

Turning Point Junior High School

Campus Improvement Plan

2008-2009

Arlington
INDEPENDENT SCHOOL DISTRICT



Campus Improvement Plan 2008-2009 Turning Point Junior High School

Overview

Turning Point Junior High is a discipline alternative education campus for junior high students from all of the district junior high schools. Students are assigned for discipline reasons that make them too disruptive or potentially dangerous to keep at the regular campus. Seventh and Eighth grade students receive instruction in the four core classes as well as a behavior skills class.

The average stay for a student is 12 weeks. Because our students enter and exit, our goals are not based on specific student scores. Campus goals are based on a composite of scores from all of the district 7th and 8th grade students. An average of 75% of referred students enter with failing grades in classes as well as a history of substandard scores on TAKS tests. Many of the students are performing more than 2 grade levels below grade level. Often, these students make significant progress toward catching up on concept and skill levels while attending classes at TPJH. Because of smaller class sizes, teachers are able to work with individual students to set learning goals and monitor progress toward these goals. Because all testing is coded back to the home campus, our staff spends time in team meetings reviewing student cum folders as well as data from TRIAND.

Student demographics are in a constant state of change. We usually average about 85-92% economically disadvantaged. Our ratio of girls to boys is 1 to 4. Our ethnic breakdown of students from last year averaged 2% Asian, 36% Black, 42% Hispanic, 20% White. All of our students are coded as “at-risk”. During the 2007-2008 school year, 28% of students referred were Special Education students and 8% were enrolled in ESL classes.

Our challenge continues to be to work with academics and behavior education at the same time. Our goals will continue to recycle as students enter and exit the program. Our staff works with district curriculum staff to keep our curriculum aligned with the regular junior high classes. We help students learn to set goals and be successful in a classroom setting.

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>1. All staff will work together to develop and implement a 3 tiered System of Interventions to address how to best approach improving individual student achievement. The tiers will address core or universal interventions used with all students on a regular basis as part of the school curriculum. It also includes intensive interventions for students who are targeted as at-risk as well as those who are not demonstrating successful improvement. This includes interventions at the levels of administrators and teachers as well as students. The System of Interventions are attached.</p>	<p>Meeting time...30 minutes each day for team meetings.</p> <p>40 minutes each Monday for all staff/ Site-Based Decision Meeting.</p>	<p>Linda Williams, Principal Carolyn Alexander, Assistant Principal, Kai McIntosh, Team Leader for English, Soozy Francis, Team Leader for Math, Dale Szymanowski, Team Leader for Science, Catha Birdseye, Team Leader for History as well as Ronda Gowins and James Hawks, Special Ed Teachers and Greg Ellis, ESL teacher.</p>	<p>System of Interventions will be developed by October and altered as necessary during the year. Tier II and III Interventions will be put in place after each 3 and 6 week grading period as well as upon receipt of TAKS scores.</p>	<p>End of six week and semester grades and improvement on TAKS scores will be used to evaluate the effectiveness of the Interventions.</p>
<p>2. 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 teachers, social worker and other campus staff.</p>	<p>SCE Accelerated Reading/Math (C/I)</p>	<p>Linda Williams, Principal Carolyn Alexander, Assistant Principal Mario Borges, Social Worker</p>	<p>As students enter and exit as well as during each grading period.</p>	<p>Student folders Student passing rates on grades as well as benchmarks and TAKS</p>

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
1. Review test data as well as grades for each new student. Use diagnostic tests to identify areas of need as new students enter.	Triand for Test data. Standardized diagnostic test to be decided upon by teaching teams.	Linda Williams, Principal and Carolyn Alexander, Assistant Principal	Each 3 week grading period after student has been enrolled at least 3 weeks.	End of year data dealing with course passing rates for students while enrolled at TPJH.
2. Institute the interventions as soon as the student earns a low grade during any 3 week period. Identify these students and begin building relationships. Notify and involve parents concerning issues and plan of action.	Systems of Intervention Plan Meeting times for team teachers.	Linda Williams, Principal Carolyn Alexander, Assistant Principal Level Leaders: Kai McIntosh Soozy Francis Dale Szymanowski Catha Birdseye as well as Greg Ellis, ESL and James Hawks and Ronda Gowins, SPED	Each 6 week grading period that students are enrolled at TPJH	Student success as demonstrated at 6 week grading periods by earning improved grades
3. Use an interdisciplinary model to reinforce knowledge and create background in all core subjects.	Team Planning time	Linda Williams Principal Carolyn Alexander, Assistant Principal	Each 6 week grading period.	Teacher Lesson Plans Classroom observations
4. Work with students to teach learning and study skills as well as individual strategies for success	N/A	Cheryl Colon, Kandy Scaramuzzo, & Kristi Klinger, Skills teacher	Each grading period	Teacher lesson plans Student work samples Grade reports

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
5. Allow students multiple opportunities to master content through various methods.	Plato lab and time Supplemental materials for each academic area	Soozy Francis, Kai McIntosh, Catha Birdseye & Dale Szymanowski, level leaders and Greg Ellis, ESL and James Hawks & Ronda Gowins SPED	Grade Report periods each 3 weeks	Student work samples Student grades
6. Campus administrators will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher (HQ)	(required by NCLB for all campuses)	Linda Williams, Principal	September & January	Master schedule Teacher Certification Principal Attestation
7. Teachers will participate in high quality, ongoing professional development based upon campus needs (PD)	Title I SCE	Principal	December & April	ERO attendance reports as well as proof of attendance at inservice not listed in ERO
8. Identify and Refer pregnant/parenting students (male / female) PRS department for verification.	PRS weighted funding Life Skills Program for Student Parents (formally Pregnancy, Education and Parenting) Grant	Pregnancy Related Services Coordinator Campus Pep Counselors	End of each six weeks	AISD PEP Database, PRS services files

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
<p>9. 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.</p>	<p>PRS weighted funding Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant.</p>	<p>Campus PEP Counselors</p>	<p>End of each 6 weeks</p>	<p>AISD PEP Database referral forms PRS files</p>
<p>10. 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.</p>	<p>PRS weighted funding, Life Skills Program for Student Parents (formerly Pregnancy, Education and Parenting) Grant</p>	<p>PRS Coordinator Campus PEP Counselors</p>	<p>December & May</p>	<p>PRS file</p>

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
1. Create and plan dates and times for teachers to meet in academic teams.	Time for problem-solving and planning.	Linda Williams, Principal Carolyn Alexander, Assistant Principal	Each 6 week period	Meeting notes and teacher lesson plans Walk through observations
2. Create a communication network with other subject area in the district.	Team Leader meetings	Soozy Francis, Catha Birdseye, Kai McIntosh and Dale Szymanowski, level leaders	Each semester	Teacher documentation
3. Have teams share progress and ideas concerning alignment during faculty meetings at least once each month.	Weekly staff meetings	Linda Williams, Principal Carolyn Alexander, Assistant Principal	Each 6 week period	Staff meeting notes
4. Teachers will study and review timelines and benchmarks and align lesson plans to help students develop the necessary skills and concepts as well as to identify the students who are not on track. The intervention systems will be used for those students who are not yet on track.	Team and subject area meetings as well as each grading period	Soozy Francis, Kai McIntosh, Catha Birdseye, & Dale Szymanowski, level leaders as well as James Hawks, Ronda Gowins, SPED and Greg Ellis, ESL	Each 3 week grading period	Team meeting notes Teacher Lesson Plans

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. Parents will be provided with information concerning curriculum. Policies, grading periods and teacher contact information during a mandatory orientation/enrollment meeting.	Handbooks and packets for parents....SCE funds for printing and folders	Linda Williams, Principal Carolyn Alexander, Assistant Principal	Weekly	Parent signatures and acknowledgements in student folders
2. Teachers will communicate student behavior, academic progress and assessment reports with parents each 3 week grading period by reports sent home as well as phone calls, conferences, mail and email. (FI)	Time and reports as well as supplies and email access.	Linda Williams, Principal Carolyn Alexander, Assistant Principal	Each 6 week grading period	Teacher contact logs
3. Administrators will contact parents when students have discipline referrals as well as when students are showing good progress in behavior.	N/A	Linda Williams, Principal Carolyn Alexander, Assistant Principal Mario Borges, Social Worker	End of each semester	Student folders with contact info in folder and on office referrals
4. Encourage, support and provide guidance for outside writing events such as poetry contests, slogan creation, etc.	N/A	Kristal Baty, Jesus Martinez, Kai McIntosh, English Teachers, James Hawks SPED and Greg Ellis, ESL	As events and opportunities are presented	Teacher lesson plans and call logs, number of students enrolled in various events.

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. Present a safe, structured and orderly school climate using metal detector checks in the morning, routine structure during bus loading and unloading of buses, between classes and at lunch.	Metal detector and staff time in the morning and at dismissal time as well as teacher participation during lunch time.	Linda Williams, Principal Carolyn Alexander, Assistant Principal Mario Borges, Social Worker	Ongoing each morning	Incident log on student track
2. Use the Boys Town Motivation Curriculum to teach students ways to deal with difficult situations and to promote campus wide respect. Staff will get to know and establish relationships with each student.	Boys Town Training for all staff as well as refresher training provided by AISD.	Linda Williams, Principal Carolyn Alexander, Assistant Principal Mario Borges, Social Worker	Ongoing with formative evaluation each semester	Staff meeting time discussion and appraisal of interventions in place. Student discipline referrals
3. Students will receive training and practice in Social Skills, anger management, peer resistance and conflict management in skills classes. Students will be allowed to discuss progress and frustrations during skills class group each week.	Skills class teachers (3) (SCE monies) SCE monies to purchase curriculum materials	Cheryl Colon, Kandy Scaramuzzo and Kristi Klinger, Skills teachers	Each 6 weeks	Teacher Lesson Plans Student office referrals
4. Assist parents in locating outside resources such as counseling for students who are demonstrating aggression or frustration.	Listing of outside resources	Mario Borges, Social Worker	End of semesters	Documentation in student folders

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
<p>5. Have an off duty police officer on duty during the hours students are in school.</p> <p>6. Have crime stoppers and call in information available to students. Reinforce students who report incidents and suspicions using point system. Help students understand that this is their school and that they are responsible to help maintain a safe school.</p>	<p>Budgeted SCE monies to pay officers : \$35,500.</p> <p>N/A</p>	<p>Linda Williams, Principal</p> <p>Linda Williams, Principal Carolyn Alexander, Assistant Principal Mario Borges, Social Worker</p>	<p>End of year review</p> <p>End of year</p>	<p>Student folders documentation</p> <p>Number of student reports that are useful as evidenced in folder documentation.</p>

Bibliography

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Campus Improvement Plan 2008-2009 Turning Point Junior High School

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**TURNING POINT JUNIOR HIGH DAEP
2209 N. DAVIS DRIVE
ARLINGTON, TX, 76012
(682) 867-3050**

SBDM LIST

Administration:

Linda Williams, Principal
Carolyn Alexander, Assistant Principal
Mario Borges, Social Worker
Malcolm Turner, Executive Director of Student Services
Pam Shinogle, Resource Nurse

Teachers:

Kristal Baty, English Teacher
Catha Birdseye, Texas History Teacher
Cheryl Colon, Behavior Skills Teacher
Greg Ellis, ESL Teacher
Soozy Francis, Math Teacher
Jacque Grahm, math Teacher
Ronda Gowins, Sped Teacher
James hawks, Sped Teacher
Mitch Herod, Science Teacher
Kristi Klinger, Behavior Skills Teacher
Jesus Martinez, English Teacher
Kai McIntosh, English Teacher
Morris Moore, History Teacher
Kandy Scaramuzzo, Behavior Skills Teacher
Ethel Shields, CHOICES Teacher
Dale Szymanowski, Science Teacher
Kari Tickle, Math Teacher
Sam Williams, Science Teacher
Emma Yovonie, History Teacher

Para-Professionals:

Olga Flores, Custodian & Parent representative
Diane Galyean, Computer Tech
Bobbie Grobb, Sped CTA
LaWanda Horton, CTA (Program Assistant & OCS)
Kristi Polomaras, Cafeteria Manager
Betty Roberson, Clerk
Dayle Scott, Sped CTA
Brenda Thompson, CTA (Program Assistant)
Janet Warren, CTA (CHOICES assistant and Guidance Tech)
Rebecca Williams, Secretary
Stephanie Woodruff, CTA (Program Assistant)

Community Resources & Parent Representatives:

John Alexander

Dustin Durham, APD

System of Interventions

School: Turning Point Junior High DAEP

Priority: Student achievement

TIER I <u>Core/Universal</u>	TIER II <u>Targeted</u>	TIER III <u>Intensive</u>
<p>Administrator:</p> <ul style="list-style-type: none"> *Team/ Staff meetings *Staff development *Class observations/ visits *Review data with teams *Establish relationships with students *Problem solve with staff *Provide time for teacher collaboration 	<p>Administrator:</p> <ul style="list-style-type: none"> *Walk-throughs focusing on target concepts/ students *Sit in on team/parent conferences *Provide time for collaboration as well as problem solving *Staff development/resources *Request curriculum specialists *Explore ways to provide tutoring/reteach time 	<p>Administrator:</p> <ul style="list-style-type: none"> *Teacher Administrator conference *Assist teachers in setting goals *Provide time for teachers to problem solve *Review individual plans written by teacher and student *
<p>Teacher:</p> <ul style="list-style-type: none"> *Establish relationships with students *Provide support and encouragement *Differentiated instruction *Help student set goals *Parent calls and conferences *Small group instruction *Observe students on task *Provide feedback to students *motivation system and point sheets 	<p>Teacher:</p> <ul style="list-style-type: none"> *Student teacher conferences *Parent conferences with plan in place *Use peer tutoring *Targeted instruction/ Individualized *Reteach concepts using different methods *Work with team for holistic approach with concepts *review and allow students redo tasks and tests. *Review goals and adjust with students *help students analyze point sheets and integrate goals. 	<p>Teacher:</p> <ul style="list-style-type: none"> *Conference with student and develop plan for improvement *Conference with parent and review plans for improvement *Actively participate in goal setting with the student. *Review strengths and weaknesses with student (Student profiling) Work with entire team to develop a holistic approach to help student acquire deficit skills/concepts

System of Interventions

School: Turning Point Junior High DAEP

Priority: Student achievement

TIER I <u>Core/Universal</u>	TIER II <u>Targeted</u>	TIER III <u>Intensive</u>
<p>Student:</p> <ul style="list-style-type: none"> *Work with teachers to set goals *Actively engage in lessons/tasks *Ask specific questions *Keep point sheets, set goals, and review progress toward goals *Come to school each day ready to learn. 	<p>Student:</p> <ul style="list-style-type: none"> *Student teacher conference *Commit to be successful *Enrichment assignments *Attend tutoring situations *Review and adjust goals and progress on point sheets *Ask for and complete extra credit assignments as well as make up for any failed test or assignment. *Use MAC assistance as appropriate for special ed students. *Use the ESL room for extra help as appropriate. 	<p>Student:</p> <ul style="list-style-type: none"> *Student teacher conference *Commit to extra learning activities and opportunities *Attend tutoring *Set and track goals for mastering concepts and demonstrating success on evaluations. *Complete extra credit assignments. *Rework any failing assignments or tests. * Get extra help/tutoring in need areas during am or pm homeroom



Campus Improvement Plan 2008-2009
Turning Point Junior High

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	199.11.6112.00.054.9.28.0.00	0.00	14,080.00
SALARIES-TEACH & OTH PROF	199.11.6119.00.054.9.28.0.00	841,738.62	841,738.62
EXTRA DUTY-TEACH/OTH PROF	199.11.6119.01.054.9.28.0.00	5,500.00	5,500.00
CONTRACT ADDENDA-STIPEND	199.11.6119.09.054.9.28.0.00	750.00	750.00
ADVANCED DEGREE-STIPEND	199.11.6119.10.054.9.28.0.00	6,000.00	6,000.00
SAL & WAGES-SUPPORT PERS	199.11.6129.00.054.9.28.0.00	79,317.73	79,317.73
EDUCATIONAL STIPEND	199.11.6129.10.054.9.28.0.00	1,000.00	1,000.00
MEDICARE	199.11.6141.00.054.9.28.0.00	11,838.72	11,838.72
MAINT-CPY MACH-DIST PROVI	199.11.6249.97.054.9.28.0.00	3,315.96	3,315.96
READING MATERIALS	199.11.6329.00.054.9.28.0.10	100.80	100.80
READING MATERIALS	199.11.6329.00.054.9.28.0.00	18.95	18.95
READING MATERIALS	199.11.6329.00.054.9.28.0.30	185.00	185.00
GENERAL SUPPLIES	199.11.6399.01.054.9.28.0.00	17,408.30	17,408.30
GENERAL SUPPLIES	199.11.6399.01.054.9.28.0.10	399.20	399.20
GENERAL SUPPLIES	199.11.6399.01.054.9.28.0.20	500.00	500.00
GENERAL SUPPLIES	199.11.6399.01.054.9.28.0.30	315.00	315.00
GENERAL SUPPLIES	199.11.6399.01.054.9.28.0.41	625.00	625.00
EXCEPTION ASSETS <\$5,000	199.11.6399.20.054.9.28.0.00	2,000.00	2,000.00
MISC OPERATING EXPENSES	199.11.6499.00.054.9.28.0.00	2,000.00	2,000.00
LIBRARY BOOKS	199.12.6329.10.054.9.28.0.LB	4,000.00	4,000.00
MISC PURCH & CONTR SERV	199.13.6299.00.054.9.28.0.00	2,000.00	2,000.00
GENERAL SUPPLIES	199.13.6399.01.054.9.28.0.00	1,000.00	1,000.00
SALARIES-TEACH & OTH PROF	199.23.6119.00.054.9.28.0.00	182,908.96	182,908.96

SAL & WAGES-SUPPORT PERS	199.23.6129.00.054.9.28.0.00	48,749.99	48,749.99
EMPLOYEE TRAVEL ALLOWANCE	199.23.6139.00.054.9.28.0.00	611.00	611.00
MEDICARE	199.23.6141.00.054.9.28.0.00	3,296.78	3,296.78
CONTRACTED MAINT & REPAIR	199.23.6249.00.054.9.28.0.00	800.00	800.00
GENERAL SUPPLIES	199.23.6399.01.054.9.28.0.00	3,930.00	3,930.00
STAMPS & POSTAGE	199.23.6399.03.054.9.28.0.00	700.00	700.00
SALARIES-TEACH & OTH PROF	199.33.6119.00.054.9.28.0.00	9,560.26	9,560.26
EMPLOYEE TRAVEL ALLOWANCE	199.33.6139.00.054.9.28.0.00	261.40	261.40
CELL PHONE ALLOWANCE	199.33.6139.01.054.9.28.0.00	103.20	103.20
MEDICARE	199.33.6141.00.054.9.28.0.00	141.20	141.20
GENERAL SUPPLIES	199.33.6399.01.054.9.28.0.00	500.00	500.00
SAL & WAGES-SUPPORT PERS	199.51.6129.00.054.9.28.0.00	59,015.64	59,015.64
MEDICARE	199.51.6141.00.054.9.28.0.00	415.39	415.39
M & O SUPPLIES	199.51.6319.00.054.9.28.0.00	900.00	900.00
CAMPUS JANITOR SUPPLIES	199.51.6319.01.054.9.28.0.00	2,725.00	2,725.00
MISC PURCH & CONTR SERV	199.52.6299.00.054.9.28.0.00	35,500.00	35,500.00
SAL & WAGES-SUPPORT PERS	199.53.6129.00.054.9.28.0.00	11,541.79	11,541.79
EMPLOYEE TRAVEL ALLOWANCE	199.53.6139.00.054.9.28.0.00	145.50	145.50
MEDICARE	199.53.6141.00.054.9.28.0.00	163.03	163.03
GENERAL SUPPLIES	199.31.6399.01.054.9.29.0.GC	500.00	500.00
SALARIES-TEACH & OTH PROF	199.32.6119.00.054.9.29.0.00	57,760.56	57,760.56
ADVANCED DEGREE-STIPEND	199.32.6119.10.054.9.29.0.00	1,500.00	1,500.00
MEDICARE	199.32.6141.00.054.9.29.0.00	842.86	842.86
TOTAL		1,402,585.84	1,416,665.84
FTE Count			
PERSONNEL			28.70
TOTAL			28.70