

**Spring Branch Independent School District**  
**Woodview Elementary School**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

**BEAGLE - Building Excellence And Growing Leaders Everyday**

## Vision

The passionate staff members at Woodview Elementary are dedicated to providing the appropriate tools and strategies to ensure the success of every child.

## Value Statement

### Every Child

We put students at the heart of everything we do.

- Every child. Every day. Every minute. Every way.
- What's Best for the Child Drives the Decision
- Infinite Possibilities Through Education

### Collective Greatness

We, as a community, leverage our individual strengths to reach challenging goals.

- Surpass Expectations
- Everyone's Work Matters
- Diversity Makes Us Stronger

### Collaborative Spirit

We believe in each other and find joy in our work.

- Each of Us is Committed to All of Us
- Together We're Better
- Assume the Best

**Limitless Curiosity**

We never stop learning and growing.

- Empowered to Innovate
- Tenaciously Embrace Challenges
- Unleashed Potential

**Moral Compass**

We are guided by strong character, ethics and integrity.

- Personal Responsibility
- Kindness and Mutual Respect
- Trustworthiness

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

**Woodview Elementary is a Title 1 campus.**

#### Enrollment by Race/Ethnicity:

African American - 4.2 %

Hispanic - 87.9 %

White - 5.9%

American Indian - .6%

Asian - .5%

Pacific Islander - 0%

Two or More Races - .9%

#### Enrollment by Student Group:

Economically Disadvantaged - 92%

English Language Learners - 70%

Special Education - 9%

**Mobility Rate - 24%**

**Attendance Rate - 96%**

## **Demographics Strengths**

Our students and staff are diverse and bring a rich sense of community to Woodview. Parents, staff, and community members are committed to providing a quality education to all of our students. We have high expectations for all stakeholders at our campus. Our families are hard working, caring, and want the best for thier children. We have many community partners that support our students and our campus. Together parents, students, staff, and community members create fun and engaging learning opportunities for all of our students.

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Resources are needed to differentiate instruction for all of our students. **Root Cause:** Educational Access

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

We are Improvement Required, as we did not meet state accountability on Index 1 or Index 3. We have been working on a targeted improvement plan to raise our STAAR scores.

Index 1: 49/60 Student Achievement

Index 2: 33/32 Student Progress

Index 3: 24/28 Closing Performance Gaps

Index 4: 21/12 Post Secondary Readiness

### **Student Academic Achievement Strengths**

We met state standards on Index 2 & Index 4. Index 2 is showing that our children are consistently making progress. Index 4 shows that we are meeting the needs for post secondary readiness.

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

**Problem Statement 1:** Staff training, support materials and personnel are needed to enhance academic achievement. **Root Cause:** All students learn and acquire knowledge in different ways.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Our vision guides us: The passionate staff members at Woodview are dedicated to providing the appropriate tools and strategies to ensure the success of every child.

Mission: **Building Excellence And Growing Leaders Everyday**

We have a shared leadership structure including: Instructional Leadership Team, Campus Improvement Team, Team Leaders, Grade Level PLC's, and PTA. We continually use various data sources to determine the effectiveness of our program, systems, and structures.

We utilize our PLC's Commitments and utilize the 4 Critical Questions when we are planning. Our teachers have their content and language objectives written on the board and refer to them throughout the lesson. Our children are able to articulate what they are learning and the outcome they are expected to produce. We utilize the district curriculum resources in IT's Learning and have protected planning time. We plan with district specialists on a continual basis and we attend professional development sessions to learn new techniques and ways to teach the TEKS. Our Instructional Leadership Team Members attend team planning sessions to support teams. We participate in district assessments and analyze the data to determine next steps.

### **School Processes & Programs Strengths**

We are a PBIS (Positive Behaviors Interventions and Supports) campus and ensure that our students have the self-regulatory behaviors they need for success. Project Class is a Social Skills program we use to teach the students the social skills they need for school and in life.

At Woodview we have shared leadership and a structure that allows all of our stakeholders to have an equal voice in helping us reach our goals. Together we hold one another accountable for our outcomes. We are reflective practitioners and always seek to make improvement.

We have instructional rounds and give teachers areas of Reinforcement and areas of Refinement based on the observations. We give lesson plan feedback to teachers and teams to ensure we are covering the state mandated TEKS. We utilize the Data Wise Cycle and have a continual flow of common assessments, data analysis, and planning for individual needs. MAP data is used to "preview" TEKS that are coming up in the curriculum during small group instruction.

In K - 3rd grade we utilize the Teacher College Reading and Writing Project Units of study to teach Language Arts. Our teachers attend training and they have a facilitator to support them in planning. Our students set goals and track their progress using student trackers.

We ensure all of our students have the accommodations they need if they are in Special Education and if they are LEP.

## **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Teachers need current resources, technology, books, and training to meet the needs of all students. **Root Cause:** State standards are updated on a regular basis and new methods are discovered for teaching students.



## Perceptions

### Perceptions Summary

At Woodview we have supports and structures in place to support students and staff: Extended planning time (Beagle Byte), protected planning on Tuesdays and Thursdays, faculty meetings, professional development opportunities, Beagle Camp, mentoring, Behavior Support Team, TAIS Team, Instructional Leadership Team, Campus Improvement Team, Team Leader, District Support, and Project Class. We have an Interviewing Committee to help us find highly qualified staff. We use disaggregated data from multiple sources including: MAP, Common Assessments, District Assessments, and other forms of data to drive our differentiated instruction for all students. The SSC/RTI process is followed to determine the next steps to meet the needs of our children.

### Perceptions Strengths

We have developed our grade level PLC's to ensure we are meeting the needs of all of our students. There are checks and balances to ensure fidelity to our plan implementation.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Intervention support, materials, books, technology, supplies, and staff training are needed in order to meet the needs of all students.

**Root Cause:** New methods are continuously developed to help staff meet the needs of their students.

# Comprehensive Needs Assessment Data Documentation

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

# Goals


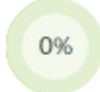

**Goal 1: In order to achieve T-2-4, students will consistently meet appropriately ambitious academic growth targets.**

**Performance Objective 1:** By June 2019, at least 30% of Woodview students will meet or exceed growth expectations on MAP.

**Evaluation Data Source(s) 1:** MAP

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Train and support staff in the following areas: -MAP -Data analysis -Planning -Monitoring student performance -Content Strategies -Regional service center trainings -Staff development -Technology devices -Resources and supplies	Instructional Leadership Team Teachers District Specialists	MAP reports Sign in sheets			
	Funding Sources: 211 - Title I, Part A - 20418.00, 199 PIC 11 - Instructional Services - 1600.00, 199 PIC 23 - Special Education - 1000.00				
2) Develop rigorous hands on lessons that integrate technology, use inquiry, and problem solving to enhance critical thinking. Student response devices and document cameras will be used for checking for understanding.	Team Leaders Teachers Instructional Coaches	Student Products Lesson plans A-Z Learning Raz Kids			
	Funding Sources: 211 - Title I, Part A - 5650.00				
3) Intervention Specialists provide small group instruction for students needing additional layers of support as identified through data.	Instructional Leadership Team Intervention Specialists	Schedules Student Trackers			
	Funding Sources: 211 - Title I, Part A - 149326.00				

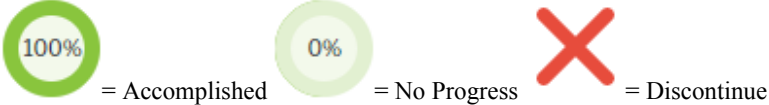
<p>4) Align Literacy Instruction by implementing the following for all students:</p> <ul style="list-style-type: none"> <li>-K - 3rd grade - Reading &amp; Writing research based program</li> <li>-Using rubrics for writing</li> <li>-Daily independent reading</li> <li>-Lesson plan feedback</li> <li>-Classroom observations</li> <li>-Differentiated instruction</li> <li>-Staff Development</li> <li>-Technology resources</li> <li>-Common Assessments for reading and writing</li> <li>-Reference books for teachers</li> <li>-Student books</li> <li>-After School Tutorials</li> <li>-Resources and supplies</li> </ul>	<p>Team Leaders Teachers Instructional Leadership Team</p>	<p>Data Trackers Lesson plans Observation feedback</p>			
<p>Funding Sources: 211 - Title I, Part A - 7500.00, 199 PIC 99 - Undistributed - 7287.00</p>					
<p>5) Align science instruction for all students including:</p> <ul style="list-style-type: none"> <li>-Using proficiency scales and priority standards</li> <li>-Hands on experiments</li> <li>-Common assessments</li> <li>-Study trips</li> <li>-After school enrichment</li> <li>-Small group support for identified students based on data</li> <li>-Resources and supplies</li> <li>-Teacher reference books</li> <li>-Student books</li> </ul>	<p>Teachers Instructional Leadership Team Instructional Coaches</p>	<p>Lesson Plans Observations Data Trackers</p>			
<p>6) Align math instruction for all students including:</p> <ul style="list-style-type: none"> <li>-Problem solving</li> <li>-Manipulatives</li> <li>-Technology resources</li> <li>-Student books</li> <li>-After school tutorials</li> <li>-Teacher reference books</li> <li>-Staff development</li> </ul>	<p>Team Leaders Teachers Instructional Leadership Team</p>	<p>Lesson Plans Observations Data Trackers</p>			
<p style="text-align: center;">  = Accomplished       = No Progress       = Discontinue </p>					

**Goal 2: In order to achieve T-2-4, students will feel connected to their school community as both an individual and a learner.**

**Performance Objective 1:** By June 2019, at least 80% of 3-5 graders will respond favorably on Teacher-Student Relationships on the Panorama survey.

**Evaluation Data Source(s) 1:** Panorama Summary Report

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Build students' self-regulatory behaviors by utilizing: -Social skills training program -Positive behaviors interventions and support (PBIS) -Staff development -Professional books -Resources to support behavior -Parenting classes	Instructional Leadership Team Counselor Communities in Schools Project Class Facilitator System of Care Funding Sources: 211 - Title I, Part A - 7500.00	Discipline reports CIS reports			
2) Guidance lessons whole group, small group, and individual to increase Social Emotional Learning (SEL)  Topics to include but not limited to: -Bullying -Peer pressure -Friends and building healthy relationships  Resources and supplies Professional books Student books	Counselor Communities in Schools Instructional Leadership Team	Schedules Discipline reports			
					




**Goal 3: In order to achieve, T-2-4, students will demonstrate college-ready academic performance.**

**Performance Objective 1:** By June 2019, at least 10% of Woodview students will perform at postsecondary-ready levels on MAP (66-77th percentile reading, 70-84th percentile math in 3rd & 5th grades) and/or Benchmark (meets grade level in 3rd & 5th grades)

**Evaluation Data Source(s) 1:** Benchmark Summary Reports, MAP Summary Reports

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Grade level PLC's -Protected planning time -Utilize PLC structure -Analyze data -Instructional Team Member coordinator per grade level -Staff development -Resources and supplies -Teacher resource books	Team Leaders Teachers Instructional Leadership Team	Team notes Data trackers Lesson plans			
	Funding Sources: 199 PIC 99 - Undistributed - 3644.00				
2) Staff development for teachers and teams: -Pedagogy -Strategies to increase active participation -Strategies to support English Learners -Strategies to support students in Special Education -Strategies to support students in Gifted and Talented -Teacher resource books -Resources and supplies	Teachers Instructional Leadership Team	T-TESS Goal setting Staff development reports Sign in sheets			
3) Monitor progress of students failing to meet SSI requirements and provide remediation. -Intervention specialist support -Tutorials -Professional development -Resources and supplies -Teacher professional books -Student books and workbooks -Technology devices and licences	Intervention Specialists Instructional Leadership Team Teachers	Small group documentation Data trackers			
	Funding Sources: 211 - Title I, Part A - 1992.00, 199 PIC 11 - Instructional Services - 15931.00, 199 PIC 23 - Special Education - 1000.00				

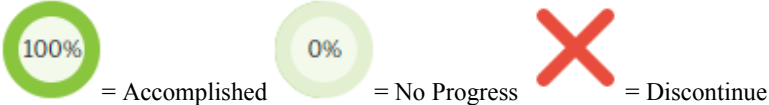
<p>4) Provide parents opportunities to see themselves as partners: Community events such as:</p> <ul style="list-style-type: none"> <li>-Eat, Meet, and Greet</li> <li>-Open House</li> <li>-Parent Conferences</li> <li>-Title 1 Parent Meeting</li> <li>-Home school compact</li> <li>-Wednesday folders</li> <li>-Volunteer orientation</li> <li>-PTA</li> <li>-Parenting classes</li> <li>-Best in show</li> </ul>	<p>Communities in Schools Counselor Instructional Leadership Team</p>	<p>Sign in sheets Calendar of events Call outs Flyers</p>			
<p>Funding Sources: 211 - Title I, Part A - 2364.00, 199 PIC 99 - Undistributed - 250.00</p>					
<p>5) Utilize community partnerships and donations to support student achievement</p> <ul style="list-style-type: none"> <li>-Mentors</li> <li>-Reading Buddies</li> <li>-Dictionary project</li> <li>-Beagle camp</li> <li>-Sister school</li> </ul>	<p>Communities in Schools Counselor Instructional Leadership Team</p>	<p>Activity fund donations Partnerships with community organizations Sign in sheets</p>			
<p>Funding Sources: 199 PIC 99 - Undistributed - 662.00</p>					
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>					

**Goal 4: In order to achieve T-2-4, students will receive equitable opportunities resulting in the closing of existing achievement gaps.**

**Performance Objective 1:** By June 2019, Woodview will close existing achievement gaps on Assessments by at least 5% for English Language Learners while all performance improves.

**Evaluation Data Source(s) 1:** Benchmark Summary Report

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Increase students' background knowledge through: -Study trips -Stemscopes -Technology resources and devices -Hands on materials	Teachers Team Leaders Instructional Leadership Team	Lesson plans Observations			
Funding Sources: 211 - Title I, Part A - 5000.00, 199 PIC 11 - Instructional Services - 1000.00					
2) Provide meaningful enrichment activities for students during Beagle Camp -Materials and supplies -Books -Technology resources -Manipulatives and equipment	Teachers Instructional Leadership Team	Sign in sheets Schedules			
Funding Sources: 211 - Title I, Part A - 34650.00					
3) Align instruction for vocabulary development so all students can access the curriculum: -ELPS Strategies -Language objectives -Staff development	Teachers Team Leaders Instructional Leadership Team	Lesson Plans Sign in sheets			
					



## Goal 5: To remain in compliance with Federal and State law




**Performance Objective 1:** To remain in compliance with district policy.

**Evaluation Data Source(s) 1:** ARD's, Staffing notes, SSC's, Outlook calendar

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Formative Reviews		
			Nov	Jan	Mar
1) Conduct continuous annual program evaluation (Special Education, Gifted and Talented, English Learners) utilizing student performance data derived from special populations for the purpose of program review and revision.	Teachers Instructional Leadership Team	SSC's LPAC's ARD's			
2) Promote parent and community involvement in drug and violence prevention programs/activities.	Nurse CIS CYS C-SHAC Team Counselor	Calendar Sign in Sheets Agenda's			
3) 3) Special Education - -Monitor and evaluate LRE ratio -Develop campus capacity to support inclusive programming for students with disabilities. - Examine state assessment reports to evaluate progress of students with disabilities relative to ARD committee recommendations and predictions - Train appropriate staff on Special Education timelines and compliance requirements	Diagnostician Special Education Team District SPED support Staff	Monthly PEIMS reports SPED Ed. Team Meetings District training/meetings Staffing Minutes Data Trackers Mandt training Logs and Certificates			
Funding Sources: 199 PIC 23 - Special Education - 210.00					
4) 4) STATE COMP ED - Provide supplemental At-Risk services/support in the content areas: *Language Arts *Math *Science *Social Studies *LEP intervention	ILT Team Intervention Specialists Leadership Team SPED Team	Data Review Team Notes LPAC's			
Funding Sources: 199 PIC 30 - At Risk School Wide SCE - 7540.00					

<p>5) 5) Identify At-Risk students: provide them with supplemental services: and monitor progress (including continual English Language development for LEP students) Provide materials including: manipulative' s, literacy materials, STAAR support, bilingual materials Beagle Camp Computer assisted instruction</p>	<p>ILT Team Intervention Specialists</p>	<p>Assessment Data Sign-in Sheets Lesson Plans</p>			
<p>Funding Sources: 199 PIC 25 - ESL/Bilingual - 2090.00</p>					
<p>6) 6) Develop monitor, and evaluate campus volunteer/partnership programs that include: *recruitment *training/support *recognition of volunteers/partnerships</p>	<p>ILT Team CIS Worker CIT</p>	<p>Monthly Volunteer Report Volunteer Training's Outreach via PTA notes Community Partnerships Sign in Sheets CiT notes ESL Parenting Classes Mentor Program</p>			
<p>7) 7) TITLE II A - Provide professional development that increases knowledge and skills related to: *Understanding TEKS *Differentiated instructional strategies to meet the needs of diverse student populations *Integration of Technology *Content development in Language Arts, Social Studies, Science, and/or Math *Small group instruction *Coaching teachers, in services, training's, workshops. Teacher Development materials Such as: Professional books Instructional Materials Webinars Access to Electronic books, etc. Beagle Byte, Wednesday Faculty meetings, Team planning</p>	<p>Team Leaders ILT Team Teachers Intervention Specialists Administration</p>	<p>Team Meeting Agenda's Staff development plans Map testing for check points data Literacy and Behavior trng. minutes SBISD - Core Area support for planning Walk through and feedback notes.</p>			
<p>Funding Sources: 211 - Title I, Part A - 2000.00</p>					
<p>8) 8) Provide support for new teachers with ongoing mentoring and planning with certified staff</p>	<p>ILT Mentors Librarian Team Leaders Mentor Coordinator</p>	<p>Walk through feedback Observation Feedback Mentoring Logs Peer Observations T-Tess Noes</p>			
<p>9) 9) Recruit and retain highly-qualified staff, defined through state, by participating in job fairs.</p>	<p>Administration Interviewing Team</p>	<p>Sign-in Sheets Attend Job Fairs Meet and Greet</p>			

10) 10) The CIT, teachers, administrators, other staff members and parents will collaborate and coordinate planning efforts and implementation of staff development that will build ties between parents and students.	WVE Administration CIS Coordinator Leadership Team	Calendar Sign-in Sheets Meeting Notes PTA Meeting Notes			
11) 11) Pre-K and Kinder teachers develop transition strategies. Elementary campuses provide Kindergarten orientation.  5th Grade teachers develop transition strategies. Schedule trips to middle school.	Kinder Team 5th Grade Team Administration CIS Counselor	Calendar and Sign-in Sheets Kinder round up Staff Development Visits to Middle School			
12) 12) GIFTED AND TALENTED - Provide opportunities for G/T professional development in the following areas: Nature and Needs, Assessing and identifying G/T student needs, Differentiating Curriculum for G/T students, Assessing social and emotional needs for G/T students, Creativity and instructional strategies for G/T students. -Implement and evaluate curriculum for meeting needs of gifted students - Conduct annual G/T evaluation by following the district wide procedures for referral, testing and identification of students.	District GT Facilitator Counselor Librarian Teachers	District Training's GT Certifications Team Minutes Lesson Plans HAUP Planned Experiences Parent Communication			
13) 13) COORDINATED SCHOOL HEALTH (SCH) 1. Review the School Health Index 2. Identify focus area(s) for campus	Nurse Counselor CIS Health Fitness Teacher C-SHAC Committee CYS Teachers	C-SHAC Agenda and Minutes Calendar of events for Fall and Spring Data Best in Show Field Day High School Connections International Day of Peace			
Funding Sources: 199 PIC 99 - Undistributed - 750.00					
14) 14) Increase parent attendance at Title I Annual Meeting -Review and revisit both the Home/School Compact and Parental Involvement Policy. -Parents rights on teacher qualifications	Administration CIT CIS Counselor Teachers	Flyers Agendas Sign-in Sheets Parent Compact			
 = Accomplished  = No Progress  = Discontinue					

# Campus Funding Summary

199 PIC 11 - Instructional Services					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes - Staff Development	13.6112	\$600.00
1	1	1	Travel - Teacher	13.6411	\$1,000.00
3	1	3	Supplies	11.6399	\$15,931.00
4	1	1	Transportation	11.6494	\$1,000.00
<b>Sub-Total</b>					\$18,531.00
<b>Budgeted Fund Source Amount</b>					\$18,531.00
<b>+/- Difference</b>					\$0
199 PIC 23 - Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Travel - Teacher	13.6411	\$1,000.00
3	1	3	Supplies	11.6399.23	\$1,000.00
5	1	3	Supply - Special Education	11.6399.23	\$210.00
<b>Sub-Total</b>					\$2,210.00
<b>Budgeted Fund Source Amount</b>					\$2,210.00
<b>+/- Difference</b>					\$0
199 PIC 25 - ESL/Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	5	Supplies - Bilingual	11.6399.25	\$2,090.00
<b>Sub-Total</b>					\$2,090.00
<b>Budgeted Fund Source Amount</b>					\$2,090.00
<b>+/- Difference</b>					\$0
199 PIC 30 - At Risk School Wide SCE					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	1	4	At-Risk	11.6399.30	\$7,540.00

<b>Sub-Total</b>					\$7,540.00
<b>Budgeted Fund Source Amount</b>					\$7,540.00
<b>+/- Difference</b>					\$0

**199 PIC 99 - Undistributed**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Library - Magazines	12.6325	\$350.00
1	1	4	Library - Other Reading Materials	12.6329	\$6,437.00
1	1	4	Library - Supplies	12.6399	\$500.00
3	1	1	Travel - Administration	23.6411	\$500.00
3	1	1	Supplies- Administration	23.6399	\$3,144.00
3	1	4	Overtime - Custodial	51.6121	\$250.00
3	1	5	Supplies - Counselor	31.6399	\$662.00
5	1	13	Supplies - Nurse	33.6399	\$750.00
<b>Sub-Total</b>					\$12,593.00
<b>Budgeted Fund Source Amount</b>					\$12,593.00
<b>+/- Difference</b>					\$0

**211 - Title I, Part A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes	13.6112	\$20,000.00
1	1	1	Substitutes -Medicare	13.6141	\$290.00
1	1	1	Substitutes - Workers Comp	13.6143	\$128.00
1	1	2	Technology Software	11.6397	\$5,650.00
1	1	3	Intervention Specialists	11.6119	\$129,045.00
1	1	3	Medicare	11.6141	\$2,374.00
1	1	3	Work Comp.	11.6413	\$1,046.00
1	1	3	Teacher Retirement	11.6146	\$16,861.00
1	1	4	Books	11.6329	\$7,500.00
2	1	1	Project Class	11.6299	\$7,500.00

3	1	3	Supplies	11.6399	\$1,992.00
3	1	4	Parent Involvement	61.6499	\$2,364.00
4	1	1	Transportation	11.6494	\$5,000.00
4	1	2	Tutorials	11.6116	\$28,150.00
4	1	2	Tutorials - Para Professional	11.6121	\$6,500.00
5	1	7	Professional Development - Region IV	13.6239	\$1,500.00
5	1	7	Professional Development - Region IV - Administration	23.6239	\$500.00
<b>Sub-Total</b>					\$236,400.00
<b>Budgeted Fund Source Amount</b>					\$236,400.00
<b>+/- Difference</b>					\$0
<b>Grand Total</b>					\$279,364.00