

Beaumont Independent School District



Martin Elementary School

2025-2026 Campus Improvement Plan

Mission Statement

The mission of Martin Elementary School is to provide an effective model of quality education which guides students in achieving positive social interaction in a supportive environment that fosters students to reach their highest potential.

Vision

On any given day, our school culture will reflect a climate of learning and respect that is demonstrated by students, staff, parents, and community members where students are reaching their full potential.

Value Statement

The Campus Improvement Plan is a living, working document based upon the needs of Martin Elementary. This document can/will be modified as needed, throughout the school year.

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Comprehensive Needs Assessment

Demographics

Summary

Campus Demographics:

The student demographics of Martin Elementary School reflect the ethnic composition of the community from which the campus draws its population. The student body is comprised of 511 students of which: 88% are African American, 11% are Hispanic/Latino, 2% are of Two or More Races, and 98.53% are Economically Disadvantaged.

Total Enrollment	Native Hawaiian or Other Pacific Islander	African American	American Indian or Alaska Native	Asian	Hispanic/Latino	White	Two or More Races	Economically Disadvantaged
511	0.00%	88%	0.	0	11%	0%	2.0%	97.9%

Martin Elementary also offers instructional programs designed to meet the individual needs of the student demographic population. The largest instructional program is the regular education program which includes ESL, Dyslexia, and Gifted and Talented. For the 2022-2023 school year the campus will work with Transcend, an educational partner, to redesign the campus to increase the number of quality seats, and community buy-in, and improve the academic letter grade by two letter grades. T

Attendance Rates over the past 4 years reveal the following

2017-2018-91.2%

2018-2019-91.4%

2019-2020- 94.69%

2020-2021-77%

2021-2022-78%

Strengths

The demographic population of Martin Elementary displays diversity that will help to enrich all student groups on campus as they are exposed to different nationalities, cultures and ways of life that will help in promoting cultural awareness. Our campus has attendance incentives to promote increase attendance rates. During this academic school year, the Hispanic population has increased. Also, attendance review meetings were held during the first and second semesters by the ARC (Attendance Review Committee).

Problem Statements Identifying Demographics Needs

Problem Statement

Root Cause

1

Our campus attendance decreased by 20 percent.

Lack of follow-up with district dropout prevention personal.

 = Priority

Student Learning

Summary

Martin will continue exploring new and innovative ways to utilize resources that will foster student success. The requirements for accelerated instruction at Martin are being addressed with fidelity. Martin has STAAR tutors, Neuhaus Tier 2 and 3 Intervention Program, Saxon-Phonics, after-school tutorials, an accelerated after-school program(ACE), and many technology programs such as Imagine Facts, Imagine Math, Prodigy, Myon, and Star 360. In order to better implement these programs, the classrooms will also have access to campus Chromebooks, display boards, and other electronic devices.

Professional Learning Communities, Lead4ward tools such as student learning reports, quintile reports, and frequency distribution charts are used to ensure strategies are designed to improve student performance. Martin's PLCs have successfully proven that collaboration among teachers greatly impacts student success.

Martin conducts Professional Learning Communities to draw upon knowledge and best practices of veteran and new teachers. The goal is to share classroom management techniques and teaching strategies that promote student engagement and achievement, that provide students access to instructional tools that foster a deeper understanding of specific content areas.

Martin Elementary

STAAR Comparison Charts

3rd Grade Reading – STAAR Results

Student Groups	2017	2018 Scores	2019
All Students	49.64%	49.30%	39%
African American	49.13%	46.40%	36%
Hispanic	54.23%	67.80%	66.6%
White	0.00%	88.00%	50%
Eco Dis	49.39%	49.30%	36.7%
LEP	35.57%	-	70%
Special Education	31.17%	25.40%	0%

3rd Grade Math – STAAR Results

Student Groups	2017	2018	2019 (2nd 9 Week Assessment)
All Students	50.80%	43.20%	65.1%
African American	51.02%	51.02%	64.8%
Hispanic	48.62%	48.62%	64.5%
White	53.00%	53%	50%
Eco Dis	50.61%	50.61%	64.1%
LEP	24.43%	24.43%	70%
Special Education	32.71%	32.71%	50%

4th Grade Reading – STAAR Results

Student Groups	2017	2018	2019
All Students	45.18%	48.40%	Not Enough Data Recorded
African American	44.30%	47.60%	---
Hispanic	45.29%	55.40%	---
White	---	53.00%	---
Eco Dis	45.71%	48.80%	---
LEP	44.67%	41.30%	---
Special Education	24.00%	32.10%	---

4th Grade Math – STAAR Results

Student Groups	2017	2018	2019 (2nd 9 Week Assessment)
All Students	42.89%	40.70%	57.8%
African American	42.19%	39.90%	55.7%
Hispanic	46.86%	46.70%	63.6%
White	---	---	---
Eco Dis	43.64	40.70%	54.7%
LEP	45.00%	33.70%	57.1%
Special Education	24.50%	26.50%	0%

4th Grade Writing – STAAR Results

Student Groups	2017	2018	2019
All Students	52.17%	51.78%	36.7%
African American	54.88%	39.00%	35.3%
Hispanic	33.33%	50.60%	40%
White	0%	---	---
Eco Dis	50.56%	51.78%	43.7%
LEP	0.00%	46.00%	33.3%
Special Education	14.29%	38.71%	29%

5th Grade Reading – STAAR Results

Student Groups	2017	2018	2019
All Students	52.04%	48.99%	30.6%
African American	50.00%	49.49%	31.3%
Hispanic	69.23%	45.00%	16.6%
White	50.00	---	0%
Eco Dis	50.55%	48.99%	29.2%
LEP	28.57%	32.00%	0%
Special Education	0.00%	38.57%	33%

5th Grade Math – STAAR Results

Student Groups	2017	2018	2019
All Students	61.22%	48.99%	67.5%
African American	58.54%	49.49%	64.7%
Hispanic	76.92%	45.00%	85.7%
White	100%	---	100%
Eco Dis	61.54%	48.99%	70%
LEP	42.86%	32.00%	100%
Special Education	40.00%	38.57%	33%

5th Grade Science – STAAR Results

Student Groups	2017	2018	2019
All Students	47.96%	51.72%	58.5%
African American	44.58%	51.30%	56.9%
Hispanic	69.23%	56.20%	85.7%
White	100%	---	---
Eco Dis	47.78%	51.45%	59.7%
LEP	28.57%	42.50%	0%
Special Education	----	41.57%	33.3%

<i>STAR 360</i>	<i>Beginning of Year</i>				<i>Middle of Year</i>				<i>End of Year</i>			
<i>Screen</i>	Red	Yellow	Blue	Green	Red	Yellow	Blue	Green	Red	Yellow	Blue	Green
Kindergarten	35%	29%	18%	19%	19%	16%	25%	40%				
1st Reading	26%	0%	45%	29%	22%	33%	12%	33%				
2nd Reading	50%	11%	17%	21%	40%	18%	9%	33%				
3rd Reading	43%	21%	13%	23%	42%	12%	20%	21%				
4th Reading	44%	22%	16%	18%	51%	17%	9%	22%				
5th Reading	44%	28%	14%	14%	36%	31%	8%	25%				
1st Math	20%	26%	12%	42%	16%	19%	12%	53%				
2nd Math	30%	30%	16%	18%	29%	22%	12%	37%				
3rd Math	23%	23%	23%	32%	15%	13%	20%	52%				
4th Math	27%	23%	17%	33%	36%	16%	11%	37%				
5th Math	23%	25%	8%	44%	23%	29%	6%	42%				
	<i>Sept.</i>				<i>Jan.</i>				<i>May</i>			

Strengths

- A new curriculum for 3-5 Reading
- A new curriculum for 2-grade math.
- All tiered learners are offered acceleration.
- Students excelled in UIL events.
- Students are now 1 to 1 with technology.

Problem Statements Identifying Student Learning Needs

	Problem Statement	Root Cause
1 ★	The mclass Reading MOY data indicates that only 10% of students in 3-5 are on or above grade level.	Lack of a consistent reading program in 3-5
2 ★	The NWEA MOY Math data indicates only 15% of all students are on or above grade level	Students are lacking fundamental math skills

★ = Priority

School Processes & Programs

Summary

Based on research, collaboration, and planning, the district requires all teachers to utilize the district's online curriculum, which is aligned to the state's TEKS. Data-driven decisions for improvement in instruction are based on state assessments, common formative assessments, and campus walk-through data. Embedded professional development, increased use of online written curriculum, and analysis of data continue to provide the basis for monitoring accountability progress on the campus of Martin.

Martin will follow the district-mandated curriculum guidelines and plan lessons according to the needs of the students. Weekly PLCs, grade-level meetings, professional development, and faculty meetings are utilized for collaboration and planning. The Lead4ward tools play an important role in the planning process of the campus. Data from Universal Screeners (STAR 360 and ESGI), mid-9-week assessments, District assessments, and Mock STAAR assessments (math online assessment) is used to drive instruction.

Campus-Based instructional and extracurricular programs that enhance academic achievement are listed below.

Coaching and Data-Driven Instructional Methods	Teachers are trained in research-based methods. They receive a coach and lead data meetings based on methods.
Curriculum Coordinator	Assigned to help coach teachers in high yield instructional strategies
Model Teachers	Teachers are allowed to watch model lessons from experienced teachers from other campuses as well as our own.
Foster Grandparents	Foster Grandparents are role models, mentors, and friends to students with exceptional needs. The program is designed to provide teachers with additional support.
Basketball	This program is offered to 4 th and 5 th -grade students. The program is designed to build self-esteem, collaboration, and school spirit.
U.I.L.	The University Interscholastic League offers the most comprehensive literacy and academic competitive program in the nation. These activities complement the academic curriculum and are designed to motivate students to acquire higher levels of knowledge.
Scripps Spelling Bee	The Scripps National Spelling Bee is an annual spelling bee held at the district level.
Choir	The program promoted confidence and increased brain function, which is important for students.
After School Tutorials	Additional after-school support is provided to students in the areas of reading, math, and science.
Karate	An after-school program that demonstrates discipline and teaches the fundamental skills of karate.
ACE	The program provides opportunities for communities to establish or expand activities that provide students attending low-performing schools with access to academic enrichment and other activities specifically designed to reinforce and complement the regular academic program to help students meet the challenging state academic standards. The program provides families of participating students with active and meaningful engagement in their children's education and opportunities for adult literacy.
ROAR	A program that connects community stakeholders with second-grade struggling readers. Volunteers visit the campus and tutor second-grade students in reading.
Education Galaxy	An online program in which students can learn concepts of all

	subjects through interactive games and animated figures.
STEMSCOPE (used by 4 th and 5 th -grade students)	STEMscopes provides comprehensive digital resources, supplemental print materials, and hands-on exploration kits that drive engagement and academic growth in science.
Xtra Math	XtraMath is a nonprofit organization dedicated to math achievement for all. An online resource that is used to develop effective, efficient, adaptive, and intrinsically rewarding supplemental math activities.
M-class K-2 myON	One-on-one assessment that guides instruction with real-time student data.
STAR 360	The most comprehensive pre-K-12th interim and formative assessment suite available. Renaissance STAR 360 delivers a valid, reliable screening. Progress monitoring and student growth data to make informed decisions.
AR (Accelerated Reader)	<i>Accelerated Reader</i> is a computer-based program that schools may use to monitor <i>reading</i> practice and progress. It helps teachers guide kids to books that are on kids' individual <i>reading</i> levels. Kids take short quizzes after <i>reading</i> a book to check if they've understood it.
iREAD	HMH's <i>iRead</i> is a digital foundational reading intervention program for K-2 that closes the achievement gap before it begins through personalized learning.
Prodigy	A website filled with Fun math practice for grades 1-8. Content adapts to each player. Every major math topic has more than 1500 skills are embedded into the game. Fully aligned with TEKS.

Technology-Martin Elementary classrooms and the cafeteria are equipped with mounted projectors with ladybugs and built-in speakers. Every student has a personal computer in 2-5, and in K-1, each student has a tablet. Teachers and staff are provided with a telephone and personal printers. The software programs we use are Education Galaxy, Xtra-Math, Accelerated Reader, STAR 360, Prodigy, I-Read, Amplify, and myON.

Strengths

- Highly qualified paraprofessionals
- Coach and mentoring sessions
- Monthly DDI Meetings
- Grade Level PLC held weekly
- Strategic lesson planning sessions through the district
- Schedule aligned to provide the maximum instructional opportunities
- School/Business partnerships are active
- Schedules are adjusted to maximize learning opportunities
- Extracurricular Opportunities for students: Basketball, Choir, Karate, ACE
- Strong Volunteer programs: Foster Grandparents and ROAR
- Data Talks held with campus principal, campus administration team, curriculum supervisors, and teachers

Teachers at Martin Elementary are provided with specific ongoing feedback through walk-throughs, observations, and summative conferences. New teachers to the campus are provided a mentor to help as a guide/support. Instructional assistants are utilized throughout the grade levels to help teachers with small group instruction as well as pull-outs.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement

Root Cause

1

Teachers are not using instructional strategies such as aggressive monitoring and lesson internalization with fidelity.

Lack of monitoring, lack of in the moment feedback, and follow-up by the admin team.

 = Priority

Perceptions

Summary

Martin Elementary's administrative team comprises the Principal, Assistant Principal, Instructional Coach, Reading Coach, Behavior Specialist, and Counselor. The Instructional Coach offers instructional/curricular/assessment support to administrators and teachers. The Reading Coach works in all curriculum areas to enhance students literacy skills and provide staff development related to literacy. The Behavior Intervention Specialist provides positive behavioral interventions for staff and addresses students' inappropriate behavior and offers school-wide behavior management strategies to help students become more academically successful. The Parent Involvement Coordinator plans activities to support parents' involvement in their child(ren)'s academic life. Our campus consists of one Dyslexia Interventionist/RTI, thirty-one Classroom Teachers, three Special Education Teachers, a P.E. coach, Art/Music teacher, five Instructional Aids, a PEIMS Clerk, a Para-Librarian, campus Secretary, school nurse, and three custodians.

The turnover rate for Martin Elementary is comparably low. The experience of our staff ranging from 5 teachers with less than 5 years, 8 teachers with 20 or more years, and 18 teachers that fall in-between. Approximately 70% of our staff holds Bachelor's Degrees and 25% holds Master's Degrees. Our staff continues to meet the educational needs of our students by continuing their education and achieving certifications in ESL, Gifted and Talented, and in Special Education. Our campus routinely communicates with the Human Resource Department to attract and hire the best candidates.

Martin's stakeholders have overwhelming confidence in the school's leadership and teachers. It is also believed that a positive change has been made to the school's climate and culture, making the environment conducive to learning. Listed below are activities, programs, and organizations that support student academic growth and development:

Flexible Learning

Roar Reading Program

After-school Tutorial

College and Career

Week Red Ribbon Week

America Safe School Week

Parent Involvement Meetings

Parent/Teacher Association

Accelerated Reading-MyOn

Education Galaxy - Math, Reading, Science and Writing

STAAR 360 Reading and Math

Spindletop MHMR: Behavioral

Team STAAR Family Nights

Read Across America Day

Community Partnerships

Choir

Community in Schools

IRead

Ed HMH
Mclass
Studies Weekly
Study Island
Stem Scopes
Literacy Parade
ISS
Mathnasium
ACE

Strengths

Martin Elementary School culture and climate promote an environment that is conducive to learning. The administrative team understands their roles and responsibilities. The staff understands their attendance and student accountability impacts student's learning and developmental growth. Martin invites all stakeholders, administrators, teachers, students, and parents to be active participants in the school culture and climate. The partnership among all is understood to be an integrated relationship that fosters success.

Administration Team Strengths-

Minimum teacher turnover rate
Offers staff an opportunity for professional development
Parent Newsletter
Blackboard Connect connects parents with campus activities

Staff Strengths-

The collaboration of effective PLC's
Communicate effectively with parents and students
Support students in school-related activities and programs
Google Classroom
Remind
Class Dojo

Parents and Community Leaders-

Parent Teacher Association Involvement
Community Partnerships
Community Volunteers:
ROAR
Reading Program
Foster Grandparents,
Active community support from local churches

Problem Statements Identifying Perceptions Needs

Problem Statement


Root Cause

1

Parental involvement needs to increase on Martin Elementary's campus.

Parents and community members are not provided enough opportunities to engage with the school community.

 = Priority



Priority Problem Statements

Problem Statement

Root Cause

1
★

The mclass Reading MOY data indicates that only 10% of students in 3-5 are on or above grade level.

Lack of a consistent reading program in 3-5

2
★

The NWEA MOY Math data indicates only 15% of all students are on or above grade level

Students are lacking fundamental math skills

★ = Priority



Data Documentation for CNA

Data Documentation for CNA

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain



Goals

Goal 1

The percent of 3rd grade students that score meets grade level or above on STAAR Reading will increase from 16% to 55% by June 2025.

Performance Objective 1 High Priority HB3 Goal

By the end of the 2025 academic school year, Martin's 2nd-grade students will increase from 36 percent at benchmark to 50% on MClass.

Evaluation Data Source: Mclass

Strategy 1

Provide Campus Specific Professional Development Opportunities in the following areas: Small group instruction New campus curriculum Aggressive monitoring Lesson delivery

Strategy's Expected Result/Impact: Increase the rigor of lessons.

Staff Responsible for Monitoring: Instructional Coach and Reading Coach

TEA Priorities: Build a foundation of reading and math

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority HB3 Goal

By the end of the 2025 academic school year, Martin's 2nd-grade students will increase from 32 percent on or above grade level to 50 percent on the grade-level Math assessment.

Evaluation Data Source: Unit Assessment
District Assessments
Daily Exit tickets

Performance Objective 3

By the end of the 2025 academic school year, Martin's 3rd grade students will increase

Goal 2

The percent of 3rd grade students that score meets grade level or above on STAAR Math will increase from 11% to 50% by June 2025.

Performance Objective 1 High Priority HB3 Goal

By May 2025, Martin Elementary will increase the number of Math Tier 1 or meets students in K-2 grades by 20% percent based on Eureka EOY.

Evaluation Data Source: Eureka Unit Assessments
District Assessments
Exit tickets

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Implement a new math curriculum with the use of technology. DDI meeting weekly. Weekly assessments. Small group instruction Student data trackers reviewed weekly. Daily exit ticket trackers.

Strategy's Expected Result/Impact: Increase the number of students that are at or above grade level.

Staff Responsible for Monitoring: Instructional Coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority HB3 Goal

By May 2025, Martin Elementary will increase the number of Math Tier 1 or meets students in K-2 grades by 20% percent based on Eureka EOY by strengthening teacher use of data to guide instruction through WPM.

Evaluation Data Source: WPM video recordings
WPM lesson internalization

Strategy 1

Eureka curriculum trainings and calibrated walks to effectively support teachers and build teacher capacity.

Strategy's Expected Result/Impact: Increased student performance and mastery of curriculum

Staff Responsible for Monitoring: Admin team and teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Goal 3

The percentage of graduates that meet the criteria for CCMR will increase from 36.6% to 60% by August 2025.

Performance Objective 1 HB3 Goal

This goal does not apply to elementary campuses.

Evaluation Data Source: Campus Schedule

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Implement CCMR activities into the campus curriculum. Invite the district coordinator to plan and train teachers.

Strategy's Expected Result/Impact: Increase college and career awareness.

Staff Responsible for Monitoring: Counselor

TEA Priorities: Connect high school to career and college

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

January

March

June

Goal 4

Beaumont ISD will improve its perception in the community as indicated on an annual net promoter survey score.

Performance Objective 1 High Priority HB3 Goal

By May 2025, Martin Elementary will increase the number of academic parent activities from 4 per semester to 6 a semester.

Evaluation Data Source: District survey
Campus survey

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Increase learning opportunities for parents and the community. Meet the Principal Meet the teacher Instructional events for parents and the community. Drive through books and materials giveaways.

Strategy's Expected Result/Impact: Increase community awareness and communication

Staff Responsible for Monitoring: Parent Involvement Coordinator
Behavior Specialist

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 3: Positive School Culture

Formative Reviews

November

January

March

June

Goal 5

Beaumont ISD will increase the percentage of students in A or B rated schools from 34% to 50% by August 2025.

Performance Objective 1 High Priority HB3 Goal

By May 2025, Martin Elementary the number of Math 3rd-5th grade students at the meets level will increase by 10 percent.

Evaluation Data Source: STAAR
NWEA
ST Math
Eureka Curriculum

Strategy 1

Implement with fidelity new instructional materials

Strategy's Expected Result/Impact: Increase the number of students at or above grade level.

Staff Responsible for Monitoring: Admin Team

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Formative Reviews

November

January

March

June

Performance Objective 2 High Priority HB3 Goal

By May 2025, all students in grades 3-5 will increase in the area of Meets on STAAR Reading by 10 percent.

Evaluation Data Source: STAAR data
Campus and District Assessments

Strategy 1 Targeted Support Strategy Additional Targeted Support Strategy

Redesign 3-5 reading block by implementing the following: New curriculum Small group instruction implementation Aggressive monitoring

Strategy's Expected Result/Impact: Increase the number of students reading at grade level.

Staff Responsible for Monitoring: Reading Coach

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools

ESF Levers: Lever 5: Effective Instruction

Formative Reviews

November

January

March

June



Title I Summary

Title I Personnel

Name	Position	Program	FTE
Dalena Bennett	Instructional Coordinator		
Linda Harris	Paraprofessional		
Rosalina Jones	Paraprofessional		



Policies, Procedures, and Requirements

Policies, Procedures, and Requirements

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Randall Maxwell	10/17/2024	D'Lana Barbay	10/30/2024
Title I, Part C Migrant	Director of federal Programs	8/12/2024	D'Lana Barbay	11/12/2024
Student Welfare: Discipline/Conflict/Violence Management	Randall Maxwell	6/13/2022	D'Lana Barbay	10/30/2024
Job Description for Peace Officers, Resource Officers & Security Personnel	Chief Malbrough	10/17/2024	D'Lana Barbay	10/30/2024



Addendums

Martin Elementary Title I Part A Budget

Account Number	Account Name	Amended Budget
211.11.6143.00.128.30.000	Workers Compensation	165
211.11.6141.00.128.30.000	Social Security/Medicare	655
211.11.6146.00.128.30.000	Teacher Retirement/TRS Care	4,966
211.11.6142.00.128.30.000	Group Health & Life Insurance	11,040
211.11.6129.00.128.30.000	Salaries - Support Personnel Extra Duty Pay - Teachers	45,137
211.11.6117.00.128.30.301	Campus	12,000
211.11.6137.00.128.30.000	\$200 - Special Pay	1,000
211.11.6141.00.128.30.301	Social Security/Medicare	174
211.11.6143.00.128.30.301	Workers Compensation	176
211.11.6146.00.128.30.301	Teacher Retirement/TRS Care	1,056
211.11.6269.00.128.30.863	Rentals - Operating Leases	12,800
211.11.6399.00.128.30.000	General Supplies	21,167
211.11.6399.00.128.30.290	General Supplies	1,000
211.11.6399.00.128.30.SUP	General Supplies	43,518
211.21.6143.00.128.30.000	Workers Compensation	207
211.21.6141.00.128.30.000	Social Security/Medicare	822
211.21.6146.00.128.30.000	Teacher Retirement/TRS Care	5,381
211.21.6119.00.128.30.000	Salaries - Teachers & Oth Prof	56,636
211.21.6137.00.128.30.000	\$200 - Special Pay	500
211.61.6143.00.128.30.290	Workers Compensation	34
211.61.6141.00.128.30.290	Social Security/Medicare	134
211.61.6146.00.128.30.290	Teacher Retirement/TRS Care	1,016
211.61.6129.00.128.30.290	Salaries - Support Personnel	9,235
211.61.6137.00.128.30.290	\$200 - Special Pay	125
		\$ 228,944.00