

Fitzgerald Elementary School

Campus Improvement Plan

2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



Campus Improvement Plan 2008-2009 Fitzgerald Elementary School

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

Overview

In the Fall 2008 Fitzgerald Elementary gave input from the Site-Base Team and faculty on academic strengths and pressure points. There are many positives and strengths being identified in our school. Our demographic ethnic student count is 81.23%. Goals in the area of Reading, Writing, Math, and Science were addressed. We are so very excited that we have improved in twelve categories. Our school scores are: Reading-88%, Writing-89%, Math-74%, Science -73%. Our students and teachers are to be commended.

As a developing *Professional Learning Community, Fitzgerald's SBDM Committee met in the fall of 2008. We discussed and conducted the Effective Schools Comprehensive Needs Assessment for Campus Improvement, and our Instructional Facilitator determined that our area of focus for the 2008-2009 school year would be to ensure smooth transitions for students, and to implement a plan to ensure all students master the challenging state achievement standards and state academic assessments. According to Data Analysis, we will examine all sub groups, identifying strengths and weaknesses, and differentiate instruction in order to meet the needs of all students. Authentic assessment will be conducted as an on-going part of the instructional program. We will continue data assessment using the DRA 2, Observation Survey, Benchmark Testing, TAKS Test, Running Records, Fluency Test, and Cogat scores on an ongoing basis to ensure effective, timely additional assistance to all of our students. Teachers will utilize assessment reports and Triand to plan and modify curriculum and instruction in order to address the individual needs of every student and provide intervention as necessary. It is our goal to develop and support literacy strategies for all students to attain proficiency in all academic areas.

As a Title 1 school, one primary component is to increase and continue Parental Involvement. This is valued as the greatest strength and support system of student success. Our Title 1 Family Representative is providing a means for our families to become more involved with the learning community. On-going parent-teacher-student communication will reflect student achievement. We will continue Science Notebooking, Thinking Maps, hands-on science school-wide, and vertical alignment throughout the grade levels.

*Professional Learning Community ~ Collaborative Team Effort to promote Student Learning School wide

*Component Codes: 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

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

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<u>Math</u> Gr. 3, 4, 5, 6 African American Hispanic Eco Disadv	Title 1 Funds Comp Ed Funds 404 Funds	Robert Cox Jo Ann Wallace Traci Kelly, Warren, Dove, Fitzgearld, Peters	Sept. 2008 – May 2009	Benchmarks, TAKS Tests, Student Grades
<u>Science</u> Gr. 3, 4, 5, 6 African American Hispanic Eco Disadv	Title 1 Funds Comp Ed Funds 404 Funds	Robert Cox Jo Ann Wallace Traci Kelly, Warren, Dove, Fitzgearld, Penwarden	Sept. 2008 – May 2009	Benchmarks, TAKS Tests, Student Grades
<u>Reading</u> Gr. 3, 4, 5, 6 African American Eco Disadv	Title 1 Funds Comp Ed Funds 404 Funds	R. Cox, J. Wallace, S. Yarbough, Warren, Dove, Simmons, Offerman	Sept. 2008 – May 2009	Benchmarks, TAKS Tests, Student Grades
<u>Writing</u> Gr. 4 (K-6) African American Eco Disadv	Title 1 Funds Comp Ed Funds 404 Funds	R. Cox, J. Wallace, S. Yarbough, Nemeth, Brooks, McMillian, Warren, Dove, Simmons, Offerman	Sept. 2008 – May 2009	Benchmarks, TAKS Tests, Student Grades

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. (M)</p>	<p>Title 1 SCE Accelerated Reading/Math (C/I)</p>	<p>JoAnn Wallace, Sandy Schierling, Grade level teachers</p>	<p>Sept./Oct. 2008 – Feb./March 2009</p>	<p>Pink RAP sheet student notes</p>

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Teachers will be trained to identify and help students with difficulties in content areas through district provided “academies” by subject area in Holistic Scoring, Guided Reading, Readers Theater, DRA, Stop to Think, Math Manipulatives, Calendar@ Envision Math, Partner Games, FOSS Kits, Technology.	AISD Budget	R. Cox, S. Yarbough, T. Kelly	August 2008 – May 2009	Benchmark, DRA, TAKS Test Scores
Data Analysis by teachers in math, science, reading and writing	Local budget for paper	R. Cox, J. Wallace, S. Yarbough, T. Kelly, all teachers	August 2008 – May 2009	DRA, Benchmarks, TAKS Test Scores
Implement stations and small groups to differentiate instruction for all students across all four curriculums	Local budget	R. Cox, J. Wallace, S. Yarbough, T. Kelly, all teachers	August 2008 – May 2009	Teacher feed back and DRA, Benchmarks, TAKS Test Scores
Teachers will collaborate with team members, administrators, grade level and Seguin Network planning for vertical alignment & further strategies.	AISD Budget	R. Cox, J. Wallace, S. Yarbough, T. Kelly, Seguin Network Principals	August 2008 – May 2009	Teacher feed back and DRA, Benchmarks, TAKS Test Scores
Teachers will actively utilize the mobile presentation station & the computer lab to increase student participation and motivation. EX: Power points, Quizdom, Nettleker, Accelerated Reader, AR store, take home readers and library check out for parent involvement at home.	Library budget and local budget	R. Cox, J. Wallace, N. Hogsett, L. Mirabelli, J. Hawkins, N. Lopez	August 2008 – May 2009	Teacher feed back

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	District Funds or none needed	Principal	September & January	Master schedule Teacher certification Principal Attestation
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 1 Funds	State & Federal Program Office	October & February	List of teachers participating in Master's program
Teachers will participate in high quality, ongoing professional development based upon campus Comprehensive Needs Assessment (PD)	Title 1 Funds SCE	Principal	December & April	ERO attendance reports
All grade level or department level teachers will meet at least twice during a six weeks to discuss instructional strategies, based on student data, to improve classroom performance. (Asmt)	N/A	Principal	At least two times during a six weeks	Teacher meeting agendas

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
We will create four academic teams, math, science, reading and writing.	None needed	R. Cox, J. Wallace, S. Yarbough, T. Kelly	Sept. 2008 – May 2009	Meeting agendas
Academic teams will meet to develop and update subject area vertical alignment.	Faculty meetings, subs provided for half day alignment with Title 1, Comp Ed and 404 Funds	R. Cox, J. Wallace, S. Yarbough, T. Kelly	Sept. 2008 – May 2009	Meeting agendas
Seguin Network Team will meet as a cluster K-12, and by grade level, to implement successful vertical alignment strategies.	AISD budget, local budget, (As needed – Title1, Comp Ed, 404 Funds)	R. Cox, J. Wallace, S. Yarbough, T. Kelly	August 2008 – May 2009	Meeting agendas and data test scores
Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include small group tutoring, ESL pullout, one on one instruction, before/after school tutoring, differentiated instruction, mixed ability group, and Seguin Network Team planning. (Tr)	Title 1	R. Cox, J. Wallace, S. Yarbough, T. Kelly	August 2008 – May 2009	Meeting agendas and data test scores

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
The family involvement team including faculty and four parents will meet to encourage parents in the educational process and activities.	Title 1 Funds	Jana Cabal – Family School Rep	Sept. 2008 – May 2009	Meeting agendas and sign-in sheets from meeting and activities
The family school representative will conduct workshops to offer strategies for parents to improve the academic success of their children.	Title 1 Funds, teachers guide to parent and family involvement	Jana Cabal – Family School Rep	Sept. 2008 – May 2009	Flyers and parent workshop sign-in sheets
Parent conferences will be held with all teachers and documented in the purple notebooks.	Title 1 Funds	Jana Cabal – Family School Rep	Sept. 2008 – May 2009	Purple notebook containing parent conference records
TeleParent, the Parental Solution, will be utilized as an effective automated school-to-parent communication system.	AISD Title 1 Funds	R. Cox, J. Wallace, T. Campbell, J. Cabal	October 2008 – May 2009	Parent feedback, teacher feedback
The Family Involvement Team (FIT), comprised of teachers, Instructional Facilitators(s), Family School Representative and parents, will meet twice a year to plan and evaluate family involvement events based upon campus' needs. (FI)	Title 1 Funds - \$ if needed	Jana Cabal, Sandra Yarbough	October 2008 – May 2009	Event evaluations Staff surveys

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
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 1 Funds - \$ District funding	Jana Cabal	End of 1 st Six Weeks	Recorded date sent with first report card
Conduct an annual Title 1 meeting to explain NCLB requirements and the instructional program and interventions at the campus. (FI)	Title 1 funds - \$60.00	Jana Cabal	September 23, 2008	Event evaluation
Teachers will communicate student academic progress and assessment reports with parents every three weeks via report sent home, e-mail, phone and conference. (FI)	Local budget	Grade level teachers	September 2008 – May 2009	Teacher documentation of communications with parents
Participate in the annual Literacy Fair Day (Razzle Dazzle Reading Day) which promotes reading and parental and community involvement.	Title 1 district funding	R. Cox, J. Wallace, S. Yarbough, N. Hogsett	Fall 2008	Event date Published photos and event statistics

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
Teachers are trained to practice Boys and Girls Town Skills in assisting students. Teachers will use skill cards and posters in all classrooms for high expectations.	AISD Budget	AISD Boys Town Trainer, R. Cox, J. Wallace, Teachers, Schierling, Arlington PD. SRO Officer	Sept. 2008 – May 2009	Daily classroom planners or success sheets and report card-academic and citizenship
Drug Awareness is taught to 6 th grade by Seguin Drug Interventionist, Judith Arispe. She will work with individually referred students to assist with individual needs. Fifth and sixth grade Pathways to Success Program will be continued.	AISD Budget	Judith Arispe, Drug Free Interventionist Counselor, Betty Sims and Terri Chapa, Pathways to Success Program, Sandy Schierling, building counselor	August 2008 – June 2009	Number of classrooms to which lessons are presented. Data from programs which check/ survey Pre and Post Lessons. Number of students referred in 2008-2009
Classroom Guidance Lessons, Bully Resistance classroom instruction, Peer Mediation, Lunch Bunch	Related materials Counselor's budget - \$500	Sandy Schierling Counselor	August 2008 – June 2009	Observation of student interaction with adults and peers, lesson plans
Red Ribbon Week announcement, activity and Primary Focus assembly (drug awareness, character education, self control, peer pressure)	Drug Free District funding, Building and local funds \$800, Counselor budget	Judith Arispe, Drug Free Counselor, Sandy Schierling, building counselor	October 2008 – June 2009 Drug Awareness Assembly on October 30, 2008	Observation of student interaction with peers



**Campus Improvement Plan 2008-2009
Fitzgerald Elementary School**

Bibliography

- Arlington, Richard. 2001. What Really Matters for Struggling Readers: Designing Research-Based Programs. New York: Addison Wesley.
- Burns, Marilyn. 2008. Nine Ways to Catch Kids Up. Educational Leadership. 65:16-21.
- Bergman, Donna, Calzada, Lucio, LaPointe, Nancy, Lee, Audra, Sullivan, Lynn. 1998 Vertical Alignment and Collaboration.
- <http://www.tea.state.tx.us/student.assessment/resources/taksalt/> Texas Assessment of Knowledge and Skills-Alternate (TAKS-Alt) Resources. TEA
- Kuykendall, Crystal. 2004. From Rage to Hope
- Marzano, Robert J. 2004. Building Background Knowledge for Academic Achievement
- Morrow, Lesley. 2002. The Literacy Center
- Payne, Ruby. April 2008. Nine Powerful Practices. Poverty and Learning Volume 65:48-52 | Number 7
- Payne, Ruby. 2005. A Framework for Understanding Poverty. 4th Edition
- Johnston, Peter. 2004. Choice Words: How Our Language Affects Children's Learning
- Rasinski, Timothy. 2003. The Fluent Reader

Fitzgerald Elementary School Campus Improvement Plan 2008-09

Grade 3 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	78	94%	91	86%	-8%	81	89%	3%	90%	1%
Afri Amer	21	90%	25	76%	-14%	27	74%	-2%	80%	6%
Hispanic	32	91%	28	89%	-1%	29	97%	7%	98%	1%
White	17	100%	21	86%	-14%	16	100%	14%	100%	0%
Eco Disadv	41	93%	46	85%	-8%	54	89%	4%	90%	1%
LEP	25	88%	16	75%	-13%	24	96%	21%	97%	1%
SpEd	1	*	4	*	*	7	86%	*	88%	2%

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	80	84%	70	79%	-5%	80	80%	1%	82%	2%
Afri Amer	24	75%	17	71%	-4%	25	60%	-11%	80%	20%
Hispanic	26	88%	38	82%	-7%	22	86%	5%	88%	2%
White	19	84%	10	80%	-4%	16	88%	8%	90%	3%
Eco Disadv	44	82%	40	78%	-4%	41	76%	-2%	80%	4%
LEP	26	88%	12	58%	-30%	25	88%	30%	90%	2%
SpEd	1	*	2	*	*	2	*	*		

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	93	86%	81	88%	2%	73	93%	5%	94%	1%
Afri Amer	32	88%	28	75%	-13%	15	80%	5%	82%	2%
Hispanic	31	84%	26	96%	12%	40	98%	1%	99%	2%
White	20	85%	16	94%	9%	11	91%	-3%	92%	1%
Eco Disadv	51	82%	47	87%	5%	41	93%	5%	94%	1%
LEP	12	67%	2	*	*	16	100%	*	100%	0%
SpEd	5	60%	2	*	*	2	*	*		

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	76	96%	99	90%	-6%	83	92%	2%	93%	1%
Afri Amer	21	100%	38	89%	-11%	31	84%	-6%	86%	2%
Hispanic	19	84%	33	88%	4%	27	96%	8%	97%	1%
White	20	100%	17	88%	-12%	17	94%	6%	95%	1%
Eco Disadv	43	98%	63	89%	-9%	54	91%	2%	92%	1%
LEP	7	86%	3	*	*	4	*	*		
SpEd	2	*	4	*	*	5	20%	*		

Fitzgerald Elementary School Campus Improvement Plan 2008-09

Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	80	74%	91	69%	-5%	77	68%	-2%	80%	12%
Afri Amer	22	68%	25	60%	-8%	25	40%	-20%	80%	40%
Hispanic	34	65%	28	64%	0%	28	75%	11%	80%	5%
White	17	100%	21	71%	-29%	15	87%	15%	88%	1%
Eco Disadv	42	57%	46	61%	4%	53	62%	1%	80%	18%
LEP	26	62%	16	50%	-12%	23	87%	37%	88%	1%
SpEd	3	*	4	*	*	6	67%	*	80%	13%

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	83	83%	71	68%	-16%	80	79%	11%	80%	1%
Afri Amer	26	65%	17	53%	-12%	25	64%	11%	80%	16%
Hispanic	26	88%	38	66%	-23%	22	82%	16%	83%	1%
White	20	95%	11	82%	-13%	16	81%	-1%	82%	1%
Eco Disadv	46	76%	40	60%	-16%	41	73%	13%	80%	7%
LEP	26	85%	12	67%	-18%	25	88%	21%	89%	1%
SpEd	4	*	2	*	*	2	*	*		

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	93	84%	83	83%	-1%	73	85%	2%	86%	1%
Afri Amer	33	79%	29	76%	-3%	16	75%	-1%	80%	5%
Hispanic	31	81%	26	81%	0%	40	83%	2%	84%	2%
White	19	95%	17	88%	-7%	10	100%	12%	100%	0%
Eco Disadv	51	80%	49	71%	-9%	41	76%	4%	80%	4%
LEP	12	83%	2	*	*	16	75%	*	80%	5%
SpEd	6	67%	5	80%	13%	3	*	*		

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	77	84%	101	81%	-3%	83	67%	-14%	80%	13%
Afri Amer	21	86%	38	79%	-7%	31	55%	-24%	80%	25%
Hispanic	20	70%	34	76%	6%	27	67%	-10%	80%	13%
White	20	90%	18	83%	-7%	17	76%	-7%	80%	4%
Eco Disadv	43	79%	65	80%	1%	54	57%	-23%	80%	23%
LEP	8	75%	4	*	*	4	*	*		
SpEd	3	*	5	60%	*	4	*	*		

Fitzgerald Elementary School Campus Improvement Plan 2008-09

Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	80	88%	71	92%	4%	80	89%	-3%	90%	1%
Afri Amer	25	88%	18	94%	6%	25	76%	-18%	80%	4%
Hispanic	25	92%	37	89%	-3%	23	91%	2%	92%	1%
White	19	84%	11	91%	7%	15	100%	9%	100%	0%
Eco Disadv	44	84%	40	90%	6%	42	88%	-2%	90%	2%
LEP	25	88%	12	75%	-13%	25	92%	17%	93%	1%
SpEd	3	*	2	*	*	2	*	*		

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	96	66%	83	61%	-5%	71	73%	12%	80%	7%
Afri Amer	34	62%	29	55%	-7%	16	50%	-5%	80%	30%
Hispanic	33	55%	25	52%	-3%	39	77%	25%	80%	3%
White	19	84%	18	76%	-8%	9	100%	24%	100%	0%
Eco Disadv	54	50%	47	49%	-1%	39	69%	20%	80%	11%
LEP	14	36%	2	*	*	16	63%	*	80%	18%
SpEd	8	25%	6	60%	35%	4	*	*		



Campus Improvement Plan 2008-2009
 Fitzgerald 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	199.11.6112.00.136.9.30.0.04	0.00	300.00
TUTORIAL SERVICES	199.11.6119.02.136.9.30.0.00	39,960.00	39,960.00
MEDICARE	199.11.6141.00.136.9.30.0.04	0.00	4.35
FICA	199.11.6141.01.136.9.30.0.04	0.00	18.60
SAL & WAGES-SUPPORT PERS	199.31.6129.00.136.9.30.0.00	23,262.78	23,262.78
MEDICARE	199.31.6141.00.136.9.30.0.00	324.34	324.34
TOTAL		63,547.12	63,870.07
FTE Count			
PERSONNEL			1.00
TOTAL			1.00



Campus Improvement Plan 2008-2009
 Fitzgerald 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			3.00
TOTAL			3.00
Title I Budget			
SALARIES-TEACH & OTH PROF	211.11.6119.00.136.9.24.0.00	162,463.00	114,438.00
TUTORIAL SERVICES	211.11.6119.02.136.9.24.0.00	3,287.00	3,287.00
TEACH COMP ALLOT SUPPL	211.11.6119.04.136.9.24.0.00	0.00	3,000.00
CONTRACT ADDENDA-STIPEND	211.11.6119.09.136.9.24.0.00	0.00	3,000.00
ADVANCED DEGREE-STIPEND	211.11.6119.10.136.9.24.0.00	0.00	3,000.00
MEDICARE	211.11.6141.00.136.9.24.0.00	0.00	1,907.00
HEALTH INSURANCE	211.11.6142.01.136.9.24.0.00	0.00	6,240.00
TEACHER RETIREMENT	211.11.6146.00.136.9.24.0.00	0.00	9,967.00
TRS-CARE CONTRIBUTION	211.11.6146.01.136.9.24.0.00	0.00	723.00
READING MATERIALS	211.11.6329.00.136.9.24.0.00	0.00	913.00
GENERAL SUPPLIES	211.11.6399.01.136.9.24.0.00	2,350.00	553.00
STUDENT TVL*NO AISD BUSES	211.11.6412.00.136.9.24.0.00	0.00	600.00
DIST TRANS FOR STDNT TRAV	211.11.6494.00.136.9.24.0.00	0.00	400.00
MISC PURCH & CONTR SERV	211.13.6299.00.136.9.24.0.00	2,000.00	500.00
READING MATERIALS	211.13.6329.00.136.9.24.0.00	0.00	447.00
EMPLOYEE TRAVEL	211.13.6411.00.136.9.24.0.00	1,500.00	500.00
EXTRA DUTY-SUPPORT PERS	211.61.6121.00.136.9.24.0.00	0.00	100.00
SAL & WAGES-SUPPORT PERS	211.61.6129.00.136.9.24.0.00	0.00	16,968.00
MEDICARE	211.61.6141.00.136.9.24.0.00	0.00	294.00

HEALTH INSURANCE	211.61.6142.01.136.9.24.0.00	0.00	3,120.00
TEACHER RETIREMENT	211.61.6146.00.136.9.24.0.00	0.00	1,531.00
TRS-CARE CONTRIBUTION	211.61.6146.01.136.9.24.0.00	0.00	112.00
GENERAL SUPPLIES	211.61.6399.01.136.9.24.0.00	767.00	767.00
EMPLOYEE TRAVEL	211.61.6411.00.136.9.24.0.00	700.00	700.00
MISC OPERATING EXPENSES	211.61.6499.00.136.9.24.0.00	1,000.00	1,000.00
TOTAL		174,067.00	174,067.00