

**Barnett Junior High School**

**Campus Improvement Plan**

**2008-2009**

**Arlington**  
INDEPENDENT SCHOOL DISTRICT



## **Campus Improvement Plan 2008-2009 Barnett Junior High School**

**Goal #1: To develop and implement a system of academic interventions.**

### **Overview**

**Barnett Jr. High School is a 7th and 8th grade campus located in Southeast Arlington. The campus is widely diverse in its population of over 1100 students, both in its ethnicity and its socioeconomic levels. Our current campus demographics are as follows:**

**Anglo-20%      African American-38%      Hispanic-29%      Asian-12%      Economically Disadvantaged-41%**

**Teachers and staff work tirelessly to maintain a positive as well as safe and secure environment for the Barnett community. Our mission for this school year is to nurture and foster a school culture and climate of serving each other in school, at home and in our community. The vision of our faculty/staff:**

**Empower students with 21<sup>st</sup> c. skills in a rigorous and inclusive environment.**

**Specific strategies, as outlined on the following pages, were developed to be inclusive of the needs of all students on the Barnett campus. Emphasis is being placed in areas related to TEKS objectives as tested on the statewide TAKS tests in Reading, Writing, Math, Science and Social Studies. This year, we include special assistance through a teacher focused on help for students who need additional help in attaining basic skills in Science and through a Math teacher to help students with TAKS objectives. These areas of need are based on the previous year's TAKS results, passing rates in core subject areas, and current benchmark testing. The campus continues to promote the Co-Teaching model to give the special needs students the least restrictive learning environment and support in English and Math on every 7th and 8th grade core teams. Additionally, we are assisting 7th and 8<sup>th</sup> grade ESL students the entire day including special lab periods. We continue embracing the AVID opportunity and continue to promote the vision of all students having the choice of going on to a postsecondary education.**

**Goal #1: To develop and implement a system of academic interventions.**

<b>Improvement Areas</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Students identified as needing additional learning time to meet academic standards or to prevent them from dropping out, will be provided with appropriate intervention strategies based upon their needs. These decisions will be made by the RAP committee, which is composed of the child's teacher(s), counselor and other campus staff. (M)	SCE Accelerated Reading/Math (C/I)	Cindy Elwood Althea Mitchell Nancy Walker	25 August 08 to 3 June 09	Course passing rates, TAKS test
Increase 7 <sup>th</sup> grade writing, reading, and math scores on the TAKS test for LEP and Special Education students to 80%	Special Education funds SCE ARI. AMI funds 21 <sup>st</sup> c. Grant funds ESL funds	Cindy Elwood Sara Cagle, Bill Davis, Garret Kubo, Sonya Little, Kathleen Regan	Every benchmark testing Progress Report, Report Cards	Lesson Plans, benchmarks, attendance to Focus Academy, progress and report cards, TAKS scores
Increase 8 <sup>th</sup> grade Special Education reading TAKS scores to 90%	Special Education funds SCE, ARI funds	Cindy Elwood Sara Cagle, Garret Kubo, Sonya Little	Every benchmark testing Progress Report, Report Cards	Lesson Plans, benchmarks, attendance to Focus Academy, progress and report cards, TAKS scores
Increase 8 <sup>th</sup> grade math TAKS scores for African Americans, Hispanics, Economically Disadvantaged, LEP and Special Education students to 80%	Special Education funds SCE AMI funds 21 <sup>st</sup> c. Grant funds ESL funds	Cindy Elwood, Bill Davis, Garret Kubo, Kathleen Regan, Sonya Little	Every benchmark testing Progress Report, Report Cards	Lesson Plans, benchmarks, attendance to Focus Academy, progress and report cards, TAKS scores

**Goal #1: To develop and implement a system of academic interventions.**

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Increase 8 <sup>th</sup> grade Science TAKS scores for all groups to 75%	Special Education funds SCE AMI funds 21 <sup>st</sup> c. Grant funds ESL funds	Cindy Elwood, Aaron Dozier, Garret Kubo, Kathleen Regan, Sonya Little	Every benchmark testing Progress Report, Report Cards	Lesson Plans, benchmarks, attendance to Focus Academy, progress and report cards, TAKS scores
Increase 8 <sup>th</sup> grade Social Studies TAKS scores to 90% in all groups	Special Education funds SCE 21 <sup>st</sup> c. Grant funds ESL funds	Cindy Elwood, Kim Geist, Garret Kubo, Kathleen Regan, Sonya Little	Every benchmark testing Progress Report, Report Cards	Lesson Plans, benchmarks, attendance to Focus Academy, progress and report cards, TAKS scores

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
School wide expectation for teachers to update grades weekly for accuracy of Intouch when parents check	None	Cindy Elwood	Weekly as needed	Parents feedback
School wide expectation that progress reports and report cards will be returned to teachers with parent signatures within a week of distribution. Teachers will contact parents of students who do not follow through.	None	3 <sup>rd</sup> /4 <sup>th</sup> period classroom teachers distributing grades at each three weeks	Every three weeks	Signed progress and report cards
Homework Center- emphasis on Math	None	Bill Davis	Every three weeks	Progress Reports and Report Cards
F.O.C.U.S.-future ongoing circle of unbelievable success addresses individual academic needs as well as social, organizational, study and test taking skills.	21 <sup>st</sup> c. grant	Cindy Elwood, Chris Poux, Sonya Little, Angie Langston, Watson Robinson, Betty Wright	Weekly	Weekly grade check
History Club-opportunity to extend history knowledge, tutoring, create and nurture competition through History Bee.	none	Cindy Elwood, Kim Geist, Watson Robinson	Bi- Weekly	Weekly grade check, progress reports and report cards
Thinking Maps training for 8 <sup>th</sup> grade Math and Science teachers	\$2000	Cindy Elwood, Sonya Little, Danae Boyd	Weekly	Weekly spotlight emphasizing one of the 8 maps

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	none	Cindy Elwood	September & January	Master schedule Teacher certification Principal Attestation
Teachers will participate in high quality, ongoing professional development based upon campus needs (PD)	SCE	Cindy Elwood	December & April	ERO attendance reports
Identify and refer pregnant/parenting students (male/female) PRS department for verification.	PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant	Pregnancy Related Services Coordinator Campus PEP Counselors	End of each six weeks	AISD PEP Database PRS files
Pregnancy Related services will include: counseling services; transportation for the student and/or the student's children, child care, community referrals, instruction related to parenting knowledge and skills, and job readiness training. Also included, CEHI (Compensatory Education Home Instruction) as mandated. CEHI teachers will maintain a log of home instruction dates and times for students out of school per physician order.	PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant	Campus PEP Counselors	End of each six weeks	AISD PEP Database referral forms PRS file

**Goal #2: To reduce course/subject failure rates.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Documentation (PRS file) will include: verification of pregnancy, CEHI teacher log, PRS entry date, date of delivery, and physician request (s) if necessary, SPED documentation where applicable and PRS exit date.	PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant	PRS Coordinator Campus PEP Counselors	December & May	PRS file

**Goal #3: To develop subject area vertical alignment.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
<b>Core teams review cum folders of their students</b>	None	<b>Althea Mitchell, Nancy Walker</b>	<b>1st six weeks</b>	<b>Checklist</b>
<b>Review curriculum alignment for TAKS and TEKS in all areas between grade levels, 7 and 8</b>	None	<b>Sara Cagle, Bill Davis, Aaron Dozier, Kim Geist</b>	<b>Monthly and every six weeks</b>	<b>Benchmark scores Progress reports Report Cards</b>
<b>Begin plans to collaborate with transition grades 6 and 9</b>	None	<b>See above</b>	<b>Monthly</b>	<b>Written plan to begin transition collaboration by end of 1st semester</b>
<b>Focus on vocabulary in the core areas to include scope and sequence</b>	None	<b>See above</b>	<b>Weekly</b>	<b>Lesson plans and vocabulary word walls</b>

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Promotion and usage of Intouch to keep track of students progress	None	Cindy Elwood, Lisa Britton	Weekly as needed	Parents feedback
Promotion and use of online math and history tutorials from textbooks and Netrekker	None	Cindy Elwood, Jan Walsh, Bill Davis, Kim Geist	Weekly as needed	Students and parents feedback, progress reports, report cards
Pilot course- Tech Applications for PreAP 7 <sup>th</sup> graders- paperless course	\$2000	Cindy Elwood, Danae Boyd, Pat Manuel	Daily as needed	Progress reports, report cards
Intouch Dialer system- automated phone message system to inform parents of upcoming events	None	Cindy Elwood, Lisa Britton	Weekly as needed	Parents feedback
Portal –based web page	None	Cindy Elwood, Danae Boyd	Daily as needed	Parents feedback
Teachers will communicate student academic progress and assessment reports with parents every three weeks via mail, conference, phone, e-mail, etc.) (FI)	none	Cindy Elwood	Every three weeks or as needed	Teacher documentation of communications with parents

**Goal #4: To engage parents and the community in the educational process.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
<p>Librarians will engage parents and the community by promoting, participating, and/or conducting three family oriented campus or district events such as Book Fairs, Author Visits, Meet the Teacher Night, Open House, Public Library Presentations, Storytellers, College Night, Title 1 Family Events, Title 1 Literacy Fair, or Guest Speakers.</p>	<p>Campus Library Budgets Campus Library Activity Budget LS Dept. Library Budget Title 1 Library Services Budget</p>	<p>Campus Librarians Lorie Bruns, Library Services Director Julie Moore, Title 1 Carole Hagler, Director of State and Federal Programs</p>	<p>Fall 2008 Spring 2009</p>	<p>Library Services Monthly Activity Reports Campus and District Calendars</p>

**Goal #5: To prevent campus violence and ensure appropriate methods of intervention.**

<b>Improvement Strategies</b>	<b>Resource Allocations</b>	<b>Person Responsible for Monitoring</b>	<b>Timeline for Monitoring</b>	<b>Formative Evaluation</b>
Support the same vision <ul style="list-style-type: none"> <li>• No fence riders</li> <li>• Enter / Exit - with honor</li> <li>• Wearing IDs</li> </ul>	\$2100	Cindy Elwood	August – June	Decreased <ul style="list-style-type: none"> <li>• Referrals</li> <li>• ISS</li> <li>• Repeat offenders</li> </ul>
Orientations <ul style="list-style-type: none"> <li>• Each semester</li> <li>• By grade / gender</li> <li>• Morning procedures</li> <li>• Hall procedures</li> <li>• Lunch procedures</li> <li>• Staggered locker times</li> <li>• Hall passing (right side)</li> </ul>	None	Mark Elliott, Phylisa Lindsey	August - June	Focus on <ul style="list-style-type: none"> <li>• Self discipline</li> <li>• Learning</li> </ul>
Anti-Bullying program	\$1000	Mark Elliott, Phylisa Lindsey	August - June	Increase success rate at progress reports and report cards
Lock down drills	None		August - June	
Security cameras	None			

**Goal #5: To prevent campus violence and ensure appropriate methods of intervention.**

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p><b>Core values</b></p> <ul style="list-style-type: none"> <li>• <b>School wide</b></li> </ul> <p><b>D/A Interventionist</b></p> <p><b>8<sup>th</sup> graders (Bowie)</b></p>				



**Campus Improvement Plan 2008-2009  
Barnett Junior High School**

**Bibliography**

Blankstein, Alan, and Kari Cocozzella. "Creating a Failure-free school." Principal (2004): 36-41.

Gewertz, Catherine. "Consensus on Learning Time Builds." Education 28 (2008): 1-17.

Strahan, David. "Successful teachers develop academic momentum with reluctant students." Middle school journal (2008): 4-11.

Viadero, Debra. "Research yields clues on the effects of Extra Time for Learning." Education 28 (2008): 16-18.



## Campus Improvement Plan 2008-2009 Barnett Junior High School

The Christine Barnett Junior High School Site Based Decision Making Committee functions as a representative advisory group to the Principal to develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations with respect to budgeting, curriculum, planning, school organization, staff development, and staffing patterns.

Elected representatives and updated terms are as follows(for 2008-2009)

Creative Koalas-Chasity Choyce(1st) PE- Jimmy Callender (2nd)

Special Ed. (Skills) Rosalyn Ashley(1st) Math-Melinda Howser (2nd)

Special Ed. (Prevoc, MAC)-Carol Graven(3rd) English-Rebecca Patrick(1st)

Social Studies-Mark Darket (1<sup>st</sup>) Science-Pat Haubold(2nd)

Librarian- Jan Walsh(3rd) Paraprofessionals-V. Christopher(1<sup>st</sup>)

Parents:

Community: Liz Mullen Rev. Brian Cummins

Business: Corey Lee Annette Flowers

Student Representatives- Kathryn Moreno (8), Emily Pham (7), Relius Johnson (8), Kody Tucker (7), Levis Truong (8)

Appointed Assistant Principal for 2008-2009: George McFarland

Principal: Cindy Elwood

Central Office Representative: James Rose



**Campus Improvement Plan 2008-2009  
Barnett Junior High School**

**System of Interventions**

**School:** Barnett JH

**Priority:** 8<sup>th</sup> grade math (SSI) and 8<sup>th</sup> grade Science

TIER I	TIER II	TIER III
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<u>Core/Universal</u>	<u>Targeted</u>	<u>Intensive</u>
<p><b>Administrator:</b></p> <ul style="list-style-type: none"> <li>Attend Math/Science Dept. meetings</li> <li>Walk-Throughs to monitor SSI students (once/week)</li> <li>Monitor teacher's electronic lesson plans</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Use Triand data</li> <li>Hands-on activities</li> <li>Relationship building activities</li> <li>Early "Positive" Parent contact</li> <li>Teach students test taking skills</li> <li>Teacher mentoring of SSI</li> </ul>	<p><b>Administrator:</b></p> <ul style="list-style-type: none"> <li>Informal GPC w/Administrator, Counselor, Student, and Parent</li> <li>Admin. check Triand for interventions</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Weekly Progress Report of students who are below 70% (with parent acknowledgement)</li> <li>Make written</li> </ul>	<p><b>Administrator:</b></p> <ul style="list-style-type: none"> <li>Contact Math Coordinator. (District level)</li> <li>Action Research</li> <li>Collaborate. w/Teachers</li> <li>Monitor OCS/ISS/Attendance</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>Action Research</li> <li>Collaborate. With Administration.</li> <li>More active involvement with</li> </ul>

<p>students</p> <ul style="list-style-type: none"> <li>Teachers in dept meet to collaborate with each other on math and science obj.—integrated through curriculum.</li> </ul> <p><b>Student:</b></p> <p>Attend FOCUS Academy daily</p> <ul style="list-style-type: none"> <li>Informal GPCs with data available for students to review (include parents)</li> <li>Peer Mentors</li> </ul>	<p>intervention in Triand</p> <ul style="list-style-type: none"> <li>Formal Differentiated Instr. Intervention (electronically)</li> <li>Parent, team, teacher mentor conference</li> </ul> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>PLATO</li> <li>Mandatory FOCUS/ Academy Saturday School</li> <li>TAKS Math class</li> <li>Mandatory Math Tutoring</li> <li>Dev. formal written plan of action</li> <li>TAKS Science pullout</li> </ul>	<p>mentor/mentee</p> <ul style="list-style-type: none"> <li>Review specific student data</li> </ul> <p><b>Student:</b></p> <ul style="list-style-type: none"> <li>PLATO</li> <li>TAKS Math</li> <li>Mandatory Academic Saturday School</li> <li>Tutoring</li> </ul>
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## Barnett Junior High School Campus Improvement Plan 2008-09

<b>Grade 7 TAKS-Reading</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	414	88%	388	90%	2%	466	90%	0%	92%	2%
<b>Afri Amer</b>	161	81%	140	88%	6%	173	90%	2%	92%	2%
<b>Hispanic</b>	84	90%	107	90%	-1%	127	86%	-4%	90%	4%
<b>White</b>	112	95%	81	91%	-3%	101	91%	0%	93%	2%
<b>Eco Disadv</b>	162	86%	167	86%	0%	203	88%	2%	90%	2%
<b>LEP</b>	21	52%	12	67%	14%	28	68%	1%	80%	12%
<b>SpEd</b>	5	80%	23	57%	-23%	38	32%	-25%	80%	48%

  

<b>Grade 8 TAKS-Reading</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	424	90%	431	92%	2%	426	98%	7%	100%	2%
<b>Afri Amer</b>	154	88%	167	90%	2%	175	97%	7%	99%	2%
<b>Hispanic</b>	105	90%	100	91%	1%	118	98%	7%	100%	2%
<b>White</b>	113	93%	103	94%	1%	78	100%	6%	100%	0%
<b>Eco Disadv</b>	162	88%	174	88%	0%	191	99%	11%	100%	1%
<b>LEP</b>	21	71%	11	45%	-26%	20	90%	45%	92%	2%
<b>SpEd</b>	6	83%	18	39%	-44%	18	83%	44%	90%	7%

  

<b>Grade 7 TAKS-Writing</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	411	98%	388	95%	-3%	475	93%	-1%	95%	2%
<b>Afri Amer</b>	160	97%	141	91%	-5%	177	95%	3%	97%	2%
<b>Hispanic</b>	85	95%	106	97%	2%	130	93%	-4%	95%	2%
<b>White</b>	108	99%	82	95%	-4%	103	92%	-3%	94%	2%
<b>Eco Disadv</b>	161	98%	166	92%	-6%	206	93%	1%	95%	2%
<b>LEP</b>	22	82%	11	91%	9%	30	80%	-11%	82%	2%
<b>SpEd</b>	6	100%	24	83%	-17%	39	51%	-32%	80%	29%

## Barnett Junior High School Campus Improvement Plan 2008-09

<b>Grade 7 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	414	82%	395	79%	-3%	469	80%	2%	82%	2%
<b>Afri Amer</b>	159	73%	141	72%	-1%	173	74%	2%	80%	6%
<b>Hispanic</b>	85	82%	107	80%	-2%	128	77%	-3%	80%	3%
<b>White</b>	113	89%	86	79%	-10%	103	85%	6%	90%	5%
<b>Eco Disadv</b>	161	76%	171	72%	-4%	204	77%	6%	80%	3%
<b>LEP</b>	22	59%	13	46%	-13%	29	69%	23%	80%	11%
<b>SpEd</b>	4	*	30	33%	*	38	24%	-10%	80%	56%

  

<b>Grade 8 TAKS-Mathematics</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	422	74%	429	72%	-3%	433	81%	10%	83%	2%
<b>Afri Amer</b>	154	66%	167	65%	-1%	176	70%	5%	80%	10%
<b>Hispanic</b>	105	73%	99	64%	-10%	119	86%	22%	90%	4%
<b>White</b>	111	80%	102	77%	-3%	78	87%	10%	90%	3%
<b>Eco Disadv</b>	162	71%	174	63%	-8%	203	73%	10%	80%	7%
<b>LEP</b>	22	59%	11	45%	-14%	20	65%	20%	80%	15%
<b>SpEd</b>	3	*	16	25%	*	19	47%	22%	80%	33%

  

<b>Grade 8 TAKS-Science</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	429	54%	452	61%	7%	452	61%	1%	75%	14%
<b>Afri Amer</b>	160	43%	175	50%	7%	181	55%	5%	75%	20%
<b>Hispanic</b>	105	45%	108	53%	7%	124	55%	2%	75%	20%
<b>White</b>	112	77%	107	76%	-1%	85	71%	-5%	75%	4%
<b>Eco Disadv</b>	169	41%	189	48%	7%	207	49%	1%	75%	26%
<b>LEP</b>	21	19%	17	10%	-9%	23	22%	12%	75%	53%
<b>SpEd</b>	10	50%	41	11%	-39%	40	13%	1%	75%	63%

  

<b>Grade 8 TAKS-Social Studies</b>										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
<b>ALL</b>	428	90%	454	88%	-3%	449	88%	0%	90%	2%
<b>Afri Amer</b>	160	91%	176	84%	-7%	179	84%	0%	90%	6%
<b>Hispanic</b>	105	89%	107	88%	-1%	124	86%	-2%	90%	4%
<b>White</b>	111	93%	109	92%	0%	84	92%	0%	94%	2%
<b>Eco Disadv</b>	167	88%	188	82%	-6%	207	83%	1%	90%	7%
<b>LEP</b>	20	70%	17	73%	3%	24	71%	-2%	90%	19%
<b>SpEd</b>	10	100%	42	44%	-56%	40	53%	9%	90%	38%



**Campus Improvement Plan 2008-2009**  
 Barnett Junior High

**State Compensatory Education**

**Intended Purpose - to increase the academic achievement and reduce the drop out rate of students**

**Intended Beneficiaries - students identified as at risk of dropping out of school as defined in Subchapter B, Chapter 39 TEC**

<b>Description</b>	<b>Acct Code</b>	<b>Original Budget</b>	<b>09/30/2008 Budget</b>
Comp. Ed. Budget			
SALARIES-TEACH & OTH PROF	199.11.6119.00.052.9.24.0.00	40,268.24	40,268.24
TUTORIAL SERVICES	199.11.6119.02.052.9.24.0.00	61,250.00	61,250.00
TEACH COMP ALLOT SUPPL	199.11.6119.04.052.9.24.0.00	300.00	300.00
ADVANCED DEGREE-STIPEND	199.11.6119.10.052.9.24.0.00	300.00	300.00
SAL & WAGES-SUPPORT PERS	199.11.6129.00.052.9.24.0.00	16,034.46	16,034.46
MEDICARE	199.11.6141.00.052.9.24.0.00	804.70	804.70
SAL & WAGES-SUPPORT PERS	199.31.6129.00.052.9.24.0.00	21,741.03	21,741.03
<b>TOTAL</b>		140,698.43	140,698.43
FTE Count			
PERSONNEL			2.60
<b>TOTAL</b>			2.60