00	64,508.00
Time Contributions of Counselors	0.00	64,508.00
Time Contributions of Counselors	0.00	64,508.00
Time Contributions of Counselors	0.00	64,508.00
Time Contributions of Counselors	0.00	64,508.00
		<u>2,517,630.68</u>
Grand Total:		1,141,022.95