

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

Accountability Rating: Not Rated: Declared State of Disaster



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Comprehensive Needs Assessment

Student Achievement

Student Achievement Summary

Peet Junior High School will maintain high-quality, rigorous instruction to ensure our students meet the standard of achievement needed to prepare them for graduation and post-secondary education. Our primary objective is to exceed state accountability standards for all of our students in all areas. Peet Junior High School had an overall rating of B for the 2018-2019 school year.

The 2019 STAAR results show our African American students, Asian students, and Two or More Races students continue to struggle with meeting progress in Academic Achievement, especially in reading. Our African American student group did not make gains or show losses, our Asian student group decreased by 8 percent, and while our Two or More Races did increase by 3 percent, they were only at 50% meets expectation. The 2019 STAAR results show our Hispanic and White student groups did show gains in reading for Academic Achievement. The All Students category met target goals in math except our Asian students, which dropped 17 percent.

We will continue implementing Readers and Writers Workshop in our English Language Arts classes and offer freedom of choice reading with approximately 1000 books to choose from in each classroom. All teachers will continue to use CISD Best Practices for instruction and supplement with online tools such as IXL in math, NewsELA in Language Arts, and Summit K12 in ESL classes. History has revamped their scope and sequence, digging more into updated state TEKS to ensure we are teaching the appropriate information according to TEA guidelines. Science will continue to evaluate current TEKS and scope and sequence mapping. All subjects will utilize campus and district-level instructional coaches to analyze student data, create meaningful lessons and rigorous assessments. Before and after-school tutorials will continue to be available for all students.

Reading Meets Percentage:

African-American: 28% (Target 32%)

Asian: 65% (Target 74%)

Two or More Races: 50% (Target 56%)

Math Meets Percentage:

African-American: 29% (Target 31%)

Asian: 76% (Target 82%)

Two or More Races: 54% (Target 54%)

Student Achievement Strengths

- Campus rating – B
- Hispanic population increased reading score by 2%
- White population increased reading score by 3%
- Economically Disadvantaged population increased reading score by 1%
- ELL population moved from Not Meets in reading to Meets Target with a 2% increase
- All Students group increased reading score by 1%
- STAAR Performance (all subjects) increased by 1%
- Reading classes and Writing classes for 7th grade students in level ELA
- After school homework help for all students
- Classroom libraries in ELA classes with at least 1000 novels for student choice
- IXL.com online program
- Summit K12 online program
- NewsELA online program
- Weekly department PLCs
- Monthly faculty meetings
- Instructional Coaches meetings twice each month
- Department Chair / Team Leaders meetings twice each month
- Weekly Admin meetings
- Girls in Engineering
- Science Fair
- Quiz Bowl
- Academic UIL
- Project LIT - reading club
- History Club
- Positivity Project
- National Junior Honor Society
- Student Council
- Kindness Club

Problem Statements Identifying Student Achievement Needs

Problem Statement 1 (Prioritized): African-American, Asian, and Two or More Races populations continue to not make the Meets target in Academic Achievement for reading for the third year in a row. **Root Cause:** Lack of fidelity in implementing total participation techniques and formative assessments multiple times per class period.

Problem Statement 2 (Prioritized): US History STAAR results were last in the district in 2019 with a 60% approaches rate. **Root Cause:** The need to address targeted TEKS, and misaligned formative and summative assessments throughout the year.

Problem Statement 3 (Prioritized): 7th Grade Math STAAR results were last in the district in 2019 with a 67% approaches rate. **Root Cause:** The need to have targeted professional development on effective intervention strategies that address students' math fluency deficits.

Problem Statement 4: ESL students did not meet TELPAS progress rate of 36% growth in at least one proficiency level.

Problem Statement 5: Only 14.5% of SPED students and 44.19% of ESL students achieved Approaches Grade Level on the 2019 Writing STAAR.

Culture and Climate

Culture and Climate Summary

Peet Junior High school is a culturally diverse campus representing many races, ethnic backgrounds and views. This year we have cultural diversity personal and professional development planned to help our staff members better understand each other and our students. At Peet, our goal is for all students to feel loved, accepted, and grow academically every day.

Peet is committed to the social, emotional, behavioral, and academic success of all students. In Conroe ISD, students are taught to successfully manage their emotions, behaviors, and make responsible decisions.

In addition to efforts to improve social and emotional well being, we are also committed to the health and wellness of all students. In accordance with the guidelines and recommendations from the Texas Education Agency (TEA), Peet Junior High and all of Conroe ISD follow measures to mitigate the spread of COVID-19. Peet Junior High is proactive in keeping our campus, staff, and students safe, as well as taking a positive proactive instructional approach to behavior in utilizing PBIS Foundations training.

Culture and Climate Strengths

- All staff members will attend a cultural and diversity training within the first semester.
- We hire staff with the need for diversity in mind to reflect our student population.
- We implement social and emotional learning through the Positivity Project, which is taught and discussed weekly.
- We model and address behavior through PBIS Foundations instructional approach.
- The "All Means All" motto is carried throughout our campus, ensuring all students are cared for academically, socially, and emotionally.
- Students are able to earn Peet Pride tickets to encourage positive behavior and can earn rewards through raffles.
- Peet staff continue to complete Safe Schools training each year to promote and ensure a safe environment for students and staff.
- At Peet, we encourage regular communication between staff, students, and parents to form a positive partnership among all three stakeholders.
- Students are nominated and awarded Student of the Week each week, one from each grade level.
- Students nominate teachers monthly for the Teacher of the Month by writing essay recommendations.
- Teachers are awarded the Work Hard, Be Nice award which is voted on by the staff each month.
- PBIS Foundations Committee meets monthly to review campus-wide policies, procedures, and other concerns.
- Focus groups will be established to address any specific needs.

Problem Statements Identifying Culture and Climate Needs

Problem Statement 1 (Prioritized): Crowded cafeteria and hallways before the start of the school day. **Root Cause:** The need to analyze and create structures that address overcrowding for morning arrival for students.

Problem Statement 2 (Prioritized): Excessive tardies throughout the school day. **Root Cause:** The need to analyze current practices and create structures that address overcrowding for morning arrival for students.

Problem Statement 3: Decrease in camaraderie and team-building atmosphere.

Parent and Community Engagement

Parent and Community Engagement Summary

Parent involvement is an essential component of our student and campus success. We work with parents to ensure they are able to be an active participant in their student's education. Parents receive campus information and updates weekly via campus email, text message, Facebook, Twitter, Instagram, School Messenger, and district announcements. Parents may contact any staff member via email or by phone when needed. We continually explore avenues to better meet the needs of our parents and community, to gain feedback, and encourage active engagement with our campus.

Parent and Community Engagement Strengths

- Weekly parent communication from campus and teachers.
- Open communication between campus, parent, and community.
- Peet has an active PTO which gives back to the students and staff.
- Academic/Elective Course night is held each Spring to introduce junior high courses to parents and students.
- As a Project Mentor campus, Peet serves approximately 50 mentor/mentee partnerships who meet weekly during lunch time.
- Fine Arts Performances
- Athletic Events
- Open House
- Cub Express - Schedule Pick-Up
- Social Media Presence

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Parents struggle to understand our learning management system (Canvas). **Root Cause:** Need to provide parent training on Canvas.

Problem Statement 2 (Prioritized): Difficult to communicate with individual parents of some of our most struggling students. **Root Cause:** The need to secure reliable contact information and build positive parent/school relationships with school staff.

Problem Statement 3: PTO membership and fund-raising has declined over the past few years.

Priority Problem Statements

Problem Statement 1: US History STAAR results were last in the district in 2019 with a 60% approaches rate.

Root Cause 1: The need to address targeted TEKS, and misaligned formative and summative assessments throughout the year.

Problem Statement 1 Areas: Student Achievement

Problem Statement 2: 7th Grade Math STAAR results were last in the district in 2019 with a 67% approaches rate.

Root Cause 2: The need to have targeted professional development on effective intervention strategies that address students' math fluency deficits.

Problem Statement 2 Areas: Student Achievement

Problem Statement 3: African-American, Asian, and Two or More Races populations continue to not make the Meets target in Academic Achievement for reading for the third year in a row.

Root Cause 3: Lack of fidelity in implementing total participation techniques and formative assessments multiple times per class period.

Problem Statement 3 Areas: Student Achievement

Problem Statement 4: Crowded cafeteria and hallways before the start of the school day.

Root Cause 4: The need to analyze and create structures that address overcrowding for morning arrival for students.

Problem Statement 4 Areas: Culture and Climate

Problem Statement 5: Parents struggle to understand our learning management system (Canvas).

Root Cause 5: Need to provide parent training on Canvas.

Problem Statement 5 Areas: Parent and Community Engagement

Problem Statement 6: Difficult to communicate with individual parents of some of our most struggling students.

Root Cause 6: The need to secure reliable contact information and build positive parent/school relationships with school staff.

Problem Statement 6 Areas: Parent and Community Engagement

Problem Statement 8: Excessive tardies throughout the school day.

Root Cause 8: The need to analyze current practices and create structures that address overcrowding for morning arrival for students.

Problem Statement 8 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
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- State and federal planning requirements
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- PSAT and/or ASPIRE
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

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
- Migrant 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.
- Section 504 data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Annual dropout rate data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Highly qualified staff data
- 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
- Equity data
- TTESS data
- PDAS and/or T-TTESS

Parent/Community Data

- Parent surveys and/or other feedback
- 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
- Study of best practices

Goals





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: African-American, Asian, and Two or More Races sub population groups will increase their reading scores 5% on the 2021 Reading STAAR exam.

Evaluation Data Sources: Class common assessments, district benchmarks, and STAAR.

Summative Evaluation: None

<p>Strategy 1: Small group instruction, targeted tutorials, reduced class size. Strategy's Expected Result/Impact: African-American, Asian, EL, and Two or More Races population will meet target. Staff Responsible for Monitoring: Admin, Instructional Coaches, Teachers TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 2, 3 Funding Sources: NewsELA Online Supplemental Program - State Comp Ed - \$6,500, Reduced Class Size - State Comp Ed - \$258,645.50</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Teachers will host after school and Saturday tutorials. Strategy's Expected Result/Impact: Students will reach Meets standard on STAAR. Students will have the opportunity for targeted intervention that will strengthen their foundational content area skills and allow for academic growth. Staff Responsible for Monitoring: Admin, Instructional Coaches TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Student Achievement 1, 3 Funding Sources: Targeted Tutorials - State Comp Ed - \$12,500, Tutorials - Title III - \$2,750</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Achievement
<p>Problem Statement 1: African-American, Asian, and Two or More Races populations continue to not make the Meets target in Academic Achievement for reading for the third year in a row. Root Cause: Lack of fidelity in implementing total participation techniques and formative assessments multiple times per class period.</p>
<p>Problem Statement 2: US History STAAR results were last in the district in 2019 with a 60% approaches rate. Root Cause: The need to address targeted TEKS, and</p>

misaligned formative and summative assessments throughout the year.

Problem Statement 3: 7th Grade Math STAAR results were last in the district in 2019 with a 67% approaches rate. **Root Cause:** The need to have targeted professional development on effective intervention strategies that address students' math fluency deficits.

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: All sub populations will increase 10% in the Approaches standard on the 2021 History STAAR exam.

Evaluation Data Sources: Class common assessments, district benchmarks, and STAAR.

Summative Evaluation: None

Strategy 1: Teachers will review and realign lessons to current TEKS. Strategy's Expected Result/Impact: Student sub populations will meet the target. Staff Responsible for Monitoring: Admin, Instructional Coaches, Teachers. Problem Statements: Student Achievement 2 Funding Sources: Targeted Tutorials - State Comp Ed - \$12,500	Reviews			
	Formative			Summative
	Feb	Apr	July	July

 No Progress  Accomplished  Continue/Modify  Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 2: US History STAAR results were last in the district in 2019 with a 60% approaches rate. Root Cause: The need to address targeted TEKS, and misaligned formative and summative assessments throughout the year.

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: All sub populations will increase by 5% on the 2021 7th Grade Math STAAR exam.

Evaluation Data Sources: Class common assessments, district benchmarks, and STAAR.

Summative Evaluation: None

<p>Strategy 1: Small group instruction, targeted tutorials, address math fluency during instruction, reduced class size.</p> <p>Strategy's Expected Result/Impact: Student sub populations will met the target. Small group instructional opportunities will allow for more individualized instruction in areas of need, as well as the opportunity for students to build relationships and understand their academic needs through an instructional and socio-emotional lens.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coaches, Teachers</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: IXL Math Online Supplemental Program - State Comp Ed - \$11,000, Reduced Class Size - State Comp Ed - \$285,645.50, After School and Saturday Targeted Tutorials - State Comp Ed - \$12,500, After School and Saturday Tutorials - Title III - \$2,750</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 3 Problem Statements:





Student Achievement
<p>Problem Statement 3: 7th Grade Math STAAR results were last in the district in 2019 with a 67% approaches rate. Root Cause: The need to have targeted professional development on effective intervention strategies that address students' math fluency deficits.</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: Fiscal Responsibility





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

Strategy 1: Peet will effectively manage monetary resources by allocating money to each department. Strategy's Expected Result/Impact: Funds are appropriated as needed, and budget money is used responsibly. Staff Responsible for Monitoring: Principal and Principal's Secretary	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 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.

Strategy 1: Peet Junior High will attend the CISD job fair to recruit highly qualified teachers. Strategy's Expected Result/Impact: Highly Qualified teachers will better serve our students. Staff Responsible for Monitoring: Admin staff and leadership team	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

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 guardians in the community to encourage communication, partnerships and engagement.

<p>Strategy 1: To work cooperatively with parents and the community to ensure learning for all students through communication, collaborative partnerships, and unity of purpose.</p> <p>Strategy's Expected Result/Impact: Parents and community will have accurate information to make educational decisions for their students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Problem Statements: Parent and Community Engagement 1, 2</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 1 Problem Statements:

Parent and Community Engagement
Problem Statement 1: Parents struggle to understand our learning management system (Canvas). Root Cause: Need to provide parent training on Canvas.
Problem Statement 2: Difficult to communicate with individual parents of some of our most struggling students. Root Cause: The need to secure reliable contact information and build positive parent/school relationships with school staff.

Goal 5: Safe Schools:

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



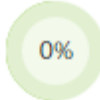




Performance Objective 1: To provide a safe and orderly school environment conducive to learning for all students and staff.

<p>Strategy 1: Peet will conduct fire, disaster, lock-down, evacuation, and emergency drills to ensure the effectiveness of Emergency Operations Plans and student safety at the district and campus level. Strategy's Expected Result/Impact: Students and staff will be prepared in the event of an actual emergency. Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
<p>Strategy 2: Peet continues to promote Safe Schools through Safe Schools training and utilizes mitigation strategies to keep our schools, students, and staff safe. Strategy's Expected Result/Impact: Student and staff will follow all safety procedures and mitigation strategies to ensure a safe school environment. Staff Responsible for Monitoring: Principal and Assistant Principals</p>	Reviews			
	Formative			Summative
	Feb	Apr	July	July
 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: Ensure that all students and staff utilize technology to maximize learning for all students and to enhance the educational practices of teachers.

<p>Strategy 1: To encourage integration of technology by creating a one-to-one campus where all students are issued a Chromebook for school use.</p> <p>Strategy's Expected Result/Impact: Students will be ready for the technology needs and expectations of high school, college, and the work force.</p> <p>Staff Responsible for Monitoring: Admin, Instructional Coaches, and Teachers</p>	Reviews			
	Formative			Summative
	Feb 	Apr 	July 	July
 No Progress	 Accomplished	 Continue/Modify	 Discontinue	

Goal 7: Communication:

CISD will promote and enhance two-way communication between 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>Strategy 1: To ensure all staff, parents, and students receive regular, timely, and informative communication. Strategy's Expected Result/Impact: Staff will be informed with current and correct information. Staff Responsible for Monitoring: Principal Problem Statements: Parent and Community Engagement 2</p>	Reviews			
	Formative			Summative
	Feb 	Apr 	July 	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 2: Difficult to communicate with individual parents of some of our most struggling students. Root Cause: The need to secure reliable contact information and build positive parent/school relationships with school staff.</p>

State Compensatory

Personnel for Peet Junior High School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angelita Glazar	Math Teacher	State Comp Ed	1.00
Barbara Clark	Response to Intervention	State Comp Ed	1.00
Christina Floria	English Language Arts Teacher	State Comp Ed	1.00
Dean Legendre	Math Teacher	State Comp Ed	1.00
Elizabeth Smith	Paraprofessional	State Comp Ed	1.00
Kristen Loyd	Math Teacher	State Comp Ed	1.00
Leigh Hall	Math Teacher	State Comp Ed	1.00
Lindsey Carter	English Language Arts Teacher	State Comp Ed	1.00

Plan Notes

Row Labels	Sum of Amount	Sum of FTE
Peet		
SCE		
Computer Equipment / AV Supplies	\$7,490	0.00
Extra Duty	\$17,510	0.32
General Supplies	\$3,000	0.00
Instructional Support for At-Risk-Students	\$571,291	9.00
SCE Total	\$599,291	9.32
Title III EL		
Books	\$500	0.00
Extra Duty	\$3,500	0.06
General Supplies	\$1,500	0.00
Title III EL Total	\$5,500	0.06
Peet Total	\$604,791	9.38

Campus Funding Summary

State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	NewsELA Online Supplemental Program		\$6,500.00
1	1	1	Reduced Class Size		\$258,645.50
1	1	2	Targeted Tutorials		\$12,500.00
1	2	1	Targeted Tutorials		\$12,500.00
1	3	1	IXL Math Online Supplemental Program		\$11,000.00
1	3	1	Reduced Class Size		\$285,645.50
1	3	1	After School and Saturday Targeted Tutorials		\$12,500.00
Sub-Total					\$599,291.00
Budgeted Fund Source Amount					\$599,291.00
+/- Difference					\$0.00
Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutorials		\$2,750.00
1	3	1	After School and Saturday Tutorials		\$2,750.00
Sub-Total					\$5,500.00
Budgeted Fund Source Amount					\$5,500.00
+/- Difference					\$0.00
Grand Total					\$604,791.00

Addendums