

# Conroe Independent School District

## Galatas Elementary

### 2021-2022 CIP Board Item



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# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

The 2020-2021 state accountability scores for Galatas Elementary:

Domain I: Student Achievement

95% scored Approaches Grade Level Standards

79% scored Meets Grade Level Standards

57% scored Masters Grade Level Standards

Domain II: School Progress

Domain III: Closing the Gaps

### Economically Disadvantaged Students

100% scored Approaches Grade Level Standards

82% scored Meets Grade Level Standards

49% scored Masters Grade Level Standards

### Special Education

84% scored Approaches Grade Level Standards

55% scored Meets Grade Level Standards

33% scored Masters Grade Level Standards

### English Language Learners (current)

90% scored Approaches Grade Level Standards

52% scored Meets Grade Level Standards

33% scored Masters Grade Level Standards

Galatas Elementary received the following scores for all grades on the 2021 STAAR:

All Subjects 95% Approaches 79% Meets 57% Masters

ELA Reading 97% Approaches 81% Meets 59% Masters

Mathematics 95% Approaches 82% Meets 65% Masters

Writing 92% Approaches 70% Meets 33% Masters

In analyzing our data, we determined that our ELLs and Special Education students are performing lower than their peers in all content areas. As a campus we are focused on student growth and closing the performance gaps between all students. We have implemented targeted professional development for our staff to address the declining student performance among these student groups. Additionally, we are also providing staff development opportunities for all CISD Tier I Best Practices.

mClass data was also reviewed as part of our campus needs assessment. Specific skills in reading fluency and phonemic awareness were identified as target areas for development to improve student performance and close performance gaps.

### **Student Achievement Strengths**

Galatas Elementary's scores are a reflection of the hard-working staff and student population found on our campus. We are proud of the achievement our students showed including:

Exceeding the district and state percentage on all tests in the area of Approaching, Meets, and Masters grade level standards.

Students receiving special education services demonstrated performance growth in math, reading, and writing.

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1 (Prioritized):** Although students have shown growth in various content areas, ELLs have not experienced the same overall growth in all academic areas. **Root Cause:** As a result of the pandemic, students had limited opportunities to engage in academic and social conversations utilizing new vocabulary.

**Problem Statement 2 (Prioritized):** Special education students performed below their peers in Reading, Math, and Writing. **Root Cause:** Fewer opportunities for students to engage in targeted small group instruction to solidify skills and academic vocabulary.

**Problem Statement 3 (Prioritized):** The number of economically disadvantaged students achieving mastery level was lower in math as compared to their peers. **Root Cause:** Due to COVID mitigation protocols, the use of manipulatives and cooperative learning strategies during small group instruction was limited.

**Problem Statement 4 (Prioritized):** ELL students in 2nd-4th grade did not meet proficiency on the online TELPAS test. **Root Cause:** Last year, students did not have as many opportunities to converse with their peers due to virtual instruction and less small group interaction.

**Problem Statement 5 (Prioritized):** Mastery levels on the STAAR math test for all students dropped from 2019 to 2021. **Root Cause:** Students did not have as many opportunities

for small group instruction with manipulatives.

**Problem Statement 6:** Second grade Word Reading Fluency did not show growth from the beginning of the year to the end of the year. **Root Cause:** Lack of multi-sensory instruction with differentiated word lists.

**Problem Statement 7:** Third grade Word Reading Fluency showed a 3% growth from the beginning of the year to the end of the year. **Root Cause:** Less targeted small group instruction during the pandemic.

**Problem Statement 8:** The number of kindergarten and first grade students who were well below benchmark in Phonemic Awareness increased from the beginning of the year to the end of the year, **Root Cause:** Lack of differentiated phonemic awareness small group instruction.

# Culture and Climate

## Culture and Climate Summary

Our campus believes in its students, staff and community resulting in a strong sense of commitment and collaboration. Expectations for student behavior and academic growth are high and our students historically rise to expected levels. Our campus community takes pride in its successes and strives to achieve excellence. The school's faculty and staff have been trained in CHAMPS and follow the safe and civil school's STOIC model (structure, teach, observe, interact, and correct), resulting in positive student behaviors and relationships. We are also a Foundations campus which provides cohesive school-wide procedures that all students and staff know and adhere to.

As a campus, we encourage our staff to attend the district's health fair each year. This health conscious attitude is also evident in our student's physical education program. Students attend daily PE classes where they learn how to care for themselves through exercise, healthy food choices and coordinated activities. Our students also participate in fitness assessments and vision and hearing screenings. Classroom guidance lessons are provided by our counselor to support student social and emotional wellness. In addition, small group and individual counseling support is available to staff, students, and parents. Students have opportunities to develop relationships with their peers through collaborative activities in the classroom and unstructured play at recess.

The Foundations Team, with the input of faculty and staff, believe the school environment is safe and orderly.

Teachers have roles and representatives in the decision-making process regarding school initiatives. Teacher teams and collaborative groups interact to address issues regarding curriculum, assessment, instruction, and the achievement of all students. This includes clear communication and timely feedback to all stakeholder's.

Teachers and staff are part of an MTSS Problem Solving Team that is working toward the optimal functioning of our school.

The success of the whole school, as well as individuals within the school, is appropriately acknowledged.

## Culture and Climate Strengths

- As a staff, our top five dimensions as captured in our 2020-2021 organizational health inventory are: goal focus, communication, adaptation, autonomy, innovation, and resource utilization.
- Students have opportunities to participate in several extracurricular activities that support student interests and talents while fostering friendships.
- Our campus retains its faculty and staff with only natural attrition due to spouse transfers or retirements.
- Teachers are expected to be part of the decision making process on campus and are encouraged to take-on leadership roles.
- As indicated through discipline records, Galatas Elementary has a low number of discipline incidents as compared to other elementary schools. Students are generally respectful and make good choices.
- Staff and students are recognized through Teachers Achieving Excellence (TAE) and Students Achieving Excellence (SAE). Team building activities are planned to foster teamwork, collaboration, and problem solving.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** The Organizational Health Inventory indicated that faculty morale should be a focus dimension. **Root Cause:** Due to COVID-19 pandemic, teachers have taken on additional responsibilities to maintain a safe learning environment, while also ensuring that students were receiving solid instruction through Tier I Best Practices.

**Problem Statement 2:** Maintaining the social emotional well being of our faculty and staff. **Root Cause:** Due to the pandemic, the faculty and staff did not have as many

opportunities for social interaction with their peers. Planning and other team building activities were held over Zoom rather than in-person.

**Problem Statement 3:** Students in grades K-2 are experiencing difficulty with self regulating their emotions and behaviors. **Root Cause:** Students had less opportunities to participate in preschool programs and develop social skills due to the pandemic.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Galatas Elementary values parent and family involvement, which is evident in our many campus activities that invite family participation. We have a very strong Parent-Teacher Organization that supports our campus in a variety of ways including: fund-raising, faculty lunches, student field trips, technology and so much more. Our partnership with parents and community is evident in all that we do. In a normal year, we have 25-100 parents visit our campus each day for a variety of reasons including volunteering, conferences, and lunch with students.

Our staff feels valued and supported by our community as is evident in the Teacher Achieving Excellence messages and positive emails they receive each day.

Communication between the campus and community is extremely important. Galatas Elementary maintains our website with helpful and up-to-date information. We also provide a weekly newsletter, The Galatas Gazette, which celebrates students and provides timely communication regarding events and activities.

## Parent and Community Engagement Strengths

Galatas Elementary has a healthy and strong relationship with its community. Our school's success is due in part to the positive and supportive parent involvement. We work together as a community to support our students and to celebrate their accomplishments. The amount of talent within our community and their willingness to share it with our school is truly amazing. We are so appreciative of the parent and community support that we receive each year.

Annually, our campus hosts a variety of activities and events to encourage community participation. Family Movie Night, Newcomer's Coffees, community service projects, Walk to School Day, Springetti, and other fun events are held to foster strong bonds between families and our school.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Involve parents new to the school and from the recent campus rezoning in school events and volunteer opportunities. **Root Cause:** Due to the pandemic, we have not had an opportunity to hold as many in-person activities as we would in a non-pandemic school year.

**Problem Statement 2:** Parents and guardians have not had as many opportunities to volunteer in-person. **Root Cause:** Due to the COVID-19 pandemic and safety protocols on campus to keep our students, staff, and community safe we have not hosted as many in-person events.

**Problem Statement 3:** An updated system is needed for collecting community feedback on school safety, community engagement, and instruction. **Root Cause:** There is not an established survey for collecting information on school safety, community engagement, and instruction.



# Priority Problem Statements

**Problem Statement 1:** Although students have shown growth in various content areas, ELLs have not experienced the same overall growth in all academic areas.

**Root Cause 1:** As a result of the pandemic, students had limited opportunities to engage in academic and social conversations utilizing new vocabulary.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 4:** The Organizational Health Inventory indicated that faculty morale should be a focus dimension.

**Root Cause 4:** Due to COVID-19 pandemic, teachers have taken on additional responsibilities to maintain a safe learning environment, while also ensuring that students were receiving solid instruction through Tier I Best Practices.

**Problem Statement 4 Areas:** Culture and Climate

**Problem Statement 3:** Involve parents new to the school and from the recent campus rezoning in school events and volunteer opportunities.

**Root Cause 3:** Due to the pandemic, we have not had an opportunity to hold as many in-person activities as we would in a non-pandemic school year.

**Problem Statement 3 Areas:** Parent and Community Engagement

**Problem Statement 2:** Special education students performed below their peers in Reading, Math, and Writing.

**Root Cause 2:** Fewer opportunities for students to engage in targeted small group instruction to solidify skills and academic vocabulary.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 5:** The number of economically disadvantaged students achieving mastery level was lower in math as compared to their peers.

**Root Cause 5:** Due to COVID mitigation protocols, the use of manipulatives and cooperative learning strategies during small group instruction was limited.

**Problem Statement 5 Areas:** Student Achievement

**Problem Statement 6:** ELL students in 2nd-4th grade did not meet proficiency on the online TELPAS test.

**Root Cause 6:** Last year, students did not have as many opportunities to converse with their peers due to virtual instruction and less small group interaction.

**Problem Statement 6 Areas:** Student Achievement

**Problem Statement 7:** Mastery levels on the STAAR math test for all students dropped from 2019 to 2021.

**Root Cause 7:** Students did not have as many opportunities for small group instruction with manipulatives.

**Problem Statement 7 Areas:** Student Achievement

# Goals

## Goal 1: Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 1:** Increase the percent of 3rd grade students that score at the meets grade level or above on STAAR Reading from 78% to 80%.

### HB3 Goal

**Evaluation Data Sources:** Interim assessments; Common and formative assessments

Strategy 1 Details
<p><b>Strategy 1:</b> Provide staff development in components of CISD Reads and look for the use of strategies during classroom observations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance for all student groups due to equitable instructional practices and learning opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Academic Coach</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Instructional Materials and Tutors - Title III - \$3,000, iPad Cart - ESSER - \$11,147, Professional Development Teacher's College - ESSER - \$27,600, Interventionist (2 years) - ESSER - \$144,881</p>

**Goal 1:** Student Achievement and Post-Secondary Success

CISD will prepare all students for graduation and post-secondary success by providing access to a high-quality curriculum that is TEKS-aligned, relevant, and delivered consistently using resources that engage students and challenge them in their learning at appropriate levels.

**Performance Objective 2:** Increase the percent of 3rd grade students that score meets grade level or above on STAAR Math from 77% to 80% .

**HB3 Goal**

**Evaluation Data Sources:** Interim assessments; Common and formative assessments

Strategy 1 Details
<p><b>Strategy 1:</b> Provide staff development in components of CISD Solves and look for the use of strategies during classroom observations.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase in student performance for all student groups due to equitable instructional practices, such as, cooperative learning through the Guided Math Model and tiered learning opportunities.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Academic Coach</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p> <p><b>Funding Sources:</b> Chromebook Cart - ESSER - \$11,147, Dreambox - ESSER - \$8,000, Tutoring - State Comp Ed - \$9,260, Guided Math ERG - ESSER - \$15,000, Instructional Materials - ESSER - \$12,255</p>

**Goal 2: School Leadership and Fiscal Responsibility**

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 1:** After considering OHI and survey feedback, we will continue to foster leadership opportunities for our staff through PLC, Team Leader, Foundations, MTSS, and other committees.

**Evaluation Data Sources:** Committee leaders facilitating meetings, presenting professional development, and surveying staff.

Strategy 1 Details
<p><b>Strategy 1:</b> Recruit and develop campus leaders through leadership opportunities to support campus and district goals.</p> <p><b>Strategy's Expected Result/Impact:</b> Increase the number of capable leaders and staff engagement in professional learning.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture - <b>Comprehensive</b></p> <p><b>Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>

**Goal 2: School Leadership and Fiscal Responsibility**

CISD will foster the development of successful and dynamic leaders who effectively and efficiently manage their teams and fiscal resources.

**Performance Objective 2:** Maintain efficient and effective fiscal management of resources and operations.

**Evaluation Data Sources:** Audits

<b>Strategy 1 Details</b>
<p><b>Strategy 1:</b> Review campus budget monthly to ensure fiscal resources are being used effectively.</p> <p><b>Strategy's Expected Result/Impact:</b> To ensure that campus funds are used to meet the needs of students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Financial Secretary</p>

**Goal 3: Recruitment, Development, and Retention of Staff**

CISD will recruit, develop, and retain a highly-qualified staff to ensure effective instruction for all students.

**Performance Objective 1:** Actively participate in campus and district recruitment, development, and retention of highly qualified personnel.

**Evaluation Data Sources:** Successful recruitment of highly sought after candidates as reflected in secured contracts and retention. Evaluation of T-TESS professional goals and student success on assessments.

Strategy 1 Details
<p><b>Strategy 1:</b> Attending and recruiting highly effective teachers and support staff at job fairs, universities, and from within the community.</p> <p><b>Strategy's Expected Result/Impact:</b> Effective instruction leading to student success on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>

**Goal 4: Safe and Collaborative School Culture**

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**Performance Objective 1:** Develop a responsive, multi-tiered student support team that positively impacts all students.

**Evaluation Data Sources:** MTSS Meeting Notes, Branching Minds Data, Foundation Surveys, Community Surveys, and Staff Surveys

Strategy 1 Details
<p><b>Strategy 1:</b> Provide training and structure on effective collaborative teams that will cultivate and improve our school culture.</p> <p><b>Strategy's Expected Result/Impact:</b> Continually improving a safe, positive, and collaborative school culture that meets the needs of all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>

**Goal 4: Safe and Collaborative School Culture**

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**Performance Objective 2:** Provide effective internal and external communication for the Galatas community, including parents, staff, and students.

**Evaluation Data Sources:** Galatas Gazette, staff updates, teacher newsletters, phone calls, TAEs, SAEs, and email communication

Strategy 1 Details
<p><b>Strategy 1:</b> Continue to develop and promote various forms of communication between the campus and community through the use of: newsletters, social media, and campus marquee.</p> <p><b>Strategy's Expected Result/Impact:</b> A well informed community and a strong connection to the campus.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Office Staff, and Faculty</p>



**Goal 4: Safe and Collaborative School Culture**

CISD will strive to cultivate a safe, positive, and collaborative school culture, conducive to learning, by creating and implementing specific behavioral expectations and management systems, developing responsive student support teams that focus on the needs of every student, and enhancing two-way communication and building partnerships with parents and the community in accordance with the education standards outlined by the State and the values of our community.

**Performance Objective 3:** The entire Galatas community will collaborate to provide a safe and productive learning environment, so that all students can experience emotional and academic growth.

**Evaluation Data Sources:** Attendance, academic data, and event participation

Strategy 1 Details
<p><b>Strategy 1:</b> Continue to foster collaboration between all stakeholders in the Galatas community.</p> <p><b>Strategy's Expected Result/Impact:</b> An increase in productivity, positive relationships, and academic growth for all students.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Counselor</p>

**Goal 5: Effective Instruction**

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 1:** 100% of instructional staff will demonstrate knowledge of TEKS, Tier I Best Practices, and data analysis fostering the development of critical thinking skills for all learners.

**Evaluation Data Sources:** TTESS Ratings, Observations, Conferences, PLC Data Meetings, Eduphoria Data

Strategy 1 Details
<p><b>Strategy 1:</b> Regular meetings to support the vertical alignment of instructional practices and grade level TEKS.</p> <p><b>Strategy's Expected Result/Impact:</b> Consistent TIER I instructional practices across all grade levels resulting in the mastery of grade level power standards.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, and Academic Coach</p> <p><b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - <b>Comprehensive Support Strategy - Targeted Support Strategy - Results Driven Accountability</b></p>

**Goal 5: Effective Instruction**

CISD will deliver meaningful instruction through objective-driven lessons and rigorous learning experiences using appropriate technology and instructional resources, and CISD will analyze data from ongoing formative assessments to foster the development of critical-thinking skills for all learners.

**Performance Objective 2:** Technology will be integrated into all content areas to develop critical thinking skills and collect data.

**Evaluation Data Sources:** Dreambox reports, mClass data, Eduphoria data, Canvas, Seesaw, Branching Minds

Strategy 1 Details
<p><b>Strategy 1:</b> The Galatas faculty will continue to attend staff development in order to maintain and grow their technology skills.</p> <p><b>Strategy's Expected Result/Impact:</b> The faculty will successfully integrate technology into their instructional practices resulting in increased student performance across content areas.</p> <p><b>Staff Responsible for Monitoring:</b> Principal and Assistant Principal</p>

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Tutoring		\$9,260.00
<b>Sub-Total</b>					\$9,260.00
<b>Budgeted Fund Source Amount</b>					\$9,260.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Materials and Tutors		\$3,000.00
<b>Sub-Total</b>					\$3,000.00
<b>Budgeted Fund Source Amount</b>					\$3,000.00
<b>+/- Difference</b>					\$0.00
ESSER					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	iPad Cart		\$11,147.00
1	1	1	Professional Development Teacher's College		\$27,600.00
1	1	1	Interventionist (2 years)		\$144,881.00
1	2	1	Chromebook Cart		\$11,147.00
1	2	1	Dreambox		\$8,000.00
1	2	1	Guided Math ERG		\$15,000.00
1	2	1	Instructional Materials		\$12,255.00
<b>Sub-Total</b>					\$230,030.00
<b>Budgeted Fund Source Amount</b>					\$230,030.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$242,290.00