

Leadership Academy Network-TXWES
Leadership Academy at John T White Elementary
Campus Improvement Plan
2020-2021



Mission Statement

Preparing ALL students for success in college, career, and community leadership.

Vision

Igniting in Every Child a Passion for Learning.

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Comprehensive Needs Assessment

Revised/Approved: April 7, 2020

Demographics

Demographics Summary

The Leadership Academy at John T. White is located in the East quadrant of FWISD. The campus demographics for our student population is comprised of the following:

71% African American

0.9 % Asian

22.6% Hispanic

0.4% American Indian

0.2% Pacific Islander

2.2% White

The Leadership Academy at John T. White opened its door to serve the Eastside community of Fort Worth in 2011. The campus community is surrounded by lots of apartment complex's which makes the campus highly transient. The experienced experienced gains but over the course of several years the campus sonctinued to not meet state standars. As a result of the decline the campus went through a restructuring of staff, programming, and funding sources in 2018. As a result of this shift the campus was able to come out of IR status in a three year period. In 2019 the campus returned to yr. 1 of IR status and strategic plaining and system changes occurred to ensure that the campus would fine tune areas of need fro returning the campus to B status.

Demographics Strengths

1. Smaller class sizes in grades K-5 classroom intervention and targeted student instructional needs.
2. The use of Restorative Practices and explicit plans for supporting the social and emotional needs of students.
3. The use of LLI to close the reading gap in primary grade students

Problem Statements Identifying Demographics Needs

Problem Statement 1: The lack of consistent and aligned planning sessions allowed for misaligned teaching practices. **Root Cause:** There was a lack of a systematic way of ensuring that cohesive grade level and vertical planning sessions are scheduled to support teacher collaboration and student growth.

Student Achievement

Student Achievement Summary

The campus made many systematic changes in the area of monitoring strategies and specific planning to support with impacting lesson delivery, aligned student activities, and assessments. Data showed that the campus was actively moving toward the campus targets of 75%, 41%, and 12%.

Student Achievement Strengths

1. Identified staff for implementing LLI for Tier III instruction
2. Student data folders were used as tracking for awareness of their progress
3. Data showed that the campus was actively moving toward the campus targets of 75%, 41%, and 12%

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: The lack of consistent and aligned planning sessions allowed for misaligned teaching practices. **Root Cause:** There was a lack of a systematic way of ensuring that cohesive grade level and vertical planning sessions are scheduled to support teacher collaboration and student growth.

School Culture and Climate

School Culture and Climate Summary

The campus has implemented systems to motivate and promote school pride. The campus has implemented attendance and academic incentive programs to motivate students emotionally and academically.

- House System supports team work and a sense of belonging to a group. Promotes student leadership
- Consistent use of Restorative Practices and explicit plans for supporting the social and emotional needs of students
- Monthly Care Calendar for Teachers

School Culture and Climate Strengths

1. House System supports team work and a sense of belonging to a group. Promotes student leadership
2. Consistent use of Restorative Practices and explicit plans for supporting the social and emotional needs of students
3. Monthly Care Calendar for Teachers

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Students don;t have a true outlet fro expressing their true talents or to show skills in areas of interest. **Root Cause:** The lack of clubs and activities aligned to students interest are lacking on campus during the school day.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The campus has maintained 89% of its high quality staff over the last four years. The teachers who left the campus left due to relocation to other states or parts of the metroplex. The teachers on campus come with many years of experience and expertise in working in inner city schools.

Staff Quality, Recruitment, and Retention Strengths

1. Teacher longevity on the campus (low turnover rate). High quality teachers
2. TBRI Training from Interventionist to support student social emotional needs
3. Teachers are motivated to support students and families academically and emotionally

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Tailored PD for all teacher groups limits the growth of high qualified staff. **Root Cause:** The need to create opportunities for PD for all teacher groups (Early Childhood, Reading, Math, Science, Writing, Social-Emotional, and Technology) are needed resources.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

The campus has identified the Text Resource System as the primary source for planning IPC's, assessments, and aligned activities. In addition the campus strategically implemented a structured planning time for teachers during the school day. This planning time was spent mapping out standards, planning IPC's, and creating assesments. The monitoring of Instructional Coaches and administrators supported with the pcess of aligning instruction and activiites.

Curriculum, Instruction, and Assessment Strengths

1. Intervention time clearly identified at the end of the school day and support of additional staff
2. Implementation of the Master Teacher Program
3. Identified planning time for teachers during the school day (grades PK-5) to support data driven instructional practices

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: If clear expectations for instructional support staff are not clearly identified; support for instruction is impacted. **Root Cause:** The lack of clear expectations for instructional support staff caused soem teachers not to receive needed ssupport.

Parent and Community Engagement

Parent and Community Engagement Summary

The campus has incorporated the Golden Owls program and frequently has scheduled family academic events. The campus also works in partnership with the YMCA Afterschool program to support with parent and community involvement.

Parent and Community Engagement Strengths

1. Golden Owls Program
2. Family Engagement Events
3. Clothes Closet Program

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: The families we serve truly don't have a sense of community due to living in apartment complex's. As a school this is a true challenge to overcome. **Root Cause:** The lack of parent liasion hinders our ability to truly reach our community.

School Context and Organization

School Context and Organization Strengths

1. School Wide Strategies (UPS Check and Unwrap)
2. Consistent weekly PLC's/Data Meetings
3. School Wide expectations (SHINE)
4. Campus Student Affirmation

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Staff inconsistency with monitoring expectations causes gaps in the implementation of procedures **Root Cause:** The lack of consistency with all campus stakeholders with campus expectations causes inconsistency in practices

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

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
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- TTESS data
- T-PESS data

Goals

Goal 1: COLLEGE AND CAREER READINESS - Increase the percentage of students graduating with a CCMR indicator from 43% to 48% by August 2024.



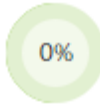







Performance Objective 1: By June of 2021, 12% of students will be at the Masters Level in Reading as measured by end of year STAAR.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR Data
NWEA MAP

Summative Evaluation: None

<p>Strategy 1: Campus Leadership establish systems for lesson planning, schedules, student data tracking, and classroom evidence chart.</p> <p>Strategy's Expected Result/Impact: 100% of teacher lesson plans submitted, will include instructional practices, activities, and assessments that will be aligned to the rigor of the standard. In addition, the campus leadership team will review and provide feedback weekly to ensure alignment is present.</p> <p>Staff Responsible for Monitoring: Leadership Team Instructional Coaches</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Subs for Lesson Planning - Title I - 211-11-6112-0PD-129-30-510-000000-21F10 - \$5,000, Teacher Assistant - Title I - 211-11-6129-04U-129-30-510-000000-21F10 - \$25,000, Data Analyst - Title I - 211-13-6119-04E-129-30-510-000000-21F10 - \$74,000</p>	Reviews			
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<p>Strategy 2: New teachers will engage in professional development for backwards planning. There will be a focus on alignment with TEKS and Teacher Exemplars.</p> <p>Strategy's Expected Result/Impact: 100% of all teacher lesson plans submitted, will include instructional practices, activities, and assessments that will be aligned to the rigor of the standard. In addition, the campus leadership team will review and provide feedback weekly to ensure alignment is present.</p> <p>Staff Responsible for Monitoring: Admin Team and Leadership Team</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
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<p>Strategy 3: Growth Walks will be conducted on campus every six weeks to gather data on evidence of established best practices identified by the campus</p> <p>Strategy's Expected Result/Impact: 90% of Teachers will begin using the best practices as evidenced in their classrooms</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coaches Leadership Team</p>	Reviews			
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<p>Strategy 4: Utilize the data analyst to prepare aligned assessments for grades K-5 in all content areas and to create and monitor identified campus targets through trackers across all grade level and content areas.</p> <p>Strategy's Expected Result/Impact: Improve student achievement across all content areas and grades by creating aligned assessments to monitor campus goals and targets.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principals Data Analyst</p> <p>ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
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



Goal 2: MIDDLE YEARS MATH - Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Mathematics from 34% to 45% by August 2024.

Performance Objective 1: By June of 2021, 60% of students in grades K-5th will meet or exceed math growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

Evaluation Data Sources: MAP Growth Adaptive Assessment

Summative Evaluation: None

<p>Strategy 1: All teacher math lesson plans submitted will demonstrate that teachers are following the TRS scope and sequence with fidelity utilizing all the components. All teachers will participate in the weekly half day trainings based on scope and sequence and curricular resources that is being led by Master Teachers and Instructional Coaches.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will be utilizing TRS with fidelity and instructional monitoring systems will be established including PLCs that focus on lesson planning and curriculum alignment. All members of the leadership team will have specific schedules for monitoring lesson plan alignment and fidelity of curriculum.</p> <p>Staff Responsible for Monitoring: Leadership Team Teachers Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: STAAR Prep Materials - Title I - 211-11-6399-0SB-129-30-510-000000-21F10 - \$10,000</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Jan</th> <th>Mar</th> <th>June</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Jan	Mar	June				
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<p>Strategy 4: Build out instructional monitoring system for student growth in math for PK-5 students. All students will have a target to hit. Systems will need to be established for students tracking their own targets, teachers tracking student targets, and admin tracking teacher targets.</p> <p>Strategy's Expected Result/Impact: 60% of Teachers will begin using the practice of using the DOL assessments during the backwards planning process to plan their lessons and 100% of students will track their own goals.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Reviews				
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Goal 3: EARLY LITERACY - Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.

Performance Objective 1: By June of 2021, 60% of students in grades K-5th will meet or exceed literacy growth target as measured by MAP Growth Adaptive Assessment from EOY to BOY.

Evaluation Data Sources: MAP Growth Adaptive Assessment





Summative Evaluation: None

<p>Strategy 1: Utilize Leveled Literacy Intervention Systems to support with gaps created as a result of COVID-19 school closure and virtual learning</p> <p>Strategy's Expected Result/Impact: 80% of students will show growth from BOY to EOY in reading levels</p> <p>Staff Responsible for Monitoring: Leadership Team Master Teachers Instructional Coaches Shakerra Williams</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy - Additional Targeted Support Strategy</p>	Reviews			
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<p>Strategy 2: All teacher literacy lesson plans submitted will demonstrate that teachers are following the TRS scope and sequence with fidelity utilizing all the components. All teachers will participate in the weekly half day trainings based on scope and sequence and curricular resources that is being led by Master Teachers and Instructional Coaches.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will be utilizing TRS with fidelity and instructional monitoring systems will be established including PLCs that focus on lesson planning and curriculum alignment. All members of the leadership team will have specific schedules for monitoring lesson plan alignment and fidelity of curriculum.</p> <p>Staff Responsible for Monitoring: Leadership Team Teachers Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Reviews			
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<p>Strategy 4: Literacy data Meetings will be held every other week following the DDI (Data Driven Instruction) Model to review bi-monthly quick checks and days for reteach</p> <p>Strategy's Expected Result/Impact: There will be 75% of teachers where lesson plans provide evidence of more accuracy in lesson alignment in classrooms from objective to DOL (Demonstration of Learning)</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Data Analyst</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Reviews			
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<p>Strategy 5: Build out instructional monitoring system for student growth in Literacy for PK-5 students. All students will have a target to hit. Systems will need to be established for students tracking their own targets, teachers tracking student targets, and admin tracking teacher targets.</p> <p>Strategy's Expected Result/Impact: 60% of Teachers will begin using the practice of using the DOL assessments during the backwards planning process to plan their lessons and 100% of students will track their own goals.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Reviews			
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Goal 3: EARLY LITERACY - Increase the percentage of 3rd grade students who score at meets grade level or above on STAAR Reading from 34% to 47% by August 2024.





Performance Objective 2: By June of 2021, 80% of students in Pre-K will meet or exceed literacy growth target as measured by CLI Engage from EOY to BOY

<p>Strategy 1: All pre-k teacher literacy lesson plans submitted will demonstrate that teachers are following the District scope and sequence with fidelity utilizing all the components. All teachers will participate in the weekly half day trainings based on scope and sequence and curricular resources that is being led by Master Teachers and Instructional Coaches.</p> <p>Strategy's Expected Result/Impact: 100% of teachers will be utilizing curriculum with fidelity and instructional monitoring systems will be established including PLCs that focus on lesson planning and curriculum alignment. All members of the leadership team will have specific schedules for monitoring lesson plan alignment and fidelity of curriculum.</p> <p>Staff Responsible for Monitoring: Leadership Team Teachers Instructional Coaches</p> <p>ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Reviews			
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<p>Strategy 2: Literacy Lesson Plan Review by Instructional Coaches and Master Teachers to ensure alignment before it goes live to teachers.</p> <p>Strategy's Expected Result/Impact: The established monitoring practices will lead to a 80-90% of students increasing mastery on report card assessments as evidence of the shift in practices. The monitoring practices will be aligned to focus on the work being done in PLC's, data meetings, and evidence of walkthroughs feedback and coaching</p> <p>Staff Responsible for Monitoring: Instructional Coaches Master Teachers Admin Team</p>	Reviews			
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<p>Strategy 3: Build out instructional monitoring system for student growth in Literacy for PK students. All students will have a target to hit.</p> <p>Strategy's Expected Result/Impact: 60% of Teachers will begin using the practice of using the DOL assessments during the backwards planning process to plan their lessons</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Reviews			
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








Performance Objective 3: By June of 2021, 80% of students in Kinder will meet or exceed growth target as measured by TX-KEA from EOY to BOY

<p>Strategy 1: Utilize Leveled Literacy Intervention Systems to support with gaps created as a result of COVID-19 school closure and virtual learning</p> <p>Strategy's Expected Result/Impact: 80% of students will show growth from BOY to EOY in reading levels</p> <p>Staff Responsible for Monitoring: Leadership Team Master Teachers Instructional Coaches Shakerra Williams</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy - Additional Targeted Support Strategy</p> <p>Funding Sources: Flocabulary - Title I - 211-11-6399-04E-129-30-510-000000-21F10 - \$5,000, Warehouse Materials and Paper - Title I - 211-11-6399-0SB-129-30-510-000000-21F10 - \$16,134, Education Galaxy - Title I - 211-11-6399-04E-129-30-510-000000-21F10 - \$5,418, LLI - Intervention System - Title I - 211-11-6399-0SB-129-30-510-000000-21F10 - \$10,000</p>	Reviews			
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<p>Strategy 4: Literacy data Meetings will be held every other week following the DDI (Data Driven Instruction) Model to review bi-monthly quick checks and days for reteach</p> <p>Strategy's Expected Result/Impact: There will be 75% of teachers where lesson plans provide evidence of more accuracy in lesson alignment in classrooms from objective to DOL (Demonstration of Learning)</p> <p>Staff Responsible for Monitoring: Principal Instructional Coaches Data Analyst</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Reviews			
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<p>Strategy 5: Build out instructional monitoring system for student growth in Literacy for Kinder students. All students will have a target to hit. Systems will need to be established for students tracking their own targets, teachers tracking student targets, and admin tracking teacher targets.</p> <p>Strategy's Expected Result/Impact: 60% of Teachers will begin using the practice of using the DOL assessments during the backwards planning process to plan their lessons and 100% of students will track their own goals.</p> <p>Staff Responsible for Monitoring: Campus Leadership Team Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy - Targeted Support Strategy</p>	Reviews			
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Goal 4: PARENT ENGAGEMENT - Increase the percentage of parental engagement of parent meetings by 20% from BOY to EOY

Performance Objective 1: Increase the percentage of parental engagement of parent meetings by 20% from BOY to EOY

<p>Strategy 1: Hold beginning of the year meeting with parents to review campus plans for Targeted Improvement Plan and for COVID Safety protocols. Strategy's Expected Result/Impact: Parents will begin engaging more with the campus and the teachers. Staff Responsible for Monitoring: Campus Leadership Team Funding Sources: Parent Liasion - Title I - 211-61-6127-04L-129-30-510-000000-21F10 - \$9,000</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
<p>Strategy 2: Hold end of year parent meetings to get feedback and input for campus improvement Strategy's Expected Result/Impact: Parents will begin to engage more with the campus and teachers Staff Responsible for Monitoring: Campus Leadership Team</p>	Reviews			
	Formative			Summative
	Nov 	Jan 	Mar 	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

State Compensatory

Budget for Leadership Academy at John T White Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
OPD-129-30-510-000000-21F10	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$5,000.00
04E-129-30-510-000000-21F10	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$74,000.00
04L-129-30-510-000000-21F10	6127 Extra Duty Pay/Paraprofessional - Locally Defined	\$9,000.00
04U-129-30-510-000000-21F10	6129 Salaries or Wages for Support Personnel	\$25,000.00
6100 Subtotal:		\$113,000.00
6200 Professional and Contracted Services		
04L-129-30-510-000000-21F10	6299 Miscellaneous Contracted Services	\$800.00
6200 Subtotal:		\$800.00
6300 Supplies and Services		
04E-129-30-510-000000-21F10	6329 Reading Materials	\$500.00
6329-04E-129-30-510-000000-21F10	6329 Reading Materials	\$5,000.00
04E-129-30-510-000000-21F10	6396 Supplies and Materials - Locally Defined	\$2,500.00
04E-129-30-510-000000-21F10	6399 General Supplies	\$10,418.00
0SB-129-30-510-000000-21F10	6399 General Supplies	\$26,134.00
6300 Subtotal:		\$44,552.00
6400 Other Operating Costs		
23-6411-04E-129-30-510-000000-21F10	6411 Employee Travel	\$8,000.00
6411-04E-129-30-510-000000-21F10	6411 Employee Travel	\$10,000.00
04E-129-30-510-000000-21F10	6412 Student Travel	\$1,187.00
04E-129-30-510-000000-21F10	6499 Miscellaneous Operating Costs	\$1,500.00
6499-04L-129-30-510-000000-21F10	6499 Miscellaneous Operating Costs	\$1,000.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
	6400 Subtotal:	\$21,687.00

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Subs for Lesson Planning	211-11-6112-0PD-129-30-510-000000-21F10	\$5,000.00
1	1	1	Teacher Assistant	211-11-6129-04U-129-30-510-000000-21F10	\$25,000.00
1	1	1	Data Analyst	211-13-6119-04E-129-30-510-000000-21F10	\$74,000.00
2	1	1	STAAR Prep Materials	211-11-6399-0SB-129-30-510-000000-21F10	\$10,000.00
3	3	1	Flocabulary	211-11-6399-04E-129-30-510-000000-21F10	\$5,000.00
3	3	1	Warehouse Materials and Paper	211-11-6399-0SB-129-30-510-000000-21F10	\$16,134.00
3	3	1	Education Galaxy	211-11-6399-04E-129-30-510-000000-21F10	\$5,418.00
3	3	1	LLI - Intervention System	211-11-6399-0SB-129-30-510-000000-21F10	\$10,000.00
4	1	1	Parent Liasion	211-61-6127-04L-129-30-510-000000-21F10	\$9,000.00
Sub-Total					\$159,552.00
Grand Total					\$159,552.00

Addendums