

Weslaco Independent School District
Airport Elementary
2017-2018 Campus Improvement Plan

Accountability Rating: Met Standard

**AIRPORT
ELEMENTARY
SKYCATS**



Mission Statement

At Airport Elementary, we are a community of leaders. We honor and celebrate the leaders within us, always striving to attain our goals by creating a culture of excellence.

Vision

At Airport Elementary we will prepare our students for a dynamic future. Our students will succeed with the staff and parents working together to provide the best educational environment in which they become critical thinkers, problem solvers, and decision makers.

Comprehensive Needs Assessment

Demographics

Demographics Summary

Airport was built in 1988 and is located in the center of Hidalgo County in the Rio Grande Valley of South Texas. It is one of the eleven elementary schools of the Weslaco Independent School District. The school is situated across the street from the city park and bordered on the left by a newer subdivision and a large apartment complex to the right. About two-thirds of the students live within a two mile radius in nearby neighborhoods and about 1/3 of the students live in neighborhoods north of Weslaco near and around Mile 10 and 11.

We have a total of 31 classroom teachers, 15 additional support and specialty staff, 1 CTC, 2 counselors, 2 administrators, and 18 paraprofessional staff. As of September 29, our student enrollment is 572, about 100 students lower than our peak during the 2016-2017 school. Our enrollment has declined during the last two years. Most of our former students have enrolled in other WISD schools or in neighboring cities.

Our current student population is 99% Hispanic, 1% White, and 76% Economically Disadvantaged. Other special populations includes 6% Special Education, 2.8% Section 504, and 1.8% Dyslexia, 7% Migrant, 28% LEP, and 4% Gifted and Talented. We had 67% At-Risk at the end of October 2016 and we expect this year's percentage to be close to last years percentage. We will update this percentage at the end of October.

Airport officially implemented *The Leader in Me* three years ago. Our students have internalized the 7 Habits of Happy Kids and teachers continue to conduct leadership lessons every Monday morning so student can continue to grow in leadership. Our two counselors gear their guidance classes to seven habits lessons. Our school-wide WIG (Wildly Important Goal) this school year is for staff and students is to read 250,000 books this school year.

We service about 60 students in the after school ACE program. Other after school programs include UIL, robotics and coding.

Demographics Strengths

We have a strong Parental Involvement program on campus. Two parents out of a core of about 18 parents received district recognition for logging in the top two number of volunteer hours in the district.

We are fortunate to have a low teacher turnover rate. Except for 2 teacher departures in the last six years, all vacancies have been due to retirement or promotions. Other strengths include:

- Attendance rate for the 2016-2017 school year was 97.5%, meeting the state goal of 97%

- The number of 5th Grade ELLs who scored "Advanced High" on their TELPAS composite score (Listening, Speaking, Reading and Writing) rose from 29% in 2016 to 52% in 2017.
- All of our GT students met passing standard on all STAAR tests in all grades and many score "Masters."
- We have 9 Professional and 4 Para-Professional staff

Problem Statements Identifying Demographics Needs

Problem Statement 1: There is a need for improvement in STAAR Reading for 3-5 and 4th grade STAAR Writing including the specific populations of ELL, SPED, Migrant, and Economically Disadvantaged have areas for growth. **Root Cause:** Identified students lack foundational reading (phonics, phonemic awareness, fluency, vocabulary, and comprehension) and fundamental writing skills (mechanics, grammar, and fluency).

Student Academic Achievement

Student Academic Achievement Summary

From TEA's 2017 state accountability system, Airport earned the "Met Standard" accountability rating.

We met standards on:

- Student Achievement 70 Index Points - State Target=60
- Student Progress 46 Index Points - State Target=32
- Closing the Performance Gaps 40 Index Points - State Target=28
- Postsecondary Readiness 32 Index Points - State Target=12

However, we did not earn any distinctions in any of the six eligible categories. Below is a summary of STAAR data for each testing grade.

| STAAR | All Students | ED | Migrant | LEP | SE | GT | At Risk |
|-------------|--------------|-----|---------|-----|-----|------|---------|
| 3rd Reading | 73% | 73% | 74% | 63% | 33% | 100% | 68% |
| 3rd Math | 80% | 79% | 80% | 75% | 33% | 100% | 77% |
| 4th Reading | 72% | 64% | 43% | 54% | 72% | 100% | 60% |
| 4th Writing | 52% | 46% | 29% | 50% | 54% | 100% | 34% |
| 4th Math | 68% | 60% | 43% | 54% | 68% | 100% | 54% |
| 5th Reading | 90% | 89% | 100% | 84% | 43% | 100% | 86% |
| 5th Math | 90% | 89% | 89% | 87% | 29% | 100% | 83% |
| 5th Science | 81% | 79% | 89% | 68% | 17% | 100% | 71% |

Student Academic Achievement Strengths

After analyzing and comparing our data from the previous year, we find:

- Third grade reading made a 16 point gain (57% to 73%)
- Third grade math made a 6 point gain (74% to 80%)
- Fifth grade reading scores increased from 89% to 92%
- Fifth grade science increased from 75% to 81%
- 100% of third grade GT students earned "Masters" on the STAAR reading test

- All 5th grade migrant students passed the STAAR reading test

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Fourth grade STAAR writing scores dropped to 52%, down 20 points from the 72% of the previous year, therefore we did not meet 2017 System Safeguards for ED students in Writing. **Root Cause:** Student lack the foundational reading and writing skills to perform on the Approaches and Meets level of the state accountability.

School Processes & Programs

School Processes & Programs Summary

Airport's reading components in all Kinder through 5th grade classes includes Guided Reading, Shared Reading, Independent Reading, Read Aloud, and phonemic awareness (PK-1st)/phonics instruction (through 3rd grade). The district purchased a Scholastic Guided Reading library for Airport and those books are what teachers use to instruct during Guided Reading. Individualized Reading Inventory (IRI) is conducted on all readers in kinder through 5th grade, with additional testing in MOY (for below level readers) and EOY. Kinder through fifth grade teachers use Istation at the computer labs and in the classroom during reading stations for the required minutes for Tier 1,2, and 3 students. myOn is also used extensive on campus. For example, students read 17,000 books online.

For the last two years, we have used Write Time for Kids to instruct in writing. Teachers training continues and much discussion is included in the Language Arts PLC meetings conducted by the districts's language arts strategist. We continue to collect writing samples in a student writing portfolio for all kinder to 5th grade students.

In surveying our teachers, we found that many teachers do not feel as comfortable teaching writing and they do reading. The district had not offered extensive training in writing such as NJWP for many years. Last summer they did and one 4th and one 3rd grade writing teacher attended the three-week intensive training.

For mathematics instruction, we rely on the district's math adoption, Pearson Math (including the online component), and other useful math materials/tools such as:

- Imagine Math (3rd-5th)
- Reflex Math (1st-5th) for basic math facts
- Reasoning Minds (2nd grade only)
- Go Math (4th grade only)

Science teachers use the state adopted FOSS kits for science instruction. In addition, we have science lab classrooms in kinder, 1st, 2nd, and 3rd where students conduct hands-on activities. Fourth and fifth grades use our Science Lab which includes workbooks, hands-on materials and a computer component.

Third, fourth and fifth grade teachers analyze data from CBAs and benchmarks by using the reports on Aware. They have students track their progress in their Data Notebooks. Kindergarten, first and second grade teachers are not as comfortable with Aware, but they do use Istation reports and track their students reading progress through their guided reading anecdotal notes.

We are conducting Comprehensive Academic Review (CAR) sessions this school with all classroom teachers, They will share data on student progress as well as strategies they are using in the classroom to meet the needs of all their learners.

Historically, Airport has had low teacher turnover. With the exception of 2 instances, all teacher vacancies in the last six years occurred due to retirement or promotions. Three new hirees joined our staff this year, a parent specialist, a kinder teacher and a 4th grade math teacher. This is first year Airport has only had two administrators.

School Processes & Programs Strengths

At Airport, our teachers work diligently to strengthen our students reading, writing, and math skills. Our staff:

- Attend all PLC meetings
- Attended many different academies and trainings this past summer
- Track student progress through multiple sources
- 100% Highly Qualified
- Includes at least 2 bilingually certified teachers in Kinder, first, second, third, and fourth grade and at least one in PK and fifth grade
- Includes a majority of teachers with their 30 basic GT hours and 6 yearly hour updates

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: The STAAR Writing scores have dropped for two consecutive years to 52%, below the state average of 70%. **Root Cause:** Not all writing TEKS are not taught in the lower grades nor are students writing across all other core subjects.

Perceptions

Perceptions Summary

Airport Elementary is focused on helping students reach their full potential by developing every student's leadership potential and providing the best education for future success. We encourage daily attendance by recognizing student attendance each Monday morning during announcements, providing 15 minutes of free play on Fridays for classes with 100% attendance, and by providing incentives for high attendance each six weeks.

Airport has always been noted as a friendly campus. When parents visit our school, they are greeted by a friendly office staff. Administration has always had an open door policy for any parent or staff with a concern. Our *Leader in Me* training has strengthened good habits of not only student, but of staff. There is a united front among grade levels to help and welcome new staff members to the grade levels.

Parents receive a monthly parent calendar so they can plan for school activities and can visit our school website to access lots information. Parents are invited to many school events such as Meet the Teacher, six weeks assemblies, Fall Festival, Veterans Day Celebration, Literacy Night, Open House (2 a year), Muffins for Moms, Kinder and 5th grade graduation, and other such events. Many teachers use ClassDOJO to build classroom community. Administration uses Remind to keep parents inform about current events.

Administration receives feedback from staff and addresses concerns brought to the Principal's Advisory Committee, which meets once a month. Site-Based meets regularly to make decisions affecting the school and input is given for budget needs and priorities.

Perceptions Strengths

- Full implementation of *The Seven Habits of Happy Kids*
- A safe and positive learning environment with differentiated instruction for all learners
- Incorporation of technology in the classroom
- Emphasis for students to become independent learners
- Encouragement of students to read at least three books daily: 2 at school, 1 at home
- Open door policy for parent and staff concerns

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) 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
- Progress of prior year STAAR failures
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, 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

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Tobacco, alcohol, and other drug-use data
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or 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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices


Goals

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 1: By Spring 2018, the number of 3rd-5th students who score at the Approaches Level on the STAAR Reading Assessment will increase from 78% to 85%.

Evaluation Data Source(s) 1: State STAAR Reading Results

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| System Safeguard Strategy Critical Success Factors CSF 1 1) Ensure teachers are using the TEKS Resource System for lesson planning by: * Attending all district staff development, including PLCs in the core subjects *Requiring that information given at the PLCs are written and shared to all grade level members | 1, 3 | KG - 5th Teachers Campus Administration | All TEKS for each grade level will be taught and performance on the Reading and Writing assessments will improve. | | | | |
| System Safeguard Strategy Critical Success Factors CSF 1 2) Provide additional tutoring during Saturday School for students who fail Benchmark #1 in Reading, Writing, Math and/or Science | 1, 9 | 3rd - 5th Teachers Campus Administration | After targeting areas of weakness, results of Benchmark #2 and STAAR will increase in the core subjects. | | | | |
| 3) Provide opportunities for a literacy focus through a Balanced Literacy Approach which includes Phonemic Awareness, Phonics, Shared Reading, Guided Reading, Independent Reading, Writing, Grammar, and Spelling | 1, 9 | PK-5th Teachers Campus Administration | Performance on Reading and Writing assessments will improve including: *CBAs *District Benchmarks *STAAR Assessments | | | | |
|  | | | | | | | |

Goal 1: STUDENT SUCCESS/LITERACY FOCUS-High-quality, innovative, technology-savvy programs.

Performance Objective 2: By Spring 2018, the number of 4th grade students who score at the Approaches Level on the STAAR Writing Assessment will increase from 52% to 75%.

Evaluation Data Source(s) 2: STAAR Writing results

Summative Evaluation 2:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| System Safeguard Strategy 1) Ensure daily classroom writing instruction using the Write Time for Kids occurs and collect writing samples for student writing portfolios. | 1 | Classroom Teachers Campus Administration | Build writing fluency and confidence of student's to write pieces that go through the writing process. | | | | |
| | | | | | | | |

Goal 2: POSITIVE LEARNING ENVIRONMENT -Safe, secure, technology-rich schools and facilities

Performance Objective 1: 100% of WISD students and staff employ safe, secure digital citizenship behaviors.

Evaluation Data Source(s) 1: Eduphoria sign-in sheets for Internet safety training

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|---|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) 100% of Airport students and staff will complete Internet safety training using the Common Sense Media curriculum or an approved alternate. | 1 | Campus Technology Coordinator Classroom Teachers | Positive digital behavior by staff and students. Reduce cyber-bullying and exposure of confidential, personal information. | | | | |
| | | | | | | | |

Goal 2: POSITIVE LEARNING ENVIRONMENT -Safe, secure, technology-rich schools and facilities

Performance Objective 2: Conduct Monthly Fire Drills and Semester Intruder on Campus Drills

Evaluation Data Source(s) 2: Reports to Safety and Security Department and Weslaco Fire Department, and Campus Documentation

Summative Evaluation 2:







| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Classroom teachers will review fire drill safety with students, and support and office staff and administration will monitor students during monthly fire drills. Drills for Intruder on Campus will be conducted each semester | | Classroom Teachers Administration Support and Office Staff | Students will be able to exit the building under two minutes in an orderly fashion. Students will know where to move in the classroom and how to act when a code red is announced. | | | | |
| | | | | | | | |

Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY RELATIONS-Superior customer service, positive

Performance Objective 1: Strengthen and increase our parental involvement and community engagement in schools by 10%.

Evaluation Data Source(s) 1: Annual Parent-Teacher-Student Surveys and End of Year Federal e-Grant Application

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|-------------------|--|--|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| <p>Critical Success Factors CSF 1</p> <p>1) Utilize all forms of contact with parents including parent/teacher conferences, student homework logs, behavior logs/ ClassDoJo, monthly parent calendar, school messenger, KWES, social media (Airport Facebook account), six weeks awards assemblies, Meet the Teacher, Fall Festival, Open House/Report Card pickup in November, Open House in March, and Absence Call Out Program, and Parent Center meetings and trainings.</p> | 1, 4, 6, 8, 9, 10 | Teachers, Campus Administration, Counselors, Ace Coordinators, Parent Specialist | When parents are engaged and participate in campus activities and events, student achievement increases. Children whose parents are involved learn more and are more successful in school. Their behavior is almost always better. | | | | |
| <p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p> | | | | | | | |

Goal 4: CAPACITY-BUILDING/LEADERSHIP DEVELOPMENT-Quality, customized professional development for all employees.

Performance Objective 1: To ensure Airport students are be taught by highly qualified and state certified teachers, staff members will participate in district and Region One trainings and new teachers will be provided mentor teachers.

Evaluation Data Source(s) 1: Eduphoria Reports and Sign In Sheets

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|--|---------------|--|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| System Safeguard Strategy Critical Success Factors CSF 1 CSF 3 1) Airport teachers will attend district trainings for all core subject areas, PLC meetings, and Region One staff development. | 1, 3, 4, 5, 9 | Director of Staff Development District Strategists Assist. Supt. of Elementary Campus Administration | Teachers will use research based strategies to increase student achievement | | | | |
| | | | | | | | |

Goal 5: FINANCIAL STRENGTH-Responsible Planning, Management, and Accountability

Performance Objective 1: All district procedures will be followed when submitting all purchase orders.

Evaluation Data Source(s) 1: Purchase orders, District Audits

Summative Evaluation 1:

| Strategy Description | Title I | Monitor | Strategy's Expected Result/Impact | Reviews | | | |
|---|---------|---|---|-----------|-----|-----|-----------|
| | | | | Formative | | | Summative |
| | | | | Nov | Jan | Mar | June |
| 1) Grade level chairpersons will plan all field trips in a timely manner to allow the school secretary time to gather all information needed to request purchase orders, complete all needed field trip documentation, order school buses, and cafeteria meals (if needed). | | School Secretary, Principal, District Business Office | All district procedures will be followed to ensure a clean audit. | | | | |
| | | | | | | | |

System Safeguard Strategies

| Goal | Objective | Strategy | Description |
|------|-----------|----------|--|
| 1 | 1 | 1 | Ensure teachers are using the TEKS Resource System for lesson planning by: * Attending all district staff development, including PLCs in the core subjects *Requiring that information given at the PLCs are written and shared to all grade level members |
| 1 | 1 | 2 | Provide additional tutoring during Saturday School for students who fail Benchmark #1 in Reading, Writing, Math and/or Science |
| 1 | 2 | 1 | Ensure daily classroom writing instruction using the Write Time for Kids occurs and collect writing samples for student writing portfolios. |
| 4 | 1 | 1 | Airport teachers will attend district trainings for all core subject areas, PLC meetings, and Region One staff development. |

State Compensatory

Budget for Airport Elementary:

| <u>Account Code</u> | <u>Account Title</u> | <u>Budget</u> |
|---------------------------|--|---------------|
| 6100 Payroll Costs | | |
| 164.11.6119.00.110.8.30 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$34,160.00 |
| 164.11.6119.27.110.8.30 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$75,252.00 |
| 164.13.6119.00.110.8.30 | 6119 Salaries or Wages - Teachers and Other Professional Personnel | \$164,182.00 |
| 164.11.6129.00.110.8.34 | 6129 Salaries or Wages for Support Personnel | \$24,885.00 |
| 164.12.6129.00.110.8.30 | 6129 Salaries or Wages for Support Personnel | \$27,697.00 |
| 164.23.6129.00.110.8.30 | 6129 Salaries or Wages for Support Personnel | \$27,695.00 |
| 164.33.6129.00.110.8.30 | 6129 Salaries or Wages for Support Personnel | \$37,880.00 |
| 164.11.6141.00.110.8.30 | 6141 Social Security/Medicare | \$495.00 |
| 164.11.6141.00.110.8.34 | 6141 Social Security/Medicare | \$361.00 |
| 164.11.6141.27.110.8.30 | 6141 Social Security/Medicare | \$1,091.00 |
| 164.12.6141.00.110.8.30 | 6141 Social Security/Medicare | \$402.00 |
| 164.13.6141.00.110.8.30 | 6141 Social Security/Medicare | \$2,381.00 |
| 164.23.6141.00.110.8.30 | 6141 Social Security/Medicare | \$402.00 |
| 164.33.6141.00.110.8.30 | 6141 Social Security/Medicare | \$549.00 |
| 164.33.6142.00.110.8.30 | 6142 Group Health and Life Insurance | \$5,779.00 |
| 164.11.6142.00.110.8.34 | 6142 Group Health and Life Insurance | \$5,779.00 |
| 164.11.6142.27.110.8.30 | 6142 Group Health and Life Insurance | \$5,779.00 |
| 164.12.6142.00.110.8.30 | 6142 Group Health and Life Insurance | \$5,779.00 |
| 164.13.6142.00.110.8.30 | 6142 Group Health and Life Insurance | \$11,558.00 |
| 164.23.6142.00.110.8.30 | 6142 Group Health and Life Insurance | \$5,779.00 |
| 164.11.6143.00.110.8.30 | 6143 Workers' Compensation | \$103.00 |
| 164.11.6143.00.110.8.34 | 6143 Workers' Compensation | \$75.00 |

| | | |
|--|----------------------------------|---------------------|
| 164.11.6143.27.110.8.30 | 6143 Workers' Compensation | \$226.00 |
| 164.12.6143.00.110.8.30 | 6143 Workers' Compensation | \$83.00 |
| 164.13.6143.00.110.8.30 | 6143 Workers' Compensation | \$492.00 |
| 164.23.6143.00.110.8.30 | 6143 Workers' Compensation | \$83.00 |
| 164.33.6143.00.110.8.30 | 6143 Workers' Compensation | \$114.00 |
| 164.11.6145.00.110.8.30 | 6145 Unemployment Compensation | \$31.00 |
| 164.11.6145.00.110.8.34 | 6145 Unemployment Compensation | \$22.00 |
| 164.11.6145.27.110.8.30 | 6145 Unemployment Compensation | \$68.00 |
| 164.12.6145.00.110.8.30 | 6145 Unemployment Compensation | \$25.00 |
| 164.13.6145.00.110.8.30 | 6145 Unemployment Compensation | \$147.00 |
| 164.23.6145.00.110.8.30 | 6145 Unemployment Compensation | \$25.00 |
| 164.33.6145.00.110.8.30 | 6145 Unemployment Compensation | \$34.00 |
| 164.11.6146.00.110.8.30 | 6146 Teacher Retirement/TRS Care | \$8.00 |
| 164.11.6146.00.110.8.34 | 6146 Teacher Retirement/TRS Care | \$560.00 |
| 164.11.6146.27.110.8.30 | 6146 Teacher Retirement/TRS Care | \$2,750.00 |
| 164.12.6146.00.110.8.30 | 6146 Teacher Retirement/TRS Care | \$623.00 |
| 164.13.6146.00.110.8.30 | 6146 Teacher Retirement/TRS Care | \$3,694.00 |
| 164.23.6146.00.110.8.30 | 6146 Teacher Retirement/TRS Care | \$623.00 |
| 164.33.6146.00.110.8.30 | 6146 Teacher Retirement/TRS Care | \$852.00 |
| 6100 Subtotal: | | \$448,523.00 |
| 6200 Professional and Contracted Services | | |
| 164.13.6219.57.110.8.30 | 6219 Professional Services | \$405.00 |
| 6200 Subtotal: | | \$405.00 |
| 6300 Supplies and Services | | |
| 164.11.6399.00.110.8.30 | 6399 General Supplies | \$18,750.00 |
| 6300 Subtotal: | | \$18,750.00 |

Personnel for Airport Elementary:

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|----------------|----------------------------------|---------------------------|------------|
| Diana Orta | Instructional Aide (Pre-K) | Airport Elementary School | 1 |
| Isabel Nieto | STAAR Teacher | Airport Elementary School | 1 |
| Jose Garcia | Media Aide | Airport Elementary School | 1 |
| Laura Huerta | Campus Instructional Facilitator | Airport Elementary School | 1 |
| Oflia Zamarron | Library Aide | Airport Elementary School | 1 |
| Olga Vasquez | LVN | Airport Elementary School | 1 |
| Vacancy | Campus Instructional Facilitator | Airport Elementary School | 1 |
| Violet Thomas | Campus Technology Coordinator | Airport Elementary School | 1 |
| Virginia Silva | STAAR Teacher | Airport Elementary School | 0.5 |
| Wanda Garcia | At Risk Attendance Clerk | Airport Elementary School | 1 |

Campus Funding Summary

| State Comp Ed (SCE) | | | | | |
|----------------------------|------------------|-----------------|--|---------------------|---------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 2 | Saturday School funding for salary/instructional materials and breakfast and transportation for students | | \$3,150.00 |
| Sub-Total | | | | | \$3,150.00 |
| Grand Total | | | | | \$3,150.00 |