

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

Arlington
INDEPENDENT SCHOOL DISTRICT



Overview

Webb Elementary



Strengths and Areas of Improvement

Webb Elementary is a Title 1 Schoolwide Program and a TEA RECOGNIZED school with a diverse population of 860 students in grades pre-kindergarten 3 through sixth. Webb also educates 25 special-needs students in our SKILLS program. Our student body is approximately 77% Hispanic, 12% African-American, 8% White, 2% Asian or Pacific Islander, and 1% American Indian based on the Fall 2006 PEIMS data. Of our students, 60% are Limited-English Proficient and 94% are economically disadvantaged.

Webb provides Self-Contained Bilingual classes, 50/50 models for Dual Language Classes and ELL (English Language Learner) classes from Pre-K3 through Sixth, RESTART, Reading Recovery, Tutoring, Special Education, Cooperative Teaching, Speech Therapy, Adaptive Physical Education, Music Therapy, Adult/Student ELL Classes, SKILLS Classes, Family Involvement Nights, and PTA Events.

For the 2008-2009 school year, Webb will focus on a school wide implementation of Differential Instruction to meet the needs of all students. The goals listed below are designed to support increased TAKS scores in Math, Reading, Science, and Writing. Specific analysis shows a need for additional improvement in the subgroups of African American students (Math, Writing, Reading for 3rd, 4th, 6th), Special Education students (Reading for 3rd and 4th grade) and Hispanic students (5th for Science). With strong instructional leadership and staff development at the campus and district level, Webb will support all students through RTI (Response to Intervention) at all three systematic levels. A vertically aligned campus will support students' individual social and academic needs with researched based-best practices. Webb's focus will be on a Climate of High Expectations for Success and a Safe and Orderly Environment.

The Academic Committee analyzed 2007-2008 TAKS scores for Math, Reading, Writing, and Science to determine the previously mentioned areas of concern.

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 3rd – 4th * African American * Special Education	404 Funds State Comp. Ed. Funds Title 1 Funds	M. Martin T.Torbellin D. James L. Beal & T. Mizelle C. Van Duzee	August 2008 through June 2009	Lesson Plans, Grade Level Meetings, DRA2/EDL2 Data Sheets, Mini-Test, Benchmarks, Restart Data, TRIAND, TAKS 2009
Writing 4th *African American	404 Funds Comp. Ed. Funds Title 1 Funds	M. Martin T.Torbellin D. James L. Beal & T. Mizelle C. Van Duzee	August 2008 through June 2009	Lesson Plans, Grade Level Meetings, Mini-Test, Student Writing Samples with Rubric Scores, Benchmarks, Student Journals, Restart Data, TRIAND, TAKS 2009
Math 3rd – 6th *African American	404 Funds Comp. Ed. Funds Title 1 Funds	M. Martin T.Torbellin D. James L. Beal & T. Mizelle C. Van Duzee	August 2008 through June 2009	Lesson Plans, Grade Level Meetings, Mini-Test, Benchmarks, Restart Data, TAKS 2009
Science 5th * Hispanic * Economically Disadvantaged	404 Funds Comp. Ed. Funds Title 1 Funds	M. Martin T.Torbellin D. James L. Beal & T. Mizelle C. Van Duzee	August 2008 through June 2009	Lesson Plans, Grade Level Meetings, Mini-Test, Benchmarks, TRIAND, TAKS 2009

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

Improvement Strategies	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 Accelerated Reading/Math (C/I)	M. Martin T. Torbellin D. James	Six Week Intervals	Lesson Plans, Mini Tests, Benchmarks, Progress Reports, Report Cards, DRA2/EDL2 Scores, TRIAND, TAKS 2009
Campus Administration will ensure that teachers are placed in classroom/subject area assignments that match the certification of each teacher. (HQ)	None	M. Martin	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 & 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 needs (PD)	Title I SCE	M. Martin	December & April	ERO attendance reports
Grade Level teachers will meet weekly to discuss instructional strategies, based on student data (DRA2/EDL2, Benchmarks, Mini-Test, TAKS Scores), to improve classroom performance. (Asmt) (CNA)	None	M. Martin T. Torbellin L. Beal T. Mizelle L. Atkinson	Weekly	Teacher meeting agendas
Teachers will provide Tier 2 and Tier 3 intervention strategies for struggling students <ul style="list-style-type: none"> • Tutoring • Thinking Maps, Calendar Math • RAP (Realizing Academic Potential) • SSI (Student Support I) • Measuring Up Books (TAKS AIDS Grades 3-6) (RS) 	District Funds Title 1 Funds (\$25,000) State Comp. Ed. Funds (\$11,000) Bilingual Center Funds	M. Martin T. Torbellin All Teachers Grades PK - 6	Six to Nine Weeks	Mini Test, Benchmarks, DRA2/EDL2 Scores, TRIAND, TAKS 2009

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

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Instructional Facilitators will work directly with students, train teachers, and/or assist teachers with Tier 1, 2, and 3 interventions <ul style="list-style-type: none"> • Small Group Instruction • SIPPS • Reading Recovery • Fast Forward • Tutoring (RS) 	District Funds Campus Title 1 Funds State Comp. Ed. Funds	M. Martin T. Torbellin T. Mizelle L. Beal L. Atkinson	Weekly to Bi-Monthly	DRA2/EDL2 Fast Forward, Reading Recovery, & SIPPS assessments & reports Benchmarks Mini-Tests TAKS 2009
Restart Manager will assign students in Tier 3 with Case Managers	Comp. Ed. Funds Sp. Ed. Funds	M. Martin C. Van Duzee	Six Weeks per student – w/ follow-up	Instructional Assessments (Math, Reading, Behavior, Writing)
TEEG Staff Monetary Incentive	District Title 1 Funds	M. Martin	August 2008 – May 2009	DRA2/EDL2, TAKS 2009, TAKS M, A, ALT

Goal #3: To develop subject area vertical alignment.

Improvement Strategies	Resource Allocations	Person Responsible for Monitoring	Timeline for Monitoring	Formative Evaluation
Activities that encourage a coherent, seamless transition for at-risk students will be provided, which include: <ul style="list-style-type: none"> • Thinking Maps • Differentiated Instruction • Webb Book Room • Calendar Math • Science Journals • Writing Journals (Tr)	Title I	PRK – 6 th Grade Teachers, T. Mizelle, L. Beal, M. Martin, T. Torbellin	August 2008 – June 2009	Walk Throughs, Displays, Lesson Plans
Instructional Facilitators Meeting with Each Grade Level Team (Tr)	None	Martin	Monthly	Benchmarks, DRA2/EDL2 Fast Forward
Science Word Week (Tr)	None	M. Martin, T. Torbellin	Daily	Morning Announcements
Math and Reading Strategies (Tr)	None	M. Martin	August 2008 – June 2009	Walk Throughs, Displays, 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
The Family Involvement Team (FIT), comprised of teachers, Instructional Facilitator(s), Family School Representative and parents, will meet twice a year to plan and evaluate family involvement events based upon campus' needs. (FI)	Title I funds Instructional Facilitators \$ 16,824	M. Martin E. Reyes H. Williams	September 16, 2008 through June 3, 2009	Event evaluations Staff surveys
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 - \$60.00	M. Martin E. Reyes H. Williams	End of 1 st Six Weeks	Parent Surveys
Conduct an annual Title I meeting to explain NCLB requirements and the instructional program and interventions at the campus. (FI)	Title I funds - \$60.00	M. Martin T. Torbellin E. Reyes	Date of meeting September 8 th , 2008	Event evaluation
Teachers will communicate student academic progress and assessment reports with parents every three weeks via progress reports, report cards, conferences, phone calls or emails. (FI)	None	Teachers Sp.Ed., Skills, Speech, Pk-6	Every 3 weeks	Teacher documentation of communications with parents

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
A Community Outreach Library Program for families will be piloted with after school and/or Saturday access. (FI)	\$3000 per campus from Title 1 Funds Arlington Public Library Grant	Lorie Bruns, Library Services Director Julie Moore, Title 1 Library Services Specialist Carole Hagler, Director of State and Federal Programs Campus Librarians Arlington Public Library Staff	Fall, 2008 to Spring, 2009	Library Monthly Activity Report
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 1 Library Services Specialist Title 1 Campus Librarians	Fall, 2008	Event date Published photos and event statistics

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
<p>Webb, PTA, and Title 1 collaboratively provide monthly academic and thematic based programs</p> <ul style="list-style-type: none"> • Family Academic Nights (Science, Reading, Math) • Meet the Teacher Night • Open House • Carnival • Multi Cultural Night • TAKS Night • Book Fair Nights • PTA General Meetings • Strings & Band Concerts 	<p>Campus Activity Funds Title 1 Funds PTA</p>	<p>M. Martin T. Torbellin D. James C. Cooper E. Reyes A. Ayers</p>	<p>August , 2008 through June, 2008</p>	<p>Surveys, Sign-in sheets,</p>
<p>Increase Communication with parents through a variety of media:</p> <ul style="list-style-type: none"> • Principal & Consoler Letters • PTA Newsletter • Web Site • Teleparent • Webb Folders 	<p>Campus Activity Funds District General Funds Title 1 Funds PTA</p>	<p>M. Martin T. Torbellin D. James E. Reyes A. Ayers G. Harvey</p>	<p>August , 2008 through June, 2008</p>	<p>Title 1 Documentation, Teleparent Data, First Class Master Calendar</p>
<p>Rotary Club of Arlington</p> <ul style="list-style-type: none"> • Donate Library Books • Webb Scholarship Fund • Camp Grady Spruce – 5th Grade 	<p>None</p>	<p>M. Martin</p>	<p>Weekly</p>	<p>Attend Rotary Meetings</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
Family Involvement Program <ul style="list-style-type: none"> • Toddler Time • Parenting Classes 	District Title 1	M. Martin E. Reyes	Weekly	Surveys
Family Literacy Program	District Title 1 Funds	M. Martin L. Beal	Testing after 60 hours of classroom instruction	Oral and Written assessments
SBDM will include community members and parents	None	M. Martin, T. Torbellin	Every six weeks	Survey
21 st Century Community Program	Title 1 – Grant Department	M. Martin, T. Torbellin, Site Supervisor	Monthly	Surveys, Sign-In Sheets, Student Rosters

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
Review Girls and Boys Town Intervention Strategies with Staff and Faculty. Have all paraprofessionals trained in Girls and Boys Town.	None	Teresa Williamson-Staff Development, Martin, Torbellin	Daily	Observations
Safety Patrol	None	M. Martin T. Torbellin A. Ayers	Daily	Observations
Counseling Services <ul style="list-style-type: none"> • Themed Guidance - Lessons • Character Education • Small Guidance Groups • Mentor Program 	None	D. James	Daily	Counselor Goals, Letters, Parent Request
Junior Achievement Mentor Program	None	D. James	Monthly	Roster Sign-in and Time Log Sheet
Mentor Program - TEEG	District Title 1 - Grant	M. Martin	October 1, 2008 –June 3,2009	Title 1 Reports
Drug Intervention Lesson – 6 th Grade	District Funds	D. Steele	Monthly	Surveys



Campus Improvement Plan 2008-2009 Webb Elementary School

Bibliography

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4. Instructional Facilitators – Teresa Mizelle, L. Beal, Laurie Atkinson
5. Interventions (RTI tier 2 & 3) provided at the campus (M)
6. Kowney, Carolyn, The Three-Minute Classroom Walk-Through, 2004.
7. Payne, Ruby, A Framework for Understanding Poverty, 1998.
8. SBDM TEAM (Kim Martinez, Gayle Hoesing, Abel Malagon, Karol Bowen, Hal Summers, Sally Greathouse, Laverne Hernandez, Heather Perricone, Lisa Beal, Teresa Mizelle, Zoie Ohmes, Lynn Stavinoha, PARENT)
9. SCE, NCLB, & ARI/AMI Budget (generated by the Budget Department) (C/I)
10. TEKS
11. Tomlinson, Carol A. How to Differentiate Instruction in Mixed-Ability Classrooms. 2nd Edition. Alexandria, Virginia, ASCD, 2001.



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

Title 1 – Ten Components

(CNA) Comprehensive needs assessment

(FI) Family Involvement

(RS) Schoolwide reform strategies

(Tr) Assisting preschool children in transitioning

(HQ) Qualified professional staff

(Asmt) Include teachers in decisions regarding the use of academic assessments

(PD) Professional development

(M) Effective, timely additional assistance

(R/R) Attract high-quality highly qualified teachers
to high-needs schools

(C/I) Coordination of state, federal, and local funds

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Grade 3 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	96	82%	85	73%	-9%	98	83%	10%	85%	2%
Afri Amer	13	77%	8	88%	11%	9	67%	-21%	70%	3%
Hispanic	77	82%	70	71%	-10%	84	86%	14%	88%	2%
White	5	100%	5	80%	-20%	3	*	*		
Eco Disadv	90	82%	80	73%	-10%	86	84%	11%	86%	2%
LEP	70	81%	58	79%	-2%	70	87%	8%	89%	2%
SpEd	3	*	1	*	*	4	*	*		

Grade 4 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	85	76%	86	67%	-9%	68	75%	8%	77%	2%
Afri Amer	6	83%	10	70%	-13%	5	40%	-30%	70%	30%
Hispanic	75	76%	71	68%	-8%	59	76%	9%	78%	2%
White	4	*	5	60%	*	2	*	*		
Eco Disadv	82	77%	82	67%	-10%	58	78%	11%	80%	2%
LEP	67	76%	57	63%	-13%	48	75%	12%	77%	2%
SpEd	*	*	1	*	*	1	*	*		

Grade 5 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	86	79%	104	88%	9%	81	91%	3%	93%	2%
Afri Amer	8	63%	19	84%	22%	8	88%	3%	90%	3%
Hispanic	73	81%	81	90%	9%	67	91%	1%	93%	2%
White	3	*	3	*	*	6	100%	*	100%	0%
Eco Disadv	84	79%	97	90%	11%	75	92%	2%	94%	2%
LEP	67	82%	55	85%	3%	58	90%	4%	92%	2%
SpEd	1	*	1	*	*	*	*	*		

Grade 6 TAKS-Reading/ELA										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	79	90%	72	86%	-4%	89	87%	0%	89%	2%
Afri Amer	11	91%	6	100%	9%	15	93%	-7%	95%	2%
Hispanic	61	89%	61	84%	-5%	72	85%	1%	87%	2%
White	4	*	3	*	*	1	*	*		
Eco Disadv	69	88%	69	86%	-3%	85	86%	0%	88%	2%
LEP	57	88%	36	75%	-13%	53	83%	8%	85%	2%
SpEd	1	*	*	*	*	3	*	*		

Webb 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	100	55%	85	48%	-7%	88	67%	19%	75%	8%
Afri Amer	15	47%	8	63%	16%	7	43%	-20%	70%	27%
Hispanic	79	57%	70	46%	-11%	77	70%	24%	72%	2%
White	5	60%	5	60%	0%	3	*	*		
Eco Disadv	94	55%	80	48%	-8%	77	68%	20%	70%	2%
LEP	71	56%	58	50%	-6%	65	69%	19%	71%	2%
SpEd	4	*	1	*	*	6	17%	*	70%	53%

Grade 4 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	86	66%	86	70%	3%	68	78%	8%	80%	2%
Afri Amer	6	83%	10	50%	-33%	5	40%	-10%	70%	30%
Hispanic	76	67%	71	73%	6%	59	80%	6%	82%	2%
White	4	*	5	60%	*	2	*	*		
Eco Disadv	83	66%	82	71%	4%	58	79%	9%	81%	2%
LEP	68	65%	57	72%	7%	48	81%	9%	83%	2%
SpEd	*	*	1	*	*	3	*	*		

Grade 5 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	86	74%	103	78%	3%	84	82%	4%	84%	2%
Afri Amer	8	88%	19	84%	-3%	7	86%	2%	88%	2%
Hispanic	73	71%	80	76%	5%	70	80%	4%	82%	2%
White	3	*	3	*	*	7	100%	*	100%	0%
Eco Disadv	84	74%	97	77%	4%	77	82%	4%	84%	2%
LEP	67	72%	53	66%	-6%	61	77%	11%	79%	2%
SpEd	1	*	1	*	*	2	*	*		

Grade 6 TAKS-Mathematics										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	80	84%	72	72%	-12%	89	81%	9%	83%	2%
Afri Amer	11	82%	6	50%	-32%	15	93%	43%	95%	2%
Hispanic	62	82%	61	74%	-8%	72	78%	4%	80%	2%
White	4	*	3	*	*	1	*	*		
Eco Disadv	69	83%	69	71%	-12%	85	82%	11%	84%	2%
LEP	58	83%	36	64%	-19%	53	79%	15%	81%	2%
SpEd	2	*	*	*	*	4	*	*		

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Grade 4 TAKS-Writing										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	87	77%	86	83%	6%	70	89%	6%	91%	2%
Afri Amer	7	86%	10	80%	-6%	5	80%	0%	82%	2%
Hispanic	75	77%	71	85%	7%	61	89%	4%	91%	2%
White	4	*	5	60%	*	2	*	*		
Eco Disadv	84	79%	82	82%	3%	59	90%	8%	92%	2%
LEP	67	76%	57	84%	8%	49	90%	6%	92%	2%
SpEd	*	*	*	*	*	2	*	*		

Grade 5 TAKS-Science										
	Spring 2006		Spring 2007		Diff	Spring 2008		Diff	Spring 2009	Diff
	N	%	N	%		N	%		%	
ALL	90	54%	101	72%	18%	82	76%	4%	78%	2%
Afri Amer	9	78%	19	95%	17%	7	86%	-9%	88%	2%
Hispanic	76	50%	78	65%	15%	69	72%	8%	74%	2%
White	3	*	3	*	*	6	100%	*	100%	0%
Eco Disadv	88	53%	95	72%	19%	75	75%	2%	77%	2%
LEP	70	49%	51	55%	6%	60	68%	13%	70%	2%
SpEd	1	*	2	*	*	1	*	*		



Campus Improvement Plan 2008-2009
Webb 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	199.11.6112.00.148.9.30.0.04	0.00	450.00
SALARIES-TEACH & OTH PROF	199.11.6119.00.148.9.30.0.00	30,114.84	30,114.84
TUTORIAL SERVICES	199.11.6119.02.148.9.30.0.00	21,697.00	21,697.00
MEDICARE	199.11.6141.00.148.9.30.0.04	0.00	6.53
MEDICARE	199.11.6141.00.148.9.30.0.00	428.10	428.10
FICA	199.11.6141.01.148.9.30.0.04	0.00	27.90
SAL & WAGES-SUPPORT PERS	199.31.6129.00.148.9.30.0.00	19,679.77	19,679.77
MEDICARE	199.31.6141.00.148.9.30.0.00	274.38	274.38
SALARIES-TEACH & OTH PROF	199.33.6119.00.148.9.30.0.00	20,076.55	20,076.55
MEDICARE	199.33.6141.00.148.9.30.0.00	285.40	285.40
TOTAL		92,556.04	93,040.47
FTE Count			
PERSONNEL			2.42
TOTAL			2.42



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Webb 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			8.00
TOTAL			8.00
Title I Budget			
SALARIES-TEACH & OTH PROF	211.11.6119.00.148.9.24.0.00	295,416.00	213,545.00
EXTRA DUTY-TEACH/OTH PROF	211.11.6119.01.148.9.24.0.00	0.00	2,500.00
TUTORIAL SERVICES	211.11.6119.02.148.9.24.0.00	25,000.00	25,000.00
CONTRACT ADDENDA-STIPEND	211.11.6119.09.148.9.24.0.00	0.00	4,500.00
ADVANCED DEGREE-STIPEND	211.11.6119.10.148.9.24.0.00	0.00	1,500.00
EXTRA DUTY-SUPPORT PERS	211.11.6121.00.148.9.24.0.00	0.00	1,000.00
SAL & WAGES-SUPPORT PERS	211.11.6129.00.148.9.24.0.00	0.00	61,221.00
MEDICARE	211.11.6141.00.148.9.24.0.00	0.00	4,485.00
HEALTH INSURANCE	211.11.6142.01.148.9.24.0.00	0.00	24,960.00
TEACHER RETIREMENT	211.11.6146.00.148.9.24.0.00	0.00	23,453.00
TRS-CARE CONTRIBUTION	211.11.6146.01.148.9.24.0.00	0.00	1,702.00
READING MATERIALS	211.11.6329.00.148.9.24.0.00	0.00	4,995.00
GENERAL SUPPLIES	211.11.6399.01.148.9.24.0.00	12,735.00	11,622.00
STUDENT TVL*NO AISD BUSES	211.11.6412.00.148.9.24.0.00	0.00	1,500.00
DIST TRANS FOR STDNT TRAV	211.11.6494.00.148.9.24.0.00	0.00	4,000.00
SUBSTITUTE TEACHERS	211.13.6112.00.148.9.24.0.00	0.00	3,000.00
MEDICARE	211.13.6141.00.148.9.24.0.00	0.00	44.00
FICA	211.13.6141.01.148.9.24.0.00	0.00	186.00
MISC PURCH & CONTR SERV	211.13.6299.00.148.9.24.0.00	850.00	850.00

EMPLOYEE TRAVEL	211.13.6411.00.148.9.24.0.00	6,500.00	1,000.00
EXTRA DUTY-SUPPORT PERS	211.61.6121.00.148.9.24.0.00	0.00	500.00
SAL & WAGES-SUPPORT PERS	211.61.6129.00.148.9.24.0.00	0.00	17,497.00
MEDICARE	211.61.6141.00.148.9.24.0.00	0.00	262.00
HEALTH INSURANCE	211.61.6142.01.148.9.24.0.00	0.00	3,120.00
TEACHER RETIREMENT	211.61.6146.00.148.9.24.0.00	0.00	1,364.00
TRS-CARE CONTRIBUTION	211.61.6146.01.148.9.24.0.00	0.00	99.00
GENERAL SUPPLIES	211.61.6399.01.148.9.24.0.00	1,945.00	1,945.00
EMPLOYEE TRAVEL	211.61.6411.00.148.9.24.0.00	750.00	750.00
MISC OPERATING EXPENSES	211.61.6499.00.148.9.24.0.00	1,000.00	1,000.00
TOTAL		344,196.00	417,600.00