

**Boling Independent School District**  
**District Improvement Plan**  
**2018-2019**



# Mission Statement

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.

# Vision

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

# Value Statement

**“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.

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Boling Independent School District is a 3A rural school district comprised of approximately 1120 students, Female 49% and Male 51%. Boling is located in Wharton County, along the Gulf Coast of Texas. Our school district is ethnically diverse as seen from the data below.

White: 35.3%

Hispanic 53.3%

African American 9%

Asian .08%

American Indian Alaskan 0.1%

Hawaiian Pacific 0.2%

Two or More Races 1.4%

Economically Disadvantaged 62.3%

### ATTENDANCE

District: 96.7%

### DROP OUT RATES

Grades 9-12: 0%

## **Demographics Strengths**

Boling Independent School District's Attendance of 96.7%

Boling Independent School District's enrollment continues to increase.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** More diverse and changing student populations present varying needs requiring additional supports and resources

# Student Achievement

## Student Achievement Summary

Overall the scores of Boling ISD are above or approaching the regional and state averages. Boling ISD is in the top middle of the score range when compared to our regional counterparts. The demographic areas in greatest need of improvement is closing the gap between ethnic groups as well as increase performance with our low socioeconomic students across the district as a whole.

Rigor and relevance must become an emphasis as indicated by our low number of level II & level III scores on STAAR and EOC.

### READING

Grade	2017	2018	Difference
3	69%	84%	15%
4	56%	53%	-3%
5	87%	81%	-6%
6	59%	54%	-5%
7	73%	74%	1%
8	88%	89%	1%

### MATHEMATICS

Grade	2017	2018	Difference
3	81%	87%	6%
4	82%	87%	5%
5	97%	97%	0%
6	71%	66%	-5%
7	67%	87%	20%
8	85%	88%	3%

### WRITING

Grade	2017	2018	Difference
4	56%	57%	1%
7	77%	78%	1%

## SCIENCE

Grade	2017	2018	Difference
5	70%	82%	12%
8	80%	82%	2%

## SOCIAL STUDIES

Grade	2017	2018	Difference
8	64%	56%	-8%

## END OF COURSE (EOC)

Course	2017	2018	Difference
*ALGEBRA I	92%	95%	3%
ENGLISH I	86%	80%	-6%
ENGLISH II	75%	85%	10%
BIOLOGY	97%	98%	1%
US HISTORY	97%	95%	-2%

\* JH GT met 100% mastery and BHS met 93% mastery

## **District Culture and Climate**

### **District Culture and Climate Summary**

Boling Independent School District's culture and climate comprehensive needs assessment was developed by reviewing data from various sources listed below.

District Educational Improvement Meetings

Faculty Meetings

Discipline referrals from across the district

PBMAS Data

PEIMS Data

TAPR Data

Data from DARE surveys conducted with the students

### **District Culture and Climate Strengths**

Boling Independent School District continues to stress safety across the district. The new SecureTech emergency system has received numerous positive reviews from staff members at all three campuses.

In recent DARE activities conducted students feel safe at the campuses.



## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Boling Independent School District conducts staff development activities to improve staff quality bases on comprehensive needs assessment of the district and campuses. Recruitment efforts are made by posting open positions on district, professional organizations, university/college websites and in local papers in the area.

### **Staff Quality, Recruitment, and Retention Strengths**

Boling Independent School District maintained 100% highly qualified staff in all subject areas.

Paraprofessionals throughout the district used in an instructional capacity maintained 100% highly qualified status

Professional development activities to improve staff quality that have been offered in the district and Region III have been well received by teachers and instructional staff members during the recent years

If Boling Independent School District becomes a District of Innovation, BISD will be able to provide more time for teacher meetings and planning to prepare for instruction

### **Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs**

**Problem Statement 1:** Boling Independent School District is not at this time a District of Innovation

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Boling Independent School District uses numerous resources that are research based best practices for instructional strategies, and DMAC for assessment data. Administrators and teachers analyze state assessment data as well as curriculum based assessment data to improve instruction.

### **Curriculum, Instruction, and Assessment Strengths**

#### **Newgulf Elementary:**

Accelerated Math

Accelerated

Reader

DMAC (Data Man./Ana.)

Di-star Reading

Head Sprout

Math Facts In A Flash and Orchard

Math

Read Naturally

Science Academy

SRA Decoding

SSR/Tutorials

Writing Academy

**Iago Junior High**

DMAC

Dynanotes

Inclusion

SSR/Tutorials

STAAR & EOC Pullout

**Boling High School**

DMAC

Dual Credit Program

Inclusion

SSR

STAAR & EOC Pullouts

Virtual School Network

**Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Students with low performance need more assistance in the classroom and different ways to address their learning needs **Root Cause:** More students are coming to Boling Independent School District with learning needs and/or disabilities. Teachers have to address the needs of all students and differentiate instruction for each student, which can be challenging with limited planning time and growing class sizes.

## **Parent and Community Engagement**

### **Parent and Community Engagement Summary**

There are many forms of parent involvement within Boling ISD. The district has some very active parent groups including booster clubs, PTO, site-based teams and advisory committees. All campuses have scheduled parent conference nights and school programs. The district uses an automated School Messenger system to keep parents informed of campus and district activities and expectations. In addition, the TXSuite allows parents to have up-to-date information regarding grades and attendance. The district and campus websites and social media sites that Boling ISD partners with also keep up-to-date with current events.

Each year Region 3 holds a Parent Involvement Conference. Boling ISD parents are invited to attend this conference. These conferences focus on parenting skills and academics for their children. This conference was also enlightening to the parents of students in low socioeconomic families because of the emphasis on the importance of education and open communication with their child's school. Our community members have opportunities to receive information and be involved in our district in a variety of ways, including: the District Site Based Decision Making Committee, the district's participation in community organizations, our presence at community events, communication on local radio stations and district and campus web-sites.

### **Parent and Community Engagement Strengths**

The Boling ISD and campus websites and social media sites provide up-to-date information concerning the activities that take place in the district, at each campus, and in each classroom. Parents have access to TX Suite, the district's grade-book program. Parents have immediate access to their child's grades, attendance, and behavior.

The district purchased School Messenger several years ago which allows each campus and the central office the ability to inform all parents of important updates as well as attendance.

A Parent and Community Survey is conducted annually to determine the needs and strengths of the district and gauge the climate and culture of our campuses regarding our Title I program.

### **Problem Statements Identifying Parent and Community Engagement Needs**

**Problem Statement 1:** Work obligations and family responsibilities prevent some parents from attending school events and parent involvement training

## **District Context and Organization**

### **District Context and Organization Summary**

Boling ISD is under the direction of the Board of Trustees who have establish the district expectations for local accountability by establishing Strategic Goals which serve as the foundation of the Board Monitoring Document deemed most important to measure progress in attaining our district's vision and goals. Our Bird's Eye View will create efficiencies and provide focus on the District's goals and foundations for success. The district Leadership Team established the Foundation for Success, College and Career Graduate Ready Profile, and Cycle of Effective Classroom Instruction with Supports.

### **District Context and Organization Strengths**

Campus Improvement Teams on all three campuses and the District Educational Improvement Committee provide opportunities for teachers, parents, students, business and community members to provide input on the educational programs provided in Boling Independent School District.

All three campuses and the district are currently using Plan4Learning to develop campus and district improvement plans and to centralize documentation related to school improvement.

### **Problem Statements Identifying District Context and Organization Needs**

**Problem Statement 1:** Limited staff that are able to dedicate time to focus on school improvement **Root Cause:** In a small district, campus and district administrators wear many hats and are often consumed with day to day administrative duties.

# **Technology**

## **Technology Summary**

Boling Independent School District provides progressive technology that accounts for the evolving job market while equipping students and staff with appropriate and ample support

## **Technology Strengths**

- Appropriate bandwidth and network backbone to facilitate a redundant, robust and safe learning environment
- Knowledgeable and sufficient technology administrator
- Parent/Teacher communication facilitated through digital platforms
- Emergent technologies introduced to provide experience to students for future careers and help them attain job readiness
- Security camera systems and Raptor ID systems to insure student safety
- Teacher Technology System comprised of Elmo and projector in every classroom

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Compass Learning accelerated reading assessment data for Grades 6-8 (TEA approved statewide license)
- SSI: Apex Learning accelerated reading assessment data for English I and II (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data

- Student failure and/or retention rates
- Observation Survey results
- Prekindergarten Self-Assessment Tool

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Response to Intervention (RtI) student achievement data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS



### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate

### **Support Systems and Other Data**

- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: Funding: BISD budgets for the future with fiscally sound decisions and transparency


**Performance Objective 1:** The district will continue to make fiscal decisions that are tied to district priorities resulting in the effective allocation of resources and accomplishment of goals

**Evaluation Data Source(s) 1:** District data reports and surveys that indicate meeting district goals including students surpassing state standards on required state assessments for Spring of 2018


**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math.


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) District will utilize local, federal, special education and special programs funds to increase student achievement	Superintendent, Assistant Superintendent, and Principals	State Assessments				
2) Conduct annual audit of the management of fiscal practices	Superintendent	Auditors Report				
3) Conduct Monthly Budget Reviews	Superintendent, Assistant Superintendent, Principals	Monthly budget reports with notations of need for 2019-2020				
4) District will utilize survey to evaluate programs and effectiveness across the district and campuses	Superintendent, Assistant Superintendent and Principals	Survey Results				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


**Goal 2: Technology: BISD provides progressive technology that accounts for the evolving job market while equipping students and staff with appropriate devices and ample support**

**Performance Objective 1:** BISD will procure technology devices and software that are appropriate to diverse needs of all learners and staff to support 21st Century innovative instructional techniques

**Evaluation Data Source(s) 1:** Budget plan, Purchase Orders, E-Rate purchases

**Summative Evaluation 1:**

**TEA Priorities:** 1. Recruit, support, retain teachers and principals. 2. Build a foundation of reading and math. 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Identify priorities and needs of campuses through site visits and need assessments	Superintendent, Assistant Superintendent, Principals	5 year technology plan will be updated				
2) Purchase appropriate technology equipment and technology software through approved vendors	Superintendent, Assistant Superintendent, Principals, Technology Director	Appropriate ample technology equipment on each campus from cost conscious resources				
3) Evaluate Software for effectiveness	Superintendent, Assistant Superintendent, Principals, Technology Director	Increase in STAAR and EOC scores				
4) Decommission outdated technology equipment and programs as needed	Superintendent, Assistant Superintendent, Principals, Technology Director	Technology Director receives less work orders and less down time through out district.				
						

**Goal 3: Boling ISD and all individual campuses will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.**





**Performance Objective 1:** Increase the academic performance of Economically Disadvantaged, African American, English Learners, Special Education students, students identified as dyslexic, and/or served through 504, at all grade levels in Math, Reading, and Writing

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Conduct regular reviews of student achievement data and program effectiveness to make informed instructional decisions to impact targeted student groups not meeting progress	Superintendent, Assistant Superintendent, Principals	Increased scores for African American, Hispanic, Economically Disadvantaged, Special Education, and English Learners student groups on the summative assessments and the 2019 STAAR, EOC, and TELPAS				
2) Analyze STAAR and Summative Assessment results to make instructional decisions based on student performance utilizing DMAC	Superintendent, Assistant Superintendent, Principals	Increased academic performance for all students on Summative Assessments and STAAR tests				
3) Conference with each student to create a Student Performance Plan (Individual Graduation Plan) and review plans at regular intervals	Principals, Assistant Principal, Counselors, and Teachers	Conferences will be documented by counselors				
4) Improve communication between school and home for Spanish speaking families. Provide additional parent meetings for parents as necessary.	Principals, Assistant Principal, Counselors	Number of EL parents participating in school events				
5) Increase Summative and advanced performance in STAAR in all grades in all student groups	Superintendent, Assistant Superintendent, Principals	2019 STAAR percent of post secondary readiness standard scores  Increased percentage from prior summative to current				
6) Provide acceleration support for Student Success Initiative for students in grade 5 and 8 that do not meet standard on the first and second administration of the STAAR assessments	Principals, Teachers	Documentation of student progress on STAAR, summative				

7) Provide professional development to address the needs of learning disabled and other Special Education students in a variety of settings that focus on content, student engagement and differentiation	Principals, Counselors, Special Education Teachers					
8) Continue to work with Region III using a comprehensive professional development catalog for teachers and staff to use	Superintendent, Assistant Superintendent, Principals	Registration log Participation survey of use through Region III				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

**Goal 3:** Boling ISD and all individual campuses will continue to strive toward achieving the highest accountability rating established by the Texas Education Agency.


**Performance Objective 2:** Provide 100% of Boling ISD students with equitable access to a comprehensive rigorous and relevant curriculum aligned to state standards and promoting college and career readiness


**Evaluation Data Source(s) 2:**

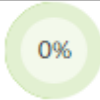
**Summative Evaluation 2:**


**TEA Priorities:** 3. Connect high school to career and college.

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue to implement and monitor the campus curriculum programs in core academic courses.	Superintendent, Assistant Superintendent, Principals	Lesson Plans Summative Scores				
2) Expand the CTE certification programs and monitor	Superintendent, Assistant Superintendent, Principal	Number of students enrolled in certification programs, grades and credits				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


**Goal 4: The district's schools will maintain a safe and disciplined environment conducive to learning and employee effectiveness**

**Performance Objective 1:** Boling ISD will seek to reduce discipline referrals by 3%


**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p>1) Continue to initiate anti-bullying/cyber bullying programs on all campuses. FFI (Legal) and (Local)</p>	<p>Superintendent, Assistant Superintendent, Principals, Counselors, Teachers</p>	Decrease in discipline referrals and decrease in absences				
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>2) Continue to increase awareness of sexual abuse, maltreatment of children, internet predators and suicide prevention training to all staff members. Provide conflict resolution and violence prevention training.</p>	<p>Principals, Counselors, and Teachers</p>	Decrease in reports				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 4:** The district's schools will maintain a safe and disciplined environment conducive to learning and employee effectiveness

**Performance Objective 2:** Through implementation of an effective discipline management plan and providing a safe, secure, and orderly learning environment, we expect to maintain an extremely low number of discipline incidents across the district.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue on-going safety evaluations of facilities and grounds. (State-mandated safety audit to be completed every 3 years).	District Safety Coordinator	Implementation evidence: Safety Audit Report. Impact evidence: Safer environments.				



**Goal 5: Communicate among the district employees, students, parents and the community at-large will be accurate, consistent, timely, effective and interactive. The district will provide for family and community involvement that results in positive partnership. Partnership means a willingness to do, to give, to work with the district and share responsibility at various levels of involvement accepting responsibility for the education of students.**

**Performance Objective 1:** Foster 100% of district and campus quality communication between home, school and community.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Continue to promote the use of family access for parents.</p>	<p>Superintendent, Assistant Superintendent, Principals, Teachers</p>	<p>Parent conferences, Open Houses, Spring Banquets</p>				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>2) Increase opportunities for parents and community organizations to volunteer on the campus to support student learning</p>	<p>Principals, Teachers</p>	<p>Number of volunteer opportunities; number of volunteers, impact on student achievement</p>				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>3) Continue to improve the district's website to promote a flow of information and provide efficient and clear delivery of district services.</p>	<p>Superintendent, Assistant Superintendent, Director of Technology, Principals</p>	<p>Update of information on website</p>				
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Continue the use of School Messenger to provide parents with information, notifications of alerts, absences and etc.</p>	<p>Superintendent, Assistant Superintendent, Principals</p>	<p>Increase in attendance</p>				

<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) The district high school and middle school campus will provide information to parents, students, counselors, and teachers information about higher education admission and financial aid opportunities and the need for students to be informed and to make informed decisions to be prepared beyond high school, and sources of information on higher education admissions and financial aid.</p>	<p>Principals and Counselors</p>	<p>Increase in student acceptance to higher education</p>				
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= Accomplished



= Continue/Modify



= No Progress




= Discontinue

**Goal 6: Provide innovative and authentic instructional experiences that challenge and empower all students to be active participants in their own learning.**

**Performance Objective 1:** Performance Objective 1: Monitor the progress of all student groups (race/ethnicity, special education, ELL, economically disadvantaged), strengthening the instructional core, and implementing RtI with fidelity, Index 2 will reflect an increase in the percent of tested students meeting or exceeding one year of academic progress, and Index 3 will continue to exceed the state performance and show growth over district performance in 2018-2019 school year.

**Evaluation Data Source(s) 1:** TAPR

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Mar	June
1) Continue the focus on HB5 implementation, including accountability in student achievement and increasing the number of Career and Technology Education (CTE) student enrollment.	Superintendent, Assistant Superintendent, Principals and CTE teachers	1. Implementation evidence: Student performance data review. 2. Impact evidence: Increased number of CTE student enrollment.				
2) Continue to administer curriculum-based assessments to gather formative student achievement data to drive instruction and to assist students with interventions in the four core curriculum areas.	Superintendent, Assistant Superintendent and Principals	1. Implementation evidence: Student performance data review. 2. Impact evidence: Increase performance in student learning				
3) Create procedures to provide greater support to campus professional learning communities (PLC's) and use data driven processes to make instructional decisions including the placement of students in Response to Intervention (RtI)	Superintendent, Assistant Superintendent and principals	1. Implementation evidence: PLC logs. 2. Impact evidence: Increase performance on CBA's.				
4) Solicit career mentor representatives,	Superintendent, Assistant Superintendent and Principals	Implementation evidence: More mentors in the buildings  Impact evidence: Students will have a better understanding of possible career opportunities.				
						

## Academic Excellence Improvement Council

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Wade Stidevent	Superintendent
Administrator	Bryan Blanar	Assistant Superintendent
Administrator	Keith Jedlicka	Boling High School Principal
Administrator	Brett Pohler	Iago Junior High Principal
Administrator	Gerald Floyd	Newgulf Elementary Principal
Administrator	Tim Moore	Assistant Principal
Classroom Teacher	Janice Raska	Iago Teacher
Classroom Teacher	Sarah Harborth	Iago Teacher
Parent	Shannon Jedlicka	Parent
Business Representative	Mike Groover	Business Representative
Community Representative	Jean Shaw	Community Representative
Business Representative	Keith Ermis	Business Representative
Classroom Teacher	G.W. Krasucky	Boling High School CTE Teacher
Classroom Teacher	Lindsey Altenburg	Newgulf Classroom Teacher
Classroom Teacher	Laura Starks	Newgulf Classroom Teacher
Non-classroom Professional	Nicole Folmar	District Nurse
Non-classroom Professional	Melanie Schubach	Boling High School Counselor
Non-classroom Professional	Sarah Wilkins	Iago Junior High Counselor
Classroom Teacher	Kelsey Supak	Newgulf Elementary Counselor
Parent	Donnie Kalmus	Parent
Classroom Teacher	Michelle Engrav	Boling High School Teacher
Community Representative	Tami Harrell	Community Representative

# Addendums

**2018-2019 Resource Allocation Estimations**

<b>Title I School Wide</b>	<b>District</b>		<b>Newgulf</b>		<b>Iago</b>		<b>BHS</b>	
Totals:	\$ 175,410	FTE	\$ 142,091	FTE	\$ 7,000	FTE	\$ 4,458	FTE
Payroll Costs	\$ 175,410	6.1	\$ 142,091	5.7	\$ 7,000	0.6	\$ 4,458	0.4
Purchase & Contracted	\$ -		\$ -		\$ -		\$ -	
Supplies & Materials	\$ -		\$ -		\$ -		\$ -	
Other Operating	\$ -		\$ -		\$ -		\$ -	

<b>Title II Part A</b>	<b>District</b>		<b>Newgulf</b>		<b>Iago</b>		<b>BHS</b>	
Totals:	\$ 25,992	FTE	\$ 25,992	FTE	\$ -	FTE	\$ -	FTE
Payroll Costs	\$ 25,992	0.3	\$ 25,992	0.3	\$ -	0.0	\$ -	0.0
Purchase & Contracted	\$ -		\$ -		\$ -		\$ -	
Supplies & Materials	\$ -		\$ -		\$ -		\$ -	
Other Operating	\$ -		\$ -		\$ -		\$ -	

<b>Career &amp; Technology</b>	<b>District</b>		<b>Newgulf</b>		<b>Iago</b>		<b>BHS</b>	
Totals:	\$ 526,113	FTE	\$ -	FTE	\$ -	FTE	\$ 526,113	FTE
Payroll Costs	\$ 373,954	4.7	\$ -	0.0	\$ -	0.0	\$ 373,954	4.7
Purchase & Contracted	\$ 19,559		\$ -		\$ -		\$ 19,559	
Supplies & Materials	\$ 72,600		\$ -		\$ -		\$ 72,600	
Other Operating	\$ 60,000		\$ -		\$ -		\$ 60,000	

<b>Compensatory Edu.</b>	<b>District</b>		<b>Newgulf</b>		<b>Iago</b>		<b>BHS</b>	
Totals:	\$ 805,112	FTE	\$ 305,202	FTE	\$ 250,792	FTE	\$ 211,556	FTE
Payroll Costs	\$ 706,372	7.7	\$ 269,002	2.2	\$ 229,522	3.0	\$ 187,486	2.5
Purchase & Contracted	\$ 27,100		\$ 9,000		\$ 1,200		\$ 700	
Supplies & Materials	\$ 70,750		\$ 26,950		\$ 19,650		\$ 23,150	
Other Operating	\$ 890		\$ 250		\$ 420		\$ 220	

<b>Gifted &amp; Talented</b>	<b>District</b>		<b>Newgulf</b>		<b>Iago</b>		<b>BHS</b>	
Totals:	\$ 60,431	FTE	\$ 12,285	FTE	\$ 19,031	FTE	\$ 25,265	FTE
Payroll Costs	\$ 56,591	0.8	\$ 12,110	0.2	\$ 18,786	0.3	\$ 24,945	0.3
Purchase & Contracted	\$ 3,100		\$ 1,000		\$ 1,000		\$ 1,100	
Supplies & Materials	\$ 170		\$ -		\$ 70		\$ 100	
Other Operating	\$ 570		\$ 175		\$ 175		\$ 220	

<b>Bilingual/ESL</b>	<b>District</b>		<b>Newgulf</b>		<b>Iago</b>		<b>BHS</b>	
Totals:	\$ 41,917	FTE	\$ 24,065	FTE	\$ 6,786	FTE	\$ 10,066	FTE
Payroll Costs	\$ 21,587	1.0	\$ 17,565	1.0	\$ 286	0.0	\$ 3,736	0.0
Purchase & Contracted	\$ 1,000		\$ -		\$ -		\$ -	
Supplies & Materials	\$ 18,800		\$ 6,500		\$ 6,100		\$ 6,200	
Other Operating	\$ 530		\$ -		\$ 400		\$ 130	

<b>Special Education</b>	<b>District</b>		<b>Newgulf</b>		<b>Iago</b>		<b>BHS</b>	
Totals:	\$ 728,872	FTE	\$ 281,304	FTE	\$ 182,251	FTE	\$ 184,046	FTE
Payroll Costs	\$ 400,704	6.4	\$ 162,731	2.1	\$ 89,326	2.3	\$ 92,376	2.0
Purchase & Contracted	\$ 26,398		\$ 18,198		\$ 600		\$ 600	
Supplies & Materials	\$ 29,050		\$ 9,650		\$ 2,050		\$ 850	
Other Operating	\$ 272,720		\$ 90,725		\$ 90,275		\$ 90,220	

# Boling Independent School District

## Parent Involvement Policy

### Philosophy

The staff of Boling Independent School District has formed a partnership with the parents/guardians of their students to facilitate student learning for improved student achievement and the attainment of the State's high academic standards. While the staff of Boling Independent School District is completely committed to providing each and every student an equitable and quality education, the staff recognizes the value of parental participation in every student's education. Parents/guardians are students' invaluable first teachers and their continued support of their students' education is essential to student success.

### Development of the Title I, Part A

#### Parental Involvement Policy and School-Parent Compacts

Through the activities of the District Educational Improvement Team (DEIC), a committee composed of administrators, teachers, support personnel, Title I, Part A parents, community members, and business members will be involved in the joint development and annual review of the Boling Independent School District Title I, Part A Parental Involvement Policy and the School-Parent Compact. Parent comments from parent-teacher conferences, parent surveys and other meetings to solicit parent input will be used to refine the Policy. The Draft Policy will be presented to parents of Title I, Part A students for their approval, and once adopted--distributed to all Title I, Part A parents, and placed on file in the TASB Policy Manual, campus Principal's office, and administration office for audit purposes. The Draft School-Parent Compact will also be reviewed by Title I, Part A parents, with the final Compact distributed to parents and students.

#### Parental Involvement in the Campus Improvement Process

Through the activities of the DEIC, parents will be involved in the development, review and evaluation of the District Improvement Plan.

#### LEA Coordination, Technical Assistance, and Support of Effective Parental Involvement Efforts

The Boling Independent School District Boling ISD Assistant Superintendent along with the principals will provide the coordination, technical assistance and support necessary to help plan and implement effective parental involvement efforts through professional development, parent training and campus-wide and district-wide parental involvement activities. These activities will facilitate in the building of the capacity of parents and the staff of Boling Independent School District for greater parental involvement.

Teachers and parents will receive training to build their capacity for greater, more effective parental involvement. Annual input will be solicited from Title I, Part A School-wide parents to give teachers successful strategies the teachers may use for communicating with parents effectively.

#### Campus-wide Parental Involvement

Prior to the consideration that students may be served through special populations programs and/or services, to facilitate the development of a strong parental involvement program and educational system on the Boling Independent School District, all parents will be recruited to participate in the campuses' and District parental involvement program. Special attention will be given to parents with students in special populations programs (Title I, Part A, State Compensatory and Accelerated Instruction, Special Education, Dyslexia, etc.) to ensure that guidelines governing these parental involvement programs are addressed. While maintaining the integrity of the requirements of these programs, a concerted effort will be made to integrate all parental involvement activities on the Boling High campus, Lago Junior High Campus, and Newgulf Elementary Campus and when appropriate in the Boling ISD.

#### Parental Involvement Program Evaluation

The evaluation of the Title I, Part A Parental Involvement Program will be conducted through the annual Title I, Part A meeting and parental feedback during parent-teacher conferences. The DEIC of the Boling Independent School District will use the information from these sources to design strategies for the revision of the Parent Involvement Program, the Title I, Part A Parental Involvement Policy and for school improvement.