

Blanton Elementary School

Campus Improvement Plan

2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT

Overview

Blanton Elementary School is a TEA “**Recognized**” campus that also is a Title I Schoolwide program with a diverse population of about 660 students in grades PK-6. Our multi-cultural student body is approximately 72.1% Hispanic, 14.1% Caucasian, 10.8% African American, and 3.0% Asian. Eighty- six percent (86%) of our students are considered economically disadvantaged and over 50% are LEP. There are 47 very experienced professional staff members and 21 paraprofessionals that provide a variety of services and programs for our students. Bilingual Dual Language and English as a Second Language (ESL) is provided in grades Pre-K through sixth grade to meet the needs of our LEP students.

A Comprehensive Needs Assessment was conducted by SBDM Committee in May, 2008. The Committee looked at All TAKS results for the current and previous school year, DRA2 scores, all EOY test results; as well as, results from parent surveys. The data identified the following results and conclusions:

Strengths: Reading TAKS scores have been consistently above 85% each of the last three years and fourth grade writing has averaged 91%. Overall math scores have increased steadily for each of the last three years; while fifth grade science was 75%, an astounding improvement of 24%. Blanton has built a wonderful fine arts program encompassing Art, Choir, Band and Strings. Blanton has established a very strong Family & Community Engagement program that includes partnerships with four local churches, and reading mentors for kinder, first, and second grade students.

In conclusions, the following weaknesses need to be addressed: We will focus on math and science in all grades in order to maintain our “TEA Recognized” status. Our goal is to have TAKS results show that 80% of our students have passed math TAKS across all subgroups in each grade level within two years. We also plan for our fifth grade science students to show 80% on science TAKS as well as 80% on 3rd, 4th, and 6th grade EOY Science Tests within a two year period. Another focus will be to continue to move from family involvement toward family engagement and build on our past success.

CNA -Comprehensive Needs Assessment	RS -SW Reform Strategies	HQ -Highly Qualified Staff	PD -Professional Development	R/R -Recruitment & Retention of HQ teachers
FI -Family Involvement	Tr -Transition	Asmt -Teachers involved in assessment decisions	M -Effective, timely, additional assistance for Mastery	C/I -Coordination & Integration of Federal, State & Local funds

Campus Improvement Plan 2008-2009
Blanton Elementary School

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Math 3, 4, 5, 6 *African American *Eco Disadvantaged *Hispanic	199 General funds 211 Title I funds 404 funds	Paulsen, White, Braun, Ferguson, Justice, Dunham, Clark, Anderson, Bradley	Bi-Weekly Mtg.	Benchmarks
Reading 3,4,5,6 *African American *Eco Disadvantaged *Hispanic	199 General funds 211 Title I funds 404 funds	Paulsen, White, Goulding, Ferguson, Justice, Dunham, Clark, Anderson, Bradley	Bi-Weekly Mtg.	Benchmarks
Science 5 *African American *Eco Disadvantaged	199 General funds 211 Title I funds	Paulsen, Braun, Goulding, Dunham	Bi-Weekly Mtg.	Benchmarks

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
1. Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	199 General Funds 211 Title I funds (C/I)	Paulsen	September & January	Master schedule Teacher certification Principal Attestation
2. To attract and retain Highly Qualified teaching staff, teachers are provided the opportunity to participate in a Master's Degree program in a core curriculum subject area. (R/R)	District Title I funds	Paulsen	October & February	Bennet (5 th Grade Teacher)
3. 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)	Title I SCE Accelerated Reading/Math (C/I)	Paulsen, White, Mathiews, Goulding, Braun	Beginning, Middle, End of year	Rap Record Review
4. Teachers and students will work together to set academic goals for EACH subject. (M)	199 General Funds	Teachers, Students & Parents	Twice per six weeks	Every three weeks using either progress reports or report cards.

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
5. Administrative team will inspect student planner, journals and report cards. (RS)	199 General Funds	Paulsen, White, Goulding, Braun, Mathiews	Weekly	Report Card Grades
6. Use tutors to work intensively with struggling students on identified areas of weakness. (M)	199 SCE 211 Title I funds 404 ARI/AMI funds	Paulsen, Braun, Goulding	Weekly	Benchmark results
7. Leadership team will conduct three-minute classroom walk-throughs on a regular basis to identify instructional needs in classrooms. (HQ/PD)	199 General Funds	Paulsen, White, Mathiews, Braun, Goulding	Weekly	Observation notes
8. Teachers will participate in high quality, ongoing professional development based upon campus Comprehensive Needs Assessment (PD)	Title I SCE (Part of Inst. Facil. Salary)	Paulsen, Goulding, Braun, & SBDM	December & April	ERO attendance reports
9. Teachers (grades K,1,2,3,4,5,&6) will use DRA test to assess instructional level and target reading strategies to meet each student's need. (Asmt)	199 General funds 211 Title I funds 404 funds	Goulding, Sauls-Larry, Commack, Mukendi, Perez, Gordon, Papadopoulos, Samuel, Flores, Figueroa, Zuniga, Polk, Smith, McKinney, Teach, Reza, Ferguson, Varney, Southard, Standlee, Justice, Bermea, Bennett, Carlson	BoY, MoY , & EoY	DRA Level, Benchmark and TAKS/EOY Test

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
10. Improve reading, writing math and science results by ensuring all teachers are utilizing TEKS timeline to plan instruction. (RS)	199 General funds	Paulsen, White Braun, Goulding, Larry, Polk, Ferguson, Dunham, Papadopoulos, Justice, & Clark	After each benchmark results are posted.	Lesson plans books and TAKS Results
11. Improve TAKS/EOY Math results using hands-on games, math centers, music/songs and poems. (RS)	211 Title I funds 404 funds	Paulsen, White, Braun, Sauls-Larry, Papadopoulos, Polk, Ferguson, Orr, Reus, Rodriguez, Clark, Bradley	Weekly	EOY math test & math TAKS test
12. Improve TAKS/EOY Science results by increasing number of hands-on science experiences utilizing the science labs (including Outdoor Learning Center), and experiences with living things such as: plant life, butterflies, fish, frogs, turtles, rabbits...(RS)	199 General Funds 211 Title I funds	Paulsen, White, Braun, Goulding, Sauls-Larry, Polk, Ferguson, Papadopoulos, & Orr, Reus, Dunham, & Williams	Weekly	EOY science & TAKS test.
13. PreK-6 th grade teachers will meet 3 times a 6 weeks to discuss instructional strategies, based on student data, to improve classroom performance. (Asmt)	199 General funds 211 Title I funds	Paulsen, White, Braun, Sauls-Larry, Papadopoulos, Polk, Ferguson, Orr, Reus, Rodriguez, Clark, Bradley	Bi-weekly	Teacher meeting agendas

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
1. Provide time for teachers to meet and collaborate with teachers from other grade levels at faculty meetings. (Tr)	211 Title I funds	Paulsen, White, Braun, Goulding, Sauls-Larry, Papadopoulos, Polk, Ferguson, Justice, Dunham, Clark, Anderson, Bradley	Monthly	Teacher Feedback, DRA/EDL, EOY Test, Benchmarks, TAKS
2. Teachers will review TEKS objectives and be given the opportunity to observe teachers in the grade levels below and above their grade level. (Tr)	211 Title I funds or 199 General fund for up to 2 hours of exchange time	Braun, Goulding, Sauls-Larry, Papadopoulos, Polk, Ferguson, Justice, Dunham, Clark	Twice a year	Teacher Feedback, DRA/EDL, EOY Test, Benchmarks, TAKS
3. Teachers will provide supplemental instruction to students preparing them for 7 th grade AVID/Pre-AP instruction. (Tr)	211 Title I funds	Clark, Carlson, Williams	Weekly	Cogat, TAKS, Classroom performance
4. Plan a Staff Development day to meet with the vertical grade levels to discuss strengths and weaknesses of students. (Tr)	211 Title I funds 199 General fund for up to 2 hours of exchange time	Paulsen, White, Braun, Goulding, Sauls-Larry, Papadopoulos, Polk, Ferguson, Justice, Dunham, Clark, Anderson, Bradley	Twice a year	Teacher Feedback, DRA/EDL, EOY Test, Benchmarks, TAKS
5. Classes will have the opportunity to participate in “Buddy Reading” with other grade levels. (Tr)	199 General Funds	Sauls-Larry, Papadopoulos, Polk, Ferguson, Justice, Dunham, Clark	Monthly	Teacher Feedback, DRA/EDL, EOY Test Benchmarks, TAKS

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
1. Utilize volunteers from First Christian Church to read to students and mentor students. (M)	199 General Funds 211 Title I funds	Paulsen, Goulding, Grade level teachers	Weekly	Feedback from volunteers and teachers, DRA/EDL, EOY test, TAKS
2. Develop core subject curriculum nights for our parents and students to engage in math and science activities together. (FI)	211 Title I funds	Paulsen, White, Goulding, Braun, Family Rep, Sauls-Larry, Papadopoulos, Polk, Ferguson, Justice, Dunham, Clark, Anderson, Bradley	Twice a year	Title 1 Parent Survey, teacher/parent/student feedback, DRA/EDL, EOY test, TAKS
3. Increase communication between teachers and parents with: Tele-parent (phone call line), face to face conferences, personal phone calls, emails, and <u>student planner</u> /folder notes. (FI)	211 Title I funds	Paulsen, White, Braun, Sauls-Larry, Papadopoulos, Polk, Ferguson, Justice, Dunham, Clark, Anderson, Bradley	Weekly	Title 1 Parent Survey, teacher/parent/student feedback, DRA/EDL, EOY test, TAKS
4. Teachers will communicate student academic progress and assessment reports with parents every 3 weeks via progress reports, report cards, & phone calls as needed. (FI)	199 General Funds	White, Polk, Ferguson, Justice, Dunham, Clark, Anderson, Bradley	Three Weeks	Progress Reports, report cards, phone records
5. Conduct an annual Title I meeting to explain NCLB requirements coupled with Grade Level Parent Engagement meetings discussing instructional programs and interventions at Blanton. (FI)	211 Title I funds	Paulsen, White, Goulding, Braun, Title 1 Rep, Castillo, Sauls-Larry, Papadopoulos, Polk, Ferguson, Justice, Dunham, Clark, Anderson, Bradley	9/30/08 & 10/2/08	Parent Sign In Sheets, Parent Title 1 Survey, report cards, Teacher feedback forms

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
6. At Risk students will participate in the PALS Mentoring Program with high school mentors from AHS. (M)	199 General Funds	Mathiews	Weekly	DRA/EDL, EOY Test, Benchmarks, TAKS
7. Selected At Risk students will participate in Pen Pals program with local bank.	199 General Funds Chase Bank Grant \$1,000	Mathiews	Monthly	DRA/EDL, EOY Test, Benchmarks, TAKS
8. The Family Involvement Team (FIT), comprised of teachers, Instructional Facilitator(s), Family School Representative and parents, meet monthly to plan and evaluate family involvement events based upon campus' needs. (FI)	Title I	Castillo, Paulsen, Shepherd, White, Goulding, De Los Santos, Perez	Monthly	Event evaluations
9. Campus Family Involvement Policy and Compact, which was developed by the FIT team, will be sent to all parents along with each child's first report card. Campus FI Policy will guide the Family Involvement Program. (FI)	Title I	Sauls-Larry, Papadopoulos, Polk, Ferguson, Justice, Dunham, Clark, Anderson, Bradley, Castillo	End of 1 st Six Weeks	Title I Crate

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
1. Provide bullying prevention programs for students. (M)	199 General Funds 211 Title I funds	Mathiews	Twice a year	Teacher/parent feedback, discipline referrals, planners
2. Classrooms will have the opportunity to participate in a mentoring system that pairs two different grade level classrooms. (Tr)	199 General Funds 211 Title I funds	Paulsen, White, Sauls-Larry, Polk, Ferguson, Papadopoulos, Justice, Dunham, Clark, Anderson, Bradley	Bi-monthly	Teacher/parent feedback, discipline referrals, planners
3. At Risk students will participate in the PALS Mentoring Program with high school mentors from AHS. (M)	199 General Funds	Mathiews	Weekly	DRA/EDL, EOY Test, Benchmarks, TAKS
4. At Risk students will participate in the Eagle Mentor Program. (M)	199 General Funds 211 Title I funds	Mathiews, Eagle Mentors	Yearly	Teacher/parent feedback, discipline referrals, planners
5. Provide extracurricular clubs to engage students positively: chess club, nurses club, science club. (M)	199 General Funds	Mathiews, Russ, Braun, Goulding	Monthly	Teacher/parent feedback, discipline referrals, planners
6. Provide motivational speakers from Strong Fathers to encourage our parents to support their children. (FI)	199 General Funds 211 Title I funds	Mathiews, Goulding, Braun	Yearly	Teacher/parent feedback, discipline referrals, planners

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
7. Continue 6 th grade Pathways to Success & Drug Intervention Programs. (M)	199 General Funds	Paulsen, White, Clark, Carlson, Williams, Anderson	Yearly	Teacher/parent feedback, discipline referrals, planners
8. Track and Monitor types of discipline referrals for an EoY review. They will be evaluated by Discipline committee and determine ways to further reduce student referrals.	199 General Funds	Discipline Committee and White	EOY	Teacher/parent feedback, discipline referrals, planners



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Bibliography

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7. Eaker, DuFour & DuFour, Getting Started, 2002.
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16. SCE, NCLB & ARI/AMI budget (generated by the Budget Department) (C/I)
17. SBDM Team List which includes parents
18. List of interventions (RTI tier 2 & 3) provided at the campus (M)

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Grade 3 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	51	88%	67	87%	-2%	83	96%	10%	97%	1%
Afri Amer	7	100%	4	*	*	7	100%	*	100%	
Hispanic	34	88%	52	87%	-2%	58	95%	8%	96%	1%
White	6	83%	10	100%	17%	14	100%	0%	100%	0%
Eco Disadv	44	89%	58	84%	-4%	71	96%	11%	97%	1%
LEP	29	90%	40	83%	-7%	50	96%	14%	97%	1%
SpEd	*	*	2	*	*	1	*	*		

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	50	78%	47	85%	7%	60	72%	-13%	75%	3%
Afri Amer	11	82%	8	88%	6%	6	50%	-38%	70%	20%
Hispanic	31	74%	29	83%	9%	46	74%	-9%	77%	3%
White	8	88%	6	100%	13%	8	75%	-25%	80%	5%
Eco Disadv	40	78%	40	83%	5%	54	70%	-12%	75%	5%
LEP	21	86%	25	80%	-6%	35	74%	-6%	77%	3%
SpEd	*	*	*	*	*	4	*	*		

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	64	78%	53	85%	7%	49	82%	-3%	80%	-2%
Afri Amer	13	77%	10	60%	-17%	5	80%	20%	75%	-5%
Hispanic	41	78%	34	88%	10%	34	79%	-9%	80%	1%
White	9	78%	8	100%	22%	8	100%	0%	85%	-15%
Eco Disadv	61	77%	45	84%	7%	43	79%	-5%	75%	-4%
LEP	30	73%	25	84%	11%	23	78%	-6%	75%	-3%
SpEd	2	*	*	*	*	*	*	*		

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	52	96%	53	98%	2%	61	95%	-3%	90%	-5%
Afri Amer	7	100%	8	100%	0%	10	100%	0%	90%	-10%
Hispanic	33	94%	38	97%	3%	41	95%	-2%	90%	-5%
White	12	100%	6	100%	0%	9	100%	0%	90%	-10%
Eco Disadv	40	95%	48	98%	3%	52	94%	-4%	90%	-4%
LEP	11	100%	17	94%	-6%	24	92%	-2%	90%	-2%
SpEd	*	*	2	*	*	1	*	*		

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Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	53	60%	62	69%	9%	83	76%	7%	77%	1%
Afri Amer	7	57%	4	*	*	7	71%	*	72%	1%
Hispanic	35	60%	47	72%	12%	58	74%	2%	75%	1%
White	7	57%	10	60%	3%	14	79%	19%	80%	1%
Eco Disadv	46	61%	53	72%	11%	71	75%	3%	76%	1%
LEP	30	60%	36	67%	7%	50	76%	9%	77%	1%
SpEd	2	*	1	*	*	1	*	*		

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	50	72%	49	80%	8%	60	62%	-18%	75%	13%
Afri Amer	11	73%	8	50%	-23%	6	33%	-17%	70%	37%
Hispanic	31	71%	30	83%	12%	46	67%	-16%	75%	8%
White	8	75%	7	100%	25%	8	50%	-50%	80%	30%
Eco Disadv	40	73%	42	79%	6%	54	63%	-16%	75%	12%
LEP	21	71%	26	81%	9%	35	63%	-18%	72%	9%
SpEd	*	*	2	*	*	4	*	*		

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	64	77%	53	79%	3%	49	90%	11%	75%	-15%
Afri Amer	12	50%	10	70%	20%	5	80%	10%	70%	-10%
Hispanic	42	79%	34	79%	1%	34	91%	12%	80%	-11%
White	9	100%	8	88%	-13%	8	100%	13%	70%	-30%
Eco Disadv	61	75%	45	78%	2%	43	88%	11%	75%	-13%
LEP	31	74%	24	79%	5%	24	88%	8%	75%	-13%
SpEd	1	*	*	*	*	1	*	*		

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	53	89%	53	89%	0%	60	77%	-12%	82%	5%
Afri Amer	7	86%	8	88%	2%	10	60%	-28%	80%	20%
Hispanic	33	91%	38	87%	-4%	41	78%	-9%	85%	7%
White	13	85%	6	100%	15%	8	88%	-13%	90%	3%
Eco Disadv	41	85%	48	88%	2%	52	75%	-13%	80%	5%
LEP	11	91%	17	82%	-9%	24	71%	-12%	80%	9%
SpEd	1	*	2	*	*	*	*	*		

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Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	47	91%	46	89%	-2%	59	93%	4%	94%	1%
Afri Amer	11	82%	8	75%	-7%	6	83%	8%	84%	1%
Hispanic	29	97%	29	93%	-3%	45	96%	2%	97%	1%
White	7	86%	6	100%	14%	8	88%	-13%	90%	3%
Eco Disadv	38	92%	39	87%	-5%	53	94%	7%	95%	1%
LEP	20	95%	24	88%	-8%	35	94%	7%	95%	1%
SpEd	*	*	*	*	*	4	*	*		

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	66	68%	52	51%	-17%	52	75%	24%	80%	5%
Afri Amer	14	64%	10	40%	-24%	6	67%	27%	80%	13%
Hispanic	42	67%	32	44%	-23%	34	74%	30%	80%	6%
White	9	78%	9	88%	10%	10	90%	3%	90%	0%
Eco Disadv	63	67%	44	47%	-20%	45	73%	27%	80%	7%
LEP	31	65%	23	39%	-25%	25	64%	25%	70%	6%
SpEd	2	*	1	*	*	5	40%	*		



Campus Improvement Plan 2008-2009
Blanton Elementary

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

Description	Acct Code	Original Budget	09/30/2008 Budget
Comp. Ed. Budget			
SUBSTITUTE TEACHERS	199.11.6112.00.102.9.30.0.04	0.00	300.00
SALARIES-TEACH & OTH PROF	199.11.6119.00.102.9.30.0.00	32,436.02	32,436.02
TUTORIAL SERVICES	199.11.6119.02.102.9.30.0.00	14,126.00	14,126.00
ADVANCED DEGREE-STIPEND	199.11.6119.10.102.9.30.0.00	930.00	930.00
MEDICARE	199.11.6141.00.102.9.30.0.04	0.00	4.35
MEDICARE	199.11.6141.00.102.9.30.0.00	474.59	474.59
FICA	199.11.6141.01.102.9.30.0.04	0.00	18.60
SAL & WAGES-SUPPORT PERS	199.31.6129.00.102.9.30.0.00	19,679.77	19,679.77
EDUCATIONAL STIPEND	199.31.6129.10.102.9.30.0.00	1,000.00	1,000.00
MEDICARE	199.31.6141.00.102.9.30.0.00	288.88	288.88
TOTAL		68,935.26	69,258.21
FTE Count			
PERSONNEL			1.62
TOTAL			1.62



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Blanton Elementary

Title I, Part A:

Intended Purpose - to enable all children to meet the state student performance standards

Intended Beneficiaries - students who experience difficulties mastering the state academic achievement standards

Description	Acct Code	Original Budget	09/30/2008 Budget
FTE Count			
PERSONNEL			4.38
TOTAL			4.38
Title I Budget			
SALARIES-TEACH & OTH PROF	211.11.6119.00.102.9.24.0.00	168,678.00	68,632.00
EXTRA DUTY-TEACH/OTH PROF	211.11.6119.01.102.9.24.0.00	0.00	15,500.00
TUTORIAL SERVICES	211.11.6119.02.102.9.24.0.00	30,000.00	30,000.00
CONTRACT ADDENDA-STIPEND	211.11.6119.09.102.9.24.0.00	0.00	3,000.00
ADVANCED DEGREE-STIPEND	211.11.6119.10.102.9.24.0.00	0.00	2,070.00
EXTRA DUTY-SUPPORT PERS	211.11.6121.00.102.9.24.0.00	0.00	2,700.00
SAL & WAGES-SUPPORT PERS	211.11.6129.00.102.9.24.0.00	0.00	15,374.00
MEDICARE	211.11.6141.00.102.9.24.0.00	0.00	2,003.00
HEALTH INSURANCE	211.11.6142.01.102.9.24.0.00	0.00	7,426.00
TEACHER RETIREMENT	211.11.6146.00.102.9.24.0.00	0.00	10,463.00
TRS-CARE CONTRIBUTION	211.11.6146.01.102.9.24.0.00	0.00	762.00
READING MATERIALS	211.11.6329.00.102.9.24.0.00	0.00	12,434.00
GENERAL SUPPLIES	211.11.6399.01.102.9.24.0.00	24,059.00	21,332.00
STUDENT TVL*NO AISD BUSES	211.11.6412.00.102.9.24.0.00	0.00	4,000.00
DIST TRANS FOR STDNT TRAV	211.11.6494.00.102.9.24.0.00	0.00	2,500.00
PART TIME/TEMPORARY	211.12.6129.04.102.9.24.0.00	0.00	3,500.00
MEDICARE	211.12.6141.00.102.9.24.0.00	0.00	51.00
SUBSTITUTE TEACHERS	211.13.6112.00.102.9.24.0.00	0.00	1,000.00
MEDICARE	211.13.6141.00.102.9.24.0.00	0.00	15.00

FICA	211.13.6141.01.102.9.24.0.00	0.00	62.00
MISC PURCH & CONTR SERV	211.13.6299.00.102.9.24.0.00	1,500.00	1,500.00
READING MATERIALS	211.13.6329.00.102.9.24.0.00	0.00	1,000.00
EMPLOYEE TRAVEL	211.13.6411.00.102.9.24.0.00	7,145.00	645.00
EXTRA DUTY-SUPPORT PERS	211.61.6121.00.102.9.24.0.00	0.00	750.00
SAL & WAGES-SUPPORT PERS	211.61.6129.00.102.9.24.0.00	0.00	19,660.00
MEDICARE	211.61.6141.00.102.9.24.0.00	0.00	285.00
HEALTH INSURANCE	211.61.6142.01.102.9.24.0.00	0.00	3,120.00
TEACHER RETIREMENT	211.61.6146.00.102.9.24.0.00	0.00	1,490.00
TRS-CARE CONTRIBUTION	211.61.6146.01.102.9.24.0.00	0.00	108.00
READING MATERIALS	211.61.6329.00.102.9.24.0.00	0.00	1,500.00
GENERAL SUPPLIES	211.61.6399.01.102.9.24.0.00	4,000.00	2,500.00
EMPLOYEE TRAVEL	211.61.6411.00.102.9.24.0.00	250.00	250.00
MISC OPERATING EXPENSES	211.61.6499.00.102.9.24.0.00	1,000.00	1,000.00
TOTAL		236,632.00	236,632.00