

Rankin Elementary School
Campus Improvement Plan
2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT

Overview

Rankin Elementary is a Title I school with a diverse population of students. Rankin has an enrollment of 707 students in grades PK-6. Rankin's Title I School wide Program is designed to address the needs of all students enrolled in the school. Our multi-ethnic student body is approximately 77% Hispanic, 10% African-American, 8 % Anglo, and 6% Asian, Pacific Islander, or American Indian. Ninety-three percent (93%) of our students are considered economically disadvantaged. Bilingual and ESL students are served at each grade level. Special Education students receive services through Resource, Content Mastery, and Speech programs.

Rankin's Site-Based Decision Making Team conducted a comprehensive needs assessment for campus improvement utilizing TAKS, Benchmark, and EOY results, and concluded that target areas for the 2008-2009 school year should focus on Math and Science with continued emphasis on the other testing subjects. Rankin saw a decrease in office referrals in the 2007-2008 school year. As a result, Rankin Staff will continue to place emphasis on the Girls and Boys Town Education Model which will translate to keeping students in the classroom. (CNA)

Analysis of the Spring 2008 TAKS data shows the following areas of opportunity:

Strengths:

***Writing scores showed a passing rate of 92% on the Spring 2008 results, an increase of 8% points higher than 2007 highlighted by 94% passing rate in both the Hispanic and LEP subgroups.**

***5th Grade Science scores showed a 7% increase over the previous year. The Hispanic subgroup increased by 12% over the previous year.**

Challenges:

***While our Science score showed an increase over the previous year, Rankin's overall success rate is 60%.**

*** Overall Math scores show double-digit increases in 3rd, 5th, and 6th grades and a slight dip in 4th grade (3%) over previous years' results.**

*** Reading results remain essentially flat in 5th and 6th grades, 3rd grade results slipped by 7% while 4th grade showed an 8% increase over the previous reporting cycle.**



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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
Reading 3, 4, 5, 6 * Hispanic * African American * Eco Disadvantaged (CNA)	404 Funds Comp Ed Funds Title 1 Funds Bilingual/ESL Funds	D. McClellan, Prin. R. Espinosa, A/P L. Lemmons, Coun E. Lemmons, I.F. L. Stultz, I.F. Classroom Teachers	Weekly ILT Meeting	Benchmarks TAKS Results
Math 3,4,5,6 * Hispanic * Eco Disadvantaged * African American (CNA)	404 Funds Comp Ed Funds Title 1 Funds Bilingual/ESL Funds	D. McClellan, Prin. R. Espinosa, A/P L. Lemmons, Coun E. Lemmons, I.F. L. Stultz, I.F. Classroom Teachers	Weekly ILT Meeting	Benchmarks TAKS Results
Science 5 * African American * Hispanic * Eco Disadvantaged (CNA)	404 Funds Comp Ed Funds Title 1 Funds Bilingual/ESL Funds	D. McClellan, Prin. R. Espinosa, A/P L. Lemmons, Coun E. Lemmons, I.F. L. Stultz, I.F. Classroom Teachers	Weekly ILT Meeting	Benchmarks TAKS Results

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

Improvement Areas	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
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 \$72,935 Accelerated Reading \$1,000 Accelerated Math \$1,000 (C/I)	D. McClellan, Prin. R. Espinosa, A/P L. Lemmons, Coun E. Lemmons, I.F. L. Stultz, I.F. Classroom Teachers	Weekly ILT meeting	Benchmark scores, TAKS scores, informal evaluation by teacher

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Tutoring (HQ, M, Asmt)	Comp Ed Funds \$72,935 (as allocated in goal1) Bilingual Center Funds \$2,000 (transportation cost for bilingual students needing bus service)	D. McClellan, Prin. R. Espinosa, A/P	Oct – April	Benchmark and TAKS scores
Saturday Academy (HQ, M, Asmt)	Comp Ed Funds \$72,935 (as allocated in goal1)	D. McClellan, Prin. R. Espinosa, A/P	Oct – April	Benchmark and TAKS scores
Small group implementation – differentiated instruction (HQ, M, Asmt)	Title I salaries for Reading and Math I.F.’s and teaching assistants	D. McClellan, Prin, R. Espinosa, A/P E. Lemmons, I.F. L. Stultz, I.F.	Ongoing	Lesson plans, informal observation, formal observation, Benchmark and TAKS scores
Reading and Math Carnivals to promote literacy and math with a focus on TAKS objectives (HQ, C/I, FI)	Activity funds \$400 Title I funds \$1,000	E. Lemmons, I.F. L. Stultz, I.F. N. Wright, F.S.R. Carnival committees	October 16, January 22	Sign in sheets
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)		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 I funds	State and Federal Program Office	October & February	List of teachers participating in Master’s program

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Teachers will participate in high quality, ongoing professional development based upon campus Comprehensive Needs Assessment (PD)	Title I \$500	D. McClellan, Prin.	December & April	ERO attendance reports
Grade level teachers will meet bimonthly to discuss instructional strategies, based on student data, to improve classroom performance. (Asmt)	None required	D. McClellan, Prin.	Bimonthly	Teacher meeting agendas
Extended Year for students needing additional academic support	Title I \$11,737	D. McClellan, Prin.	End of year and extended year	Test results
Educational field trips	Title I funds \$1,000	D. McClellan, Prin.	Ongoing	Follow up writing assignments

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Monitor lesson plans to ensure alignment to TEKS (HQ)	None required	D. McClellan, Prin. R. Espinosa, A/P	Weekly	Lesson plans
Teachers at all grade levels will utilize Thinking Maps curriculum (PD, RS)	None required	D. McClellan, Prin. R. Espinosa, A/P L. Lemmons, Coun E. Lemmons, I.F. L. Stultz, I.F. Classroom teachers	Weekly	Lesson plans, hallway displays
Faculty meetings designed to increase focus on vertical collaboration between grade levels (HQ)	None required	D. McClellan, Prin. R. Espinosa, A/P L. Lemmons, Coun E. Lemmons, I.F. L. Stultz, I.F. Classroom teachers	As needed	Meeting agenda
Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include small group instruction, differentiated instruction, tutoring, Saturday Academy, one-on-one meeting with administrators (M)	Title I \$2,000 ARI \$7,959 AMI \$7945	D. McClellan, Prin. R. Espinosa, A/P L. Lemmons, Coun E. Lemmons, I.F. L. Stultz, I.F. Classroom teachers	Sept – April	Benchmarks TAKS results Informal assessment DRA EDL

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
Reading Carnival (FI, C/I)	Activity funds \$400 Title I funds \$1,000	D. McClellan, Prin. R. Espinosa, A/P	Oct. 16, 2008	Sign in sheets
Math Carnival (FI, C/I)	Activity funds Title I funds \$1,000	D. McClellan, Prin. R. Espinosa, A/P	Jan. 22, 2009	Sign in sheets
Open House (FI)	None required	D. McClellan, Prin. R. Espinosa, A/P	Mar. 12, 2009	Sign in sheets
Sneak-a-Peek (FI, Tr)	None required	D. McClellan, Prin. R. Espinosa, A/P	Aug. 21, 2008	Sign in sheets
Fall Conference Night (FI)	None required	D. McClellan, Prin. R. Espinosa, A/P	Oct. 9, 2008	Sign in sheets
Spring Conference Night (FI)	None required	D. McClellan, Prin. R. Espinosa, A/P	Apr. 7, 2009	Sign in sheets
Daily contact with parents via planners or folders (FI, C/I)	Title I funds \$2,000	D. McClellan, Prin. R. Espinosa, A/P Classroom teachers	Ongoing	Sign in sheets
Common Sense Parenting (FI)	District allocated funds	N. Wright, F.S.R. I. Hoyos, C.S.P. trainer	Oct. 21 – Nov. 25, 2008	Sign in sheets
Parent meetings with Educational focus (FI, Tr)	Title I funds \$3,338	D. McClellan, Prin. N. Wright, F.S.R. E. Lemmons, I.F. L. Stultz, I.F.	Sept – May	Sign in sheets
Early Literacy programs such as Toddler Time (FI, Tr)	Title I funds \$2,000	D. McClellan, Prin. N. Wright, F.S.R.	Sept – May	Sign in sheets
Grade level programs (FI)	Title I funds \$1,000	C. Jones, Fine Arts Classroom teachers	Sept – May	Sign in sheets

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 (FIT), comprised of teachers, Instructional Facilitator(s), Family School Representative and parents, will meet monthly to plan and evaluate family involvement events based upon campus' needs. (FI)	None needed	D. McClellan, Prin. FIT	Monthly	Sign in sheets Meeting notes
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 funds \$400	D. McClellan, Prin. N. Wright, FSR FIT	End of 1 st Six Weeks	Distributed with 1 st six weeks report card
Conduct an annual Title I meeting to explain NCLB requirements and the instructional program and interventions at the campus. (FI, Tr)	None needed	D. McClellan, Prin.	Sept. 23, 2008	Sign in sheet
Teachers will communicate student academic progress and assessment reports with parents every three weeks via progress reports, report cards, Fall and Spring parent conferences, daily communication planner, and phone. (FI)	Title I funds \$2,000	D. McClellan, Prin.	ongoing	Teacher documentation of communications with parents. Signatures on report cards, progress reports and planners

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 the annual Literacy Fair Day (Razzle Dazzle Reading Day) which promotes reading and parental and community involvement. (FI)	Title I district funding	Lorie Bruns, Library Services Director Carole Hagler, Director of State and Federal Programs Julie Moore, Title I Library Services Specialist Title I Campus Librarians	Fall, 2008	Event date Published photos and event statistics
Family school representative will be used to facilitate the family involvement program. (FI)	Salary will be funded by Title 1 funds.			

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
Classroom discipline plans that implement GBTEM skills (CNA)	None required	D. McClellan, Prin. R. Espinosa, A/P	Six weeks review	Hard copies
Grade Level discipline plans that implement GBTEM skills (CNA)	None required	D. McClellan, Prin. R. Espinosa, A/P	Six weeks review	Hard copies
Gold Spirit Sticks – awarded weekly to classes with zero referrals (RS)	Student activity funds	R. Espinosa, A/P N. Wright, F.S.R.	Weekly	Weekly tracking report
Home visits for persistent behavioral problems (FI)	None required	D. McClellan, Prin. R. Espinosa, A/P L. Lemmons, Coun. Classroom teachers	As needed	Written documentation
Daily supervision of cafeteria, hallways, dismissal process	None required	D. McClellan, Prin. R. Espinosa, A/P L. Lemmons, Coun. Teachers and staff	Daily	Ongoing
Uniform policy – monitor student adherence and provide assistance as needed (CNA)	Title I funds \$1,000 Activity funds	D. McClellan, Prin. R. Espinosa, A/P Teachers and staff	Daily	Ongoing
Leadership skills taught to key student leaders through K Kids organization (RS)	None required	P. Jackson, sponsor	Monthly	Sign in sheets
Leadership skills taught to key student leaders through Student Council organization (RS)	None required	P. Jackson, sponsor	Monthly	Sign in sheets
Implement an improved sign-in procedure for guests visiting our building (FI)	General funds	D. McClellan, Prin. R. Espinosa, A/P L. Lemmons, Coun. N. Wright, F.S.R.	Ongoing	Sign in sheets



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Tomlinson, Carol A., and Susan D. Allan. Leadership for Differentiating Schools and Classrooms. Alexandria: Association for Supervision & Curriculum Development, 2000.

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Other attachments:

- SCE, NCLB & ARI/AMI budget (C/I)
- SBDM Team List including parents



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- List of interventions (RTI tier 2 & 3) provided at eh 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	80	91%	82	85%	-6%	89	79%	-7%	90%	11%
Afri Amer	10	100%	11	55%	-45%	5	80%	25%	85%	5%
Hispanic	49	90%	59	92%	2%	69	75%	-16%	85%	10%
White	14	93%	7	86%	-7%	8	100%	14%	90%	-10%
Eco Disadv	70	91%	74	85%	-6%	83	78%	-7%	85%	7%
LEP	46	91%	47	94%	2%	61	72%	-21%	90%	18%
SpEd	1	*	5	40%	*	5	60%	20%	60%	0%

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	87	74%	82	66%	-8%	74	74%	8%	80%	6%
Afri Amer	12	83%	10	50%	-33%	4	*	*	80%	#VALUE!
Hispanic	60	70%	59	66%	-4%	62	76%	10%	85%	9%
White	14	79%	7	86%	7%	5	40%	-46%	70%	30%
Eco Disadv	78	71%	72	67%	-4%	67	75%	8%	80%	5%
LEP	50	66%	40	65%	-1%	53	75%	10%	80%	5%
SpEd	5	80%	1	*	*	5	60%	*	60%	0%

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	81	77%	91	78%	1%	91	76%	-2%	85%	9%
Afri Amer	8	75%	9	78%	3%	8	75%	-3%	80%	5%
Hispanic	63	75%	70	77%	3%	70	74%	-3%	85%	11%
White	6	83%	10	80%	-3%	6	100%	20%	90%	-10%
Eco Disadv	71	76%	85	78%	2%	80	75%	-3%	80%	5%
LEP	49	76%	37	68%	-8%	60	72%	4%	80%	8%
SpEd	2	*	4	*	*	2	*	*	60%	#VALUE!

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	57	98%	90	78%	-20%	77	79%	1%	85%	6%
Afri Amer	5	100%	10	100%	0%	6	83%	-17%	90%	7%
Hispanic	45	98%	69	74%	-24%	58	78%	4%	85%	7%
White	6	100%	4	*	*	12	83%	*	88%	5%
Eco Disadv	54	98%	76	76%	-22%	66	79%	2%	85%	6%
LEP	24	100%	34	65%	-35%	30	63%	-1%	80%	17%
SpEd	2	*	2	*	*	7	43%	*	60%	17%

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Grade 3 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	85	72%	85	52%	-20%	89	62%	10%	80%	18%
Afri Amer	11	45%	12	42%	-4%	5	40%	-2%	60%	20%
Hispanic	51	73%	61	49%	-23%	69	62%	13%	80%	18%
White	16	88%	7	71%	-16%	8	50%	-21%	80%	30%
Eco Disadv	73	71%	77	52%	-19%	83	60%	8%	75%	15%
LEP	48	73%	48	56%	-17%	61	64%	8%	75%	11%
SpEd	2	*	5	40%	*	6	17%	-23%	60%	43%

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	84	81%	84	63%	-18%	74	73%	10%	80%	7%
Afri Amer	11	91%	9	67%	-24%	4	*	*	80%	#VALUE!
Hispanic	58	76%	60	62%	-14%	62	74%	13%	80%	6%
White	14	93%	9	78%	-15%	5	60%	-18%	75%	15%
Eco Disadv	75	79%	73	60%	-18%	67	73%	13%	85%	12%
LEP	49	76%	41	51%	-24%	53	79%	28%	85%	6%
SpEd	4	*	4	*	*	5	40%	*	60%	20%

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	79	65%	89	80%	15%	90	77%	-3%	80%	3%
Afri Amer	8	50%	9	67%	17%	8	88%	21%	90%	3%
Hispanic	61	67%	67	81%	13%	68	72%	-9%	85%	13%
White	6	67%	11	82%	15%	8	88%	6%	90%	3%
Eco Disadv	70	64%	83	80%	15%	78	78%	-1%	80%	2%
LEP	48	75%	35	74%	-1%	60	75%	1%	80%	5%
SpEd	1	*	5	80%	*	2	*	*	60%	#VALUE!

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	58	83%	88	56%	-27%	75	68%	12%	80%	12%
Afri Amer	5	80%	10	60%	-20%	6	67%	7%	80%	13%
Hispanic	45	82%	67	52%	-30%	56	64%	12%	82%	18%
White	7	86%	4	*	*	12	83%	*	86%	3%
Eco Disadv	55	82%	74	54%	-28%	65	66%	12%	82%	16%
LEP	23	96%	33	42%	-53%	28	46%	4%	75%	29%
SpEd	1	*	*	*	*	7	29%	*	60%	31%

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Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	78	82%	80	84%	2%	75	92%	8%	93%	1%
Afri Amer	11	82%	10	70%	-12%	4	*	*		
Hispanic	56	84%	57	86%	2%	62	94%	8%	94%	0%
White	10	70%	7	86%	16%	6	67%	-19%	86%	19%
Eco Disadv	71	82%	70	86%	4%	67	93%	7%	94%	1%
LEP	48	83%	40	85%	2%	53	94%	9%	95%	1%
SpEd	3	*	1	*	*	5	40%	*	60%	20%

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	86	45%	99	53%	8%	93	60%	7%	70%	10%
Afri Amer	8	38%	11	56%	18%	8	50%	-6%	70%	20%
Hispanic	68	44%	73	47%	3%	71	59%	12%	70%	11%
White	6	50%	13	91%	41%	8	75%	-16%	80%	5%
Eco Disadv	75	44%	92	51%	7%	82	59%	7%	70%	11%
LEP	51	51%	38	29%	-22%	62	55%	26%	70%	15%
SpEd	2	*	14	60%	*	5	40%	-20%	60%	20%



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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	199.11.6112.00.109.9.30.0.04	0.00	300.00
TUTORIAL SERVICES	199.11.6119.02.109.9.30.0.00	72,935.00	72,935.00
MEDICARE	199.11.6141.00.109.9.30.0.04	0.00	4.35
FICA	199.11.6141.01.109.9.30.0.04	0.00	18.60
SAL & WAGES-SUPPORT PERS	199.31.6129.00.109.9.30.0.00	21,246.82	21,246.82
MEDICARE	199.31.6141.00.109.9.30.0.00	296.23	296.23
TOTAL		94,478.05	94,801.00
FTE Count			
PERSONNEL			1.00
TOTAL			1.00



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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			7.00
TOTAL			7.00
Title I Budget			
SALARIES-TEACH & OTH PROF	211.11.6119.00.109.9.24.0.00	237,182.00	108,029.00
EXTRA DUTY-TEACH/OTH PROF	211.11.6119.01.109.9.24.0.00	0.00	2,964.00
EXTRA DUTY-TEACH/OTH PROF	211.11.6119.01.109.9.24.0.EY	0.00	11,737.00
CONTRACT ADDENDA-STIPEND	211.11.6119.09.109.9.24.0.00	0.00	3,000.00
EXTRA DUTY-SUPPORT PERS	211.11.6121.00.109.9.24.0.00	0.00	3,500.00
SAL & WAGES-SUPPORT PERS	211.11.6129.00.109.9.24.0.00	0.00	44,681.00
MEDICARE	211.11.6141.00.109.9.24.0.00	0.00	2,521.00
HEALTH INSURANCE	211.11.6142.01.109.9.24.0.00	0.00	15,600.00
TEACHER RETIREMENT	211.11.6146.00.109.9.24.0.00	0.00	12,281.00
TRS-CARE CONTRIBUTION	211.11.6146.01.109.9.24.0.00	0.00	958.00
READING MATERIALS	211.11.6329.00.109.9.24.0.00	0.00	32,543.00
GENERAL SUPPLIES	211.11.6399.01.109.9.24.0.00	32,544.00	10,273.00
DIST TRANS FOR STDNT TRAV	211.11.6494.00.109.9.24.0.00	0.00	1,000.00
EMPLOYEE TRAVEL	211.13.6411.00.109.9.24.0.00	800.00	0.00
SAL & WAGES-SUPPORT PERS	211.61.6129.00.109.9.24.0.00	0.00	16,807.00
MEDICARE	211.61.6141.00.109.9.24.0.00	0.00	244.00
HEALTH INSURANCE	211.61.6142.01.109.9.24.0.00	0.00	3,120.00
TEACHER RETIREMENT	211.61.6146.00.109.9.24.0.00	0.00	1,176.00
TRS-CARE CONTRIBUTION	211.61.6146.01.109.9.24.0.00	0.00	92.00

GENERAL SUPPLIES	211.61.6399.01.109.9.24.0.00	3,338.00	1,738.00
EMPLOYEE TRAVEL	211.61.6411.00.109.9.24.0.00	200.00	200.00
MISC OPERATING EXPENSES	211.61.6499.00.109.9.24.0.00	0.00	1,600.00
TOTAL		274,064.00	274,064.00