

**Conroe Independent School District**  
**Knox Junior High School**  
**2020-2021 Campus Improvement Plan**

**Accountability Rating: Not Rated: Declared State of Disaster**



# Table of Contents

Comprehensive Needs Assessment	3
Student Achievement	3
Culture and Climate	6
Parent and Community Engagement	7
Priority Problem Statements	8
Comprehensive Needs Assessment Data Documentation	9
Goals	11
Goal 1: Student Achievement and Post-Secondary Success: CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.	11
Goal 2: Fiscal Responsibility: CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.	14
Goal 3: Recruitment, Development, and Retention of Staff: CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.	15
Goal 4: Parents and Community: CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.	17
Goal 5: Safe Schools: CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.	18
Goal 6: Technology: CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.	19
Goal 7: Communication: CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.	20
State Compensatory	22
Personnel for Knox Junior High School	22
Plan Notes	23
Campus Funding Summary	24
Addendums	25

# Comprehensive Needs Assessment

## Student Achievement

### Student Achievement Summary

Knox Junior High is a 7th and 8th grade campus with a total of 1,425 students. Knox Junior High has a legacy of academic excellence supported by meeting the needs of the whole child. Our staff recognizes that building strong relationships with students will in turn impact their academic achievement. It has been a goal at Knox to connect students with various student groups and clubs to build a sense of pride and a sense of belonging in each student. We believe that these connections have led to the academic accomplishments of our students.

### Student Demographics

White 52.8%

Hispanic 27.9%

African American 7.8%

Asian 6.9%

Multiple 4.2%

American Indian 0.4%

SES 25.9%

LEP 8%

SPED 7.1%

GT 17.3%

### 2019 Reading Performance

Approaches - 92% (-1%)

Meets - 75% (+3%)

Masters - 50% (+1%)

### **2019 Math Performance**

Approaches - 93% (+/-)

Meets - 76% (-2%)

Masters - 44% (-5%)

### **2019 Writing Performance**

Approaches - 84% (+/-)

Meets - 58% (-4%)

Masters - 30% (+3%)

### **2019 Science Performance**

Approaches - 91% (+/-)

Meets - 72% (-5%)

Masters - 44% (-10%)

### **2019 Social Studies Performance**

Approaches - 88% (+1)

Meets - 65% (+4%)

Masters - 47% (+1%)

### **Student Achievement Strengths**

Knox Junior High students continue to exceed state and district performance in all grades and all subjects. We recognize the importance of academic progress for students especially as they transition to the high school campus. At Knox Junior High, the percentage of students achieving masters far exceeds that of the state district. Below are examples:

All Grades Reading STAAR 18-19 at Masters

- Knox 50%
- District 30%
- State 21%

#### All Grades Math STAAR 18-19 at Masters

- Knox 44%
- District 39%
- State 26%

When looking at academic growth of students, Knox Junior High exceeded the district and state scores in all but one area. For our English Learners (EL's), that student group outperformed our campus by 1% point on the 7th grade STAAR Math assessment and exceeded the campus score by 3% on the 8th Grade STAAR Math assessments. This is credited to our math teams that have focused and targeted academic vocabulary and closing the gaps with our EL students.

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

**Problem Statement 1 (Prioritized):** Since 2017, the African American student group scores at the meets and masters level on the STAAR Reading assessments on average of 20 percentage points below the All Student group.. **Root Cause:** Need for strategic instructional planning and selection of appropriate instructional materials to increase student engagement.

**Problem Statement 2 (Prioritized):** The English Learner (EL) student group scored 10 points below the campus on the 2019 Reading STAAR for both 7th and 8th grade. **Root Cause:** Need to increase the academic opportunities and instructional strategies for students to grow in their language acquisition across the curriculum.

**Problem Statement 3 (Prioritized):** Academic growth on the 7th grade 2019 Math STAAR assessment fell to a 57 from the previous year's score of a 68. **Root Cause:** Need to address instructional minutes and rigor between the transition from sixth to seventh grade.

# Culture and Climate

## Culture and Climate Summary

Knox Junior High is a large school that operates like a small school. From the principal to the janitor, the staff at Knox knows the students as individuals. They know their names, their family situations, and their goals and interests. This interest in students informs all campus decisions from the Knox Rox fundraiser and school dance to the additional planning period that all core teachers are given. We invest time to make Knox a great place for kids to learn and for teachers to work.

## Culture and Climate Strengths

According to our OHI report for 2019-2020, our top three strengths as a school are:

- Morale
- Communication
- Innovativeness

This reflects the time and trust that is invested in our teachers.

## Problem Statements Identifying Culture and Climate Needs

**Problem Statement 1 (Prioritized):** Teachers do not feel there is a common goal focus across the campus. **Root Cause:** Lack of alignment in goal setting with district, campus and teacher goals.

**Problem Statement 2:** Teachers do not feel there is cohesiveness within and across departments. **Root Cause:** Need for aligned goals across the campus.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Knox Junior High has a robust PTO that involves the community, teachers, and students. They provide resources for teachers and students through fundraising and morale boosters for staff through school luncheons. Knox welcomes parents to our campus to see our Veteran's Day posters, attend athletic events and fine arts performances. Each year, we attract a large percentage of our parents to the school to tour our elective classes before their students complete their course requests.

## Parent and Community Engagement Strengths

- Knox reached out to numerous families of virtual learners to provide support and resources for navigating Canvas and other aspects of virtual learning.
- Knox keeps families and students informed with a weekly emailed newsletter, continually updated website, and several social media accounts.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** PTO engagement has been down in the past two years. **Root Cause:** The PTO meetings have been during the day, which excludes parents who work during the day.

# Priority Problem Statements

**Problem Statement 1:** Since 2017, the African American student group scores at the meets and masters level on the STAAR Reading assessments on average of 20 percentage points below the All Student group..

**Root Cause 1:** Need for strategic instructional planning and selection of appropriate instructional materials to increase student engagement.

**Problem Statement 1 Areas:** Student Achievement

**Problem Statement 2:** The English Learner (EL) student group scored 10 points below the campus on the 2019 Reading STAAR for both 7th and 8th grade.

**Root Cause 2:** Need to increase the academic opportunities and instructional strategies for students to grow in their language acquisition across the curriculum.

**Problem Statement 2 Areas:** Student Achievement

**Problem Statement 3:** Academic growth on the 7th grade 2019 Math STAAR assessment fell to a 57 from the previous year's score of a 68.

**Root Cause 3:** Need to address instructional minutes and rigor between the transition from sixth to seventh grade.

**Problem Statement 3 Areas:** Student Achievement

**Problem Statement 4:** Teachers do not feel there is a common goal focus across the campus.

**Root Cause 4:** Lack of alignment in goal setting with district, campus and teacher goals.

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



# 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

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps

## 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- At-Risk population, including performance, discipline, attendance, and mobility
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Gifted and talented data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

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

- Study of best practices

# Goals

Revised/Approved: December 7, 2020

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

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 1:** Increase African American student group in the meets and masters reading scores by 10% on the 2021 STAAR Reading assessment

**Evaluation Data Sources:** STAAR scores  
District Benchmarks  
Campus Common Assessments

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Language arts teachers will use diverse texts and student choice.</p> <p><b>Strategy's Expected Result/Impact:</b> Increased engagement with reading materials and higher performance on assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Instructional Coaches</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Achievement 1</p> <p><b>Funding Sources:</b> Books - State Comp Ed - \$500</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July

**Strategy 2:** Within the PLC structure, reading teachers will use classroom observations, formative assessment data, common assessments and district benchmarks to strategic plan lessons that align to different learner needs.

**Strategy's Expected Result/Impact:** Specific planning for student needs will help fill in academic gaps that exist for students. This will also help strengthen the reading behaviors of students.

**Staff Responsible for Monitoring:** Principal

Assistant Principals  
Instructional Coaches

**TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

**Problem Statements:** Student Achievement 1, 3

**Funding Sources:** ELA SCE Teacher - State Comp Ed - \$72,392.70

Reviews			
Formative			Summative
Feb	Apr	July	July



No Progress



Accomplished



Continue/Modify



Discontinue

**Performance Objective 1 Problem Statements:**

**Student Achievement**

**Problem Statement 1:** Since 2017, the African American student group scores at the meets and masters level on the STAAR Reading assessments on average of 20 percentage points below the All Student group.. **Root Cause:** Need for strategic instructional planning and selection of appropriate instructional materials to increase student engagement.

**Problem Statement 3:** Academic growth on the 7th grade 2019 Math STAAR assessment fell to a 57 from the previous year's score of a 68. **Root Cause:** Need to address instructional minutes and rigor between the transition from sixth to seventh grade.

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

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.





**Performance Objective 2:** Increase the English Learner (EL) student group in the meets and masters category by 8% on the 2021 STAAR Writing.

**Evaluation Data Sources:** STAAR scores

District Benchmarks

Campus Common Assessments

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Teachers in all subject areas will implement ELPs strategies to increase writing and speaking opportunities.  <b>Strategy's Expected Result/Impact:</b> EL students will practice writing and speaking in English. With increased practice, their writing performance on STAAR will increase.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principals                      Instructional Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Achievement 2  <b>Funding Sources:</b> EL Instructional Materials - Title III - \$300</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 2:</b> Teachers will utilize tutorials and interventions to address the academic and language acquisition needs of EL students.  <b>Strategy's Expected Result/Impact:</b> Students will have targeted interventions that are focused on their individual needs.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principal  <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Achievement 2, 3  <b>Funding Sources:</b> Instructional Materials for Tutorials - Title III - \$3,600</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 2 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 2:</b> The English Learner (EL) student group scored 10 points below the campus on the 2019 Reading STAAR for both 7th and 8th grade. <b>Root Cause:</b> Need to increase the academic opportunities and instructional strategies for students to grow in their language acquisition across the curriculum.</p>
<p><b>Problem Statement 3:</b> Academic growth on the 7th grade 2019 Math STAAR assessment fell to a 57 from the previous year's score of a 68. <b>Root Cause:</b> Need to address instructional minutes and rigor between the transition from sixth to seventh grade.</p>

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

CISD will maintain rigorous standards of achievement to prepare all students for graduation and post-secondary success.

**Performance Objective 3: Increase the Academic Growth Score on the 2021 7th grade Math STAAR assessment by 5%.**





**Evaluation Data Sources:** STAAR scores

District Benchmarks

Campus Common Assessments

Formative Assessments

**Summative Evaluation:** None

<p><b>Strategy 1:</b> Math teachers are incorporating organizational strategies and structures in their classes.  <b>Strategy's Expected Result/Impact:</b> Most students will establish better learning habits.  <b>Staff Responsible for Monitoring:</b> Teachers  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Achievement 3  <b>Funding Sources:</b> Instructional Materials for At-Risk - State Comp Ed - \$250</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
<p><b>Strategy 2:</b> Analyze and re-structure interventions and RtI processes to reach more struggling students.  <b>Strategy's Expected Result/Impact:</b> Struggling students will receive interventions that they need to either fill in gaps or be referred to committees that can help them further.  <b>Staff Responsible for Monitoring:</b> Principal                      Assistant Principals                      Instructional Coaches  <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction  <b>Problem Statements:</b> Student Achievement 3  <b>Funding Sources:</b> Math Teacher Instructional Support for At Risk Students - State Comp Ed - \$146,685.30</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 3 Problem Statements:**

<b>Student Achievement</b>
<p><b>Problem Statement 3:</b> Academic growth on the 7th grade 2019 Math STAAR assessment fell to a 57 from the previous year's score of a 68. <b>Root Cause:</b> Need to address instructional minutes and rigor between the transition from sixth to seventh grade.</p>

**Goal 2: Fiscal Responsibility:**

CISD will maintain efficient and effective fiscal management of resources and operations to maximize learning for all students.





**Performance Objective 1:** To maintain efficient and effective fiscal management of resources and operations.

<p><b>Strategy 1:</b> A group of knowledgeable staff will vet all resources purchased for students to determine if they are research based and effective.</p> <p><b>Strategy's Expected Result/Impact:</b> Funds will be spent effectively.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Funding Sources:</b> Instructional Supplies for At-Risk Students - State Comp Ed - \$200</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

**Performance Objective 1:** To recruit, retain and develop highly qualified teachers and staff for all students.

<b>Strategy 1:</b> Attend and recruit from CISD Teacher Job Fair. <b>Strategy's Expected Result/Impact:</b> Highly qualified teachers hired to support maximum learning. <b>Staff Responsible for Monitoring:</b> Principal and administration	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				







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

CISD will employ, develop, and retain highly qualified staff to maximize learning for all students.

**Performance Objective 2:** Campus morale will improve by simplifying goals and initiatives for a more streamlined vision.

**Evaluation Data Sources:** T-TESS and SLOs

**Summative Evaluation:** None

<b>Strategy 1:</b> Campus leadership will work to connect goals and initiatives for a more streamlined vision. <b>Strategy's Expected Result/Impact:</b> Higher retention of staff, increased morale, and leadership development. <b>Staff Responsible for Monitoring:</b> Administration and department chairs <b>Problem Statements:</b> Culture and Climate 1	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				





**Performance Objective 2 Problem Statements:**

<b>Culture and Climate</b>
<b>Problem Statement 1:</b> Teachers do not feel there is a common goal focus across the campus. <b>Root Cause:</b> Lack of alignment in goal setting with district, campus and teacher goals.

**Goal 4: Parents and Community:**

CISD will work jointly with parents and the community to maximize learning for all students through collaborative partnerships and unity of purpose.





**Performance Objective 1:** To work jointly with parents and the community to maximize learning for all students through communication, collaborative partnerships and unity of purpose.

<p><b>Strategy 1:</b> PTO meetings will be offered at a variety of times to encourage more participation.</p> <p><b>Strategy's Expected Result/Impact:</b> Parents who work during the day can now attend PTO meetings and become more engaged with the organization.</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 5: Safe Schools:**

CISD will strive to ensure a safe and orderly environment conducive to learning for all students and staff.





**Performance Objective 1:** To provide a safe and orderly school environment conducive to learning for all students and staff.

<p><b>Strategy 1:</b> Teachers will diligently monitor mask wearing. Students will be socially distanced at lunch, and staff will clean surfaces in between student use.</p> <p><b>Strategy's Expected Result/Impact:</b> COVID cases will remain at a low rate for Knox JHS, keeping students and staff healthy and able to attend school.</p> <p><b>Staff Responsible for Monitoring:</b> All Staff</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 6: Technology:**

CISD will provide technology infrastructure, tools, and solutions to meet the administrative requirements of the District and to maximize learning for all students.





**Performance Objective 1:** To ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

<b>Strategy 1:</b> Google Read and Write is being used across all subjects to enhance understanding of the curriculum. <b>Strategy's Expected Result/Impact:</b> Students will implement strategies previously used on paper texts to digital resources preparing them for the transition to online assessments. <b>Staff Responsible for Monitoring:</b> Teachers and committee members	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 7:** Communication:

CISD will promote and enhance two-way communication among our staff and our community to maximize the success of all students.

**Performance Objective 1:** To ensure that all stakeholders receive effective internal and external communication.

<p><b>Strategy 1:</b> Knox JHS created a virtual learner help center. Parents and students are encouraged to call or email the help center for virtual learning issues.</p> <p><b>Strategy's Expected Result/Impact:</b> Virtual learner families will not feel lost in the virtual environment and will instead have staff members they can rely on so their child will be successful online.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach, Testing Coordinator, Counselors, Assistant Principals</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Feb</b>	<b>Apr</b>	<b>July</b>	<b>July</b>
 No Progress  Accomplished  Continue/Modify  Discontinue				

# State Compensatory

## Personnel for Knox Junior High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Christian Lloyd	Math Teacher	State Comp Ed	1.00
Steven Dixen	Math Teacher	State Comp Ed	1.00
Vivian Henry	Language Arts Teacher	State Comp Ed	1.00

# Plan Notes

Row Labels	Sum of Amount	Sum of FTE
<b>Knox</b>		
SCE		
Computer Equipment / AV Supplies	\$5,000	0.00
General Supplies	\$5,000	0.00
Instructional Support for At-Risk-Students	\$210,028	3.00
SCE Total	\$220,028	3.00
Title III EL		
Books	\$500	0.00
Computer Equipment / AV Supplies	\$300	0.00
Extra Duty	\$2,600	0.05
General Supplies	\$500	0.00
Title III EL Total	\$3,900	0.05
Knox Total	\$223,928	3.05

# Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Books		\$500.00
1	1	2	ELA SCE Teacher		\$72,392.70
1	3	1	Instructional Materials for At-Risk		\$250.00
1	3	2	Math Teacher Instructional Support for At Risk Students		\$146,685.30
2	1	1	Instructional Supplies for At-Risk Students		\$200.00
<b>Sub-Total</b>					\$220,028.00
<b>Budgeted Fund Source Amount</b>					\$220,028.00
<b>+/- Difference</b>					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	EL Instructional Materials		\$300.00
1	2	2	Instructional Materials for Tutorials		\$3,600.00
<b>Sub-Total</b>					\$3,900.00
<b>Budgeted Fund Source Amount</b>					\$3,900.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$223,928.00



# Addendums