

03-08

**QUINLAN INDEPENDENT SCHOOL DISTRICT
2007-08 DISTRICT IMPROVEMENT PLAN**



Mission Statement

The mission of the Quinlan Independent School District is to ensure that all children have access to a quality education which enables them to achieve their potential and fully participate now and in the future in the social, economic, and educational opportunities of our state and nation.

**DISTRICT IMPROVEMENT PLAN
2007-08**

Department of Education Performance Goals:

- **Goal 1: By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- **Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.**
- **Goal 3: By 2007-2008, all students will be taught by highly qualified teachers.**
- **Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.**
- **Goal 5: All students will graduate from high school.**

Quinlan ISD supports the premise of the No Child Left Behind Act of 2001 and has incorporated the Department of Education Performance Goals into our District Improvement Plan.

Quinlan ISD Performance Goals/Needs Assessment:

Goal 1

The district will achieve high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Objectives:

Reading/English Language Arts

All students will improve from 86% passing to 90% passing in 2008.

Hispanic students will improve from 80% passing to 85% passing in 2008.

LEP students will improve from 62% passing to 70% passing in 2008.

Special education students will improve from 67% passing to 70% passing in 2008.

Economically Disabled students will improve from 82% passing to 85% passing in 2008.

White students will improve from 86% passing to 90% passing in 2008.

97% of all special education students (Grades 3-8) will participate in the state assessment program (TAKS, and TAKS_A)

100 % of all special education students enrolled in a grades tested by TAKS will participate in an assessment program (TAKS, TAKS A, TAKS ALT, or TAKS-M).

Math

All students will improve from 61% passing to 70% passing in 2008.

LEP students will improve from 50% passing to 60% passing in 2008.

Special Education students will improve from 41% passing to 52% passing in 2008.

Hispanic students will improve from 51% passing to 60% passing in 2008.

Economically Disadvantaged students will improve from 56% passing to 65% passing in 2008.

White students will improve from 63% passing to 70% passing in 2008.

97% of all special education students (Grades 3-8) will participate in the state assessment program (TAKS, and TAKS_A)

100% of all special education students enrolled in a grade tested by TAKS will participate in an assessment program (TAKS, TAKS A, TAKS ALT, and TAKS M).

Writing

All students will improve from 82% passing to 88% passing in 2008.

LEP students will improve from 60% passing to 68% passing in 2008.

Economically Disadvantaged students will improve from 79% passing to 85% passing in 2008.

Special Education students will improve from 46% passing to 65% passing in 2008.

White students will improve from 83% passing to 90% passing in 2008.

Hispanic students will improve from 86% passing to 90% passing in 2008.

97% of all special education students (Grades 4-8) will participate in the state assessment program (TAKS, and TAKS_A)

100% of all special education students enrolled in a grade tested by TAKS will participate in an assessment program (TAKS, TAKS A, TAKS ALT, and TAKS M).

Additional Goals Addressed:

Data Reviewed

- AEIS Report
- AYP data
- Campus Improvement Plans
- Quinlan Technology Plan
- Student Attendance
- Safe and Drug Free PEIMS Report
- Administrative Meetings

Persons Responsible

- District Advisory Committee
- Administrative Team

Results

- Identified Strengths and Weaknesses
- Student Attendance Needs Improvement
- Continue Emphasis on Safe and Drug Free Schools
- High Percentage of Highly Qualified Teachers
- Continue Emphasis on High School Graduation
- Continue Emphasis on Raising LEP and Hispanic Academic Standards
- Need Continued Improvement in High School Completion Rate
- Parental Involvement Needs Improvement
- Continued District-Wide Emphasis on Math Improvement

Reading Strategies

| STRATEGIES | PERSON(S) RESPONSIBLE | RESOURCES | TIMELINES | EVALUATIONS | |
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| | | | | FORMATIVE | SUMMATIVE |
| Provide support teachers in grades K-3. Provide professional/paraprofessional to work with small groups on a balanced reading method. (Tier 2&3) | Teachers | Title II; Accelerated Reading (404); Title I; Reading First | Each class daily for thirty minutes | Progress reports; Report cards; Three week progress monitoring | TAKS; Improvement on Accelerated Reader Report, Improved TPRI scores, and ITBS scores grades 1 & 2. |
| Use computer lab for TAKS acceleration of skills in reading. 1-5. | Principal; Computer lab teacher/aide | SCE (24) Aides | Weekly 3 weeks 6 weeks | Programmatic assessments; Progress reports Report cards | TAKS |
| Continue Accelerated Reader program in Grades 1-8. | AR campus coordinator; Teachers; Librarian | Local Funds | Monthly; As needed | Book circulation; STAR pre-test, tri-annual STAR, and end-of book tests AR Accreditation Testing | TAKS reading STAR report |
| Provide extended year & extended day programs in Grades K-12. | Principals | Local Funds OEYP Funds Title 1 Funds 409 HS funds 399 Funds-AEB | Weekly | Teacher-made tests, benchmarks | Pass/Fail rate; Promotion rate; Attendance |
| Provide before and after school tutorials; TAKS remediation classes(during school), and Title I tutorials. K-12 | Principals | SCE (24) Title 1 399-Butler | Weekly 3 weeks 6 weeks | Tutorial referral records; Progress reports; Report cards | TAKS results |
| Provide a teacher for dyslexia disorders to better serve that student population. | Dyslexia Teacher | Accelerated Reading Funds Title 1 Title 11 | Daily | Proficiency tests; Progress reports; Report cards | TAKS results; Improvement percentages |
| Use supplemental curriculum and other supplemental TAKS materials to improve mastery of TAKS reading objectives. | Grade leader/ Department head | SCE (24) Title 1 | Daily | Programmatic assessments | TAKS reading |
| Extend ESL services, follow CIP for reading and ensure modifications district-wide. Train regular classroom teachers in ESL certification and ESC classes on ESL strategies to improve AMAO'S | Principal; ESL teacher; Classroom teacher, ESL Coordinator | Title III (263) ESL (25) Title 1 | Semester; 3 weeks; 6 weeks | Proficiency tests; Progress reports; Report cards | Proficiency Levels; Number of students exited; TAKS as applicable, AMAOS, TELPAS reports |

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| Continue implementation of Harcourt Trophies program grades K-3. Implement Reading Scope & Sequence in grades K-3. | Principals; Teachers; Reading First Literacy Coaches, and Reading First Director | Title 1 funds Local Funds | Daily | TPRI results | Reading on grade level by grade three; TAKS results, ITBS grades 1 & 2 |
| Use AIMS-Web to monitor struggling student and recommend RTI. | Literacy coach, principal, teachers | Local Funds Special Ed Title 1 | Sept., Jan. May | Pre and posttests | Comparative Analysis |
| Continue implementation of reading vertical teaming and align reading curriculum in PK-12. | Director of Curriculum; Principals | Local Funds | 6 weeks | Vertical team meetings; Lesson plans | Training completion; TEKS extrapolation; Alignment completion |
| Administer Pre-TAKS and benchmarks. | Principals; Asst. Prin.; Counselors | Local Funds | Semester | Pre-test results | TAKS |
| Continue implementation of "TRA"(Texas Reading Academy) strategies.(k-4) | Teacher | Local Funds | Daily | Lesson plans | End of year test |
| Administer "TPRI" to grades K-3 and use results to focus reading instruction. | Teacher | Local Funds | K-Sept.- April 1-3 Sept.-April | Testing dates | Test results; Comparative analysis |
| Provide training to K-3 teachers in balanced literacy techniques by Regional Technical assistant. | Principal; Special Programs Director; Literacy Coaches | Reading 1 st & Title 1 | 8 days per year; (2 days pr grade level- winter and spring) | Progress reports; TPRI observations | TAKS reading; ITBS (1&2); Improved learner centered activities on PDAS |
| Continue utilizing literacy coaches to demonstrate balanced literacy techniques for teachers. | Principals; Special Programs Director | Reading 1 st (261) | August - May | Observations; Progress reports | Improved learner centered activities on PDAS; TAKS reading; ITBS |
| Follow reading curriculum plan to ensure TEKS/TAKS implementation in reading and math.(GR. 1-5) | Curriculum committee; Principal; Curriculum Director | Title 1 Local Funds | January-August | Review at the end of each 6 week period and revise | Revised document; TAKS results; Increased passing rate |
| Continue implementation of Letter People program in Pre- | Teachers | Title 1 Local funds | Daily | Pre-Post tests | End of year results. |

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| Participation in TAKS Cadre/Updates | Region 10 | Region 10 | 2007-08 School year | Attendance certificate; Agenda – Dept. Meetings | Increased Passing Rate |
| TAKS/TEKS Training for Teachers | Region 10 Consultants Curriculum Director | Title II TPTR (255) Capital Invest 399 | Summer School | Attendance Certificate | Increased Passing Rate |
| Pregnancy Related Services | Homebound Teacher | WADA for PRS | 2007-08 School Year | Homebound Teacher’s Log | Increased Passing Rate |
| Daily Practice in TAKS Objectives and spiral reviews | Math and Language Arts Teachers | Local Funds Title 1 | 2007-08 School year | Lesson Plans | Increased Passing Rate |
| Pull-Out Remediation Prior to Test | Administration; Teachers | Local Funds Title 1 HS fund 409 | January-April | Schedule of Tutoring Sessions | Increased Passing Rate |
| Provide a summer TAKS tutoring program SSI grades 3&5 & 8. | Principal; Teacher; Aide | Local Funds OEYP Title 1 Fund 399(gr.5) | 4 weeks | Tests; Mastery of Objectives | TAKS Results |
| Continue to implement I tutoring for TAKS based on Pre TAKS objectives K-5. | Principal; Teacher; Aide | SCE (30) Title 1 | September-April | Schedule of Tutoring Sessions | TAKS Results |
| Review Special Ed. TAKS//TRA./TAKS M decision making to ensure appropriate assessments and decisions regarding least restrictive environment. | Special Education Director | Special Education (23) | 2007-08 School year | Provide training for ARD committee members | Compare 2003-2004 TAAS/SDAA/LDAA results with Region 10 and state averages |
| Provide annual staff development on TAKS/TAKS M/TAKS ALT decision-making and annual staff decision making on Least Restrictive Environment. | Special Education Director, Campus Principals | Special Education (23) | Fall | Annual Staff Development | Sign-In Sheets |
| Each campus will disaggregate assessment scores for all student groups to ensure student success. TMS and district will work with outside consultant to improve and strengthen instructional program and alignment. | Administrators; Teachers; Counselors | Local Funds ESC Funds | 07-08 school year and summer | Disaggregated Scores | Improvement on TAKS |

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| Each campus will assess its practices for achieving success with diverse learners (including At-risk, LEP, Hispanic, Special Ed. Students with dyslexic characteristics) in the general curriculum and QISD's Academic Standards according to research based practices, to include; The IEP process, positive behavioral supports, and differentiated instruction. | Campus Administration, Assessment Staff, Counselors, Special Program Directors | Local Funds Sp. ED Funds Title 1, II and III funds. | Summer | Programmatic assessments; Progress Reports; IEP Progress; Reports/Report Cards | Improvement on TAKS/SDAA scores for all diverse learner subgroups |
| Provide a variety of professional development opportunities to all instructional employees in order to better meet the needs of all student groups and ensure student success. | Assistant Superintendent; Administrators Curriculum Director | Title II TPTR (255), Title 1, Local Funds, Investment Capital (399) HS- 409 & 429 | Fall In-service; January 15; Summer Training | Agendas; Sign in Sheets | Increased Passing Rate |
| Continue implementation of Head Start to identify students with the greatest needs and to ensure readiness opportunities and family support. Follow Pre-K plan. | Assistant Superintendent; Principal; Lead Nurse; Teacher | Gran, Title 1, Head Start (205)t | 2007-08 School year | Parent Documentation; Class List; | Test Results; Comparative Analysis |
| Recruit and retain highly qualified professional and paraprofessional personnel. HQ district plan developed.. | Assistant Superintendents; Principals | Title II TPTR (255) | 2007-08 School year | Recruitment efforts; Increased salary scales; Increased employee benefits; Paraprofessional training/testing schedule | Program Evaluations; Student Promotion; TAKS Results |
| Teachers will implement technology into their curriculum by following the TEKS and Technology Standards. Teachers will be trained in integration through 6 hours of mandated technology training. | Principals, Instructional Technology Coordinator | Local funds | 2007-08 School year | PDAS, technology training logs | Increased Test Scores and Student motivation |
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Math Strategies

| STRATEGIES | PERSON(S) RESPONSIBLE | RESOURCES | TIMELINES | EVALUATIONS | |
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| | | | | FORMATIVE | SUMMATIVE |
| Implement math vertical teaming and align math curriculum in K-12. Revise scope and sequence in grades 4-8 and use previously aligned s/s in K-3 and 9-12. | Coordinator of Curriculum; Principals; Dept. Heads | TEKS; Region 10; Margaret Kilgo Training | 6 weeks | Training dates; Integration plan; Lesson plans; Meeting documentation; walkthroughs | Training completion; TEKS extrapolation; Alignment completion; scope and sequence document |
| Administer mastery and practice TAKS math tests in Grades 3-12. | Principals; Grade leaders | Local Funds | October, February, and March | Progressive mastery of objectives | TAKS Results |
| Integrate and reinforce math vocabulary in Grades PK-12. | Principals; Grade leaders | Local Funds Vocab Cards Comprehensive Vocab list | Daily; Weekly; October, February, and March | Teacher-made tests; TEKS materials; Lesson plans; Progressive mastery of objectives | TAKS Results |
| Use supplemental math materials such as Kamico, RegionIV, Dana Center, Teksing to TAKS, Study Island, Sharon Wells(K-3) | Principals; Grade leaders Curriculum Director | Local Funds | 3 weeks; 6 weeks | Progress reports; Report cards | TAKS Results |
| Provide TAKS math remediation classes at TMS and | Principals; Teachers | SCE (24) Title I | Daily and weekly; 3 weeks; | Teacher-made tests; Progress reports; Report cards | TAKS Results |
| Tutor in the computer lab to accelerate math skills. (1-3) | Teachers; Lab aides | Local Funds | Daily program reports; 3 weeks; 6 weeks | Programmatic assessments; Progress reports; Report cards | TAKS Results |
| Integration of Math Curriculum with Technology Accel. Math Gr. 2-5 | Principals; Teachers | Title I (211) | Daily | AM report; Progress reports; Report cards | TAKS Results |
| Implement New state adopted math program grades 6-12 and combine with TTT at TMS | Principals Curriculum Director | Title I (211) | Daily | 6 weeks tests Progress reports; Report cards | TAKS Results |
| Use calendar math review grades K-3. | Teachers | Title 1 | Daily | Progress reports Lesson plans Report Cards | Pre and posttests |
| Provide TAKS/TEKS Training for Teachers | Region 10 Consultants; TEXTTEAMS for Math, Private Consultant | Title I | Fall 2007 | Attendance Certificate | Increased Passing Rate |
| Pregnancy Related Services | Homebound Teacher | WADA for PRS | 2007-08 School Year | Homebound Teacher's Log | Increased Passing Rate |

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| Adopt Sharon Wells Curriculum Grades 2 & 3 and train every 6 weeks. | Teachers | Local Funds Title 1 y | 2007-08 School Year | Lesson Plans | Increased Passing Rate |
| Pull-Out Remediation Prior to Test | Administration & Teachers | Local Funds | January-April | Schedule of Tutoring Sessions | Increased Passing Rate |
| Review Special Ed. TAKS/TAKSMTAKS A, TAKS Alt decision making to ensure appropriate assessments and decisions regarding least restrictive environment. | Special Education Director, Diagnostician | Special Education (23) | 2007-08 School year | Provide training for ARD committee members | Compare 2003-2004 TAAS/SDAA/LDAA results with Region 10 and state averages |
| Provide annual staff development on TAKS/TAKSM/TAKSAI/TAKS -ALT decision-making and annual staff decision making on the Least Restrictive Environment. | Special Education Director; Campus Principals | Special Education (23) | Fall | Annual Staff Development | Sign-In Sheets |
| Each campus will assess its practices for achieving success with diverse learners (including At-risk, LEP, Special Ed. , Hispanic, Students) in the general curriculum and QISD's Academic Standards according to research based practices, to include; The IEP process, positive behavioral supports, and differentiated instruction. | Campus Administration, Assessment Staff, Counselors | Local Funds Special Ed Funds, Title 1, Title II, Title III | Summer | Programmatic assessments; Progress Reports; IEP Progress; Reports/Report Cards | Improvement on TAAS/SDAA scores for all diverse learner subgroups |
| Participation in TAKS Cadre/TEKS updates | Region 10; Teachers | Local Funds | 2007-08 School year | Attendance certificate; Agenda – Dept. Meetings | Increased Passing Rate |
| Each campus will disaggregate assessment scores for all student groups to ensure student success. | Administrators; Teachers; Counselors | Local Funds Title 1 | Summer | Disaggregated Scores | Improvement on TAKS |

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| Provide a variety of professional development opportunities to all instructional employees in order to better meet the needs of all student groups and ensure student success. Provide additional math in-service with funds from the Improving Student Achievement in Mathematics through Professional Development Partnerships for grades 1-12, such as TEX Teams training with Region 10, 4-5 training with Kay Frantz, and K-3 Sharon Wells | Assistant Superintendent; Administrators, Curriculum Director | Local Funds Title II, and Title 1 | Fall In-service; January 15; Ongoing 07-08 | Agendas; Sign in Sheets Improved teaching techniques observed in walk-throughs. | Increased Passing Rate |
| Continue implementation of Head Start to identify students with the greatest needs and to ensure readiness opportunities and family support. | Assistant Superintendent; Principal; Lead Nurse; Teacher | Grant, Title 1 | 2007-08 School year | Parent Documentation; Class List; | Test Results; Comparative Analysis |
| Teachers will implement technology into their curriculum by following the TEKS and Technology Standards. Teachers will be trained in integration through 6 hours of mandated technology training. ARE we doing these? | Principals, Instructional Technology Coordinator | Local funds | 2007-08 School year | PDAS, technology training logs | Increased Test Scores and Student motivation |
| Intervention Training for campus intervention teams. | Principals; Special Ed. Director | ESC 10; Intervention Teams; Intervention funds; Special Ed. Director | 2007-08 School year | Special Ed. Referrals, Progress Reports, Report cards | Incoming Referrals, Number of Special Ed. Students, TAKS/TAKS-M/TAKS-A Results |

Writing Strategies

| STRATEGIES | PERSON(S) RESPONSIBLE | RESOURCES | TIMELINES | EVALUATIONS | |
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| | | | | FORMATIVE | SUMMATIVE |
| Continue to develop writing objective framework by dividing TAKS objectives by 6 weeks in Grades 3-12. | Principals; Grade Leaders | Local Funds | 6 weeks | Vertical team meetings; Lesson plans | TAKS Results |
| Use TAKS writing prompts to improve TAKS composition skills. | Teachers | Local Funds | October, February, March | Holistic scoring | TAKS Results |
| Administer Benchmark writing test. | Principals; Asst. Principals; Counselors | Local Funds | Semester | Pre-test results | TAKS Results |
| Continue Alignment for language arts TEKS and TAKS objectives. Vertical alignment K-12 Gr 4-5 work with D. Pitts | Coordinator of Curriculum; Principals | TEKS, Title 1 , Capital Investment (399) | 6 weeks | Training dates; Integration plan; Lesson plans; Meeting documentation | TEKS extrapolation; TAKS Results |
| Use daily practice on TAKS writing skills | Principals; Teachers | Local funds | Daily | Lesson Plans Benchmark test results | TAKS Results |
| Pregnancy Related Services | Homebound Teacher | WADA for PRS | 2007-08 School Year | Homebound Teacher's Log | Increased Passing Rate |
| Pull-Out Remediation Prior to Test | Administration; Teachers | Local Funds | January-April | Schedule of Tutoring Sessions | Increased Passing Rate |
| TAKS/TEKS Training for Teachers | Region 10 Consultants | Title II TPTR (255) | Summer | Attendance Certificate; Agenda – Dept. Meetings | Increased Passing Rate |
| Provide an additional teacher for dyslexia disorders to better serve that student population. (1-7) | Dyslexia Teacher | Local Funds; Accelerated Reading Funds, Title 1 | Daily | Proficiency tests; Progress reports; Report cards | TAKS Results; Improvement percentages |
| Implement whole school tutoring for TAKS based on Pre TAKS objectives. | Principal; Teacher; Aide | Local Funds, Title 1, Investment Capital | September-April | Schedule of Tutoring Sessions | TAKS Results |

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| Review Special Ed. TAKS/TAKSM//TAKS A, TAKS ALT decision making to ensure appropriate assessments and decisions regarding least restrictive environment. | Special Education Director | Special Education (23) | 2007-08 School year | Provide training for ARD committee members | Compare 2003-2004 TAAS/SDAA/LDAA results with Region 10 and state averages |
| Provide annual staff development on TAKS/TAKSMTAKS A, and TAKS Alt, decision-making and annual staff decision making on Least Restrictive Environment. | Special Education Director; Campus Principals | Special Education (23) | Fall | Annual Staff Development | Sign-In Sheets |
| Each campus will assess its practices for achieving success with diverse learners (including At-risk, LEP, Special Ed. Students with dyslexic characteristics) in the general curriculum and QISD's Academic Standards according to research based practices, to include; The IEP process, positive behavioral supports, and differentiated instruction. Implement Assist Teams at all campuses and provide training for staff. | Campus Administration; Assessment Staff; Counselors; Special Ed. Staff; Special Programs Director | Local Funds | Summer | Programmatic assessments; Progress Reports IEP Progress Reports/Report Cards | Improvement on TAAS/SDAA scores for all diverse learner subgroups |
| Participation in TAKS Cadre/Region 10 Updates | Region 10; Teachers | Local Funds | 2007-08 School year | Attendance certificate; Agenda – Dept. Meetings | Increased Passing Rate |
| Each campus will disaggregate assessment scores for all student groups to ensure student success. | Administrators; Teachers; Counselors | Local Funds | Summer | Disaggregated Scores | Improvement on TAKS |
| Provide a variety of professional development opportunities to all instructional employees in order to better meet the needs of all student groups and ensure student success. | Assistant Superintendent; Administrators | Title II TPTR (255), Title 1, 409, 429-HS, 399 | Fall In-service; January 15; | Agendas; Sign-in Sheets | Increased Passing Rate |

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| Continue implementation of Head Start to identify students with the greatest needs and to ensure readiness opportunities and family support. | Assistant Superintendent; Principal; Lead Nurse; Teacher | Grant | 2007-08 School year | Parent Documentation; Class List; | Test Results; Comparative Analysis |
| Teachers will implement technology into their curriculum by following the TEKS and Technology Standards. Teachers will be trained in integration through 6 hours of mandated technology training. | Principals; Instructional Technology Coordinator | Local funds | 2007-08 School year | PDAS, technology training logs | Increased Test Scores and Student motivation |
| Implement the use of technology integration by providing students with mobile laptops (Prek-K). | Principal; Instructional Technology Coordinator | Verizon Grant | 2007-08 School year | Teacher Lesson Plans, PDAS | Increased Test Scores and Student Motivation |
| Intervention Training for campus intervention teams. | Principals; Special Ed. Director | ESC 10; Intervention Teams; Intervention funds; Special Ed. Director | 2007-08 School year | Special Ed. Referrals, Progress Reports, Report cards | Incoming Referrals, Number of Special Ed. Students, TAKS/TAKS-M/TAKS-A Results |

Goal 2

The student attendance rate will improve from 93.6% to 94.5%

Objective:

District student attendance rate will improve from 93.6_% to 94.5%

| STRATEGIES | PERSON(S) RESPONSIBLE | RESOURCES | TIMELINES | EVALUATIONS | |
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| | | | | FORMATIVE | SUMMATIVE |
| Campus attendance meetings to review procedures | Principals; Chief of Police Asst. Supt. | Texas Education Code Board Policies | Semester or more frequently as determined by campuses | Attendance report | Attendance rate |
| Motivate through incentives, awards, and recognition. | Principals; Director of School/ Community Relations | Local Funds | Daily | Attendance reports | AEIS (attendance) |
| Contact parents of absent students. | Principals | Local Funds | Daily | Contact log | AEIS attendance rate |
| Conduct awards ceremony for staff. | Principals | Local Funds | Monthly | Teacher attendance | Teacher attendance rate |
| Increase Friday/ Saturday school written work. | Principals | Local Funds | Weekly | Number of students retaining credit | Attendance rate |
| Public Relations Campaign | Principals; Director of S/C Relations | Local Funds | Semester | Articles/Letters | Attendance rate |
| Utilize In School Suspension to avoid student suspensions. | Principals; ISS Teacher | Local Funds | Daily | Attendance Report | AEIS Attendance Rate |
| Identify, monitor, and evaluate students with excessive/unexcused absences to determine promotion or course credit. | Principals; Truancy Officer | Campus attendance committee | 2 times per semester | Committee report | Course credit; Promotion rate; Attendance rate |
| Pregnancy Related Services | Homebound Teachers | WADA for PRS | 2007-08 School Year | Homebound Teacher's Log | Improved Attendance |
| Truancy Officer | Truancy Officer; Campus Admin. | Local Funds | 2007-08 School Year | Contact Log; Cases Filed | Improved Attendance |
| Each campus will assess its practices for achieving success with diverse learners (including At-risk, LEP, Special Ed. Students with dyslexic characteristics) in the general curriculum and QISD's Academic Standards according to research based practices, to include; The IEP process, positive behavioral supports, and differentiated instruction, as related to attendance assisted by an outside consultant to improve achievement. The district Has developed SCE and AT Risk Procedures for the whole district. | Campus Administration; Assessment Staff, Counselor; Special Programs Directors | Local Funds, SCE funds, Title 1, Title II, and Title III funds. | 07-08 school year | Programmatic assessments; Progress Reports IEP Progress Reports/Report Cards | Increased attendance rate for all diverse learner subgroups; decrease in number of at risk students. Improvement in TAKS scores for all groups. |

Goal 3**The completion rate will increase from 87.8% to 90%.**

Objective:

The completion rate will increase from 87.8 to 90%.

| STRATEGIES | PERSON(S) RESPONSIBLE | RESOURCES | TIMELINES | EVALUATIONS | |
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| | | | | FORMATIVE | SUMMATIVE |
| Inform community and potential dropouts about District GED program | Sp. Programs Director; Principal; Counselors | Local funds | Weekly | Number of participants | Reduction of dropouts |
| Daily phone calls on absences | Assistant Principals; Clerical staff | Local Funds | Daily | Calling log | Reduction of dropouts |
| Referrals to attendance officer | Assistant Principals; Attendance Officer | Local Funds | Weekly | Copies of referral | Reduction of dropouts |
| Counseling service | Assistant Principals; Counselors | SCE (24) | Daily | Counselors log | Reduction of dropouts |
| Letter to parents | Assistant Principals | Local Funds | Weekly | Copies of letter | Reduction of dropouts |
| GED classes; Daytime GED classes | Counselor; GED teacher; Sp. Programs Director | Local Funds | Weekly | Enrollment papers | Reduction of dropouts |
| Student Advisory Program | Counselors; Principals | Local Funds | 6 Weeks | Written Plan | Reduction of dropouts |
| Speakers on Career Awareness and the need to stay in school. Parent Training Sessions on higher education. | Senior Counselor | Local Funds | Semester | Number of speakers | Reduction of dropouts |
| Utilize In School Suspension to help students stay in school | Principals; ISS Teacher | Local Funds | Daily | Number of student withdrawals | AEIS dropout rate |
| Pregnancy related service | Teacher | SCE (24) | Weekly | Student folders Teacher log | Reduction of dropouts |

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| Each campus will assess its practices for achieving success with diverse learners (including At-risk, LEP, Special Ed. Students with dyslexic characteristics) in the general curriculum and QISD's Academic Standards according to research based practices, to include; The IEP process, positive behavioral supports, and differentiated instruction. CATE programs will be evaluated and all courses required for federal funding will be offered and additional non-traditional courses will be researched. | Campus Administration; Assessment Staff; Counselors | Local Funds; Special Programs funds; Federal funds; SCE funds 244 funds, Title 1 | 07-08 | Programmatic assessments; Progress Reports; IEP Progress; Reports/Report Cards | Decreased drop-out rate for all diverse learner subgroups |
| Credit Recovery Program; Continue to use Odyssey Ware Program purchased in 05 with Title 1 funds. | Special Programs Director; Principal; Counselors; AEP principal | Local Funds; SCE funds; Title 1 funds | Daily | Enrollment | Reduction of dropouts |
| Drop Out Recovery Program | Principal; Sp. Program Director; Teacher Aide; Counselor | Local Funds; SCE funds H.S. Completion Funds (409) | Daily | Number of participants | Reduce number of dropouts |
| ESL and Dyslexia | ESL & Dyslexia Instructors | ESL Funds (25); Title 1 and 11 funds; Local | 2007-08 School Year | Student's Schedule | Reduction in Dropouts |
| HS Completion Grant – Small group tutoring will be provided after school (if interest) | Principals – HS and DAEP; Curriculum Director; Tutors | High School Completion Funds (409) | Fall 2007 – 409 ends Feb. 08 | Benchmark reports | Benchmark improvement; HS completion rate; TAKS results |
| Students will be instructed in healthy life style, nutrition, and exercise to prevent obesity and will be assessed using Fitness gram. | Curriculum Director; Principals, PE and Health Staff | Local Funds | 07-08 school year | Student Progress Reports | Fitness Gram Assessment |

Goal 4**(1) The number of students taking SAT/ACT tests will improve from 49.1 to 65%.****(2) The percent of students scoring above the criterion on SAT/ACT will improve from 15.8 to 27.0.**

Objectives:

The number of students taking SAT/ACT tests will improve from 49.1 to 65%

The percent of students scoring above the criterion of 24 on ACT and 1110 on SAT will improve from 15.8 to 27.0.

| STRATEGIES | PERSON(S) RESPONSIBLE | RESOURCES | TIMELINES | EVALUATIONS | |
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| | | | | FORMATIVE | SUMMATIVE |
| Provide GT/AP students with a continuum of learning experiences that lead to advanced level performances. | Sp. Programs Director | G/T Funds (21) | 6 weeks | Student projects and performances; UIL participation; Field trips; Samples of student work | Number of students taking SAT/ACT; Improvement in student scores |
| Practice SAT/ACT objectives. Use Avid College Readiness Programs | Math and Language Departments | Local Funds HS Completion Grant (409) | Weekly | Lesson Plans | Increase in number of students tested and scores |
| Increase classroom guidance on PSAT, SAT, ACT and parent workshops and remove barriers to increase number of students testing. | Senior Counselor | Local Fund HS Completion Grant (409)s | Semester | Counselor's log | Increase in number of students tested and scores |
| Require vocabulary development in curriculum 9-12 | Teacher Department Chair | SAT vocabulary improvement | Lesson cycle | Teacher made tests Report cards | Number of students taking SAT/ACT Improvement in student scores |
| Offer the PSAT to all juniors enrolled in advanced English and math classes. | Counselor; Principal | Local Funds HS Completion Grant (409) | Annual | Individualized computer prep SAT/ACT programs | Increase number of students taking SAT/ACT Improvement in student scores |
| Provide opportunities for grant funds to cover dual credit and testing costs such as PSAT, SAT & ACT & increase # of students participating, esp. in dual credit courses. | Principals Counselors | HS Success Grant (429) | Annual | Increase in # of student participating | Increase number of students taking Dual Credit/ACT/SAT. Improvement in student scores. |
| Increase AP/Advanced course opportunities for students | Principal Counselor | HS Success Allotment (429) | Annual | | Increase number of students taking advanced courses. Increase number of student earning AP seal. |

Goal 5**Parental involvement will improve throughout the district.**

Objective: The number of parent volunteers will increase in the 2007-08 school year.

| STRATEGIES | PERSON(S) RESPONSIBLE | RESOURCES | TIMELINES | EVALUATIONS | |
|----------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------|-------------------------------------------------|---------------------|------------------------------------------------|-----------------------------------------------------|
| | | | | FORMATIVE | SUMMATIVE |
| Encourage Parent Booster Clubs for organizations | Sponsors | Local funds | Semester | Membership Roster | Increased involvement |
| Expand Parent Volunteer Program | Principals; Curriculum Director; Director of SC Relations | Local funds; Title 1 funds; | Daily | Volunteer Roster | Increased involvement |
| Increase Parent meetings/trainings | Principals | Local funds Title 1 Parent Literacy Funds | Semester | Sign in sheet | Increased involvement |
| Provide Open house | Principals | Local funds | Annual | Sign in sheet | Increased involvement |
| Provide an on-line District newsletter | Director of SC Relations | Local funds | weekly | Website e-mail list | Increased involvement |
| Provide Campus newsletters | Principals | Local funds | Monthly | Newsletter | Increased involvement |
| Offer Home visits | Sponsors | Local funds | Semester | Sponsor's log | Increased involvement |
| Encourage PTO meetings | Principals | Local funds | Monthly | Sign in sheet | Increased involvement |
| Provide Spring Orientation for Parents of Incoming 9 th graders. | FHS Administrators | Local Funds; Title 1 funds | Spring | Sign in sheet | Increase in Number of Parents involved at FHS |
| Provide a Meet the Teacher Night on all campuses | Principals; Teachers | Local Funds | August | Sign in sheet | Increased involvement |
| Provide Family Literacy Services | Administration; Teacher | Local Funds; Title 1 | 2007-08 School year | Documentation of Classes; Sign in Sheets | Increased involvement |
| All teachers will continue to update their Web pages to keep parents informed of classroom events. | Principal; Technology Coordinator | Local Funds | 2007-08 School year | Documentation of Web page updates | Increased Parental involvement |
| Provide local media/newspaper information | Director of SC Relations | Local funds | 2007-08 school year | # of newspaper articles | Increased QISD happening awareness. |

Goal 6**A violence prevention / intervention plan will be provided to ensure the safety of all students.**

Objective: The number of incidents involving disorderly conduct and/or drug use will decrease.

| STRATEGIES | PERSON(S) RESPONSIBLE | RESOURCES | TIMELINES | EVALUATIONS | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|----------------------------------------------|---------------------|-----------------------------------------------|-------------------------|
| | | | | FORMATIVE | SUMMATIVE |
| Implement coordinated Drug Free Program | Principals; Drug Free Coordinator | Local Funds Title IV (204) Local funds | 07-08 school year | Incident report Program list | Reduction in incidents |
| Continue implementation of the Quinlan Pride Program | Head Counselor.; Principals; Sponsor | Local Funds Title IV (204) | January | Feedback | Reduction in incidents |
| Review District Crisis Plan and Implement Crisis Drills | Asst. Superintendent; Principals | Local Funds | Semester | Written plan | Reduction in incidents |
| Provide In School Suspension on 1-12 Campuses | Principal; ISS Teacher | Local Funds | Daily | Incident Report | Reduction in incidents |
| Increase teacher staff development in the area of discipline management. Special Education Dept. And 4 campuses involved in 3 year partnership with Region 10. | Asst. Superintendent; Principals; Sp. Ed. Director | Title II TPTR (255) Title IV (204) | Annual | Sign in Sheets | Reduction in incidents |
| Implement Alternative Education Program | Principal | SCE (24) FTE 3.02 | 6 weeks | Incident Report | Reduction in incidents |
| Continue FHS Advisory Groups | FHS Counselors & Advisors | Local Funds | 2007-08 School Year | Advisory Agendas | Reduction in Incidents |
| Offer FISH camp for incoming freshman | Student Leaders; Counselors; Administrators | District Funds | Fall 2007 | Agenda; Attendance Roster | Reduction in Incidents |
| Follow district's dating violence policy and develop a program to increase student awareness of dating violence. | Curriculum Director HS Principal Counselors | District Funds | 07-08 school year | Teacher/Counselor observations and reports | Reduction in incidents. |

Goal 7

All students will have highly qualified administrators, teachers and paraprofessionals

Objectives: Student academic achievement will increase through improving administrator, teacher and paraprofessional quality.
Provide high quality professional development training for administrators, teachers and paraprofessionals

| STRATEGIES | PERSON(S) RESPONSIBLE | RESOURCES | TIMELINES | EVALUATIONS | |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-------------------------------------|------------------------------------------------------------------|------------------------------------------------|
| | | | | FORMATIVE | SUMMATIVE |
| Provide high-quality professional development training and updated research in teaching and learning in the areas of reading, language arts, technology, science, ESL, math G/T, and dyslexia to paraprofessionals, teachers and administrators | Deputy Superintendent; Curriculum Director; Principals | Region 10; Speakers; QISD employees; G/T Funds (21); Title II Funds (255); Title I Funds (211); | Continue in the 2007-08 School Year | Sign-In Sheets; Agendas; Attendance Certificates; Training Dates | TAKS Results; Increased Passing Rate |
| Increase the percent of highly qualified teachers and paraprofessionals in core academic subjects on each campus to meet 100%. | Deputy Superintendent; Principals | Human Resource Dept.; Title II TPTR (255); Title I Funds (211) | Fall 2007 | Degree; Certification; Transcript | Number of Highly Qualified QISD Employees |
| Ensure low-income students and minority students are not taught at higher rates than other student groups by inexperienced, out-of-field, or non-highly qualified teachers | Deputy Superintendent; Principals | Human Resource Dept.; Title II TPTR (255); Title I Funds (211) | Fall 2007 | Degree; Certification; Transcript | Number of Highly Qualified QISD Employees |
| Attract and retain highly qualified teachers | Deputy Superintendent; Principals | Human Resource Dept.; Job Fairs | Fall 2007 | Degree; Certification; Transcript | Number of Highly Qualified Teachers |
| Assist teachers not currently highly qualified to become familiar with and meet the highly qualified requirements in a timely manner.. | Deputy Superintendent; Principals | Human Resource Dept.; Region 10; Alternative Cert. Programs; TExES training | Fall 2007 | Degree; Certification; Transcript | Percentage of Highly Qualified Teachers – 100% |
| Ensure that all paraprofessionals are highly qualified by meeting a rigorous standard of quality that can be demonstrated through a formal local academic | Deputy Superintendent | Human Resource Dept.; Title II TPTR (255) Local | Fall 2007 | Provide Local Assessment | Mastery on Paraprofessional Exam |

| | | | | | |
|---------------------------------------------------------------------------------------------|-----------------------------------|---------------------------|-------------------------------------|-----------------------------------------------------------|------------------------------|
| assessment of knowledge and the ability to assist in instructing reading, writing, and math | | | | | |
| Provide a partner/mentoring program to assist in planning and support for new teachers. | Teacher Mentor/Mentee Coordinator | Local Funds Title II(255) | Continue in the 2007-08 School Year | Informal Evaluation; Attendance at Mentor/Mentee Meetings | Sign-In Sheets; TAKS/ Scores |

| GT/21 | Martin | Cannon | Butler | Thompson | Ford | ALC | District | Total |
|--------------|---------------|---------------|---------------|-----------------|-------------|------------|-----------------|--------------|
| 6118 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 |
| 6119 | \$0.0 | \$42,285.00 | \$72,944.00 | \$72,163.00 | \$58,365.00 | \$0.0 | \$0.0 | \$245,757.00 |
| FTE | 0 | 1 | 1.69 | 1.64 | 1.54 | 0 | 0 | 5.87 |
| 6129 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 |
| 6140 | \$0.0 | \$3,835.00 | \$7,736.00 | \$8,363.00 | \$7,100.00 | \$0.0 | \$0.0 | \$27,034.00 |
| 6200 | \$0.0 | \$200.00 | \$200.00 | \$200.00 | \$200.00 | \$0.0 | \$0.0 | \$800.00 |
| 6300 | \$0.0 | \$1,550.00 | \$1,200.00 | \$50.00 | \$0.0 | \$0.0 | \$0.0 | \$2,800.00 |
| 6400 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 |
| | \$0.0 | \$47,870.00 | \$82,080.00 | \$80,776.00 | \$65,665.00 | \$0.0 | \$0.0 | \$276,391.00 |

| C&T 22 | Martin | Cannon | Butler | Thompson | Ford | ALC | District | Total |
|-----------------------|---------------|---------------|---------------|-----------------|--------------|------------|-----------------|--------------|
| 6118 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 |
| 6119 | \$0.0 | \$0.0 | \$0.0 | \$28,500.00 | \$142,655.00 | \$0.0 | \$0.0 | \$171,155.00 |
| FTE | \$0.0 | \$0.0 | \$0.0 | .63 | 3.35 | \$0.0 | \$0.0 | 3.98 |
| 6129 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 |
| 6140 | \$0.0 | \$0.0 | \$0.0 | \$3,236.00 | \$17,462.00 | \$0.0 | \$0.0 | \$20,698.00 |
| 6200 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$500.00 | \$0.0 | \$0.0 | \$500.00 |
| 6300 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$38,170.00 | \$0.0 | \$0.0 | \$38,170.00 |
| 6400 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$3,500.00 | \$0.0 | \$0.0 | \$3,500.00 |
| | \$0.0 | \$0.0 | \$0.0 | \$31,736.00 | \$202,287.00 | \$0.0 | \$0.0 | \$234,023.00 |

| SE 23 | Martin | Cannon | Butler | Thompson | Ford | ALC | District | Total |
|--------------|---------------|---------------|---------------|-----------------|--------------|------------|-----------------|--------------|
| 6118 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$500.00 | \$500.00 |
| 6119 | \$0.0 | \$97,600.00 | \$156,670.00 | \$183,177.00 | \$199,692.00 | \$0.0 | \$289,763.00 | \$926,902.00 |
| FTE | 0 | 2 | 4 | 4.76 | 4.76 | 0 | 6 | 21.52 |
| 6129 | \$27,603.00 | \$39,513.00 | \$78,689.00 | \$24,621.00 | \$54,260.00 | \$0.0 | \$74,143.00 | \$298,829.00 |

| | | | | | | | | |
|------|-------------|--------------|--------------|--------------|--------------|-------|--------------|----------------|
| 6140 | \$7,557.00 | \$14,146.00 | \$38,562.00 | \$30,841.00 | \$31,896.00 | \$0.0 | \$42,121.00 | \$165,123.00 |
| 6200 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$171,820.00 | \$171,820.00 |
| 6300 | \$2,000.00 | \$150.00 | \$900.00 | \$150.00 | \$500.00 | \$0.0 | \$47,500.00 | \$51,200.00 |
| 6400 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$500.00 | \$0.0 | \$62,500.00 | \$63,000.00 |
| | \$37,160.00 | \$151,409.00 | \$274,821.00 | \$238,789.00 | \$286,848.00 | \$0.0 | \$688,347.00 | \$1,677,374.00 |

| CE 24/30 | Martin | Cannon | Butler | Thompson | Ford | ALC | District | Total |
|-----------------|---------------|----------------|---------------|-----------------|-------------|--------------|-----------------|----------------|
| 6118 | \$0.0 | \$1,050.00 | \$300.00 | \$300.00 | \$5,500.00 | \$16,000.00 | \$16,700.00 | \$39,850.00 |
| 6119 | \$429,540.00 | \$1,210.495 | \$754.714.00 | \$ 0.0 | \$0.0 | \$66,044.00 | \$0.0 | \$2,460,793.00 |
| FTE | 11.6 | 29.92 | 19.28 | 0 | 0 | 0 | 0 | 60.8 |
| 6121 | \$0.0 | \$ 0.0 | \$0.0 | \$0.0 | \$1,000.00 | \$0.0 | \$5,000.00 | \$6,000.00 |
| 6129 | \$25,677.00 | \$950.00 | \$0.0 | \$0.0 | \$39,000.00 | \$28,673.00 | \$0.0 | \$94,300.00 |
| 6140 | \$64,524.00 | \$112,580.00 | \$85,984.00 | \$0.0 | \$5,500.00 | \$9,027.00 | \$6,165.00 | \$283,780.00 |
| 6200 | \$ 0.0 | \$0.0 | \$0.0 | \$550.00 | \$0.0 | \$6,300.00 | \$0.0 | \$6,850.00 |
| 6300 | \$ 0.0 | \$0.0 | \$0.0 | \$ 0.0 | \$ 0.0 | \$8,920.00 | \$5,400.00 | \$14,320.00 |
| 6400 | \$ 0.0 | \$0.0 | \$0.0 | \$0.0 | \$ 0.0 | \$7,098.00 | \$800.00 | \$7,898.00 |
| 6600 | \$ 0.0 | \$0.0 | \$0.0 | \$0.0 | \$ 0.0 | \$250.00 | \$0.0 | \$250.00 |
| | \$519,741.00 | \$1,325,075.00 | \$840,998.00 | \$850.00 | \$51,000.00 | \$142,312.00 | \$34,065.00 | \$2,908,041.00 |

| BL 25 | Martin | Cannon | Butler | Thompson | Ford | ALC | District | Total |
|--------------|---------------|---------------|---------------|-----------------|-------------|------------|-----------------|--------------|
| 6118 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 |
| 6119 | \$3,104.00 | \$29,034.00 | \$3,104.00 | \$6,208.00 | \$0.0 | \$0.0 | \$0.0 | \$41,450.00 |
| FTE | 0.07 | 0.67 | 0.07 | 0.14 | 0 | 0 | 0 | .95 |
| 6129 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 |
| 6140 | \$337.00 | \$2,603.00 | \$477.00 | \$675.00 | \$0.0 | \$0.0 | \$0.0 | \$4,092.00 |
| 6200 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$ 0.0 |
| 6300 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 |
| 6400 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 |
| | \$3,441.00 | \$31,637.00 | \$3,581.00 | \$6,883.00 | \$0.00 | \$0.00 | \$0.00 | \$45,542.00 |

| ALT 26/28 | Martin | Cannon | Butler | Thompson | Ford | ALC | District | Total |
|------------------|---------------|---------------|---------------|-----------------|-------------|------------|-----------------|--------------|
| 6118 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 |
| 6119 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$79,340.00 | \$79,340.00 |
| FTE | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | 2 | 2 |
| 6129 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$24,304.00 | \$24,304.00 |
| 6140 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$23,512.00 | \$23,512.00 |
| 6200 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 |
| 6300 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 |
| 6400 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 |
| | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$0.0 | \$127,156.00 | \$127,156.00 |