

Joe Martin Early Childhood Center
Campus Improvement Plan
2007 - 2008



Where Joe Martin students make good choices!

Joe Martin Early Childhood Center

Campus Improvement Plan

2007 – 2008

Campus Committees

CHOICE TEAM

Judy Serrano

Erica Morrison

Becky Smith

Ashley Taylor

Stan Morrison

Jayne Mason

Wendy Harsin

ASSIST TEAM

Jayne Mason

Penny Bryant

Stan Morrison

Angie Burns

LaDawnya Wallace

GRADE LEVEL LEADERS

Julie Goldston

Lisa Young

Becky Smith

SITE BASE DECISION MAKING TEAM

Jeanna Herd

Cathy Mixson

Erica Morrison

Nita Coleman

Cathy Landrith

Judy Serrano

Wendy Harsin

Joe Martin Early Childhood Center
Campus Improvement Plan
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Campus Goals

➤ **Goal 1**

Academic achievement is enhanced through the use of developmentally appropriate curriculum based on the state developed Prekindergarten Guidelines and Kindergarten TEKS. Strategies are established to ensure that performance on tests taken by all students show improvement resulting in a 100% passing rate.

Objectives:

1. Recruit and retain highly qualified staff members.
2. Provide ongoing, high quality staff development as identified by staff in needs assessment.
3. Consistently review and update current strategies throughout the year to appropriately, effectively, and efficiently provide all students with the most current, research – based instruction.
4. Further align curriculum to allow smooth transitioning from Prekindergarten to Kindergarten and from Kindergarten to First grade.
5. Continue to incorporate the Reading First Grant strategies into our aligned curriculum and daily instruction.
6. Improve kindergarten TPRI test scores so that all students are “DEVELOPED” by the end of year testing.
 - a. Analyze and disaggregate beginning and middle of year testing results to allow teachers to address individual, small, and whole group needs appropriately.
 - b. Place students in appropriate groups (Tier 1, 2, or 3) for apposite instruction.
7. Improve Prekindergarten curriculum to closely align with Kindergarten TEKS and objectives.
 - a. Analyze and disaggregate September Letter People Observation Checklist and developmentally modified beginning of year TPRI results to allow teachers to address individual, small, and whole group needs appropriately.
 - b. Provide ongoing staff development opportunities for prekindergarten teachers to better meet the needs of students regarding the transition to kindergarten.
8. Improve campus technology results on the Texas STAR Chart to the “advanced tech” level.
 - a. Add one portable Active board to the campus through the LRE/AGC Grant.
 - b. Add one overhead projector, screen, and computer to the media room through technology monies.
 - c. Integrate technology into daily lesson plans.
 - d. Utilize the computer lab twice weekly for every student on campus.

- e. Communicate via teacher and school web pages to all educational stakeholders.
- 9. Insure the Least Restrictive Environment is utilized fully for Special Education students in compliance with the Access to General Curriculum Grant.
- 10. Improve implementation of Calendar Math and Kindergarten math TEKS and to provide appropriate staff development to provide resources to better instruction.
 - a. Analyze and disaggregate AIMSWEB results to allow teachers to address individual, small, and whole group needs appropriately.
- 11. Improve the function of the Campus Student Intervention Team to better meet the individual needs of all students through the Response to Intervention philosophy.
 - a. Provide staff development in the areas of Early Identification and Intervention, Response to Intervention, Working Systematically, and Campus Intervention Teams through the LRE/AGC grant.
- 12. Minimize classroom disruptions by requiring all outside classroom visitation to be scheduled in advance.

➤ **Goal 2**

Good attendance directly correlates with improved academic achievement. Methods to improve attendance will be enhanced so that attendance will meet or exceed the district standard of 97%.

Objectives:

- 1. Improve attendance from 93.9% to 97% by the end of the 2007 – 2008 school year.
 - a. Individual incentives are given for perfect attendance.
 - b. Classrooms prepare banners to post when 100% of their students and the teacher are present at school daily.
 - c. Positive phone calls are made to parents of students who maintain perfect attendance for each six week period.
 - d. Incentives are given to classes with the highest attendance rates each six week period.
 - e. Parents of students with consistent attendance issues are notified and held in compliance according to the district attendance policy, The Compulsory Attendance Act, and cases are turned over to the Campus Attendance Officer.

➤ **Goal 3**

Provide a safe and orderly school environment conducive to successful learning.

Objectives:

- 1. Review and update current discipline management plan.
 - a. Implement the Positive Behavior Support Initiative campus-wide.
 - b. Provide ongoing training and feedback on the campus discipline management plan.
 - c. Implement the Practice Academy for students who demonstrate consistent behavior issues.

- d. Implement and maintain an ongoing, daily positive behavior reward system through the PBS Initiative.
- e. Minimize classroom disruptions by requiring all outside classroom visitation to be scheduled in advance.
2. Add an additional paraprofessional for the ISS/Practice Academy position.
3. Follow district policy requiring visitors to the campus to sign in and obtain clearance from the office.
4. Add an additional storefront to force school visitors to only enter the office area of the campus.
5. Aesthetically improve the schools appearance in all areas.
6. Maintain a clean, secure, and well-kept facility.
7. Maintain a 0 incident rate for violence, drugs, and alcohol.

➤ **Goal 4**

Cooperation and collaboration between all educational stakeholders is recognized as a vital link to educational success for all students. JMECC will provide constant opportunities for positive collaboration and cooperation among all educational stakeholders.

Objectives:

1. Actively recruit and encourage volunteers.
2. Become members of, collaborate with, actively participate, and consistently promote the Joe Martin PTO.
3. Create and maintain open lines of communication with all educational stakeholders.
4. Actively participate in a Partnership in Education program with a community business.
5. Provide learning/teaching opportunities for educational stakeholders based on areas gleaned from surveys.
6. Create and actively maintain campus and classroom websites.
7. Communicate the campus vision, mission, goals, and objectives with all educational stakeholders.
8. Increase parental and community involvement over the 2007 – 2008 school year.
9. Implement a Title One Parent Involvement Policy Compact.
10. Organize many opportunities for family members to participate in activities during the school day with their student.

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Goal : Objective(s)	Strategy	Person(s) Responsible	Resources	Timelines	Evaluation: Formative	Evaluation: Summative
Goal 1: Strategies are established to ensure that performance on tests taken by all students show improvement resulting in a 100% passing rate.	Continue the use of Harcourt “Trophies” reading program as required by the Reading First grant.	Curriculum Director, Campus Coach, Teachers	Reading First Grant	August 07 – May 08	Improved Curriculum Alignment	Improved test scores, grades, and better readers
	Continue to provide PRIDE folders at no cost to students to assist in organization and parent-school communication.	Principal, Teachers	Budget, personnel	August 07 – May 08	Observation of students and teachers	Improved organization and communication
	Continue to implement strategies provided in training through the Reading First grant.	RTA, Campus Coach, Teachers, Principal	Reading First Grant	August 07 – May 08	Feedback, Classroom Observation	Improved test scores
	Administration of the Letter people Observation Checklist as a baseline for beginning Pre-K students – beginning and end of year administration.	Pre-K teachers	Personnel	September – May	Analysis of checklist scores for group set up	Comparative analysis at the end of the year to show growth
	Administration of a locally modified version of the beginning of year Kindergarten TPRI Test – given in December and in May	Title I Learning Lab	Personnel	December – May	Analysis of scores for individual, small, and whole group instruction	Comparative analysis at the end of the year to show growth

Goal 1: Cont.	Administration of the Kindergarten TPRI test (beginning, middle, and end of year tests) Progress monitoring every 2-3 weeks to track progress and show growth.	Title I Learning Lab, LCC, Kindergarten Teachers	Personnel	August 07 – May 08	Analysis of test scores for grouping and individual, small, and whole group instruction.	Improved scores by the end of the year test.
	Implement the Calendar Math Curriculum into Kindergarten classrooms.	Kindergarten Teaches, Curriculum Director, Principal	Title I Funds	Daily	Classroom observations, daily student work, monthly meetings.	Improved Math Scores
	Utilize AIMSWEB benchmark testing and online score reporting to better serve the academic needs of all Kindergarten students.	Kindergarten Teaches, Curriculum Director, Principal		August 07 – May 08	AIMSWEB benchmark results	Improved Math scores
	Continue to strive toward inclusion of all Special Education students in general education classrooms.	ASSIST Team	Personnel	August 07 – May 08	Observation by Certified Teachers, Principal	Increased number of students included
	Monitor all curriculum and academic programs to be sure all student group needs are met	Site Base Team, Grade Level Leaders	Personnel	August 07 – May 08	Observation by Site base Team Members, Grade Level Meetings	Improved academic success of all student groups
	Integration of technology into daily lesson plans	Teachers, Principal, Grade Level Leaders	Personnel	August 07 – May 08	Classroom observations	Increase students working knowledge of technology

	Update and maintain campus level and teacher websites	Teachers, Principal, Campus Technology Coordinator	Personnel	August 07 – May 08	Website observations	Improved communication and involvement
	Provide RTI training on-site for all classroom teachers.	Principal, Teachers, CSI Team	LRE/AGC Grant	January	Intervention strategies provided to all students in the general education setting.	Improved academic success for all students, decreased number of special education referrals
	Provide high-quality professional development training and updated research in teaching and learning in the areas of reading, language arts, technology, science, ESL, math, G/T, and dyslexia to paraprofessionals, teachers, and administration.	Administration, Deputy Superintendent, Curriculum Director, Special Education Director	August-June	199, 21, 255, 211, Region 10	Certificates of completion, Sign-In sheets	Improved academic success for all students, Improved curriculum alignment, Increased preparation toward campus, district, and campus goals
	Provide high-quality professional development training and updated research in teaching and learning in the areas of reading, language arts, technology, science, ESL, math, G/T, and dyslexia to paraprofessionals, teachers, and administration.	Administration, Deputy Superintendent, Curriculum Director, Special Education Director	199, 21, 255, 211, Region 10	August-June	Certificates of completion, Sign-In sheets	Improved effectiveness of campus-wide goals and programs.

	Provide opportunities for staff development outside district.	Principal, All Staff, Region X, other educational entities or individuals	Campus Budget	August 07 – May – 08	Feedback	Improved success for other students in all educational areas
	Provide high quality professional development in the areas of math and reading and disaggregating TPRI and AIMSWEB data.	Principal, Teachers, LCC, Title One	Personnel	August - June	Feedback, Sign-In Sheets	Improved student progress monitoring and effective intervention for all students.
	Continue Joe Martin Day celebration	Principal, Teachers	Personnel, Budget	January 14	Feedback from teachers, students, and parents	Observation of increased awareness
	Update and involve CSI Team to provide better intervention strategies to all teachers	Principal, Teachers, CSI Team	Personnel, budget	August 07 – May 08	Improved awareness and better communication between regular education teachers and special education representatives	Improved academic success for all students, decreased number of special education referrals

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Goal : Objective(s)	Strategy	Person(s) Responsible	Resources	Timelines	Evaluation: Formative	Evaluation: Summative
Goal 2: Good attendance directly correlates with improved academic achievement. Methods to improve attendance will be enhanced so that attendance will meet or exceed the district standard of 97%.	Principal will serve as the attendance officer for the school.	Principal	Time, Personnel	August 07 – May 08	Daily, monthly, and 6-weeks reporting	PEIMS report each 6 weeks
	Notify principal about absentees daily	PEIMS Clerk	Time, Personnel	August 07 – May 08	Daily checks	6 weeks report
	Communicate attendance goal to all educational stakeholders	Principal, Attendance Committee, Teachers, PTO	Time, personnel	August 07 – May 08	Feedback	Improved Attendance
	Improved attendance communication via web pages and campus newsletter	Attendance Committee, PEIMS, Teachers	Time, Personnel	Monthly	Improved awareness	Improved Attendance
	Perfect attendance awards and classroom highest attendance parties	Teachers, Attendance Committee	Personnel, budget	Each 6 weeks	6 Weeks Reports	AEIS, Improved Attendance
	Daily phone calls to absentees	Receptionist, PEIMS	Time, Personnel	Daily	Report to Principal	Improved Attendance and communication
	Implement “Get up, dress up, show up” plan into daily morning announcements and all assemblies.	Teachers	Personnel	Daily	Increases Student Awareness	Improved Attendance

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Goal : Objective(s)	Strategy	Person(s) Responsible	Resources	Timelines	Evaluation: Formative	Evaluation: Summative
Goal 3: Provide a safe and orderly school environment conducive to successful learning.	Update and implement the Positive Behavior Support initiative through Region X.	Principal, CHOICE Team	Time, Personnel, Budget	August 07 – May 08	Decrease in discipline	Improve student social skills and overall campus climate. Improved Communication and parental awareness.
	Daily messages encouraging good decision-making skills and positive behavior.	All Staff	Time, Personnel	August 07 – May 08	Decrease in discipline	Improve student social skills and overall campus climate. Improved Communication and parental awareness.
	Improved overall aesthetic environment of the school.	Climate Committee	Time, Personnel, Budget	August 07 – May 08	Feedback	Improved attendance, decreased discipline
	Follow district policy requiring all visitors to sign-in and gain clearance to the campus through the office.	Office Staff	Time, Personnel	Daily	Improved Security	Improved Security

Goal 3: Cont.	Add an additional paraprofessional to staff the ISS/Practice Academy. Implement Practice Academy procedures.	ISS/Practice Academy teacher, Principal	Time, Personnel, budget	August 07 – May 08	Increased students social skills and ownership of own behavior	Decreased discipline
	Decrease visitor traffic in hallways and in classrooms.	Principal, Office Staff	Personnel	Daily	Decrease classroom disruptions	Improved academic success.

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Goal : Objective(s)	Strategy	Person(s) Responsible	Resources	Timelines	Evaluation: Formative	Evaluation: Summative
<p>Goal 4: Cooperation and collaboration between all educational stakeholders is recognized as a vital link to educational success for all students. JMECC will provide constant opportunities for positive collaboration and cooperation among all educational stakeholders.</p>	Promote PTO membership and active involvement and training through various activities and school events including Title 1 parent Meeting and Training on Parent Compact and Parent Involvement Policy.	All Staff, PTO	Time, Personnel, Budget, Title 1 Parent budget	August 07 – May 08	PTO membership	Increased parental involvement, and overall success of students
	Update and maintain campus and classroom web pages.	All Staff	Time, Personnel	August 07 – May 08	Feedback	Improved parental attendance and awareness of school functions and events.
	Update and maintain a campus-wide newsletter.	Newsletter Committee	Time, Personnel	Monthly	Feedback	Improved Communication
	Provide opportunities for parental involvement such as: Meet the Teacher Night; Open House; Parent – Teacher Conferences, and other school sponsored events.	All Staff, All Other Educational Stakeholders	Personnel, PTO, Campus Budget	August 07 – May 08	Feedback	Improved overall communication

	<u>Provide summer screenings for Head Start students and families.</u>	<u>Head Start Teachers, Head Start Coodinator, Office personnel, District and Campus Nurse</u>	<u>Personnel, Head Start Budget, Campus Budget</u>	<u>June</u>	<u>Feedback and Parent turnout</u>	<u>Early identification and enrollment of students in need of special programs.</u>
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**Joe Martin Early Childhood Center Needs Assessment Summary
2007 – 2008**

Data Reviewed

- AEIS Report
- TPRI Results
- Campus Improvement Plan
- QISD District Improvement Plan
- Student Grades
- Student Attendance Records
- Organizational Health Survey
- PEIMS Reports
- Parent Contact Information
- Teacher Websites
- PTO
- Teacher Surveys
- Faculty Meetings
- QISD Technology Plan
- Department and Campus Committee Meetings

Individuals Involved

- All Faculty Members
- Parent Volunteers
- JMECC Site Base Committee
- JMECC Campus Committees
- PTO Members

Process Used

- Site Base Committee Meetings
- Attendance Committee Meetings
- Grade Level Meetings
- Departmental Meetings
- Faculty Meetings
- Teacher and Parent Surveys
- Teacher, Student, and Parent Comments

- PTO Meetings

General Conclusions

- TPRI results are improving
- Alignment of curriculum and teaching between Pre-K and Kindergarten is improving
- Continue to increase our annual attendance rate
- Continue to emphasize a safe and drug-free school
- Continued emphasis on parental involvement
- JMECC is doing well in providing highly qualified teachers for all students
- The school climate at JMECC has improved considerably
- Continual technological improvements in every classroom
- Teachers continue to consistently and appropriately use technology in their classrooms
- Staff development opportunities are directly aligned with classroom and campus needs

10 Components of School-wide Title

NCLB Section 1114 (b) (1) requires a Title I school-wide program plan to contain each of the following ten components as well as related measurable goals and strategies for implementation:

1. **A comprehensive needs assessment of the entire school** which is based on the academic achievement of students in relation to the state academic content and performance standards. (p. 12 – 13)
2. **School-wide reform strategies that** – (p. 1 – 11)
 - a) Provide opportunities for **all** students to meet the state's proficient and advanced levels of academic achievement
 - b) Utilize methods and instruction that are scientifically research based.
 - Improve the core academic programs in the school.
 - Intensify the quality and quantity of instruction time by providing an extended school year, before-and-after-school programs, and summer school programs.
 - Include strategies that meet the educational needs of historically underserved populations.
 - c) Address the needs of all children in the school, especially those of low achieving children and students who are considered at-risk of not meeting the state's academic content standards.
 - d) Address how the school will determine if these need have been met.
 - e) Are consistent with, and are designed to implement, the state and local improvement plans, if any approved under Title II of Goals 2000.
3. **Instruction by highly qualified professional staff.** (p. 1)
4. **High-quality and continuing professional development for principals, teachers, and paraprofessionals**, and, when appropriate, pupil services personnel, parents, principals, and other staff to enable all children in the school-wide program to meet the state's academic student performance standards. (p. 6 – 7, 11)
5. **Strategies to increase parental involvement, such as family literacy services;** and awareness of continuing increases in student expectations and state academic performance standards. (p. 11)
6. **Assist in the identification of students' younger siblings who are in need of transition programs**, such as Head Start and Even Start, to local elementary school programs. (p. 12)

- 7. Methods to include teachers in the decisions regarding the use of assessments to provide and improve the achievement of individual students and the overall instructional program. (p. 7)**
- 8. Effective, opportune assistance for students who experience difficulty meeting any of the state standards. (p. 4 – 6)**
- 9. Strategies that attract highly-qualified, high-quality teachers (p. 5 – 7)**
- 10. Coordination and integration of federal, state, and local services and programs, including programs supported under NCLB. (p. 6)**

Quinlan ISD Comp. Ed.

GT/21	Martin	Cannon	Butler	Thompson	Ford	ALC	District	Total
6118	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
6119	\$0.0	\$42,285.00	\$72,944.00	\$72,163.00	\$58,365.00	\$0.0	\$0.0	\$245,757.00
FTE	0	1	1.69	1.64	1.54	0	0	5.87
6129	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
6140	\$0.0	\$3,835.00	\$7,736.00	\$8,363.00	\$7,100.00	\$0.0	\$0.0	\$27,034.00
6200	\$0.0	\$200.00	\$200.00	\$200.00	\$200.00	\$0.0	\$0.0	\$800.00
6300	\$0.0	\$1,550.00	\$1,200.00	\$50.00	\$0.0	\$0.0	\$0.0	\$2,800.00
6400	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
	\$0.0	\$47,870.00	\$82,080.00	\$80,776.00	\$65,665.00	\$0.0	\$0.0	\$276,391.00

C&T 22	Martin	Cannon	Butler	Thompson	Ford	ALC	District	Total
6118	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
6119	\$0.0	\$0.0	\$0.0	\$28,500.00	\$142,655.00	\$0.0	\$0.0	\$171,155.00
FTE	\$0.0	\$0.0	\$0.0	.63	3.35	\$0.0	\$0.0	3.98
6129	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
6140	\$0.0	\$0.0	\$0.0	\$3,236.00	\$17,462.00	\$0.0	\$0.0	\$20,698.00
6200	\$0.0	\$0.0	\$0.0	\$0.0	\$500.00	\$0.0	\$0.0	\$500.00
6300	\$0.0	\$0.0	\$0.0	\$0.0	\$38,170.00	\$0.0	\$0.0	\$38,170.00
6400	\$0.0	\$0.0	\$0.0	\$0.0	\$3,500.00	\$0.0	\$0.0	\$3,500.00
	\$0.0	\$0.0	\$0.0	\$31,736.00	\$202,287.00	\$0.0	\$0.0	\$234,023.00

SE 23	Martin	Cannon	Butler	Thompson	Ford	ALC	District	Total
6118	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$500.00	\$500.00
6119	\$0.0	\$97,600.00	\$156,670.00	\$183,177.00	\$199,692.00	\$0.0	\$289,763.00	\$926,902.00
FTE	0	2	4	4.76	4.76	0	6	21.52
6129	\$27,603.00	\$39,513.00	\$78,689.00	\$24,621.00	\$54,260.00	\$0.0	\$74,143.00	\$298,829.00
6140	\$7,557.00	\$14,146.00	\$38,562.00	\$30,841.00	\$31,896.00	\$0.0	\$42,121.00	\$165,123.00
6200	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$171,820.00	\$171,820.00
6300	\$2,000.00	\$150.00	\$900.00	\$150.00	\$500.00	\$0.0	\$47,500.00	\$51,200.00
6400	\$0.0	\$0.0	\$0.0	\$0.0	\$500.00	\$0.0	\$62,500.00	\$63,000.00
	\$37,160.00	\$151,409.00	\$274,821.00	\$238,789.00	\$286,848.00	\$0.0	\$688,347.00	\$1,677,374.00

CE 24/30	Martin	Cannon	Butler	Thompson	Ford	ALC	District	Total
6118	\$0.0	\$1,050.00	\$300.00	\$300.00	\$5,500.00	\$16,000.00	\$16,700.00	\$39,850.00
6119	\$429,540.00	\$1,210.495	\$754.714.00	\$ 0.0	\$0.0	\$66,044.00	\$0.0	\$2,460,793.00
FTE	11.6	29.92	19.28	0	0	0	0	60.8
6121	\$0.0	\$ 0.0	\$0.0	\$0.0	\$1,000.00	\$0.0	\$5,000.00	\$6,000.00
6129	\$25,677.00	\$950.00	\$0.0	\$0.0	\$39,000.00	\$28,673.00	\$0.0	\$94,300.00
6140	\$64,524.00	\$112,580.00	\$85,984.00	\$0.0	\$5,500.00	\$9,027.00	\$6,165.00	\$283,780.00
6200	\$ 0.0	\$0.0	\$0.0	\$550.00	\$0.0	\$6,300.00	\$0.0	\$6,850.00
6300	\$ 0.0	\$0.0	\$0.0	\$ 0.0	\$ 0.0	\$8,920.00	\$5,400.00	\$14,320.00
6400	\$ 0.0	\$0.0	\$0.0	\$0.0	\$ 0.0	\$7,098.00	\$800.00	\$7,898.00
6600	\$ 0.0	\$0.0	\$0.0	\$0.0	\$ 0.0	\$250.00	\$0.0	\$250.00
	\$519,741.00	\$1,325,075.00	\$840,998.00	\$850.00	\$51,000.00	\$142,312.00	\$34,065.00	\$2,908,041.00

BL 25	Martin	Cannon	Butler	Thompson	Ford	ALC	District	Total
6118	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
6119	\$3,104.00	\$29,034.00	\$3,104.00	\$6,208.00	\$0.0	\$0.0	\$0.0	\$41,450.00
FTE	0.07	0.67	0.07	0.14	0	0	0	.95
6129	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
6140	\$337.00	\$2,603.00	\$477.00	\$675.00	\$0.0	\$0.0	\$0.0	\$4,092.00
6200	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
6300	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
6400	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
	\$3,441.00	\$31,637.00	\$3,581.00	\$6,883.00	\$0.00	\$0.00	\$0.00	\$45,542.00

ALT 26/28	Martin	Cannon	Butler	Thompson	Ford	ALC	District	Total
6118	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
6119	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$79,340.00	\$79,340.00
FTE	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	2	2
6129	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$24,304.00	\$24,304.00
6140	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$23,512.00	\$23,512.00
6200	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
6300	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
6400	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0
	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$0.0	\$127,156.00	\$127,156.00