

Bowie High School

Campus Improvement Plan

2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



Campus Improvement Plan 2008-2009 Bowie High School

Overview

Bowie High School is a comprehensive secondary school in southeast Arlington with 3114 students enrolled in grades 9 – 12. Our student population is diverse, with 81% of students representing minority populations. In 07-08, Bowie's demographics were as follows: Asian 12.7%; African American 40.9%; Hispanic 26.3%; and 19.7% White. Currently, our demographic characteristics are Asian 13.8%; African American 39.8%; Hispanic 27.4%; and White 18.5%. In 07-08, 43.4% of Bowie students were economically disadvantaged. We have 38.7% economically disadvantaged students in 2008-09.

For the 2007-08 school year, the school attained the accountability rating of Academically Acceptable. On August 19, 2008, all faculty members participated in a campus staff development session devoted to data analysis. Campus leadership teams, including administrators, counselors, department leaders and SBDM, also evaluated data. Sources of data evaluated include Spring 2008 TAKS scores, ACT college readiness scores, AP and IB success rates, AVID enrollment and academic success rates, six week failure/success rates by course, and Bowie Network success rates for grades 3 – 11. Overall, in Math and ELA/Reading, we dropped 1%. We showed a gain in ELA/Reading in our Economically Disadvantaged group of students, with slight declines in all other accountability groups. In math we did not meet required improvement despite gaining 1% in economically disadvantaged student performance. In Social Studies our students are at 91%, a gain of 3% overall, with a marked increase of 7% in the success rate of our African American students. Our economically disadvantaged students improved 5%. In Social Studies, we had no decline in any accountability group. In Science, overall our students improved 2%. African-American students improved 7% and White students improved 5%. The performance of our Economically Disadvantaged students remained static. We did not meet required improvement in science, and our overall success rate was only 66%. Only 56% of Hispanic students passed the Science test, which is a decline of 5%. From our analysis of our student performance data, we have concluded that our most pressing areas of concern are math and science in all accountability groups.

Our campus did not meet Adequate Yearly Progress for 2007-08. We need to show improvement in Special Education Math and Reading at the tenth grade level in order to meet AYP. We will target these areas for improvement in 2008-09.

An International Baccalaureate World School, Bowie graduated 36 IB diploma candidates in 07-08. For 2008-09, we have 41 IB diploma candidates.

Bowie is an AVID certified school with a strong commitment to preparing students for college. As a campus initiative, we have trained faculty in AVID instructional strategies, and there is significant use of these best practices across the campus. In 07-08, we had 139 AVID students in grades 9 – 11. For 2008-09, we have 211 AVID students in grades 9 – 12.

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

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
10 th grade Special Education Reading and Math	Local funds, comp ed funds	Special Education teachers; Lisa Engelsman, Department Leader; Susan Bicknell, AP; Campus Diagnosticians; Michelle Wilmoth, Principal	Sept. 08 – June 09	Benchmark tests, Spring 2009 TAKS tests
9, 10, 11 grade MATH – all accountability groups	Local funds, comp ed funds	Math teachers; Amy Hayes and Kay Martin, Department Leaders; Charlotte Ford, AP; Michelle Wilmoth, Principal	Sept. 08 – June 09	Six Week Success rates; Benchmark tests; Spring 2009 TAKS tests
10 th and 11 th grade Science – all accountability groups	Local funds, comp ed funds	Science Teachers; Kelli Webb, Department Leader; Charlotte Ford, AP; Michelle Wilmoth, Principal	Sept. 08 – June 09	Six Week Success rates; Benchmark tests; Spring 2009 TAKS tests

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

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>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.</p>	<p>SCE, Comp ed funds for PLATO credit recovery lab; funds from the Drop-out Recovery Grant for evening PLATO</p>	<p>BHS Counselors; Jennifer Todd, Drop-out Prevention Counselor; Jane Deaton, Credit Recovery Lead Teacher; Michelle Wilmoth, Principal</p>	<p>Sept. 08 – June 09</p>	<p>RAP sheets; PLATO credit recovery documentation; Grant paperwork – evening PLATO attendance logs</p>

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Using curriculum compacting with pre- and post-testing	None	Ninth grade English teachers, Adriane Wheat, Level leader	August 08 - June 09	Pre- and post-test scores, Six week averages
Offering tutoring, homework help, after school MAC, and skill specific tutoring	Skill Specific Tutoring and after-school MAC - Comp Ed funds	All core departments, BHS business dept., Special Ed dept., CTE dept.	Sept 08 – June 09	Six week averages, benchmark tests, spring 09 TAKS scores
Use a variety of instructional strategies that are “best practices” and will engage all learners. (Jim Miles Reading Strategies in CTE classes, Cornell Notes, WIC-R strategies from AVID, etc)	None	All teachers; Administrators	Aug. 08 – June 09	Walk-through visits
Implement “Zeroes Aren’t Permitted” program	None	Ninth grade team teachers; math teachers; social studies teachers; Administrators	Aug. 08 – June 09	Six week averages
Utilize peer tutoring and after school tutoring for freshmen athletes	21 st century grant funds	21 st century grant site supervisor Beverly Schreiber; Jason Ferrell; Bill Jenkins, Ricardo Gomez	Sept 08 – June 09	Six week averages
Teach organization and time management skills	None	Theater, Speech, Fine Arts Teachers, English II teachers, AVID teachers,	Sept. 08 – June 09	Anecdotal evidence provided by teachers in these departments

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Teaming of selected ninth grade students – approximately 300 students (one third of ninth graders)	District funds for FTE	Mike Hill, AP; 8 team teachers	Aug. 08 – June 09	Six week averages, number of discipline referrals, benchmark test results, Spring 2009 TAKS results
Use of common assessments	None	Algebra I teachers	Aug. 08 – June 09	Six weeks exam passing rates
Staff development in teaching reading skills to struggling students	District Funds – Use of Kathy Stice, Instructional Specialist in Language Arts for Bowie network	Edwin Wood, Dept Leader - English; Lisa Engelsman, Dept. Leader SpEd; Michelle Wilmoth, Principal; Susan Bicknell, AP	Nov. 08 – June 09	Six weeks averages, benchmark scores, spring 2009 TAKS scores
Teach academic vocabulary in math, science, and social studies	District Funds for teacher training provided by curriculum department	Principal, APs Ford and Owens	Aug. 08 – June 09	Walk-through data, lesson plans
Review data on Triand for past TAKS performance and Benchmark performance	District Funds for Triand	Department Leaders, Administrators	Sept. 08 – June 09	Triand reports
Re-test for mastery	None	Business teachers, Math teachers, Social Studies teachers; Department Leaders; Administrators	Sept. 08 – June 09	Six weeks grade reports

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Parent contact as an intervention prior to failure	None	English teachers; Math teachers, Social Studies teachers, Science teachers; Department leaders; Administrators	Aug. 08 – June 09	Teacher contact logs, copies of emails
Differentiate instruction to ensure student success	None	Charlotte Ford, AP for Curriculum and Instruction; Principal, Administrators	Aug. 08 – June 09	Walk-through documentation; lesson plans
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher (HQ)	Local funds	Principal	Sept. 08 – June 09	Master Schedule; Teacher certification; Principal attestation
Teachers will participate in high quality, ongoing professional development based on campus needs	District and campus funds	Principal; Charlotte Ford, AP for Staff Development	Dec 08 – April 09	ERO attendance reports and transcripts
Identify and refer pregnant/parenting students (male/female) PRS department for verification	PRS weighted funding; Life Skills Program for Student Parents (formerly PEP) Grant	Pregnancy Related Services Coordinator; Angela Smith, Campus PRS Counselor	End of each six weeks	AISD PEP database; PRS files

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
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 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 PEP) Grant	Angela Smith, Campus PRS Counselor	End of each six weeks	AISD PEP Database referral forms, PRS file
Documentation (PRS file) will include: verification of pregnancy, CEHI teacher log, PRS entry date, date of delivery, and physician request if necessary, SPED documentation where applicable and PRS exit date.	PRS weighted funding; Life Skills Program for Student Parents (formerly PEP) Grant	PRS Coordinator; Angela Smith, Campus PRS Counselor	Dec 08 – May 09	PRS file

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Teacher Exchange between 8 th and 11 th grade teachers (Bowie and feeder junior high schools) and Algebra I teachers from 8 th grade and from Bowie	Campus allotment funds for subs for release time if needed	Bob Allen, John Hammon, Social Studies Department Leaders; Darlene Owens, AP; Algebra I teachers, Linda Wood, Level Leader and Charlotte Ford, AP	Nov 08 – June 09	Anecdotal evidence – feedback from participating teachers
Vertical alignment within core departments; vertical alignment of advanced academic teachers within department	Campus allotment funds for subs for release time if needed	Department and Level Leaders; pre-AP, AP, and IB teachers; Ronda Lane, Advanced Academic Coordinator; Administrators	Aug. 08 – June 09	Planning documents; Scope and sequence
Bowie Network Staff Development in challenge areas involving teachers in grades 5 – 9	Campus allotment funds for subs if needed	Principal, APs, Department leaders	Nov. 08 – June 09	Staff Development attendance records; ERO records
Review of previous level Science concepts and skills	None	Kelli Webb, Science Department Leader; Charlotte Ford AP	Aug 08 – June 09	Walk-through documentation
Attend district vertical alignment meetings	None	Department Leaders; Principal; APs	Aug 08 – June 09	ERO records; Staff Development attendance records

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Alignment of business courses within department	None	Celeste Arms, Department Leader; Iris Williams, AP	Aug. 08 – June 09	
Regular faculty visits to feeder campuses	None	Athletic Coordinator, Fine Arts Directors; Michelle Trussell, AP; Keith Johnson, AP	Aug. 08 – June 09	
Alignment of Engineering classes with math and science departments	None	CTE, Math and Science teachers; Department Leaders Jane Deaton, Amy Hayes, Kay Martin, Kelli Webb.	Aug. 08 – June 09	Student success rates
Alignment of Family and Consumer Science classes within department	None	FCS teachers, Department Leader Jane Deaton	Aug. 08 – June 09	Student success rates

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
“Bowie Gives Back” – Community service project cleaning up litter in the neighborhoods around the school	Campus Activity Funds for trash bags, refreshments	Darlene Owens, AP; Michelle Wilmoth, Principal; Sponsors of all clubs and organizations	Nov 08 – June 09	Schedule/Sign up list of clubs and organizations
Creating assignments that involve parents (English and Social Studies)	None	Edwin Wood, Dept. Leader; Bob Allen and John Hammon, Department Leaders; Level Leaders for both depts.	Sept 08 – June 09	Lesson Plans
Inviting college teachers and freshmen college students to speak to senior classes (English)	None	Level Leaders; Edwin Wood, English Dept. Leader	Nov 08 – June 09	Lesson plans
Parent Information Nights	Campus Activity funds	Guidance Dept.; Lori Leaverton, Lead Counselor	Sept 08 – June 09	Agendas of meetings; Meeting schedules
Implement Adopt-a-Business program through FBLA; Solicit guest speakers from parent/community	None	Business Dept.; Celeste Arms, Dept. Leader; Iris Williams, AP.	Sept 08 – June 09	Lesson plans
Pro-active approach to contacting parents when student’s grade changes from passing to failing or falls dramatically	None	Teachers, Administrators, Principal	Aug 08 – June 09	Teacher call logs; email documentation

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
Participate in parent/community outreach/education component of the 21 st century grant	Grant funds	Beverly Schreiber, Grant Site Supervisor; Michelle Trussell, AP for grant; Principal	Aug 08 – June 09	Participation logs; sign-in sheets; Grant records
Teachers will communicate students academic progress and assessment reports with parents every three weeks via Progress Reports. They will communicate as needed (when student's grade falls below passing or changes dramatically) via email, phone, in-person meetings.	District funds for Progress Reports	Principal, APs	Aug 08 – June 09	Teacher documentation of communications with parents
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, or Guest Speakers	Campus Library Budgets; Campus Library Activity Budget; LS Dept. Library Budget	Suzanne Severns, Campus Librarian; Lorie Bruns, Library Services Director; Carole Hagler, Director of State and Federal Programs	Fall 08 – Spring 09	Library Services Monthly Activity Reports; Campus and District Calendars

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
Using literature to role model conflict resolution	None	Level leaders; English department leaders	Nov 08 – June 09	
Staff Development – working with diverse populations to increase appropriate behavior and academic success	HB 1 Funds to send 4 teachers and 1 AP to “Up Where We Belong” Conference in Atlanta, GA	Michelle Trussell, AP; Amber Muller AVID Coordinator; Teachers	Nov 08 – June 09	Staff Development Session Feedback Forms
Participate in campus drills for fire, inclement weather, hostile intruder lockdown, bus evacuation, etc	None	Mike Hill, AP; All teachers and administrators; BHS Security	Aug 08 – June 09	Drill Logs, Written feedback from crisis drills
Follow campus/district policies regarding no backpacks in classrooms and ID requirement.	None	Principal, Administrators, All Faculty and Staff	Aug 08 – June 09	
High visibility of all faculty, security, and administrators before school, during passing periods, lunch, and after school.	None	All teachers, security officers, administrators, principal	Aug 08 – June 08	
Participate in city and school district initiatives for safe schools and safe communities (such as the Gang Summit)	None	Principal, Administrators, Teachers	Aug 08 – June 09	



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Bibliography

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Marzano, Robert and Debra Pickering and Jane Pollock. *Classroom Instruction that Works.* Alexandria, VA: ASCD, 2001.

Marzano, Robert and et.al. *A Handbook for Classroom Instruction that Works.* Alexandria, VA: ASCD, 2001.

Tomlinson, Carol. *How to Differentiate Instruction in Mixed Ability Classrooms.* Alexandria, VA: ASCD, 2001.

Other attachments:

- SCE, NCLB & ARI/AMI budget (generated by the Budget Department) (C/I)
- SBDM Team List which includes parents
- List of Interventions (RTI tier 2 and 3) provided at the campus (M)

Bowie High School Campus Improvement Plan 2008-09

Grade 9 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	740	86%	812	85%	-1%	771	85%	0%	90%	5%
Afri Amer	282	84%	325	82%	-2%	296	82%	0%	87%	5%
Hispanic	197	80%	237	81%	1%	234	81%	-1%	86%	5%
White	174	93%	153	95%	3%	134	95%	-1%	98%	3%
Eco Disadv	326	79%	378	80%	1%	366	84%	3%	90%	6%
LEP	45	49%	35	49%	0%	50	50%	1%	70%	5%
SpEd	61	48%	49	61%	14%	54	41%	-20%	70%	29%

Grade 10 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	541	88%	510	89%	1%	642	86%	-3%	90%	4%
Afri Amer	206	85%	186	87%	2%	265	85%	-1%	90%	5%
Hispanic	126	87%	133	87%	1%	168	81%	-6%	86%	5%
White	137	93%	117	91%	-3%	120	88%	-2%	95%	7%
Eco Disadv	185	81%	192	83%	2%	269	83%	0%	90%	7%
LEP	30	50%	22	50%	0%	24	71%	21%	80%	9%
SpEd	24	58%	26	62%	3%	45	47%	-15%	70%	23%

Grade 11 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	506	90%	517	88%	-2%	548	88%	0%	93%	5%
Afri Amer	182	86%	202	89%	3%	214	88%	-1%	95%	7%
Hispanic	115	88%	129	84%	-3%	137	84%	0%	90%	6%
White	127	92%	115	92%	0%	120	93%	0%	98%	5%
Eco Disadv	149	85%	166	83%	-2%	195	83%	0%	90%	7%
LEP	26	60%	27	37%	-23%	30	43%	6%	80%	37%
SpEd	32	81%	26	62%	-20%	40	53%	-9%	70%	18%

Bowie High School Campus Improvement Plan 2008-09

Grade 10 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	531	62%	518	57%	-5%	646	62%	5%	70%	8%
Afri Amer	203	50%	193	43%	-7%	271	55%	12%	60%	5%
Hispanic	123	63%	131	50%	-13%	166	52%	3%	57%	5%
White	133	80%	120	72%	-9%	122	80%	9%	85%	5%
Eco Disadv	180	52%	199	46%	-6%	276	53%	7%	58%	5%
LEP	27	22%	18	22%	0%	24	33%	11%	50%	17%
SpEd	27	44%	39	25%	-19%	49	16%	-9%	50%	34%

Grade 11 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	503	74%	535	74%	0%	544	75%	0%	80%	5%
Afri Amer	179	66%	211	66%	0%	216	69%	3%	74%	5%
Hispanic	112	64%	133	73%	9%	134	63%	-10%	70%	7%
White	130	88%	119	87%	-1%	118	89%	2%	94%	5%
Eco Disadv	145	65%	174	69%	4%	195	65%	-4%	70%	5%
LEP	25	52%	29	43%	-9%	30	39%	-4%	50%	11%
SpEd	31	45%	37	44%	0%	43	30%	-14%	50%	20%

Grade 10 TAKS-Social Studies										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	530	87%	511	85%	-2%	624	89%	4%	95%	6%
Afri Amer	204	85%	191	79%	-6%	265	88%	9%	95%	7%
Hispanic	123	85%	129	81%	-3%	158	84%	2%	95%	11%
White	131	92%	118	93%	1%	117	93%	0%	95%	2%
Eco Disadv	178	83%	192	78%	-4%	265	85%	7%	95%	10%
LEP	29	38%	16	69%	31%	24	83%	15%	95%	12%
SpEd	31	61%	37	53%	-8%	48	46%	-7%	70%	24%

Grade 11 TAKS-Social Studies										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	499	94%	536	93%	-1%	542	95%	2%	95%	0%
Afri Amer	176	94%	210	91%	-3%	215	94%	3%	95%	1%
Hispanic	114	88%	133	92%	5%	132	91%	-1%	95%	4%
White	127	98%	120	97%	-1%	119	98%	2%	98%	0%
Eco Disadv	144	89%	173	89%	0%	195	93%	3%	95%	2%
LEP	25	64%	29	67%	3%	29	76%	9%	80%	4%
SpEd	31	90%	38	72%	-17%	43	85%	13%	85%	0%

Bowie High School Campus Improvement Plan 2008-09

Grade 9 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	703	57%	794	61%	4%	751	60%	-1%	75%	15%
Afri Amer	267	46%	314	54%	8%	284	48%	-6%	60%	12%
Hispanic	185	49%	234	52%	3%	222	55%	4%	60%	5%
White	164	70%	149	75%	6%	136	73%	-2%	80%	7%
Eco Disadv	304	47%	368	53%	6%	355	54%	1%	60%	6%
LEP	41	24%	38	21%	-3%	49	33%	12%	58%	25%
SpEd	48	25%	39	15%	-10%	50	4%	-11%	58%	54%

Grade 10 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	527	71%	508	66%	-5%	617	66%	0%	72%	6%
Afri Amer	198	61%	184	53%	-8%	255	59%	6%	65%	6%
Hispanic	123	72%	134	58%	-13%	155	58%	0%	70%	12%
White	134	78%	116	78%	1%	119	79%	1%	85%	6%
Eco Disadv	177	65%	191	54%	-11%	255	63%	9%	70%	7%
LEP	26	50%	20	45%	-5%	22	55%	10%	60%	5%
SpEd	23	52%	25	32%	-20%	43	12%	-20%	58%	46%

Grade 11 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	492	81%	523	81%	0%	541	75%	-5%	81%	6%
Afri Amer	174	71%	203	74%	4%	214	67%	-7%	74%	7%
Hispanic	111	78%	131	81%	3%	133	71%	-10%	81%	10%
White	125	90%	116	83%	-6%	118	84%	1%	85%	1%
Eco Disadv	141	77%	167	79%	2%	195	67%	-12%	77%	10%
LEP	26	56%	29	65%	9%	30	56%	-10%	65%	9%
SpEd	26	63%	26	50%	-13%	40	19%	-31%	58%	39%



Campus Improvement Plan 2008-2009
Bowie High School

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			
SALARIES-TEACH & OTH PROF	199.11.6119.00.004.9.24.0.00	354,552.98	354,552.98
TUTORIAL SERVICES	199.11.6119.02.004.9.24.0.00	65,126.00	65,126.00
TEACH COMP ALLOT SUPPL	199.11.6119.04.004.9.24.0.00	750.00	750.00
CONTRACT ADDENDA-STIPEND	199.11.6119.09.004.9.24.0.00	1,500.00	1,500.00
ADVANCED DEGREE-STIPEND	199.11.6119.10.004.9.24.0.00	2,490.00	2,490.00
MEDICARE	199.11.6141.00.004.9.24.0.00	4,872.35	4,872.35
SAL & WAGES-SUPPORT PERS	199.31.6129.00.004.9.24.0.00	21,615.42	21,615.42
MEDICARE	199.31.6141.00.004.9.24.0.00	301.37	301.37
SAL & WAGES-SUPPORT PERS	199.61.6129.00.004.9.24.0.00	16,659.76	16,659.76
MEDICARE	199.61.6141.00.004.9.24.0.00	232.28	232.28
TOTAL		468,100.16	468,100.16
FTE Count			
PERSONNEL			9.00
TOTAL			9.00