

**Celina Independent School District**  
**Celina Primary School**  
**2018-2019 Campus Improvement Plan**

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Celina, TX is a small, rural city about 30 miles outside of the Dallas metroplex. Celina ISD continues to grow approximately 9% each year, with potential escalated growth in upcoming years. Celina Primary School opened in 2017-18 after the district reconfigured. Celina Primary School serves all eligible pre-kindergarten students, identified PPCD students and kindergarten students from across Celina ISD.

Kindergarten enrollment in 2017-18 is down compared to 2016-17. Celina Primary went from having 10 sections of kindergarten to 9. Pre-kindergarten enrollment has increased from 33 students in 2016-17 to 41 students in 2017-18.

2017-18 campus population consists of: 8 EE's, 41 Pre-K, and 182 kindergarten students for a total of 223 students on campus. Special populations include 17 ESL, 24 bilingual, and 8 homeless/McKinney Vento.

We have identified 103 students as at-risk. Celina Primary School currently has 2 migrant students. Celina Primary School has a mobility rate of less than 2% (4 of 223) with a stability rate of 98%.

Identified students are placed and served in special programs such as: PPCD, PreK, ESL and Bilingual. Most students do not exit these programs until upper elementary grades, therefore; our exit numbers are very low.

The staff of Celina Primary School mirrors the demographics of the students they serve. Kindergarten teacher to student ratios are below 1:22. Pre-kindergarten class ratios is 1:11.

### Demographics Strengths

Summary of Strengths:

- Low student to teacher ratio
- Low mobility rate
- Early intervention programs
- Highly qualified staff

## **Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** 29% of teachers are not ESL Certified **Root Cause:** ESL certification has not been a requirement in the past.

## **Student Achievement**

### **Student Achievement Summary**

Celina Primary School teachers monitor progress throughout the school year using multiple measures. Using data from TPRI, DRA and ESGI, teachers create targeted small groups to provide instruction tailored to the needs of every student. TPRI is administered 3 times per year - beginning, middle and end. DRA is given during the 2nd 9 weeks and 4th 9 weeks marking period. ESGI is used throughout each 9 weeks to measure specific skills in all core subjects. With the implementation of Johnny Can Spell and the balanced literacy model, students are making progress and showing growth in the area of phonological awareness.

### **Student Achievement Strengths**

- Balanced literacy model
- Johnny Can Spell
- Multiple assessment measures
- Small group instruction

## School Culture and Climate

### School Culture and Climate Summary

Campus Vision Statement: To cultivate a positive, collaborative learning community that creates and promotes responsible, compassionate, independent students who have a passion for learning.

Campus Mission Statement: Provide innovative, meaningful and collaborative student centered learning opportunities.

Celina Primary School has a safe and friendly environment. The building was recently re-purposed and updated to meet the needs of its young learners. The building is safe and secure. All the doors are kept locked, and there are video cameras throughout the building and at every exit. Parents report that their children are happy and enjoy coming to school. Staff and students have positive relationships. Praise and encouragement are a natural part of our campus culture.

Student discipline referrals are minimal and rarely severe enough to require the involvement of an administrator. Teachers all have a classroom management plan that involves daily communication with families about their student's behavior. Positive behavior is celebrated as a campus using a ticket reward system.

Due to the age of Celina Primary School students, Celina Primary School does not offer any extracurricular activities or clubs.

### School Culture and Climate Strengths

- Positive reinforcement
- School pride
- Bucket Filler Awards
- Guidance lessons aligned to student needs

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Staff needs space, time and opportunities to build meaningful collegial relationships. **Root Cause:** Staff does not have adequate opportunities or a space to connect and collaborate with one another and develop relationships.

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Celina Primary School has 3 PreK teachers, 1 PPCD teacher, 9 kindergarten teachers, 1 special education teacher, 1 physical education coach, 4 paraprofessionals, 1 music teacher, 1 counselor and 1 administrator. All teaching staff hold a valid Texas Teaching Certificate and are working in the area of their certification.

With the opening of the school in the fall of 2017, 5 new teachers were hired to fill new positions. The majority of the staff at Celina Primary School was reassigned to the campus due to the recent reconfiguration of our growing district.

Teacher performance is monitored by the campus principal using the T-TESS instrument. Teachers are observed formally and informally and provided with feedback on their performance. The principal conferences with all certified staff at least 3x per year.

Teachers new to the district participate in our district's new mentoring program. New staff are also assigned a mentor at the campus level.

Staff development is designed by surveying teachers to determine their needs or based on district initiatives.

### Staff Quality, Recruitment, and Retention Strengths

- Highly qualified staff
- Professional development opportunities
- Mentors for new staff
- Teacher input on professional development
- Rigorous interview process

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** The new teacher mentoring program does not fully support all the needs of staff new to the district. **Root Cause:** The mentoring programs in Celina ISD, at the district and campus level, are in their infancy phase.

**Problem Statement 2:** Paraprofessionals are not participating in professional development and staff meetings. **Root Cause:** Professional development and staff meetings are held after school. Attending these meetings would put hourly employees beyond their work hours.

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

Teachers at Celina Primary School design their lessons using the Texas Resource System which is aligned to TEKS and the Texas Prekindergarten Guidelines. Grade level teams plan collaboratively each week. Each grade level gives common assessments. Students are assessed with normed-referenced and teacher created assessments.

Technology is integrated and students visit the STEAM (Science Technology Engineering Arts and Math) Lab each week to support the development of 21st Century learning skills.

Celina Primary School maintains alignment of instruction and curriculum with 1-5 by using the same curriculum and meeting with other grade levels each month. Instructional strategies, frameworks and assessment instruments are consistent with those on 1-5 campuses, some examples include: balanced literacy, Johnny Can Spell, Empowering Writers, Number Talks, Handwriting Without Tears, TPRI and DRA.

Teachers use whole group, small group and 1:1 instruction to meet the needs of their students. Intervention is provided in the classroom by the teacher or by an interventionist. ESGI is used as a progress monitoring tool.

There is an EIT process in place to help support and identify students that may qualify for special education services.

### Curriculum, Instruction, and Assessment Strengths

- Curriculum aligned to TEKS and TX PreK Guidelines
- Common assessments
- Instruction, framework and assessment alignment with district
- EIT process
- Multiple assessment measures
- STEAM Lab

### Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Teaching teams do not function as professional learning communities. **Root Cause:** Teaching staff have not been trained on how to function as a PLC.

**Problem Statement 2:** Kindergarten teachers lack vertical alignment opportunities with 1st grade **Root Cause:** PreK and Kindergarten is on a separate campus



## Family and Community Involvement

### Family and Community Involvement Summary

The Celina community is very supportive of Celina Primary School. Organizations such as the PTA and C.A.R.E. provide on-going support. As evidenced by sign-in sheets, events at Celina Primary School are well attended by the families it serves. Celina Primary School partners with the Celina Education Foundation, Clothe-A-Child and the Food Bag program based out of the First United Methodist Church.

Parents were given a communication survey at the beginning of the school year. Based on the data from the survey, school and teacher communication is sent to families based on their top two preferences.

Based on the data from the Home Language Survey given to parents during registration, we have identified five languages on our campus: English, Spanish (37), Shona (2), Russian (1) and Afrikaans (1). All campus communication is provided in English and Spanish. Meetings are translated in English and Spanish.

### Family and Community Involvement Strengths

Celina Primary School provides special programs to meet the needs of students.

- PreK
- Bilingual Education
- ESL
- 504
- PPCD
- Special Education
- GT
- Information provided in both English and Spanish

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1:** School activities conflict with activities on other campuses therefore parent attendance is low. **Root Cause:** School events interfere with other family/community events due to start times and schedule conflicts.

## **School Context and Organization**

### **School Context and Organization Summary**

Central administration supports Celina Primary School by providing curriculum materials and training opportunities for the implementation of the curriculum as needed. The technology department assists with campus technology needs and personnel to train staff in the use of technology at the instructional level.

The kindergarten team has nine classes and is split into three specials rotations. The Pre-K team has four classes. Teachers work 7.5 instructional hours a day. Teachers have a daily 45 minute planning/conference time and an additional 55 min. per week for personalized professional development. Students rotate through a different specials class each day: music, art, PE, library, computer, and STEAM. STEAM and art were added this year.

Kindergarten math instructional time is 90 minutes, ELAR is 175 minutes, Science and Social Studies are 30 minutes each. In Prekindergarten subjects are integrated and taught through overarching themes.

Team Leaders and site-based committees meet monthly and communicate with school leaders. Team leads and site-based teams are an integral part of campus decision making.

Teachers collaboratively design their own lesson plans, graded assignments, and assessments. Kindergarten and Prekindergarten teachers use assessments from the approved governor's list. Kindergarten uses TPRI and Prekindergarten uses CIRCLE.

### **School Context and Organization Strengths**

- Student-teacher ratio
- Art
- STEAM
- Personalized PD time for teachers each week
- Supportive central administration
- Teacher created assessments
- Support from C.A.R.E.
- Support from PTA
- Curriculum rich

### **Problem Statements Identifying School Context and Organization Needs**

**Problem Statement 1:** Prekindergarten and kindergarten students lack older student role models. **Root Cause:** Celina Primary School only serves Prekindergarten and kindergarten students.

# Technology

## Technology Summary

Each classroom at Celina Primary School is equipped with 6 iPads, 1 document camera, 1 teacher Macbook and an interactive whiteboard. The campus also has a student computer lab.

Teachers use the technology in their classroom to facilitate instruction. Students use iPads during stations and are learning how to use different applications. Students are also exposed to other types of technology in the STEAM Lab such as: BeeBots, Osmos, Square Panda, and Dash and Dot.

Our site based Technology Committee supports teachers with their technology PD needs by surveying and designing staff development based on teacher and student needs. A district technology coach visits our campus once a week to lead trainings and support teachers with their technology needs. Teachers also have the opportunity to participate in Digital Fluency Academy. There is a process in place for teachers to request applications for use on their classroom iPads.

Teachers use web based assessments in both Prekindergarten and Kindergarten. Curriculum, lesson plans and monitoring tools are all web based.

Celina is a Google district. Teachers use Google applications daily and have access to Google specific training.

## Technology Strengths

- 6 New iPads in every classroom
- Document camera in every classroom
- Interactive whiteboard in every classroom
- MacBook for every classroom teacher
- STEAM Lab
- Weekly access to a technology coach
- Google District
- Web based assessments and progress monitoring
- Web based curriculum and lesson planning
- Computer Lab and teacher

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Teachers need additional training and support with their technology. **Root Cause:** The technology coach is shared among 3 different campuses and visits Celina Primary School once per week.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

## Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

## Parent/Community Data

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

# Priorities

## Priority 1: Community

**Strategic Objective 1:** Celina Primary School will expand opportunities for involvement of all families in 2018-19. Parent participation and involvement in school programs and events will increase by 10% by May 23, 2019.

**Evaluation Data Source(s) 1:** # of participants at school family events

# of volunteers

# of Watch D.O.G.S.

### Strategic Measures 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Parent communication preference survey will be sent home at the beginning of the school year.	Administration Teachers	Data collected from the parent communication survey will be used to send communication home based on parental preference.				
	Funding Sources: 199 -- CISD - 100.00					
2) Administration, PTA and parental involvement committee will work collaboratively to plan parental involvement opportunities throughout the school year.	Administration	-Increase parental and community involvement and participation in school programs and events				
	Funding Sources: 211-Title I - 2000.00					
3) Campus communication will be provided in both English and Spanish.	Administration	-Increased parental and community involvement and participation in school programs and events -Better communication with Spanish speaking families				
	Funding Sources: 199 -- CISD - 0.00					
4) Parent/community volunteers will be recognized for their contribution and support.	Administration Counselor Teachers	-Increased volunteer and community involvement and participation in school programs and events -Increased number of volunteers				
	Funding Sources: 211-Title I - 200.00					
5) Host a STEAM Family Night to showcase what students are learning.	All staff	-Increase awareness and support for STEAM education				
	Funding Sources: 211-Title I - 200.00, 199 -- CISD - 200.00					
6) Continue parent training opportunities for prekindergarten parents as part of the High Quality Prekindergarten - Family Engagement Plan.	Administration PreK Teachers	-Increased parental involvement from prekindergarten families -Increased student achievement -Smooth transition from Prekindergarten to kindergarten				
	Funding Sources: 199 -- CISD - 1500.00					





= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

## Priority 2: Excellence

**Strategic Objective 1:** Celina Primary School will develop high-quality educators dedicated to continuous improvement in 2018-19. 100% of Celina Primary School teachers will participate in campus and district initiated professional development aligned to campus/district goals by May 23, 2019.

### Evaluation Data Source(s) 1:


% increase of professional development opportunities

% of educator retention

% of teachers participating in Professional Learning Community professional development

% of improvement in student growth

### Strategic Measures 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Provide information and encourage teachers to become ESL certified to meet the needs of our growing Bilingual/ESL population.	Administration Bilingual Coordinator	-100% of teaching staff ESL Certified by end of 2018-19 school year  Problem Statements: Demographics 1 Funding Sources: 199 -- CISD - 0.00				
2) Teaching staff will receive PLC training, have a scheduled PLC time built into their weekly schedule and begin to function as a PLC.	Administration Teachers	- Foundational understanding of PLCs and its impact on student achievement - Some teachers will attend PLC summer training - Whole district PLC training day during academy - Meet weekly as a PLC in small groups  Problem Statements: Curriculum, Instruction, and Assessment 1 Funding Sources: 255--Title II - 200.00				
3) Teachers will observe and meet with 1st grade teachers to facilitate vertical alignment.	Principal Curriculum Coordinator	- Allow time for teachers to visit and discuss curriculum with 1st grade to maintain vertical alignment  Problem Statements: Curriculum, Instruction, and Assessment 2 Funding Sources: 199 -- CISD - 200.00				
						

### Strategic Objective 1 Problem Statements:

<b>Demographics</b>
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**Problem Statement 1:** 29% of teachers are not ESL Certified **Root Cause 1:** ESL certification has not been a requirement in the past.

**Curriculum, Instruction, and Assessment**

**Problem Statement 1:** Teaching teams do not function as professional learning communities. **Root Cause 1:** Teaching staff have not been trained on how to function as a PLC.

**Problem Statement 2:** Kindergarten teachers lack vertical alignment opportunities with 1st grade **Root Cause 2:** PreK and Kindergarten is on a separate campus


**Priority 2: Excellence**

**Strategic Objective 2:** Celina Primary School will provide CTE opportunities and support for all students to ensure student success in 2018-19. 100% of students will participate in STEAM activities each week of the school year.

**Evaluation Data Source(s) 2:**

% of students exposed to STEM/STEAM opportunities

**Strategic Measures 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Continue to provide students opportunities and resources to participate in weekly STEAM activities.	Administration Teachers Technology Committee	-Increased opportunities for students to participate in STEAM lessons -Student growth in the areas of: science, technology, engineering, arts and math				
	Funding Sources: 211-Title I - 5000.00					
2) Hire a STEAM Instructional Aide to plan and facilitate weekly STEAM lessons aligned to state standards.	Principal STEAM IA	- All students will participate in STEAM Lessons				
	Funding Sources: 211-Title I - 20000.00					
						


**Priority 2: Excellence**

**Strategic Objective 3:** Celina Primary School will ensure systems and supports are designed to equip students with the soft skills necessary for college and career success in 2018-19. 100% of students will participate in the school character development program and soft skills learning activities.

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

- # of guidance lessons facilitated by the counselor
- # of student discipline referrals
- # of students receiving awards

**Strategic Measures 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Continue to implement campus wide character development program to develop students' social, emotional and soft skills.	Administration Counselor Teachers IAs	-Decrease in student referrals -Positive campus culture				
Funding Sources: 199 -- CISD - 500.00						
2) Teach, model and integrate soft skills into STEAM lessons.	Administration Counselor STEAM IA	-Decrease in student referrals -Positive campus culture				
Funding Sources: 199 -- CISD - 0.00						
3) Survey teachers to learn what social emotional lessons best fit their students' needs.	Administration Counselor Teachers	-Lessons tailored to student/class needs				
Funding Sources: 199 -- CISD - 500.00						
4) Implement college and career week.	Counselor					
						

### Priority 3: Innovation

**Strategic Objective 1:** Celina Primary School will increase teachers' technology learning opportunities from 5 to 10 by May 23, 2019.

**Evaluation Data Source(s) 1:** # of tech trainings offered  
 # of teachers participating in Tech Lunch and Learn trainings  
 # of teachers participating in Digital Fluency Academy

**Strategic Measures 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Continue to use our site based technology committee to identify and support teachers' technology learning needs.	Administration Site Based Technology Committee Teachers	-Increase teacher proficiency in the use of technology -Increase teachers' ability to integrate technology in their classroom				
Problem Statements: Technology 1 Funding Sources: 199 -- CISD - 0.00						
2) Communicate and encourage teachers to participate in technology professional development training opportunities offered inside and outside the district.	Administration Site Based Technology Committee	-Increase teacher proficiency in the use of technology -Increase teachers' ability to integrate technology in their classroom				
						

**Strategic Objective 1 Problem Statements:**


Technology
<b>Problem Statement 1:</b> Teachers need additional training and support with their technology. <b>Root Cause 1:</b> The technology coach is shared among 3 different campuses and visits Celina Primary School once per week.

**Priority 3: Innovation**

**Strategic Objective 2:** Celina Primary School will develop each student to be a creative and critical thinker in 2018-19. 100% of Celina Primary School students will access the STEAM Lab by May 23, 2019. 100% of kindergarten students will and participate in project-based learning lessons by May 23, 2019.

**Evaluation Data Source(s) 2:** % increase in project/problem based lessons  
 % increase in teachers trained in PBL  
 % of classrooms using the STEAM Lab

**Strategic Measures 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Scheduled STEAM Lab time for each class every week.	Administration Teachers STEAM IA	-Increased proficiency with collaboration, communication, creative problem solving, science, technology and math skills.				
Funding Sources: 199 -- CISD - 1000.00						
2) Kindergarten students will participate in at least 1 project based lessons.	Principal Teachers	-Increased proficiency with collaboration, communication, and creative problem solving. -Development of soft skills				
						


### Priority 4: Leadership

**Strategic Objective 1:** Celina Primary School will develop a plan to build educator capacity for leadership in 2018-19. Increase the number of teachers in leadership roles from to 100% by May 23, 2019.

- Evaluation Data Source(s) 1:** # of teachers participating in Team Leader Roles  
 % of teachers participating in site-based committees  
 % increase of involvement in CISD's leadership academy  
 # of teachers in district committees

**Strategic Measures 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Recommend and encourage teachers to join the district's leadership academy.	Principal	-Increased teacher leadership capacity and effectiveness -Shared leadership responsibility and decision making				
2) Distribute leadership responsibility among teachers (Team Lead, PLC, PBL, Campus Committees and District Committees)	Administration	-Increased teacher leadership capacity and effectiveness -Shared leadership responsibility and decision making				



✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue




## Priority 5: Stewardship

**Strategic Objective 1:** Celina Primary School will preserve existing culture while providing supports that meet the physical, emotional, and behavioral needs of all students in 2018-19. 100% of our students will receive recognition for their yearly contributions to our school.

**Evaluation Data Source(s) 1:** % of students and parents indicating satisfaction  
# of supports provided based on counselor reports

### Strategic Measures 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Nov	Mar	June
1) Continue to collaborate with the 6th Grade Center throughout the school year to provide older role models for our students.	Administration 6th Grade Center Principal	-Build a sense of community among schools -Positive student role models for younger students to follow				
2) Design a staff lounge equipped with adult sized furniture and large enough to accommodate teaching teams.	Administration  Problem Statements: School Culture and Climate 1 Funding Sources: 199 -- CISD - 500.00	-Increased relationship and trust building opportunities during non-instructional time				
3) Expand the campus culture committee to include a Sunshine Fund and increase the number of team building opportunities and staff celebrations throughout the school year.	Administration Campus Culture Committee  Problem Statements: School Culture and Climate 1	-Increased staff moral -Stronger staff relationships and sense of community				
						

### Strategic Objective 1 Problem Statements:

School Culture and Climate
<b>Problem Statement 1:</b> Staff needs space, time and opportunities to build meaningful collegial relationships. <b>Root Cause 1:</b> Staff does not have adequate opportunities or a space to connect and collaborate with one another and develop relationships.

# Campus Funding Summary

199 -- CISD					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$100.00
1	1	3			\$0.00
1	1	5	Rider 78		\$200.00
1	1	6		Rider 78	\$1,500.00
2	1	1			\$0.00
2	1	3			\$200.00
2	3	1			\$500.00
2	3	2			\$0.00
2	3	3			\$500.00
3	1	1			\$0.00
3	2	1			\$1,000.00
5	1	2			\$500.00
<b>Sub-Total</b>					\$4,500.00
255--Title II					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2			\$200.00
<b>Sub-Total</b>					\$200.00
211-Title I					
Priority	Strategic Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$2,000.00
1	1	4			\$200.00
1	1	5			\$200.00
2	2	1			\$5,000.00
2	2	2			\$20,000.00

	<b>Sub-Total</b>	\$27,400.00
	<b>Grand Total</b>	\$32,100.00