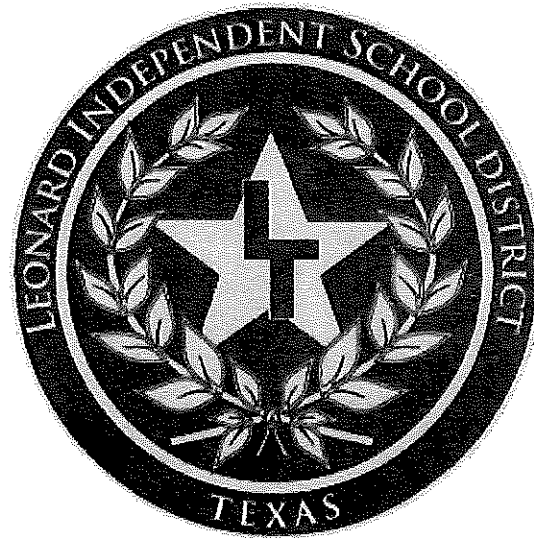


**Leonard Independent School District**  
**District Improvement Plan**  
**2018-2019**



**Board Approval Date:** October 1, 2018

# 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 and 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."

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# Comprehensive Needs Assessment

Revised/Approved: June 26, 2018

## Demographics

### Demographics Summary

Leonard ISD is a 3A district located in northeast Texas in Fannin County. It is a small rural agricultural community. The total enrollment for Leonard ISD for the 2017-2018 school year is 920 students. The demographic breakdown of the district is: 73% Caucasian, 2% African American, 3% Native American, 18% Hispanic, 3% Two or more Races, .5% Asian, and .5% Hawaiian/Pacific Islander. The district serves approximately 57% students that are Economically Disadvantaged and 42% At-Risk. We have a 100% graduation rate.

### Class Sized by Grade

2016-2017

|                   |    |
|-------------------|----|
| Early Childhood   | 1  |
| Pre- Kindergarten | 38 |
| Kindergarten      | 62 |
| Grade 1           | 62 |
| Grade 2           | 60 |
| Grade 3           | 64 |
| Grade 4           | 64 |
| Grade 5           | 74 |
| Grade 6           | 70 |
| Grade 7           | 61 |
| Grade 8           | 70 |
| Grade 9           | 72 |
| Grade 10          | 77 |

|          |    |
|----------|----|
| Grade 11 | 78 |
| Grade 12 | 64 |

### **Demographics Strengths**

- Drop-out and completion rate at the high school
- Large number of students participate in extracurricular activities
- Parent participation at the Elementary and Intermediate campuses are high
- There are numerous opportunities for participation in school activities
- Business are supportive of the district
- Communication through school messenger, social media, and Remind
- Public Library partners with school and has evening hours to accommodate students and parents
- Teachers working extended days to tutor students when needed, before and after school
- Quality staff development for rigor and critical thinking
- Use of technology to facilitate teaching
- All facilities are well maintained and repairs are completed in a timely manner
- All campuses are in close proximity resulting in collaboration, and shared activities and events
- Buildings and grounds are aesthetically pleasing and well-manicured

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** The student subgroups (SPED, At-Risk, ED, ESL) passing rates for STAAR tests are significantly lower than the overall student passing rate.

## Student Academic Achievement

### Student Academic Achievement Summary

Students are monitored regularly on all campuses with a data based management system, Eduphoria. Staff is able to disegreagte data of different content areas and by student groups. Data is maintained for each student throughout the school career while here at Leonard ISD.

All campuses Met Standard in the state accountability system.

### 2018 STAAR Performance Data

| Test           | Approaches % | Meets % | Mastered % |
|----------------|--------------|---------|------------|
| 3rd Math       | 86%          | 46%     | 22%        |
| 3rd Reading    | 93%          | 54%     | 29%        |
| 4th Math       | 66%          | 23%     | 12%        |
| 4th Reading    | 75%          | 32%     | 17%        |
| 4th Writing    | 57%          | 23%     | 2%         |
| 5th Math       | 81%          | 42%     | 12%        |
| 5th Reading    | 81%          | 43%     | 27%        |
| 5th Science    | 68%          | 32%     | 11%        |
| 6th Math       | 72%          | 24%     | 4%         |
| 6th Reading    | 57%          | 28%     | 9%         |
| 7th Math       | 42%          | 10%     | 2%         |
| 7th Reading    | 51%          | 30%     | 21%        |
| 7th Writing    | 50%          | 27%     | 2%         |
| 8th Math       | 92%          | 50%     | 15%        |
| 8th Reading    | 89%          | 47%     | 17%        |
| 8th Science    | 68%          | 36%     | 17%        |
| 8th S. Studies | 52%          | 12%     | 4%         |
| Algebra I EOC  | 83%          | 56%     | 28%        |

|                |     |     |     |
|----------------|-----|-----|-----|
| Biology EOC    | 87% | 57% | 10% |
| English I EOC  | 69% | 49% | 5%  |
| English II EOC | 66% | 45% | 5%  |
| US History EOC | 95% | 61% | 31% |

**Student Academic Achievement Strengths**

Student performance that was above the state average:

90% approaches performance or above:

15% or above on the Masters grade level performance standard:

**Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** The passing rate for the 8th grade Social Studies test is below the state average passing rate.

**Problem Statement 2:** The passing rate for the 4th and 7th grade Writing test is below the state average.

**Problem Statement 3:** The number of students receiving SPED services not passing the ELA EOC is significantly lower than the cut off of 70.

**Problem Statement 4:** There is a lack of vertical alignment throughout the grade levels to increase student achievement.

## **District Processes & Programs**

### **District Processes & Programs Summary**

The district uses a variety of resources for instructional purposes. The district utilizes the TEKs Resource System as a guide for scope and sequence to achieve vertical and horizontal aligned curriculum. The teachers have access to a variety of resources for lesson planning. The district has implemented a well organized, thorough RTI program that starts with screening/assessing students. Students are continuously progressed monitored using programs that are selected based upon individual needs.

Leonard ISD is recruiting teachers through the local colleges/universities and by attending job/teacher/career fairs and partnering with ESCs. We assign mentor teachers to new teachers and/or new to the district. The administration and school board has evaluated the pay scale to be competitive within our area.

### **District Processes & Programs Strengths**

- A competitive pay scale
- RTI processes
- TEKs Resource System
- Eduphoria

### **Problem Statements Identifying District Processes & Programs Needs**

**Problem Statement 1:** To provide more training to new teachers/or new to district teachers.

**Problem Statement 2:** To increase the awareness of potential harmful effects of social media and technology.



## **Perceptions**

### **Perceptions Summary**

The district has a high parent participation at the Elementary and Intermediate campuses. There are numerous opportunities for parents, community, and business members to actively participate in school activities. Communication has increased with all stakeholders through the local newspaper, school messenger, social media, and Remind. The Leonard Public Library partners with the school and has evening hours to accommodate students and parents.

### **Perceptions Strengths**

The parent engagement survey had excellent results with over 85% on all campuses and district of satisfaction. Staff Development has lead to an increase in academic expectations and results for students.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Increase parent involvement at the higher grade levels.

**Problem Statement 2:** To provide training for parents about technology.

# Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Running Records results
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

#### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- School safety data

#### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

**Revised/Approved: September 25, 2018**

**Goal 1: Leonard ISD will receive a "B" on each campus and at the district level, by , measured by state accountability guidelines.**

**Performance Objective 1:** By June 2019, 80% of all students will pass all portions of the state assessment.

**Evaluation Data Source(s) 1:** STAAR results, Eduphoria, Lesson plans, Professional Development

**Summative Evaluation 1:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

| Strategy Description  | ELEMENTS      | Monitor                  | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|---------------|--------------------------|--|-----------|-----|-----|-----------|
|   |               |                          |  | Formative |     |     | Summative |
|   |               |                          |  | Nov       | Jan | Mar | June      |
| <p style="text-align: center;"><b>Critical Success Factors</b><br/>CSF 1 CSF 2 CSF 4</p> <p>1) Teachers that are teaching ELA will receive professional development in strategies to help students with revising and editing.</p>                       |               | Administrators, Teachers | Students will perform better on multiple choice questions and written essays.  |           |     |     |           |
| <p style="text-align: center;"><b>PBMAS</b><br/><b>Critical Success Factors</b><br/>CSF 1 CSF 7</p> <p>2) Teachers will receive training for the Teks Resource System for all core teachers to align content for core subjects at all grade levels.</p> | 2.4, 2.5, 2.6 | Principal, Teachers      | Teachers will deliver improved lessons that will increase student achievement. |           |     |     |           |
|   |               |                          |  |           |     |     |           |

**Goal 1:** Leonard ISD will receive a "B" on each campus and at the district level, by , measured by state accountability guidelines.

**Performance Objective 2:** By June 2019, 80 % all students groups (At-Risk, SPED, ED, ESL, etc.) will pass the state assessment.

**Evaluation Data Source(s) 2:** STAAR results, Eduphoria

**Summative Evaluation 2:**

| Strategy Description   | ELEMENTS | Monitor                  | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|--------------------------|---|-----------|-----|-----|-----------|
|  |          |                          |   | Formative |     |     | Summative |
|  |          |                          |   | Nov       | Jan | Mar | June      |
| <p><b>PBMAS</b><br/> <b>Critical Success Factors</b><br/>           CSF 1 CSF 2 CSF 4</p> <p>1) Students that are At-Risk will be provided targeted interventions according to data from unit assessments in ELAR, science, social studies and math.</p> |          | Administrators, Teachers | Students will perform better in class and on state assessments.                   |           |     |     |           |
| <p><b>Critical Success Factors</b><br/>           CSF 1 CSF 2 CSF 4</p> <p>2) Teachers will monitor economically disadvantaged students progress and need of interventions through unit assessments in tested areas.</p>                                 |          | Administrators, Teachers | Economically disadvantaged students will perform better on the state assessment.  |           |     |     |           |
| <p><b>PBMAS</b><br/> <b>Critical Success Factors</b><br/>           CSF 1 CSF 2 CSF 7</p> <p>3) Teachers will receive additional information for each student regarding a Special Education student's FIE.</p>   | 2.4, 2.5 | Principal, SPED Teachers | Teachers will have a better understanding of students's strengths and weaknesses. |           |     |     |           |
| <p>  = Accomplished              = Continue/Modify              = Considerable              = Some Progress              = No Progress              = Discontinue         </p>   |          |                          |   |           |     |     |           |

**Goal 1:** Leonard ISD will receive a "B" on each campus and at the district level, by , measured by state accountability guidelines.

**Performance Objective 3:** Teachers will deliver a rigorous and relevant curriculum through innovative instructional strategies to engage all learners.

**Evaluation Data Source(s) 3:** lesson plans, Professional Development, Eduphoria

**Summative Evaluation 3:**

**TEA Priorities:** 2. Build a foundation of reading and math. 4. Improve low-performing schools.

| Strategy Description   | ELEMENTS      | Monitor              | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|---------------|----------------------|---|-----------|-----|-----|-----------|
|  |               |                      |   | Formative |     |     | Summative |
|  |               |                      |   | Nov       | Jan | Mar | June      |
| <b>PBMAS</b><br><b>Critical Success Factors</b><br>CSF 1<br><br>1) Consultants will provide professional development for teachers in core classes in content TEKs.   | 2.4, 2.5, 2.6 | Principals           | Teachers will have training in TEKs using the TRS that will result in improved student achievement. |           |     |     |           |
| <b>PBMAS</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 2 CSF 3<br><br>2) Appraisers will utilize walk- through and observation forms through T-Tess to monitor teacher implementation of TEKs and TRS. | 2.4, 2.5      | Principals, Teachers | Teachers will be evaluated on the use of TEKs and the impact on learning.                           |           |     |     |           |
|  |               |                      |   |           |     |     |           |

**Goal 2: In Leonard ISD, 100% of core academic classes will be taught by state certified teachers that will deliver, through developed instructional strategies, high quality academic courses.**

**Performance Objective 1:** LISD will keep up to date on the development of creative and innovative techniques as appropriate to improve student learning and hire staff that are state certified and highly effective.

**Evaluation Data Source(s) 1:** Region Service Centers, Lesson plans

**Summative Evaluation 1:**

| Strategy Description  | ELEMENTS | Monitor        | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|---|----------|----------------|---|-----------|-----|-----|-----------|
|   |          |                |   | Formative |     |     | Summative |
|   |          |                |   | Nov       | Jan | Mar | June      |
| <b>Critical Success Factors</b><br>CSF 7<br><br>1) Administrators will seek teachers for ESL and GT certifications                                    |          | Administrators | Students will receive instruction from teachers that have been trained and certified in ESL and/ or GT. |           |     |     |           |
| <b>Critical Success Factors</b><br>CSF 7<br><br>2) Attend job fairs.  |          | Administrators | There will be an increase in the applicant pool for jobs within the district.                           |           |     |     |           |
| <b>PBMAS</b><br><b>Critical Success Factors</b><br>CSF 1 CSF 7<br><br>3) High quality professional development will be required and offered to staff. | 2.5      | Principals     | Teacher effectiveness and quality will increase.  |           |     |     |           |
|   |          |                |   |           |     |     |           |

**Goal 3: All Students in Leonard ISD will be educated in learning environments that are safe, positive, drug free, and conducive to learning according to discipline data.**

**Performance Objective 1:** By June 2019, the number of incidents involving violence, tobacco, alcohol and other drug use (TAOD), will be reduced by 10%, according to the number of discipline referrals.

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

**TEA Priorities:** 4. Improve low-performing schools.

| Strategy Description  | ELEMENTS | Monitor                    | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|----------|----------------------------|--|-----------|-----|-----|-----------|
|   |          |                            |  | Formative |     |     | Summative |
|   |          |                            |  | Nov       | Jan | Mar | June      |
| <b>Critical Success Factors</b><br>CSF 6<br><br>1) Random drug testing of extracurricular and driving students and searches of parking lot/classrooms with drug dog |          | Administrators             | This will decrease the number of drug related occurrences within the district. |           |     |     |           |
| <b>Critical Success Factors</b><br>CSF 6<br><br>2) Positive Behavior Interventions and Supports for each campus will be implemented                                 |          | Administrators, PBIS teams | Students will be encouraged and rewarded for expected behavior.                |           |     |     |           |

= Accomplished   
 = Continue/Modify   
 = Considerable   
 = Some Progress   
 = No Progress   
 = Discontinue



**Goal 3:** All Students in Leonard ISD will be educated in learning environments that are safe, positive, drug free, and conducive to learning according to discipline data.

**Performance Objective 2:** All students will be involved with activities to promote drug and bully free school environments.

**Evaluation Data Source(s) 2:** Scheduled campus activities

**Summative Evaluation 2:**

| Strategy Description   | ELEMENTS | Monitor                    | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|----------------------------|---|-----------|-----|-----|-----------|
|  |          |                            |   | Formative |     |     | Summative |
|  |          |                            |   | Nov       | Jan | Mar | June      |
| <b>Critical Success Factors</b><br>CSF 6<br><br>1) Campuses will participate in Red Ribbon week with activities to promote drug free and bully free zones. |          | Administrators, Counselors | Students will be educated in a drug-free and bully-free school environment. |           |     |     |           |
|  |          |                            |   |           |     |     |           |

**Goal 3:** All Students in Leonard ISD will be educated in learning environments that are safe, positive, drug free, and conducive to learning according to discipline data.

**Performance Objective 3:** Each campus will promote a safe and positive learning environment by recognizing positive behaviors.

**Evaluation Data Source(s) 3:** Incentives  
PBIS  
surveys

**Summative Evaluation 3:**

| Strategy Description   | ELEMENTS | Monitor                     | Strategy's Expected Result/Impact   | Reviews   |     |     |           |
|--|----------|-----------------------------|---|-----------|-----|-----|-----------|
|  |          |                             |   | Formative |     |     | Summative |
|  |          |                             |   | Nov       | Jan | Mar | June      |
| <b>Critical Success Factors</b><br>CSF 4 CSF 6<br>1) Campuses will provide incentives for students that have perfect attendance. | 2.5      | Principal                   | Students will have increased learning time.   |           |     |     |           |
| 2) Campuses will implement drills according to the Standard Protocol Response.   | 2.5      | Principals                  | The campus will be trained in procedures for drills.  |           |     |     |           |
| 3) The SHAC committee will organize a parent and student education on health and wellness for the community.                     | 2.5      | Nurse, Administrators, SHAC | There will be increased opportunities for parents to participate and be involved with the school. |           |     |     |           |

= Accomplished  
 = Continue/Modify  
 = Considerable  
 = Some Progress  
 = No Progress  
 = Discontinue

**Goal 4: Parents and community will be partners in the education of students in Leonard ISD as shown by attendance and involvement in various school activities.**

**Performance Objective 1:** Leonard ISD will strive to increase parent and community involvement through communication and school sponsors activities.

**Evaluation Data Source(s) 1:** Parent Surveys, parent attendance

**Summative Evaluation 1:**

| Strategy Description  | ELEMENTS | Monitor                          | Strategy's Expected Result/Impact  | Reviews   |     |     |           |
|---|----------|----------------------------------|--|-----------|-----|-----|-----------|
|   |          |                                  |  | Formative |     |     | Summative |
|   |          |                                  |  | Nov       | Jan | Mar | June      |
| <b>Critical Success Factors</b><br>CSF 5<br>1) Organized PTL on all campuses  |          | Administrators                   | Parents will be more involved with the school.   |           |     |     |           |
| <b>Critical Success Factors</b><br>CSF 5<br>2) Monthly activities for parents to attend.                                  |          | Administrators                   | Parents will have more opportunities to attend a variety of school activities.                   |           |     |     |           |
| <b>Critical Success Factors</b><br>CSF 5<br>3) Families will be invited to attend a college/career night at LISD.         |          | Administrators                   | Parents, students, and community members will learn more about careers and college expectations. |           |     |     |           |
| <b>Critical Success Factors</b><br>CSF 5<br>4) Campuses will disseminate state assessment results in English and Spanish. | 2.5      | Principals, Testing Coordinators | Parents will be informed of student performance on state assessment.                             |           |     |     |           |
|   |          |                                  |  |           |     |     |           |

## District Improvement & Planning Committee

| Committee Role             | Name               | Position |
|----------------------------|--------------------|----------|
| Classroom Teacher          | Kristi Wortham     |          |
| Classroom Teacher          | Sheri Watson       |          |
| Classroom Teacher          | Sarah Shearer      |          |
| Classroom Teacher          | Misty Berry        |          |
| Paraprofessional           | Wendy Blackburn    |          |
| Non-classroom Professional | Judy Williams      |          |
| Classroom Teacher          | Donna Branch       |          |
| Classroom Teacher          | Nicole Taylor      |          |
| Classroom Teacher          | Rebecca Winslow    |          |
| Classroom Teacher          | Bethani Knight     |          |
| Classroom Teacher          | Dawn Blake         |          |
| Classroom Teacher          | Mark Scoggins      |          |
| Classroom Teacher          | Michele Scoggins   |          |
| Classroom Teacher          | Carmen Reed        |          |
| Classroom Teacher          | Traci Ward         |          |
| Non-classroom Professional | Cindi Kent         |          |
| Support Staff              | Terisa Rushing     |          |
| Paraprofessional           | Carla Murandu      |          |
| Classroom Teacher          | Arthur Green       |          |
| Non-classroom Professional | Kacie Littrell     |          |
| Classroom Teacher          | Kenneth Pruitt     |          |
| Classroom Teacher          | Lorena Charbonneau |          |
| Classroom Teacher          | Meghan Hornberger  |          |
| Administrator              | Chris Mason        |          |
| Administrator              | Tammy Hutchings    |          |

|                         |              |  |
|-------------------------|--------------|--|
| Administrator           | Sarah Day    |  |
| Administrator           | Regina Blain |  |
| Administrator           | Brad Maxwell |  |
| Administrator           | Jeff Johnson |  |
| School Resource Officer | Chris Kitts  |  |

## **Addendums**

Sheet1

| <b>Leonard ISD<br/>2018-19</b> | <b>GT<br/>PIC 21</b> | <b>CTE<br/>PIC 22</b> | <b>Special Ed<br/>PIC 23</b> | <b>Comp Ed<br/>PIC 24,26</b> | <b>ESL<br/>PIC 25</b> | <b>HS Allot<br/>PIC 31</b> |
|--------------------------------|----------------------|-----------------------|------------------------------|------------------------------|-----------------------|----------------------------|
| Teachers                       | 0.20                 | 4.41                  | 2.98                         | 6.97                         | 0.17                  | 1.55                       |
| Teacher Aides                  | 0.00                 | 0.00                  | 3.70                         | 3.47                         | 0.00                  | 0.00                       |
| Counselor                      | 0.00                 | 0.00                  | 0.00                         | 0.00                         | 0.00                  | 0.00                       |
| <b>TOTAL FTE</b>               | <b>0.200</b>         | <b>4.41</b>           | <b>6.67</b>                  | <b>10.44</b>                 | <b>0.172</b>          | <b>1.55</b>                |
| <b>6100</b>                    |                      |                       |                              | \$ 1,400.00                  |                       |                            |
| <b>6200</b>                    |                      |                       |                              |                              |                       |                            |
| <b>6300</b>                    |                      |                       |                              |                              |                       |                            |
| <b>6400</b>                    |                      |                       |                              |                              |                       |                            |
| <b>Campus Totals</b>           | <b>\$14,879.00</b>   | <b>\$312,427.00</b>   | <b>\$327,181.00</b>          | <b>\$397,279.00</b>          | <b>\$14,769.00</b>    | <b>\$153,493.00</b>        |
| <b>Total</b>                   | <b>\$14,879.00</b>   | <b>\$312,427.00</b>   | <b>\$327,181.00</b>          | <b>\$398,679.00</b>          | <b>\$14,769.00</b>    | <b>\$153,493.00</b>        |

| <b>Title II</b>    |
|--------------------|
|                    |
|                    |
|                    |
|                    |
| <b>\$ 4,000.00</b> |
|                    |
|                    |
| <b>\$ 4,000.00</b> |