

Ector County Independent School District

G.E."Buddy" West Elementary

2019-2020 Campus Improvement Plan

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Comprehensive Needs Assessment

Needs Assessment Overview

Buddy West is federally funded for special education. It entails speech, adaptive pe, teachers, OT/PT support staff, and professional development. We are also funded for our gifted and talented program in which our kids can participate in camp SIP, Cogat testing, and are provided GT curriculum. We are funded through comp ed for students who are at risk, summer school for monolingual and bilingual students. Our bilingual teachers receive a state comp stipend and provided professional development throughout the year. Through HS allotment, we provide our teachers AVID training and supplies. Our Title 1 funds are utilized for parent involvement activities and instructional technology.

Demographics

Demographics Summary

There are 15 teachers who have less than 3 years of teaching experience.

This is the 4th year Buddy West has been opened.

We have 685 students currently enrolled.

Our school is a Title one school (large percentage of low social economic students)

Parent involvement is limited

West is an IR school for the 2018-2019 school year

West has a total of 69 special education students, including speech, resource and specialized classroom

West has two bilingual classrooms in every grade level

Demographics Strengths

Teachers are starting to work together and help each other out by utilizing each others strengths.

Our GT student population has grown compared to last year.

Our bilingual parent population has been involved more compared to last year.

Our special education population showed growth in scores.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our school is overpopulated. **Root Cause:** Teacher shortage in the area and a major growth in the city

Student Academic Achievement

Student Academic Achievement Summary

West Elementary did not meet 1 of the three standards in the 2018-2019 school year.

Overall rating- C (score 72)

Domain 1- Student Achievement 57 (65 required)

Domain 2- Student Growth 74 (64 required)

Domain 3- Closing the Gaps 67 (60 required)

2018-2019 STAAR Scores:

3rd grade- Math 51% (English), 86% (Spanish)

Reading 51% (English), 69% (Spanish)

4th grade- Math 64% (English), 38% (Spanish)

Reading 52% (English), 48% (Spanish)

Writing 38% (English), 41% (Spanish)

5th grade- Math 76%, Reading 68%

Student Academic Achievement Strengths

Student Academic Achievements Strengths were in the following areas:

Domain 2- Student Growth 74 (7 pt increase from last year)

We made progress in 7 areas

Significant growth in:

3rd grade math Spanish, 4th grade reading Spanish, 4th grade writing Spanish, Math and Science

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: On 2019 STAAR Reading, 58% scored approaches, 28% met grade level standard and 10% scored at the masters level **Root Cause:** The campus did not monitor student progress in all three areas consistently

Problem Statement 2: Students did not meet the state target for student achievement **Root Cause:** Lack of strong tier 1 instruction

School Processes & Programs

School Processes & Programs Summary

- * Istation- will be monitored every month. A data wall will be used to track student progress and intervention needed throughout the year.
- * Reading Instructional Support
- *Mentor teachers in place for new teachers
- *Grade level meetings- once a week
- *Grade level planning periods- once a week and thorough the week as needed.
- *Technology programs, apps and resources for students and teachers
- *Accelerated Reading program
- *Consistent guided reading instruction in all classrooms
- *PLC every week
- * Data Wall tracking/monitoring

School Processes & Programs Strengths

- *PLCs held every week
- *PD focused on campus needs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Accelerated Reading program was not implemented well **Root Cause:** There was never a school wide plan in place to successfully follow the program

Problem Statement 2: Guided reading and math were not implemented effectively in all classrooms **Root Cause:** Lack of follow up training and monitoring in the classroom. New teachers were not given a follow up or timely feedback during walkthroughs.

Perceptions

Perceptions Summary

- *Team building activities- for teachers and students thought the year
- *Community partners- Crossroad church and Farmers insurance
- *VIPS and PTA program- parent lead
- *Math, Reading and Science night- parent involvement
- *Choir program- 3rd-5th grade
- *Open house, One on One Parent conferences (twice a year), Meet the teacher day, Informative parent meetings throughout the year (parent compact).
- *Open communication- social media, face to face, student binder.

Perceptions Strengths

- *Community Partners (community involvement)
- *VIPS program
- *After school events (Spelling Bee, Amazing Shake)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent Involvement is not successful **Root Cause:** Lack of communication two way communication

Priority Problem Statements

Problem Statement 1: On 2019 STAAR Reading, 58% scored approaches, 28% met grade level standard and 10% scored at the masters level

Root Cause 1: The campus did not monitor student progress in all three areas consistently

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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- 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
- Texas English Language Proficiency Assessment System (TELPAS) results
- PSAT and/or ASPIRE
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Section 504 data
- Homeless data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Goal 1: Buddy West will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 1: The percentage of 3rd through 5th grade students who meet standard in reading and mathematics on the standard state assessment will increase from the overall average 58% to the overall average of 70%, in Approaches, from 28% to 38% in Meets and from 10% to a 20% by the end of the 2019-2020 school year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Build a foundation of reading and math Improve low-performing schools 1) Guided Reading planning sessions for all regular and bilingual K-5 teachers	2.4, 2.5, 2.6	Administrators and IS	100% of reading teachers will implement GR with fidelity				
Problem Statements: Student Academic Achievement 1							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Build a foundation of reading and math Improve low-performing schools 2) All staff members will participate in PLCs once a week, to discuss lesson planning, data, best practices, intervention, enrichment, and various PD as needed.	2.4, 2.5, 2.6	Campus Administrators, Teachers, I S	Systemic process for collaboration and continuous improvement of student performance				
Problem Statements: Student Academic Achievement 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 3) Utilization of goal setting data mats for each individual student	2.4, 2.5, 2.6, 3.2	Campus Admin, Teachers	Analyze data , plan for intervention, and monitor student growth goals.				
Problem Statements: Student Academic Achievement 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 1 Problem Statements:





Student Academic Achievement
Problem Statement 1: On 2019 STAAR Reading, 58% scored approaches, 28% met grade level standard and 10% scored at the masters level Root Cause 1: The campus did not monitor student progress in all three areas consistently

Goal 1: Buddy West will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 2: Grades 3-5 district benchmark scores in reading and math will increase from 58% to 70% by the end of the 2019-20 school year.

Evaluation Data Source(s) 2: District benchmark data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Consistent monitoring and providing feedback on lesson plans and instructional delivery	2.4, 2.5, 2.6	Administrators, IC	Teachers needing assistance will be provided support with planning and modeling in the classroom by instructional coaches.				
Problem Statements: Student Academic Achievement 1							
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Build a foundation of reading and math Recruit, support, retain teachers and principals Improve low-performing schools 2) All staff members will participate in PLCs once a week, to discuss lesson planning, data, best practices, intervention, enrichment, and various PD as needed.	2.4, 2.5, 2.6	IC, team members, administrators	To make instructional adjustments for immediate student intervention, teachers will be analyzing 3-week assessment data using the district data analysis protocol. This will allow for quicker turnaround of student data for planning.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 2 Problem Statements:

Student Academic Achievement


Problem Statement 1: On 2019 STAAR Reading, 58% scored approaches, 28% met grade level standard and 10% scored at the masters level Root Cause 1: The campus did not monitor student progress in all three areas consistently

Goal 1: Buddy West will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 3: The percentage of students in grades K-2 reading at or above grade level will be 68%

Evaluation Data Source(s) 3: Istation monthly reports
Istation data PLC

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) On going Istation training to review instructional resource	2.4, 2.5, 2.6	Administrators and IS	Effective grouping to facilitate appropriate instruction according to individual student needs				
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Guided Reading planning sessions for all regular and bilingual K-5 teachers	2.4, 2.5, 2.6	Instructional Support	Guided Reading components will be implemented with fidelity; using data to guide instruction for workstations and small group/				
Problem Statements: Student Academic Achievement 1							
							

Performance Objective 3 Problem Statements:


Student Academic Achievement
Problem Statement 1: On 2019 STAAR Reading, 58% scored approaches, 28% met grade level standard and 10% scored at the masters level Root Cause 1: The campus did not monitor student progress in all three areas consistently

Goal 1: Buddy West will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 4: All ELL students will perform at or above 42% in TELPAS

Evaluation Data Source(s) 4: TELPAS scores

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) 1)Monitor students' English proficiency through short weekly assessments and classroom observation 2)Use technology strategies/activites such as Flipgrid to practice and refine the English language	2.4, 2.5, 2.6	classroom teachers	Students will gain confidence and will monitor own language proficiency .				
Problem Statements: Student Academic Achievement 1							
							

Performance Objective 4 Problem Statements:





Student Academic Achievement
Problem Statement 1: On 2019 STAAR Reading, 58% scored approaches, 28% met grade level standard and 10% scored at the masters level Root Cause 1: The campus did not monitor student progress in all three areas consistently

Goal 1: Buddy West will align curriculum, instruction, assessment, and professional learning to promote college and career readiness to positively impact student outcomes to ensure all grade levels and all subject areas meet or exceed state averages by 2024.

Performance Objective 5: Student attendance will increase from 91% to 95% by May 2020

Evaluation Data Source(s) 5: Attendance data

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Improve low-performing schools Connect high school to career and college Build a foundation of reading and math Recruit, support, retain teachers and principals 1) Teachers will monitor attendance 2) Attendance incentives in place 3) Monitor attendance rates for every grade level every week to identify trends	2.4, 2.5, 2.6	All staff	1) Improve communication and relationships with parents 2) Identify trends and find solutions				
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Goal 2: Buddy West will work to retain and recruit highly qualified employees who demonstrate the ability to work together to meet District goals and improve student learning.

Performance Objective 1: The campus will ensure teachers focus on self-reflecting and revising instruction to obtain better results and developing intervention plans for all students that targets learning gaps and achieves maximum student success.

Evaluation Data Source(s) 1: Guided reading observation

Grade level planning

Teacher instruction

Observations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Campus Admin. will monitor data analysis process to ensure implementation of expectations and provide planning and coaching support as needed GYTO teacher training- June 2019 GYTO teacher training- June 2020	2.4, 2.5, 2.6	Administrators	Student engagement and instructional delivery improvement will reflect in assessment scores				
Problem Statements: Student Academic Achievement 1 Funding Sources: Title One Priority Focus - 50000.00							

Performance Objective 1 Problem Statements:

Student Academic Achievement



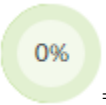

Problem Statement 1: On 2019 STAAR Reading, 58% scored approaches, 28% met grade level standard and 10% scored at the masters level **Root Cause 1:** The campus did not monitor student progress in all three areas consistently

Goal 3: Buddy West will establish and maintain strong partnerships with parents, the community, businesses, and local partnerships.

Performance Objective 1: We will have at least 70% of parents participating in after school events as well as attendance to our face to face conferences at the beginning and middle of the year.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Improve low-performing schools Recruit, support, retain teachers and principals Build a foundation of reading and math 1) After school events Face to face parent conferences Open communication between school and home through social media, notes sent home and parent links.		All staff	Increase parent participation and community partnership				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							





Goal 4: Buddy West will provide and promote a safe climate that is conducive to learning.

Performance Objective 1: Buddy West will ensure a safe and supportive learning environment.

Evaluation Data Source(s) 1: Academic data

Positive office referrals data

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Improve low-performing schools 1) 1) close monitoring of student performance in every benchmark or assessment 2) counselor will offer several sessions throughout the year to promote a positive school environment		All staff	1) ensure student success and academic performance as well as self monitoring 2) create a positive environment and open communication				
<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>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 4: Buddy West will provide and promote a safe climate that is conducive to learning.

Performance Objective 2: District approved positive behavior management programs will be used in 100% of classrooms.

Evaluation Data Source(s) 2: Walkthroughs

Observation during transitions

Office referrals data

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Improve low-performing schools 1) School wide CHAMPS training by staff members on Aug. 13		CHAMPS trainers	Create a school wide discipline program that hold every person accountable.				
Problem Statements: Student Academic Achievement 1							

Performance Objective 2 Problem Statements:

Student Academic Achievement
Problem Statement 1: On 2019 STAAR Reading, 58% scored approaches, 28% met grade level standard and 10% scored at the masters level Root Cause 1: The campus did not monitor student progress in all three areas consistently

Goal 5: Buddy West will utilize financial resources in a responsible and data-driven manner to support student learning.

Performance Objective 1: Buddy West will create a budget plan that benefits both the students and the teachers.

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
1) CIT will participate in creating a budget plan that includes needs for the school this year.		CIT members	Create a budget timeline to prioritize school needs.				
Problem Statements: Student Academic Achievement 1							

Performance Objective 1 Problem Statements:


Student Academic Achievement
Problem Statement 1: On 2019 STAAR Reading, 58% scored approaches, 28% met grade level standard and 10% scored at the masters level Root Cause 1: The campus did not monitor student progress in all three areas consistently

Goal 6: Buddy West will utilize technology to enhance instruction, create efficient processes, and increase communication and collaboration within the district and with all stakeholders.

Performance Objective 1: Buddy West will have one to one technology at the end of 2021

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Dec	Mar	May
Comprehensive Support Strategy Targeted Support Strategy Additional Targeted Support Strategy PBMAS TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Connect high school to career and college Improve low-performing schools 1) 1) Teachers will increase use of technology in the classroom throughout the day.	2.4, 2.5, 2.6	Administrators	Increase student engagement.				
Problem Statements: Student Academic Achievement 1 Funding Sources: Local - 50000.00							
							

Performance Objective 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: On 2019 STAAR Reading, 58% scored approaches, 28% met grade level standard and 10% scored at the masters level Root Cause 1: The campus did not monitor student progress in all three areas consistently

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Guided Reading planning sessions for all regular and bilingual K-5 teachers
1	1	2	All staff members will participate in PLCs once a week, to discuss lesson planning, data, best practices, intervention, enrichment, and various PD as needed.
1	1	3	Utilization of goal setting data mats for each individual student
1	2	1	Consistent monitoring and providing feedback on lesson plans and instructional delivery
1	2	2	All staff members will participate in PLCs once a week, to discuss lesson planning, data, best practices, intervention, enrichment, and various PD as needed.
1	3	2	Guided Reading planning sessions for all regular and bilingual K-5 teachers
1	4	1	1)Monitor students' English proficiency through short weekly assessments and classroom observation 2)Use technology strategies/activites such as Flipgrid to practice and refine the English language
1	5	1	1) Teachers will monitor attendance 2) Attendance incentives in place 3) Monitor attendance rates for every grade level every week to identify trends
2	1	1	Campus Admin. will monitor data analysis process to ensure implementation of expectations and provide planning and coaching support as needed GYTO teacher training- June 2019 GYTO teacher training- June 2020
3	1	1	After school events Face to face parent conferences Open communication between school and home through social media, notes sent home and parent links.
4	1	1	1) close monitoring of student performance in every benchmark or assessment 2) counselor will offer several sessions throughout the year to promote a positive school environment
4	2	1	School wide CHAMPS training by staff members on Aug. 13
6	1	1	1) Teachers will increase use of technology in the classroom throughout the day.

PBMAS Intervention Strategies

Goal	Objective	Strategy	Description
1	1	1	Guided Reading planning sessions for all regular and bilingual K-5 teachers
1	1	2	All staff members will participate in PLCs once a week, to discuss lesson planning, data, best practices, intervention, enrichment, and various PD as needed.
1	1	3	Utilization of goal setting data mats for each individual student
1	2	2	All staff members will participate in PLCs once a week, to discuss lesson planning, data, best practices, intervention, enrichment, and various PD as needed.
1	3	2	Guided Reading planning sessions for all regular and bilingual K-5 teachers
1	4	1	1)Monitor students' English proficiency through short weekly assessments and classroom observation 2)Use technology strategies/activites such as Flipgrid to practice and refine the English language
1	5	1	1) Teachers will monitor attendance 2) Attendance incentives in place 3) Monitor attendance rates for every grade level every week to identify trends
2	1	1	Campus Admin. will monitor data analysis process to ensure implementation of expectations and provide planning and coaching support as needed GYTO teacher training- June 2019 GYTO teacher training- June 2020
3	1	1	After school events Face to face parent conferences Open communication between school and home through social media, notes sent home and parent links.
4	1	1	1) close monitoring of student performance in every benchmark or assessment 2) counselor will offer several sessions throughout the year to promote a positive school environment
4	2	1	School wide CHAMPS training by staff members on Aug. 13
6	1	1	1) Teachers will increase use of technology in the classroom throughout the day.

2019-2020 Campus Improvement Team

Committee Role	Name	Position
Administrator	Gisela Davila	Principal
Classroom Teacher	Ladonna Chism	teacher
Classroom Teacher	Amaris Flores	teacher
Classroom Teacher	Hector Reyes	teacher
Classroom Teacher	Erick Salgado	teacher
Classroom Teacher	Elizabeth McNabb	teacher
Administrator	Priscilla Aguilar	Assistant Principal
Classroom Teacher	Francisco Gonzalez	teacher

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	1	Purchase 5 more cows and , 150 chrome books		\$50,000.00
Sub-Total					\$50,000.00
Title One Priority Focus					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	GYTO training for 10 people		\$40,000.00
2	1	1	Math materials and resources from Kim Sutton training		\$2,500.00
2	1	1	Kim Sutton math training BOY		\$2,500.00
2	1	1	Kim Sutton math training MOY		\$5,000.00
Sub-Total					\$50,000.00
Grand Total					\$100,000.00