

Juan Seguin High School
Campus Improvement Plan
2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



**Campus Improvement Plan 2008-2009
Juan Seguin High School**

Overview

Campus Demographics: White 26%, African American 38%, Hispanic 24%, Asian 11%, Other 1%

Analysis: Campus Goals Development Committee

Data Sources: 2008 TAKS Results

Results and Conclusions: Strengths: Social Studies and ELA/R TAKS met recognized rating in all subpopulations .

Weaknesses: 9th Math TAKS: African American 50%, Hispanic 47%, Eco Disadvantaged 51%

10th Math TAKS: African American 62%, Hispanic 47% (did not meet AYP),

Eco Disadvantaged 53%

10th Science TAKS: African American 64%, Hispanic 52%, Eco Disadvantaged 53%

TAKS Goals for 2009: The performance of each subpopulation group passing the 9th & 10th Math and 10th Science TAKS will be a minimum of 65%.

MISSION STATEMENT

The faculty and staff at Seguin High school are committed to serving the needs of each student in a safe and challenging environment. We are dedicated to setting high standards of excellence and providing support to ensure all students reach their full potential, regardless of race, background, or socioeconomic status. Emphasis will be placed on critical thinking, cooperative learning, problem solving, and respecting the differences of others. Through collaborative teamwork of students, parents, and educators, Seguin graduates will be empowered to be responsible citizens and lifelong learners in a changing society.

Motto

“Seguin High School, Where Excellence is Standard”

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>Utilize data To identify our pressure points in our subpopulations not meeting minimum state standards in math and science.</p>	Data driven by benchmarks, TAKS, and Triand	Mrs. Teer, Mr. Day, Ms. Simmons, Mr. Humes, Ms. Britton, and Mr. Farmer	November 2008 through April 2009 TAKS test	Benchmark Scores, TAKS results
<p>Teachers will meet within subject levels To develop appropriate interventions and strategies to target identified pressure point areas.</p>		Mrs. Teer, Mr. Day, Ms. Simmons, Mr. Humes, Ms. Britton, and Mr. Farmer	2008-2009	Benchmark Scores, TAKS results
<p>Math and Science in Career and Technology Coordinate with the career and technology department to give specific math and science concepts that can be reviewed during each of their units.</p>	TEKS, State-adopted textbooks, curriculum coordinators, science and math academies.	Mrs. Teer, Mr. Day, Ms. Edgar, Ms. Simmons, Mr. Humes, Ms. Britton, and Mr. Farmer	2008-2009	Benchmark Scores, TAKS results
<p>CHOICES/OCS Academic Intervention A rotating schedule of teachers will tutor during part of their conference period in OCS/CHOICES.</p>	TEKS, State-adopted textbooks, District Curriculum, Science and Math Academies, Vocabulary Training	Ms. Britton and Mr. Farmer	2008-2009	Benchmark Scores, TAKS results, Passing Rates.

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>TAKS Immersion Math and Science TAKS concepts and vocabulary will be strategically placed throughout the school building to increase exposure to important TAKS concepts.</p>	TEKS, State-adopted textbooks, District Curriculum, Science and Math Academies, Vocabulary Training, Copy Costs	Mr. Day, Mrs. Teer, Ms. Simmons, Mr. Humes, Ms. Britton, and Mr. Farmer	2008-2009	Benchmark Scores, TAKS results
<p>Science Unit TAKS review After every unit test, the students will complete 10 actual TAKS questions from released TAKS tests regarding the information just completed in that unit.</p>	Released TAKS tests	Mrs. Teer, Ms. Simmons, Ms. Britton, and Mr. Farmer	2008-2009	Benchmark Scores, Science TAKS results
<p>Double-blocked Algebra I Students are taught Pre-Algebra during 1st semester every day to prepare them for Algebra I second semester. Algebra I is taught everyday during second semester.</p>	Pre-Algebra curriculum, textbooks, curriculum coordinators, algebra academies	Mr. Day, Mr. Humes, Ms. Britton, and Mr. Farmer	2008-2009	Benchmark Scores, and Math TAKS results
<p>Thinking Maps Training and implementing thinking maps school-wide.</p>	Thinking Maps Inc.	Mrs. Teer, Mrs. Jefferson, Ms. Waldrep, Ms. Britton, and Mr. Farmer	2008-2009	Benchmark Scores and TAKS results

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>Math Day Sponge Activities To be used by all teachers on Thursday, provided by the math department</p>	Computer generated math sponge activities	Mr. Day, Mr. Humes, Ms. Britton, and Mr. Farmer	2008-2009	Benchmark Scores and TAKS results
<p>TAKS Tutorials Scheduled TAKS tutorials by Math and Science Departments</p>		Mr. Day, Mrs. Teer, Ms. Simmons, Mr. Humes, Ms. Britton, and Mr. Farmer	2008-2009	Benchmark Scores and TAKS results
<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>SCE Accelerated Reading/Math (C/I)</p>	Counselors & Teachers	2008-2009	Progress Reports, Report Cards, & Benchmark Scores

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>Teacher/Student Relationship Build positive relationships between teachers, parents, and students. Stress the importance of education, attendance, and participation.</p>		JSHS Faculty and Staff	2008-2009	Six weeks grades, benchmarks, and TAKS results
<p>InTouch Teacher contact parents when students are struggling and encourage parents to register for <i>InTouch</i> allowing them to monitor child's grades from home.</p>	<i>InTouch</i> , First Class	JSHS Faculty and Staff	2008-2009	Six weeks grades, benchmarks, and TAKS results
<p>Specific Subject Tutoring Students are tutored on science and math concepts, not just homework problems.</p>	TEKS, state-adopted textbooks, district curriculum, science and math academies, vocabulary training	Mrs. Teer, Mr. Day, Ms. Simmons, Mr. Humes, Mrs. Britton, and Mr. Farmer	2008-2009	Six weeks grades, benchmarks, and TAKS results
<p>Whiteboards Math and Science teachers will utilize individualized whiteboards for each student. This allows for immediate feedback on concepts understood or misunderstood.</p>	Whiteboards, TEKS, state-adopted textbooks, district curriculum, science and math academies, vocabulary training	Mrs. Teer, Mr. Day, Ms. Simmons, Mr. Humes, Ms. Britton, and, Mr. Farmer	2008-2009	Six weeks grades, benchmarks, and TAKS results

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>Online Tutoring Online tutoring is available via www.arlingtonlibrary.org. It is available 7 days/week from 2:00 PM to 7:00 PM. (Also available in Spanish)</p>	Arlington Public Library	Ms. Gorman	2008-2009	Six weeks grades, benchmarks, and TAKS results
<p>Co-Teaching in selected IPC and Algebra I classes</p>	TEKS, state-adopted textbooks, district curriculum, science and math academies, vocabulary training	Ms. Teer, Mr. Day, Ms. Britton, and Mr. Farmer	2008-2009	Six weeks grades, benchmarks, and TAKS results
<p>Credit Recovery Lab</p>	US Dept. of Education, "Tools for Schools," National Institute on Education, April 1998	Ms. Hundley, Ms. Britton, and Mr. Farmer	2008-2009	Teacher Evaluation and Teacher Records
<p>Learning Lab provides individualized instruction to eligible at-risk and special education students.</p>	Comp. Ed Funds, Special Ed. Funds, TEKS	Ms. Ellis, Ms Britton, and Mr. Farmer	2008-2009	Teacher Evaluation and Teacher Records
<p>Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)</p>	Local & SCE	Principal Academic AP	September & January	Master schedule Teacher certification Principal

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 needs (PD)	SCE	Principal	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 files

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
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.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
TELPAS Data All teachers will use TELPAS data to identify the LEP in their classes.	TELPAS	Alanna Jefferson, All academic teachers, all assistant principals, Mr. Farmer	2008-2009	Six weeks grades, benchmarks, and TAKS scores, teacher records, teacher evaluation
Summer Leadership Institute		All assistant principals, Mr. Farmer	Summer 2008	
Seguin Network Math and Science Vertical Alignment		Mrs. Teer, Mr. Day, Ms. Simmons, Mr. Humes, Ms. Britton, and Mr. Farmer	September 11, 2008	
Cross the Curriculum Department and Level Meetings		Department Chairs, assistant principals, Mr. Farmer	2008-2009	
Common Math/Science Vocabulary All academic subjects will incorporate math and science vocabulary and concepts into their lessons	TEKS, state-adopted textbooks, district curriculum, science and math academies, vocabulary training	Department Chairs, assistant principals, Mr. Farmer	2008-2009	Six weeks grades, benchmarks, and TAKS results



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Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>Student-generated Visuals for the Classroom Students continue interactive notebooks containing concepts that transition from grade-to-grade to be utilized in the science classrooms.</p>	<p>TEKS, state-adopted textbooks, district curriculum, science and math academies, vocabulary training</p>	<p>Ms. Teer, Ms. Simmons, Ms. Britton, and Mr. Farmer</p>	<p>2008-2009</p>	<p>Six weeks grades, benchmarks, and TAKS results</p>

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
InTouch	InTouch, First Class	All academic teachers, all JSHS students, all assistant principals, Mr. Farmer	2008-2009	Six weeks grades, benchmarks, and TAKS scores.
JSHS Website	Local	Ms. Holbrook and Mr. Farmer	2008-2009	Updates
PTSA meetings and newsletters	PTSA Funds	Dr. Evans and Mr. Farmer	2008-2009	Newsletter
JSHS School Newspaper	Local	E. Adwell	2008-2009	Newspaper
Campus Improvement Team	None	Mr. Farmer	2008-2009	Agenda/Minutes
Student Council Habitat for Humanity, Pasadena ISD donations, Mission Arlington donations	Student Council Activity Funds	Ms. Sinden-Redding, Ms. Ledbetter, Dr. Evans, and Mr. Farmer	2008-2009	Volunteer Hours
Cougar Kick Off	PTSA	Ms. Sinden-Redding, Ms. Ledbetter, Dr. Evans, and Mr. Farmer	August 2008	Attendance
Open House	TEKS, state-adopted textbooks, district curriculum, science and math academies, vocabulary training	Mr. Farmer	August 2008 March 2009	Attendance

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
Booster Clubs	Booster Club Funds	Booster Club	2008-2009	Agenda/Minutes
Progress Reports and Report Cards	Local	Ms. Britton	2008-2009	Student Signatures
Correspondence e-mails and phone calls to parents	None	All teachers and Admin.	2008-2009	Contact Log
Teachers will communicate student academic progress and assessment reports with parents every three weeks via In Touch, mail, conference, phone, e-mail. (FI)	Local Budget	All teachers APs Principal	2008-2009	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, Title 1 Family Events, Title 1 Literacy Fair, or Guest Speakers.	Campus Library Budgets Campus Library Activity Budget LS Dept. Library Budget Title 1 Library Services Budget	Campus Librarians Lorie Bruns, Library Services Director Julie Moore, Title 1 Carol Hagler, Director of State and Federal Programs	Fall 2008 Spring 2009	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
Teacher Crisis Management Plan	Crisis Management Plan	Assistant Principals and Mr. Farmer	2008-2009	Teacher Self Report
Random Metal detector searches	Metal Detectors	Mr. Humes and Mr. Farmer	2008-2009	Search Log
Canine Search Teams	Canine Search Team	Mr. Humes and Mr. Farmer	2008-2009	Search Log
Two Mock Disaster Lockdowns	Police Dept., Fire Dept., Security Director	Mr. Humes and Mr. Farmer	2008-2009	Critiques of Lockdown
Hallway Monitoring Teachers and security administrators will monitor hallways during passing periods.	None	Assistant Principals and Mr. Farmer	2008-2009	Observation Records
Campus Morning Duty	None	Dr. Evans and Mr. Farmer	2008-2009	Observation Records
Gang Awareness staff development	Gang Unit	Mr. Humes and Mr. Farmer	2008-2009	Discipline Referrals, PEIMS Documentation
Daily Monitoring of Security Cameras	Security System	Mr. Humes and Mr. Farmer	2008-2009 School Year	Monitoring

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
Student and Faculty ID cards	Student Activity Budget	Ms. Gorman, Security, Assistant Principals, teachers, and Mr. Farmer	2008-2009	Observation Records
Parking Permits	Campus Budget	Mr. Humes and Mr. Farmer	2008-2009	Observation Records
Crime Stoppers	Crime Stoppers Program	Mr. Humes and SRO Officer	2008-2009	Payments



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Bibliography

Chrispeels, Janet. "Effective Schools and Home-School Community Partnership Roles, A Framework for Parent Involvement, School Effectiveness and School Improvement." Dec. 1, 1996, pp 297-323.

Heller, Gary S. "Changing the School to Reduce Student Violence: What Works?" NASSP Bulletin 80 (April 1996): 1-10.

Pulido, J. Alex. "High Retention Rates, No Dropouts..." Journal of School Leadership. Vol. 1, No.3, July 1991.

Schmoker, Mike. "Results: The Key to Continuous School Improvement." ASCD. 1996. Vol 11.

Staff Development: Math and Science Vertical Alignment at the PDC with Ousley JH and Ferguson JH

Data Analysis

Response to Intervention

AVID program

Thinking Maps

US Dept. of Education, "Tools for Schools." National Institute on Education, April 1998.

SCE, NCLB & ARI/AMI budget (generated by the Budget Department) (C/I)

SBDM Team List which includes parents

List of interventions (RTI tier 2 & 3) provided at the campus

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Grade 9 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	529	86%	508	85%	-2%	493	84%	-1%	88%	4%
Afri Amer	209	81%	162	81%	0%	195	82%	1%	88%	6%
Hispanic	101	84%	136	80%	-4%	136	77%	-3%	85%	8%
White	165	92%	157	90%	-2%	115	89%	-2%	92%	3%
Eco Disadv	178	83%	212	77%	-6%	206	77%	0%	85%	8%
LEP	21	67%	19	26%	-40%	19	32%	5%	65%	33%
SpEd	25	56%	42	52%	-4%	48	40%	-13%	65%	25%

Grade 10 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	382	87%	399	85%	-2%	362	82%	-3%	90%	8%
Afri Amer	107	83%	148	80%	-3%	101	82%	2%	90%	8%
Hispanic	88	83%	71	82%	-1%	89	78%	-4%	85%	7%
White	145	89%	132	92%	3%	125	85%	-7%	90%	5%
Eco Disadv	130	79%	136	81%	2%	114	82%	2%	88%	6%
LEP	16	50%	7	57%	7%	11	27%	-30%	65%	38%
SpEd	14	43%	13	23%	-20%	28	43%	20%	65%	22%

Grade 11 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	349	78%	366	89%	11%	361	86%	-3%	90%	4%
Afri Amer	126	78%	103	91%	13%	145	82%	-9%	90%	8%
Hispanic	74	66%	81	88%	21%	60	83%	-4%	90%	7%
White	113	85%	139	92%	7%	110	94%	1%	96%	2%
Eco Disadv	96	73%	113	85%	12%	104	80%	-5%	90%	10%
LEP	8	25%	8	50%	25%	9	56%	6%	65%	9%
SpEd	12	33%	11	64%	30%	20	35%	-29%	65%	30%

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Grade 9 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	519	55%	502	56%	2%	485	58%	1%	65%	7%
Afri Amer	206	43%	167	47%	4%	191	50%	3%	65%	15%
Hispanic	94	47%	132	45%	-1%	136	47%	2%	65%	18%
White	163	68%	150	69%	1%	111	71%	2%	75%	4%
Eco Disadv	173	46%	209	48%	2%	202	51%	4%	65%	14%
LEP	19	32%	21	19%	-13%	20	10%	-9%	50%	40%
SpEd	23	13%	40	15%	2%	42	10%	-5%	50%	40%

Grade 10 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	375	65%	384	68%	3%	351	65%	-4%	70%	5%
Afri Amer	99	48%	140	58%	9%	97	62%	4%	65%	3%
Hispanic	85	62%	65	58%	-4%	87	47%	-11%	65%	18%
White	147	73%	131	81%	7%	121	74%	-7%	80%	6%
Eco Disadv	127	55%	133	62%	7%	110	53%	-9%	65%	12%
LEP	16	38%	7	29%	-9%	11	9%	-19%	50%	41%
SpEd	10	20%	10	10%	-10%	28	7%	-3%	50%	43%

Grade 11 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	348	74%	365	77%	3%	356	79%	2%	85%	6%
Afri Amer	124	65%	102	64%	-1%	142	73%	9%	80%	7%
Hispanic	75	71%	80	78%	8%	59	73%	-6%	80%	7%
White	114	82%	140	86%	4%	110	87%	1%	90%	3%
Eco Disadv	93	67%	120	68%	1%	103	81%	13%	85%	4%
LEP	7	43%	9	56%	13%	8	86%	30%	90%	4%
SpEd	11	33%	13	38%	4%	20	26%	-11%	50%	24%

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Grade 10 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	386	63%	390	57%	-7%	362	68%	12%	70%	2%
Afri Amer	105	44%	147	42%	-2%	102	64%	21%	65%	1%
Hispanic	87	63%	63	46%	-17%	88	52%	6%	65%	13%
White	151	73%	132	74%	1%	123	80%	6%	85%	5%
Eco Disadv	132	50%	137	44%	-7%	112	53%	9%	65%	12%
LEP	16	31%	6	17%	-15%	12	0%	-17%	50%	50%
SpEd	15	20%	20	17%	-3%	27	37%	20%	50%	13%

Grade 11 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	362	71%	376	71%	0%	357	77%	6%	80%	3%
Afri Amer	129	59%	107	56%	-3%	144	67%	11%	75%	8%
Hispanic	76	70%	82	71%	1%	58	70%	-1%	75%	5%
White	119	82%	143	80%	-2%	110	89%	9%	90%	1%
Eco Disadv	98	56%	123	63%	7%	102	71%	9%	75%	4%
LEP	8	13%	9	56%	43%	8	63%	7%	70%	7%
SpEd	22	28%	23	35%	8%	21	19%	-16%	50%	31%

Grade 10 TAKS-Social Studies										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	384	86%	389	90%	3%	358	87%	-3%	90%	3%
Afri Amer	103	80%	146	89%	9%	99	85%	-5%	88%	3%
Hispanic	86	85%	64	81%	-4%	88	77%	-3%	88%	11%
White	151	89%	131	92%	3%	123	93%	1%	95%	2%
Eco Disadv	128	81%	137	89%	9%	112	79%	-10%	88%	9%
LEP	15	67%	7	43%	-24%	12	33%	-10%	60%	27%
SpEd	17	67%	19	18%	-48%	28	54%	35%	60%	6%

Grade 11 TAKS-Social Studies										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	359	94%	373	94%	0%	357	97%	3%	98%	1%
Afri Amer	130	94%	106	91%	-3%	143	96%	5%	98%	2%
Hispanic	74	92%	82	91%	0%	59	97%	5%	98%	1%
White	117	94%	141	99%	5%	110	99%	1%	99%	0%
Eco Disadv	98	93%	122	92%	-1%	104	98%	7%	99%	1%
LEP	8	63%	9	78%	15%	8	100%	22%	100%	0%
SpEd	21	76%	22	83%	7%	22	68%	-15%	80%	12%



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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			
SALARIES-TEACH & OTH PROF	199.11.6119.00.009.9.24.0.00	275,774.53	275,774.53
TUTORIAL SERVICES	199.11.6119.02.009.9.24.0.00	46,545.00	43,545.00
CONTRACT ADDENDA-STIPEND	199.11.6119.09.009.9.24.0.00	1,500.00	1,500.00
ADVANCED DEGREE-STIPEND	199.11.6119.10.009.9.24.0.00	3,000.00	3,000.00
SAL & WAGES-SUPPORT PERS	199.11.6129.00.009.9.24.0.00	15,819.39	15,819.39
MEDICARE	199.11.6141.00.009.9.24.0.00	3,869.78	3,869.78
GENERAL SUPPLIES	199.11.6399.01.009.9.24.0.00	0.00	3,000.00
SAL & WAGES-SUPPORT PERS	199.31.6129.00.009.9.24.0.00	20,981.18	20,981.18
EDUCATIONAL STIPEND	199.31.6129.10.009.9.24.0.00	1,000.00	1,000.00
MEDICARE	199.31.6141.00.009.9.24.0.00	307.03	307.03
TOTAL		368,796.91	368,796.91
FTE Count			
PERSONNEL			7.50
TOTAL			7.50