

**Weslaco Independent School District  
Early Learning Foundations Academy  
2019-2020 Campus Improvement Plan**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The Early Learning Foundations Academy services 3 and 4 year old students at the Hidalgo County Head Starts. Currently Weslaco ISD has a partnership with Head Starts in Weslaco, Donna, Progreso and a center located at North Bridge Elementary. At the end of the 2018-2019 school year, Weslaco ISD served 547 students. The average class size is twenty to three (WISD teacher, HS teacher, and HS Assistant). Our ISD employs 17 professional staff members including 15 teachers, 1 professional support, and 1 campus administrator. The school also has 2 office staff members, for a total staff of 19. WISD teachers co-teach with Head Start teachers. Our student population is 99% Hispanic and 1% white. Eighty-six percent of our students are economically disadvantaged.

The attendance rate at the Early Learning Foundations Academy for the 2018-19 school year was 89.3%.

Attendance 2017-2018						
1st	2nd	3rd	4th	5th	6th	Total
94.24%	93.42%	89.51%	91.33%	91.52%	94.06%	92.35%

The ELF Academy student groups include 17.22% English Learners, Special Education 6.34% and 0.91%. 42.30% of our students were identified as At-Risk. We have 97.28 of our students that are economically disadvantage.

The Early Learning Foundations Academy continues to place a high priority in employing a high-quality, talented staff. One new teacher was just hired for the 2018-2019 school year. The turnover rate among our staff is low because people love to work at the Early Learning Foundations Academy.

### Demographics Strengths

One of our strengths is the ratio of 20 to 3. Because there are three adults in the classroom, students get more one to one individualized small group instruction.

All of our Head Start classrooms have a Clear Touch panel in which teachers utilize to lead them in their songs and lessons during the day. Students are engaged with the use of technology that is incorporated in their lessons daily.

Teachers also have 10 touch chrome books to utilize during their learning centers. .

The Early Learning Foundations Academy has other strengths. Some of the most notable strengths include:

1. All staff and paraprofessionals are highly qualified.
2. Class size 20:3.
3. Teachers and staff are given leadership opportunities such as serving on SBDM, bilingual chair and District Advisory committee.
4. Campus Attendance rate (89.3%).
5. Minimal to no teacher turn over.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** According to end of the year CLI data ELF students area of weakness was in Math. **Root Cause:** The reason students did not show growth in the area of Math was that teachers focused in the area of Literacy.

# Student Academic Achievement

## Student Academic Achievement Summary

Early Learning Foundations Administrator and teachers evaluate student data by generating CLI reports. Administration analyzes trends in student achievement by evaluating data in our special population groups. The campus conducts meetings with teachers to desegregate student data to identify the strengths and weaknesses of students to determine specific concerns and plan of action.

## Student Academic Achievement Strengths

A student achievement strength at the ELF Academy is the belief system that educators and education can make a significant difference in the potential of each and every child. Our teachers and staff are willing to do whatever it takes to help student learn at high levels. Additional strengths are listed below.

Beginning of the year testing: 2018

Strengths:

70% of students met track on Phonics

60% of students me track on Math

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** Our students are scoring below 60 on rote counting and number recognition. **Root Cause:** The reason why our students are scoring below expectation in Math is due to the lack of consistent Math instruction.

# School Processes & Programs

## School Processes & Programs Summary

Early Learning Foundations Academy has a highly qualified staff. Upon employment, teachers are given professional development in the district and at Head Start Head Quarters. Professional development needs are determined by EOY testing results, and special campus programs that require training for implementation. All teachers are given opportunities to work together and plan during their conference period. They meet on Mondays and Tuesdays with teachers at Head Start and on Fridays they meet at the ELF Academy Office to collaborate and synergize.

## School Processes & Programs Strengths

In the area of staff quality, recruitment, and retention, the following strengths were identified:

- All staff and paraprofessionals are highly qualified.
- 90% of the teaching staff are new teachers having from 2-8 years of experience. This is a strength because they are implementing the newest research based lessons and are very equipped in technology.
- Teachers and staff are given leadership opportunities such as serving on SBDM serving as grade level chairs, and bilingual chair.

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Teachers don't plan together as often and campus teachers do. **Root Cause:** Because teachers are at different Head Start centers, they don't get to plan and synergize as often as teachers at the same campus.

# Perceptions

## Perceptions Summary

The Early Learning Foundations Academy is comprised of 3 and 4 year old students that attend Hidalgo County Head Starts in Donna, Weslaco, Progreso and Mercedes.

ELF teachers collaborate and plan with the Head Start teachers to ensure academic learning.

All ELF teachers collaborate and plan on Fridays at the ELF office to ensure alignment amongst all Head Starts.

Weekly meetings are held at the ELF office to communicate and discuss any concerns or needs teachers may have.

Data from CLI testing and Istation is shared and analyzed to adjust instruction in the classrooms.

School safety continues to be emphasized.

## Perceptions Strengths

Reflecting on the culture and climate of The Early Learning Foundations Academy identified the following strengths:

- Open door policy for parents, students and staff concerns.
- The faculty and staff participate in weekly meetings.
- A safe and positive learning environment with differentiated instruction for all learners
- Incorporation of technology in the classrooms.
- Emphasis for students to be ready for Kindergarten.

## Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** According to end of the year assessment more than 50% of our Head Start students were not Kinder ready by the end of the year.

**Root Cause:** The reason students weren't Kinder ready was that previous assessment used was not aligned to Pre-K guidelines.



# Priority Problem Statements

**Problem Statement 1:** Our students are scoring below 60 on rote counting and number recognition.

**Root Cause 1:** The reason why our students are scoring below expectation in Math is due to the lack of consistent Math instruction.

**Problem Statement 1 Areas:** Student Academic Achievement

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment 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
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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
- Teacher/Student Ratio
- State certified and high quality staff data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

### **Parent/Community Data**

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

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

- Budgets/entitlements and expenditures data

# Goals

## Goal 1: STUDENT SUCCESS/LITERACY FOCUS-Provide high-quality, engaging and innovative programs that develop college, career, military and service ready leaders.

**Performance Objective 1:** By the end of the 2019-2020 school year, the number of students who will be Kinder ready will increase 20% in May 2020.

**Evaluation Data Source(s) 1:** 2019-2020 CLI Engage Assessment

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>TEA Priorities</b> Build a foundation of reading and math <b>ESF Levers</b> Lever 5: Effective Instruction 1) Implement Read Alouds to model reading, build comprehension, and vocabulary.  Implement STAR(Sit Together and Read) strategies.  Implement individualized learning Math and Literacy centers.	2.4, 2.5, 2.6	Principal Teachers	Performance on the assessment will improve.  Daily Read Alouds   Meet student's individualized learning needs.				
<b>Funding Sources:</b> State Comp Ed (SCE) - 0.00							

## Goal 2: Engaging LEARNING ENVIRONMENT-Ensure safe, secure, drug-free, technology rich, and inviting environments which promote high performance.

**Performance Objective 1:** Implement Kindness activities during the year ensuring that all students learn in an atmosphere that promotes students success and safety.

**Evaluation Data Source(s) 1:** Student Participation

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>ESF Levers</b> Lever 3: Positive School Culture 1) Create an Anti-Bullying environment by providing staff development opportunities to our staff and provide awareness program for our students.  Be Kind or Rewind.	2.5	Campus Principal Counselor Teachers	Kind Students.	✗	✗	✗	
<b>Funding Sources:</b> State Comp Ed (SCE) - 0.00							

**Goal 2:** Engaging LEARNING ENVIRONMENT-Ensure safe, secure, drug-free, technology rich, and inviting environments which promote high performance.

**Performance Objective 2:** During the 2019-2020 school year, a 100% of scheduled safety drills (to include fire drills and lock downs) will be conducted.

**Evaluation Data Source(s) 2:** Documentation of monthly drills

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monthly drills will be conducted at the Head Starts.	2.4, 2.6	Center Managers	Documented Drills				

**Goal 2:** Engaging LEARNING ENVIRONMENT-Ensure safe, secure, drug-free, technology rich, and inviting environments which promote high performance.

**Performance Objective 3:** During the 2019-2020 school year we will increase our technologies to insure that all staff and students have access to the resources they need for intervention, acceleration and research by 5%.

**Evaluation Data Source(s) 3:** Sign Sheets

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide professional training on Blended learning, Google Apps and integration of technology in their daily lessons.  Teachers will develop lessons on Note, Snowflake, and Hatch during their conference time and staff development days.	2.4, 2.5	Principal					
2) Students will use technology to develop oral language skills. Technology will include Elmo, Smart Boards, Chrome books, Ipads, Hatch table, Touch Panels, Computer desktops, laptops, document cameras, printers, ink, media carts, speakers, laminator machine, scanners, and mounted projectors.	2.4, 2.5	Principal Center Manager	Increase teachers and students technology skills.				
3) The campus technology needs will be addressed through the purchases of necessary components such as but not limited to supplies, printers, projectors, scanner, cameras, laptops, light bulb, software, Elmo projector, HATCH tables, panels, Ipads, and toner for printers.	2.4, 2.5	Principal Center Managers	Increase teachers and students technology skills.				
4) Increase collaboration to make powerful connections between curriculum, instruction and technology use by expanding ELAR PLCs to include CTCs, Librarians, and instructional department mentor, ELAR Strategist, Instructional Technology dept.		ELAR Strategies CTC Librarians	The increased understanding of our ELAR curriculum will help make connections to the developing framework. Participants will also better understand How our technology tools can support student literacy instruction.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June



**Goal 2:** Engaging LEARNING ENVIRONMENT-Ensure safe, secure, drug-free, technology rich, and inviting environments which promote high performance.

**Performance Objective 4:** 100% of WISD students and staff employ safe, secure digital citizenship behaviors

**Evaluation Data Source(s) 4:** Eduphoria sign-in sheets: Internet safety training  
Certificate of Certified School status from curriculum vendor

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide technology safety and etiquette to all staff.	2.5	Principal Center Manager	Signed Technology Use form.				

**Goal 2:** Engaging LEARNING ENVIRONMENT-Ensure safe, secure, drug-free, technology rich, and inviting environments which promote high performance.

**Performance Objective 5:** WISD teachers and Head Start teachers will be trained in CPR/AED/First Aid.

**Evaluation Data Source(s) 5:** Sign-in Roster; Eduphoria, CPR Cards

**Summative Evaluation 5:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide Staff CPR, AED, First Aid & CPI training.		Administration Nurse Coordinator Teachers	Ensure that all students and staff can rest assured that they will be taken care of should they need CPR/AED/First Aid/CPI				

### Goal 3: PARENT-COMMUNITY-BUSINESS-INDUSTRY PARTNERSHIPS -Foster exceptional community service, open communication and positive collaboration for student success.

**Performance Objective 1:** During the 2019-2020 school year, we will increase parental involvement and community engagement by increasing the number of opportunities for involvement by 5%.

**Evaluation Data Source(s) 1:** Campus Six Weeks Report, Parent sign in logs.

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recognize Red Ribbon week and Anti Bullying week, to bring an awareness to students.	2.4, 2.5, 2.6, 3.2	Principal Teachers	Red Ribbon Activities Anti-Bullying Activities				
2) Provide Career Awareness Activities (presentations, guest speakers, College Day)	2.4, 2.5	Principal Teachers Campus Counselor Center Manangers	Community Helpers Activities				
3) Utilize all forms of contact with parents through phone calls, email, parent teacher conference, school messenger, KWES and social media (Facebook, Twitter).	3.1, 3.2	Campus Principal Parent Liaison Campus Counselor Ace Coordinator	When parents are engaged and participate with campus events/activities student achievement increase. Children whose parents are more motivated to learn are more successful in school.				
4) 4) Invite parents to come and read to their child. During National Read Aloud Day.  5) Conduct Monthly Meetings at the center to keep parents informed of upcoming events.  6) Conduct home visits to Head Start parents to discuss how their child is doing.	2.4, 2.6, 3.1, 3.2	Center Managers Principal Teachers  Center Managers  Center Managers WISD and HS Teachers	Parent Sign Ins  Parent Sign Ins  Parent Logs				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

## Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-Implement high-quality, research based professional development and continuous support for all employees.

**Performance Objective 1:** During the 2019-2020 school year, 100% of all staff members will participate in professional learning opportunities that support student learning and promote student achievement.

**Evaluation Data Source(s) 1:** T-TESS Goals & Walk-Through, Sign in Logs

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 1) Provide opportunities for teacher to network and collaborate with other teachers.	2.5	Principal CIF	Performance on CLI  Curriculum Base Assessment District Benchmark STAAR				
<b>Comprehensive Support Strategy</b> 2) Provide appropriate training in implementing Waterford Instruction in order to improve Phonemic Awareness, Letter Recognition, Math Skills and Social Studies and Science concepts.		Principal Teachers Center Managers	Performance on CLI assessment will improve.				
<b>Funding Sources:</b> General Fund - 0.00							
3) Professional Learning Communities will meet with their respective grade levels to collaborate on developing activities and share strategies.		Principal Teachers	Increased performance of students on assessments.				

**Goal 4: PROFESSIONAL GROWTH/LEADERSHIP DEVELOPMENT-**Implement high-quality, research based professional development and continuous support for all employees.

**Performance Objective 2:** All students will be taught by highly qualified/state certified teachers through several professional development opportunities.

**Evaluation Data Source(s) 2:** Eduphoria and sign in sheets

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide mentors and induction training for new teachers and administrators.		Principals	Mentor assignments, participant feedback				
<b>Funding Sources:</b> Title II Part A - 0.00							
2) Provide appropriate job-related training for paraprofessionals and other support personnel.		Director of Staff Development Asst. Superintendent of Elem. Education Asst. Superintendent of Sec. Education	Training records, evaluations, feedback				
<b>Funding Sources:</b> General Fund - 0.00							
3) 3) Provide opportunities and encourage teachers and principals to seek additional training in meeting the needs of the district and campus.		Director of Staff Development Asst. Superintendent of Elem. Education Asst. Superintendent of Sec. Education Special Programs Principals	Training records, documentation				
<b>Funding Sources:</b> Title II Part A - 0.00, State Gifted and Talented (G/T) - 0.00, State Special Education - 0.00, State Bilingual/ESL - 0.00, General Fund - 0.00, State Comp Ed (SCE) - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

## Goal 5: FINANCIAL STRENGTH-Facilitate strategic planning, management, accountability, and transparent financial stewardship to optimize federal, state, and local funding.

**Performance Objective 1:** All district procedures will be followed when submitting all purchase orders.

**Evaluation Data Source(s) 1:** Purchase orders, District Audits

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will plan all field trips in a timely manner to allow the school secretary time to gather all information needed to request purchase orders, complete all needed field trip documentation, order school buses, and cafeteria meals (if needed).		Principal School Secretary District Business Office	All district procedures will be followed to ensure a clean audit.				



# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Implement Read Alouds to model reading, build comprehension, and vocabulary. Implement STAR(Sit Together and Read) strategies. Implement individualized learning Math and Literacy centers.
4	1	1	Provide opportunities for teacher to network and collaborate with other teachers.
4	1	2	Provide appropriate training in implementing Waterford Instruction in order to improve Phonemic Awareness, Letter Recognition, Math Skills and Social Studies and Science concepts.

# State Compensatory

## Budget for Early Learning Foundations Academy:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
164.11.6399.00.118.0.32	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,500.00
	<b>6100 Subtotal:</b>	<b>\$1,500.00</b>



# **Title I Schoolwide Elements**

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

### **1.1: Comprehensive Needs Assessment**

The ELF Academy comprehensive needs assessment was reviewed on October 4, 2019.

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

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Campus Improvement Plan Committee:

- Jennifer Luna Principal
- Melly Olivares Counselor
- Alma Marines Teacher
- Denise Camargo Teacher

### **2.2: Regular monitoring and revision**

The Campus Improvement Plan will be reviewed on November 8, 2019.

### **2.3: Available to parents and community in an understandable format and language**

The ELF Academy's CIP is located at the ELF office. You can also find the Campus Improvement Plan in the district's website (wisd.us) or in the ELF Academy website.

The campus improvement plan can be translated into Spanish if needed. For translation of the campus improvement plan, please contact the principal, Ms. Jennifer Luna at (956) 969-6620.

## **2.4: Opportunities for all children to meet State standards**

School Reform Strategies that the school will be implementing to address school needs, including a description of how:

ELF teachers will utilize technology to develop oral language skills through the use of songs, poems, and you tube instructional videos.

## **2.6: Address needs of all students, particularly at-risk**

- Ratio Of 3 to 20 students.
- Small group instruction.
- Students will be provided individualized small group instruction based on CLI data.

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

## **3.1: Develop and distribute Parent and Family Engagement Policy**

The Parent and Family Engagement Policy Committee

1. Jennifer Luna Principal
2. Melly Olivarez Counselor

Need Parents

## **3.2: Offer flexible number of parent involvement meetings**

Head Starts provide monthly parent meetings.



# 2019-2020 Campus Site-Based Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Jennifer Luna	Principal
Classroom Teacher	Jennifer Calvo	Pre-K Teacher

# Campus Funding Summary

State Comp Ed (SCE)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional materials needed for hands on learning.	16411632900102830	\$0.00
2	1	1			\$0.00
4	2	3			\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$1,500.00
<b>+/- Difference</b>					<b>\$1,500.00</b>
<b>Grand Total</b>					\$0.00