

Leonard ISD District Improvement Plan

2008-2009

Date of School Board Approval

Planning and Decision Making Committee

District Improvement Plan

Administrators

Larry LaFavers, John Kent, Brad Connelly, Brandi Savage, Brad Maxwell

Counselor

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Faculty Members

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Business /Community Members

Alechia Booher, Mark Buchanan

Parents

Terisa Rushing, Coylene Moreland

Legal References

- *Each school **district** shall have a district improvement plan that is developed, evaluated, and revised annually, in accordance with district policy, by the superintendent with the assistance of the district-level committee. (Section 11.251 of the Texas Education Code)*
- *Each school year, the principal of each school **campus**, with the assistance of the campus-level committee, shall develop, review, and revise the campus improvement plan for the purpose of improving student performance for all student populations, including students in special education programs under Subchapter A, Chapter 29, with respect to the academic excellence indicators adopted under Section 39.051 and any other appropriate performance measures for special needs populations. (Section 11.253 of the Texas Education Code)*

Mission Statement

The Leonard Independent School District will partner with parents and the community to create life - long learners who are academically and socially prepared to be productive citizens. We are proud to provide a safe, respectful learning environment where all children are challenged through stimulating learning experiences to achieve their dreams. “At LISD we are investing in the future of our students.”

Comprehensive Needs Assessment

Data Sources Examined

2007-2008 AEIS Reports
Federal Accountability Data for AYP
TAKS and SDAAII Data
District PEIMS reports
PBMAS reports
Dropout and School Leaver data—disaggregated
District retention data
District discipline referral data
Parent, Community, Teacher, and /or Student surveys
Student attendance data
Benchmark testing data
Referral percentages for students in Special Education
TPRI and ITBS Data
Campus parent participation record
SAT/ACT data
Truancy data
Staff Development needs
District Technology Plan
Program evaluations (GT, ESL, Dyslexia, Title I)

**Comprehensive Needs Assessment:
Summary of Findings**

Prioritized Areas of Concern	
Areas of Concern	Data Source
<i>Science TAKS scores</i>	<i>State Accountability (AEIS)</i>
<i>Math TAKS scores</i>	<i>State Accountability (AEIS)</i>
<i>Social Studies, ELA, Math, and Science scores grade 10</i>	<i>State Accountability (AEIS), AYP</i>
<i>Percentage of students identified for Special Education</i>	<i>Program data, PBMAS</i>
<i>Transition from campuses</i>	<i>Parent, community, and student surveys; administration evaluations</i>

**In this plan, the term “student groups” refers to students who are
H, W, AA, ED, Migrant, LEP, G/T, and Special Education (modify as necessary)**

State Compensatory Education

This District has written policies and procedures to identify the following:

- Students who are at risk of dropping out of school under state criteria
- Students who are at risk of dropping out of school under local criteria
- How students are entered into the SCE program
- How students are exited from the SCE program
- The cost of the regular education program in relation to budget allocations per student and/or instructional staff per student ratio

The process we use to identify students at risk is:

Leonard Independent School District uses the State of Texas Student Eligibility Criteria listed on page 8 of this document to identify students at risk.

The process we use to exit students from the SCE program who no longer qualify is:

If a student successfully meets the standards on all parts of the TAKS test, and/or earns an average of 70 and above on the foundation subjects in the preceding semester, and/or exits from the ESL program the previous semester, they will not be considered to be an at risk student for the following year.

At Leonard Independent Schools State Compensatory Funds are used to support Title I initiatives.

Evaluation/Needs Assessment

TAKS	Math % Met Standard			Reading/ELA % Met Standard			Writing % Met Standard			Science % Met Standard			Social Studies % Met Standard		
	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008	2006	2007	2008
Students At-Risk	21%	20%	13%	7%	9%	8%	8%	12%	5%	15%	17%	21%	8%	7%	8%
Students Not At-Risk	79%	80%	87%	93%	91%	92%	92%	88%	95%	85%	83%	79%	92%	93%	92%

	Drop Out Data		Completion Data	
	2006	2007	2006	2007
Students At-Risk	3%	0%	3%	0%
Students Not At-Risk	97%	100%	97%	100%

State Compensatory Education

State of Texas Student Eligibility Criteria:

A student under 21 years of age and who:

1. Is in prekindergarten – grade 3 and did not perform satisfactorily on a readiness test/assessment given during the current school year.
2. Is in grades 7-12 and did not maintain a 70 average in two or more subjects in the foundation curriculum during a semester in the preceding or current school year OR is not maintaining a 70 average in two or more foundation subjects in the current semester.
3. Was not advanced from one grade to the next for one or more school years
4. Did not perform satisfactorily on a state assessment instrument, and has not in the previous or current school year performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument
5. Is pregnant or is a parent
6. Has been placed in an AEP during the preceding or current school year
7. Has been expelled during the preceding or current school year
8. Is currently on parole, probation, deferred prosecution, or other conditional release
9. Was previously reported through PEIMS to have dropped out of school
10. Is a student of limited English proficiency
11. Is in the custody or care of DPRS or has, during the current school year, been referred to DPRS
12. Is homeless
13. Resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster group home.

Title I School wide Components

1. Comprehensive needs assessment.
2. School wide reform strategies that are based on scientifically based research.
3. Instruction by highly qualified staff.
4. High-quality and on-going professional development.
5. Strategies to attract high-quality highly qualified teachers to high-needs schools.
6. Strategies to increase parental involvement.
7. Plans for assisting preschool children in the transition from early childhood programs to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic standards shall be provided with effective, timely additional assistance.
10. Coordination and integration of Federal, State and local services and programs.

No Child Left Behind

“The No Child Left Behind Act of 2001 recognizes that all children can achieve the same high standards and must be provided the education they need to reach those standards. Successful student academic performance depends upon the opportunity to attend schools that:

- provide instruction to all students that, based on the findings of solid research, will lead to gains in achievement for all students;
- have highly qualified teachers and principals;
- provide a learning environment that is safe and drug free, and conducive to learning; and
- are accountable to the public for results.”

PERFORMANCE GOALS

Performance Goal 1: By 2013-1014, all students, including special populations, will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 2: All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.

Performance Goal 3: All students will be taught by highly qualified teachers. This performance goal was attained in 2005-2006 and continues to be met.

Performance Goal 4: All students will be educated in learning environments that are safe, drug free, and conducive to learning.

Performance Goal 5: All students will graduate from high school.

Federal funding sources that will be integrated and coordinated with State and Local funds to meet the needs of all students.

<i>Program/Funding Source</i>
<i>Federal Programs</i>
Title I, Part A
Title II, Part A (TPTR)
Title II, Part D (Technology)
Title III, LEP Grant
Title IV, Part A (Innovative)
<i>State Programs/Funding Source</i>
Accelerated Reading Instruction Funds
Career/Technology Education
State Compensatory Education
Optional Extended Year Program
Pre-K Grant
Gifted/Talented
Special Education
Bilingual/ESL Program
<i>Local Programs/Funding Source</i>
Grants

Leonard ISD District Goals

1. Leonard ISD will have an Exemplary rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB).
2. In Leonard ISD 100% of core academic classes will be taught by highly qualified teachers and 100% highly qualified staff will be maintained.
3. All Students in Leonard ISD will be educated in learning environments that are safe, drug free, and conducive to learning.
4. All students in Leonard ISD will graduate from high school.
5. Parents and Community will be partners in the education of students in Leonard ISD.
6. All students in Leonard ISD will transition from one campus to the other with ease.

District Goal 1: Leonard ISD will have an Exemplary rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB)

Objective 1: By May 2009, 80% of all students and each student group, including Special Education students, will pass all portions of the state assessment. This District will continue to meet AYP in every area measured.

Summative Evaluation: 80% of all students pass all portions of the state tests, meet ARD expectations, and the District will meet AYP.

Reading Data 2007-08	All Students	Hispanic	White	African American	Economically Disadvantaged
% Met Standard	92%	86%	95%	74%	90%
Math Data 2007-08	All Students	Hispanic	White	African American	Economically Disadvantaged
% Met Standard	87%	84%	89%	66%	83%
Writing Data 2007-08	All Students	Hispanic	White	African American	Economically Disadvantaged
% Met Standard	92%	78%	95%	67%	85%
Science Data 2007-08	All Students	Hispanic	White	African American	Economically Disadvantaged
% Met Standard	79%	71%	83%	33%	70%

District Goal 1: Leonard ISD will have an Exemplary rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB)

Objective 1: By May 2009, 80% of all students and each student group, including Special Education students, will pass all portions of the state assessment. This District will continue to meet AYP in every area measured.

Summative Evaluation: 80% of all students pass all portions of the state tests, meet ARD expectations, and the District will meet AYP.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide tutorial times for students who are at risk of failure in core subject areas	2,9	Principals, teachers	Every 3 weeks	Summer School, Tutorials, ESL, Special Ed., Dyslexia, Nova Net, Saturday Classes Title I funds, SCE Funds \$153,373 FTE 1.79	Improved TPRI, IEPs, Report Cards, Progress Reports, Benchmarks Reduced failure rate
Provide enriched and accelerated curriculum and consistent academic track and vocational technology	2	Teachers, Principals, Administrative Assistant, Counselor	Every 3 and 6 weeks grading period	Accelerated Reading, Counseling, Innovative Teaching, Integration of Vocational and Tech Programs, Dual Credit Opportunities, College/ Career Guidance Graduation plans.	Improvement in the areas of STAR assessments, TPRI, Report Cards, Progress Reports, Benchmarks, Projects, ACT, SAT

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Summative Evaluation: 80% of all students pass all portions of the state tests, meet ARD expectations, and the/District will meet AYP.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Implement Response to Intervention Teams using the Three-tier model district-wide, provide training in the process of intervention, accommodations, and modifications	1	Teachers, Principals, Counselors, Special Ed Teachers, Dyslexia Teacher	Fall 2008	Innovated Teaching Methods, Integration of Vocational and Technical Programs, Language Science classes, Instructional Strategies for Diverse Learners, Counseling, CSCOPE	Improved scores on STAR assessments, TPRI, IEP Progress Reports, Report Cards, Progress Reports, Benchmarks, Projects, IEP Progress Reports, Dyslexia Assessment
Will address the needs of special populations to ensure that they achieve AYP	1	Teachers, Principals, Special Education Co-Op	Fall 2008	Innovated Teaching Methods, Integration of Vocational and Technical Programs, Language Science classes, Instructional Strategies for Diverse Learners, Counseling, CSCOPE	Improved scores on STAR assessments, TPRI, IEP Progress Reports, Report Cards, Progress Reports, Benchmarks, Projects, IEP Progress Reports, Dyslexia Assessment

District Goal 1: Leonard ISD will have an Exemplary rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB)

Objective 1: By May 2009, 80% of all students and each student group, including Special Education students, will pass all portions of the state assessment. This District will continue to meet AYP in every area measured.

Summative Evaluation: 80% of all students pass all portions of the state tests, meet ARD expectations, and the District will meet AYP.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
All students, including all special populations, will achieve or exceed proficient level on TAKS, TAKS M, and local assessments through strengthening the core academic program	2	Teachers, Counselors, Principals	Spring 2008	CSCOP, Accelerated Reading, Scott Foresman Reading, Best practices Research, Counseling, Innovated Teaching Methods, Integration of Vocational and Technical Programs, Curriculum alignment, Tutorials,	TPRI, ITBS, TAKS, TAKS M, Lesson Plans, <i>Curriculum Mapping</i> RTPE, TELPAS, AYP
Will continue strategies to assist students who have not mastered state achievement standards by implementing class size reduction, accelerated reading program and dyslexia intervention	9	Teachers, Counselors, Principals, Dyslexia Teacher	On going	CSCOPE, ESL, TAKS tutoring, Language Science Classes, Special Education Department, Saturday classes	Report Cards, TAKS, TAKS M, TPRI, ITBS, RTPE, TELPAS week progress reports
All students, including all special populations, will achieve or exceed proficient level on TAKS, TAKS M, and local assessments through strengthening the core academic program	2	Teachers, Counselors, Principals	Spring 2008	CSCOPE, Saxon Math, Accelerated Reading, Scott Foresman Reading, Best practices Research, Counseling, Innovated Teaching Methods, Integration of Vocational	TPRI, ITBS, TAKS, TAKS M, Lesson Plans, <i>Curriculum Mapping</i> RTPE, TELPAS, AYP

District Goal 1: Leonard ISD will have an Exemplary rating by 2012 and be on track for 100% student proficiency by 2014 (NCLB)

Objective 1: By May 2009, 80% of all students and each student group, including Special Education students, will pass all portions of the state assessment. This District will continue to meet AYP in every area measured.

Summative Evaluation: 80% of all students pass all portions of the state tests, meet ARD expectations, and the District will meet AYP.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Will continue strategies to involve teachers in assessment decisions to improve all student achievement and instructional program by reviewing AYP progress and developing local benchmark exams with participation in grade level teaming	8	Principals	Every 3 weeks and in the spring	Vertical alignment teams, Region 10 ESC, TAKS/ TEKS workshops, CSCOPE	Improve student success on Report cards, TAKS, local assessments
Will improve TAKS scores for all students. Set up in-school tutorials, peer tutoring, High school math Saturday math classes.	1,8	Principals, Teachers	Fall 2007	TEKS, TAKS, AEIS, Benchmarks, SCE \$153,373 FTE 1.79	Improved scores on TAKS, Benchmarks, Tests
Will work to align curriculum with TEKS/TAKS school wide using CSCOP	1,2	Principals, teachers	Fall 2007	Region 8 ESC and Region X ESC, CSCOPE	TAKS, Benchmarks, Report cards

Goal 2: In Leonard ISD 100% of core academic classes will continue to be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 1: 100% of core academic classes will continue to be taught by highly qualified teachers, 100% of paraprofessionals with instructional duties will meet NCLB requirements and 100% Highly Qualified staff will be maintained.

Summative Evaluation: 100% of core academic classes will continue to be taught by Highly Qualified teachers and 100% highly qualified staff will be maintained.

Data 2006-2007	% Classes taught by Highly Qualified Teachers	% Highly Qualified Teachers	% Highly Qualified Paraprofessionals
	100%	100%	100%

Activity/Strategy	Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Actively recruit highly qualified teachers, professionals, and paraprofessionals	5	Principals, Central Office	Once a semester	State Funds Local Funds Title II Funds	100% core academic classes taught by highly qualified teachers, 100% paraprofessional meet NCLB requirements
Develop and implement highly qualified strategies/activities to maintain highly qualified staff	3, 5	Principals, Central Office	Beginning and end of each semester	Region X, Local Funds Title II Funds	100% core academic classes taught by highly qualified teachers, 100% paraprofessional meet NCLB requirements
Will continue strategies to ensure that staff development reflects identified needs.	3,5	Teachers, Principals, Central Office	Beginning and end of each semester	Region X, Teacher Surveys	PDAS, Successful student performance

Goal 2: Leonard ISD 100% of core academic classes will continue to be taught by highly qualified teachers and 100% highly qualified staff will be maintained.

Objective 2: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Summative Evaluation: 100% of teachers and 100% of paraprofessionals with instructional duties will receive high quality professional development.

Activity/Strategy	Title 1 School wide Component	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Will provide on-going staff development opportunities to improve student achievement through use of disaggregated data and best practice research	3,4	Principals	End of each semester	Region X SCE Funds \$500	Increased student performance
Ensure that teachers have the required State credentials and notify parents/community if a teacher is not appropriately certified within the first twenty days of school	3,4	Principals, Central Office	First twenty days of school, On-going review of credentials of all staff members, annual review of applications and interview process	Region X, Texas A&M University-Commerce, University of North Texas, SBEC	PDAS, exit level test, certification renewal documentation
Will recruit and retain highly qualified teachers by maintaining competitive salaries and stipends for core subjects	3,4,5	Principals, Central Office	AEIS data, District Service awards	Region X Universities, district webpage	Successful student achievement, Mentoring teaming and collaboration

Goal 3: All students in Leonard ISD will be educated in learning environments that are safe, drug free, and conducive to learning.

Objective 1: By May 2009 the number of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will be reduced from 2008 as measured by PEIMS and number of discipline referrals.

Summative Evaluation: There is a reduction in both incidents noted and discipline referrals by the amount stated.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide bully prevention training for staff who has not been trained	10	Principals	Monitor: End of each semester	Bully Prevention Trainer Region X	Reduction in the number of bullying incidents and office referrals
Crisis Intervention Teams will be trained. Will continue Texas Behavior Support Initiative as well as non violent crisis intervention team.	10	Principals, teachers, counselors	End of each semester	Bully Prevention , Region X	Reduction in number of repetitive discipline referrals
Will continue health and nutrition programs to decrease child obesity and improve a child welfare	10	Principals, Nurse, P.E. teachers, classroom teachers	End of each six-weeks	CATCH program, Foods of minimal Nutritional Values guidelines	Increase in Perfect Attendance Awards for the year, decrease in referrals to the nurse
Will continue Red Ribbon Week focused on drug prevention	10	Principals, counselors	One week in October	Local funds	Reduced numbers of students involved in drug, alcohol and tobacco use

Goal 4: All students in Leonard ISD will graduate from high school.

Objective 1: Will continue a dropout rate of less than 1% for all students and all student groups will be maintained and achieve a completion rate of at least 85%.

Summative Evaluation: Dropout rate of less than 1% and a completion rate of at least 85%.

Data 2005-06	All Students	H	W	AA	ED
Completion Report	100%	100%	100%	100%	100%

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide credit recovery program and/or acceleration program for students at-risk for failure/drop out	2,9	Principal, teachers, Special Education Co op, Counselors	End of each semester	Nova Net, Language Science Classes, Tutoring, CSCOPE, CMC, SCE Funds \$22,200	Successful completion of course work to recover credits
Will continue strategies to assist students who have not mastered state achievement standards by implementing class size reduction, accelerated reading program and dyslexia intervention	2,8	Principal, teachers	End of each six-weeks	CSCOPE, ESL, TAKS tutoring Language Science Classes, Special Education Department, Saturday Classes, CMC	TAKS, TAKS M, Increased achievement on report cards
Will provide supplemental help for under-achieving students as well as special populations with differentiated instruction	2,9	Principals, Teachers,	End of each six-weeks	Summer School, Saturday classes, Nova Net, Language Science Classes, CMC, SCE Funds \$400	Report Cards, Progress reports, Benchmarks

Goal 5: Parents and Community will be partners in the education of students in Leonard ISD.

Objective 1: By May 2009, at least 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Title 1 School wide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Provide State assessment results to parents in a language they can understand	6	Principals	Within 10 days of receipt of reports	Reports from testing company.	Parents receive reports of assessment results
Will have surveys for parents to have input in available online and at various times during the year	6	Principals	Online-ongoing, Open House, Basketball games	Record of online parent surveys	Parent involvement, input from parents on schools
Will revise and improve the written parental involvement policy and school-parent compact and have annual review of campus parental involvement plans to determine effectiveness and revise as needed	6	Principals, teachers, Title I Teacher, Title I Parent Committees	Draft by Fall Semester	Sign-in sheets, Parent acknowledgment letter in Student Handbook	Parent involvement in Title I meeting and conferences
Will meet annually with parents to explain Title I programs, requirements, and participation, and jointly develop school-parent compacts	6	Principals, Title I Teachers	Campus Calendars, Open House	Sign-in Sheets	Parent involvement in Title I meeting and conferences

Goal 5: Parents and Community will be partners in the education of students in Leonard ISD.

Objective 1: By May 2009, at least 90% of all students' parents and/or family members will participate in at least one school sponsored academic activity for/with their child(ren).

Summative Evaluation: School records indicate that at least 90% of students' parents/family members participated in partnership in education opportunities.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Will inform parents of State's academic content, assessment, and achievement standards and will disseminate to parents an annual review of whether the campuses are making AYP	6	Principals	Within 3 weeks of receipt of report	Reports from testing company, State brochures	Parents receive report of assessment results
Will continue to improve communications between school and parents and ensure that information is in a language parents can understand and will provide parents with notice that they have the right to know their child's teachers professional qualifications	6	Principals, Teachers	Monthly and Six Weeks newsletters, parent-teacher conferences	State brochures, campus translators	Parents receive report of assessment results
Will continue the volunteer program as well as book buddies program	6	Principals, Teachers	On going	Number of Parent	Number of Parent responses, improved student success

Goal 6 : All students in Leonard ISD will transition from one campus to the other with ease.

Summative Evaluation: School records will not reflect a decrease in student performance when a child transitions from one campus to the other.

Activity/Strategy	Title 1 Schoolwide Component (#1-10)	Person(s) Responsible	Timeline	Resources	Formative Evaluation
Will help eligible LEP and Economically Disadvantaged Pre-Kindergarten students transition to elementary programs	7	Elementary Principal, ESL teacher, Pre-K teachers	Pre-K Roundup in Spring	Pre-K reading and Language programs	TPRI (K), Report cards, Progress checks
Will help all elementary students transition to the Intermediate program by hosting an orientation as well as meet the teacher night	7	Intermediate Principal, teachers	Orientation for incoming 4 th graders in the Spring, Meet the teacher in the Fall	Reading and Language programs	Report cards, Increased student performance
Will help all students' transition from Jr. High to High School by hosting an orientation and preregistration for upcoming 9 th graders. Will also hold a curriculum/question and answer night for parents and students	7	High school Principal, teachers, Counselor, PEIMS coordinator	April 1-May 1	Schedule credits earned by students, graduation data	PEIMS report, AEFS report, student schedules, increased student performance

Leonard ISD
 Comp. Ed. 2007-
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	Elem	Intermediate	MS	HS	District	TOTAL
6112	\$0.00	\$0.00	\$0.00	\$1,000.00		\$1,000.00
6119	\$2,282.00	\$0.00	\$0.00	\$22,752.00	\$0.00	\$25,034.00
FTE	0.5	0	0	0.53	0	1.03
6129	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6140	\$90.00	\$0.00	\$0.00	\$2,057.00	\$0.00	\$2,147.00
6200	\$150.00	\$150.00	\$150.00	\$150.00	\$0.00	\$600.00
6300	\$240.00	\$240.00	\$300.00	\$240.00	\$1,200.00	\$2,220.00
6400	\$350.00	\$350.00	\$550.00	\$350.00	\$0.00	\$4,967.00
Total	\$3,112.00	\$740.00	\$1,000.00	\$26,549.00	\$1,200.00	\$35,968.00

C&T 22

	Elem	Intermediate	MS	HS	District	TOTAL
6112	\$0.00	\$0.00	\$0.00	\$2,200.00		\$2,200.00
6119	\$0.00	\$0.00	\$0.00	\$112,487.00	\$0.00	\$112,487.00
FTE	0	0	0	2.25	0	2.25
6129	0.00	0.00	0.00	0.00	0.00	0.00
6140	0.00	0.00	0.00	11,997.00	0.00	11,997.00
6200	0.00	0.00	0.00	600.00	0.00	600.00
6300	0.00	0.00	0.00	33,980.00	0.00	33,980.00
6400	0.00	0.00	0.00	9,000.00	0.00	9,000.00
6600	0.00	0.00	0.00	0.00	0.00	0.00
Total	\$0.00	\$0.00	\$0.00	\$170,264.00	\$0.00	\$170,264.00

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	Elem	Intermediate	MS	HS	District	TOTAL
6112	\$2,000.00	\$1,000.00	\$2,000.00	\$1,000.00	\$0.00	\$6,000.00
6119	\$40,125.00	\$59,082.00	\$60,887.00	\$62,252.00	\$0.00	\$222,346.00
FTE	0.95	1.23	1.61	1.35	0	5.14
6129	\$19,600.00	\$17,100.00	\$16,600.00	\$38,906.00	\$13,483.00	\$105,689.00
6140	\$7,357.00	\$2,807.00	\$4,502.00	\$2,472.00	\$1,472.00	\$18,610.00
6200	\$600.00	\$600.00	\$600.00	\$600.00	\$22,072.00	\$24,472.00
6300	\$6,840.00	\$4,600.00	\$6,300.00	\$11,800.00	\$17,700.00	\$47,240.00
6400	\$1,320.00	\$1,320.00	\$1,450.00	\$1,420.00	\$2,800.00	\$8,310.00
6492	\$40,500.00	\$40,500.00	\$40,500.00	\$40,500.00	\$22,000.00	\$184,000.00
Total	\$118,342.00	\$127,009.00	\$132,839.00	\$158,950.00	\$79,527.00	\$616,667.00

**CE
24/30**

	Elem	Intermediate	MS	HS	District	TOTAL
6112	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6119	\$29,469.00	\$83,519.00	\$10,784.00	\$61,448.00	\$0.00	\$185,220.00
FTE	0.93	0.72	0.3	1.63	0	3.58
6121	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
6129	\$21,423.00	\$0.00	\$0.00	\$72,000.00	\$0.00	\$93,423.00
6140	\$4,636.00	\$2,542.00	\$885.00	\$20,040.00	\$0.00	\$28,103.00
6200	\$0.00	\$0.00	\$200.00	\$240.00	\$0.00	\$440.00
6300	\$3,000.00	\$3,000.00	\$3,240.00	\$6,960.00	\$6,000.00	\$22,200.00
6400	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
6600	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total	\$58,528.00	\$89,061.00	\$15,109.00	\$161,188.00	\$6,000.00	\$329,886.00

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	Elem	Intermediate	MS	HS	District	TOTAL
6112	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6119	\$18,267.00	\$5,756.00	\$5,840.00	\$0.00	\$0.00	\$29,863.00
FTE	0.37	0.12	0.12	0	0	0.61
6129	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	
6140	\$698.00	\$195.00	\$1,041.00	\$0.00	\$0.00	\$1,934.00
6200	\$0.00	\$0.00	\$600.00	\$0.00	\$0.00	\$600.00
6300	\$240.00	\$120.00	\$600.00	\$240.00	\$0.00	\$1,200.00
6400	\$320.00	\$240.00	\$390.00	\$100.00	\$0.00	\$1,050.00
Total	\$19,525.00	\$6,311.00	\$8,471.00	\$340.00	\$0.00	\$34,647.00