

Lake County Schools

South Lake High School



2015-16 School Improvement Plan

South Lake High School

15600 SILVER EAGLE RD, Groveland, FL 34736

<http://lake.k12.fl.us/slh>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
High	No	56%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	49%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	I*	C	C	B

**Preliminary Informational Baseline School Grade*

Note: The school grades calculation was revised substantially for the 2014-15 school year to implement statutory changes made by the 2014 Legislature and incorporate the new Florida Standards Assessments. The 2014-15 school grades serve as informational baseline data that schools can use to improve in future years.

School Board Approval

This plan is pending approval by the Lake County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridacims.org>.

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. The Florida Department of Education encourages schools to use the SIP as a “living document” by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the “Date Modified” listed in the footer.

Part I: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A, B or C with at least one F in the prior three years
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-C with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2015-16 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

The Mission of South Lake High School is every scholar, every day, college bound. We want to ensure that we have given the students of SLH the tools and ecosystem that supports their choice in college and career readiness.

Provide the school's vision statement

South Lake High School is committed to an educational process that fosters independence and responsibility in our students. By offering diverse, challenging academic programs in small learning communities and rich co-curricular activities, South Lake High School strives to provide all students with the skills and knowledge to achieve their potential as life-long learners.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

The teachers are requested to build appropriate relationships with the students. Learning about their home life and activities. Our teachers are trained in ESOL class about cultural sensitivity and interventions for students that speak other languages. Our teachers participate in professional development opportunities that raise awareness and build on strategies for recognizing needs and differentiating their classroom to meet the needs of all students. Students in the 9th grade are led through a series of activities to learn about their strengths and the strengths of others and how we leverage those strengths to problem solve and innovate collaboratively. Additionally, support for the classroom and the students is provided through a variety of on campus, student service offerings.

Describe how the school creates an environment where students feel safe and respected before, during and after school

By the use of "Bully Proofing Your School" program. The kids are encouraged to take a proactive part in standing up and speaking out against bullying and letting other kids know that there's no place for this type of activity on our campus. SLH provides active supervision before and after school, class exchange times and during lunch. Students are provided the number to call the SPEAKOUT hotline to report bullying anonymously. Additionally, students are provided the opportunity to fill out statements and the use of No Contact Contracts are used as interventions.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

We use the school district's student code of conduct, but we also encourage our kids to "Raise the Standard of Excellence" through our PBS program. The kids are awarded for doing the right thing or "Raising the Standard of Excellence." Administration participates in trainings quarterly with Safe Schools to discuss hot topics in managing the safety of students. Through our data warehouse system reported behaviors and discipline interventions are used to track and analyze students needing MTSS and discussed in weekly administrative meetings. Student services conducts behavioral contracts with students emphasizing positive peer relationships and academic focus upon

re-entry from suspension related events.

In addition, we create and implement FBA/BIP plans and many of our staff members are CPI trained.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Students are served by our Student Services department. Students needing extra support will be identified through our MTSS system to address their social and emotional needs. SLH staff works closely with District Personnel and our local mental health services, DCF and the Lake County Sheriff's Dept. to provide additional support if necessary. In addition, students participate in school wide Power Hour daily that provides during the school day time for tutoring, peer mentoring, success coaching and special group meetings hosted through our Student Services department.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Early warning indicators are identified through the district data warehouse and accessed at the school site through Decision Ed, Skyward and the Accountability folder on the LCS shared network. Students with early warning indicators in attendance, behavior, testing and academic progression are identified and intervention plans are implemented as appropriate through attendance contracts, IEP's, behavioral contracts, remediation contracts, in-class supports, support "pull" sessions, MTSS plan supports.

Provide the following data related to the school's early warning system

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level				Total
	9	10	11	12	
Attendance below 90 percent	102	94	74	78	348
One or more suspensions	12	13	8	2	35
Course failure in ELA or Math	25	19	11	5	60
Level 1 on statewide assessment	0	0	0	0	

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level				Total
	9	10	11	12	
Students exhibiting two or more indicators	78	72	53	35	238

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

- MTSS meetings with an identified support team
- Behavioral Contracts with a focus on positive relationships and academic success
- Attendance Contracts
- Academic Contracts with remediation opportunities within the course
- After School Credit Recovery

IEP plans
Positive Behavior Support System
Success Coaching
Power Lab
Power Hour Tutoring/Mentoring
504 Plans
Grade recovery in core academic classes

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

No

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

We are targeting parental involvement in our mentoring program and in program specific volunteers. Additionally, we are seeking to increase parental involvement in our Eagle Pride night and support at home. We are focused on continuing our community outreach program and SAC participation. We invite parents to participate in ESE meetings and take annual parent and community feedback surveys.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school SAC has members from the community that participate in the functions, input and decision making process of the school. Additionally, South Lake High participates in the community through the South Lake Chamber, The South Lake Chamber Education Committee, Kiwanis and Rotary. Each of our CTE programs also have an advisory committee that is made up of business members in their industry to support our students and their academic efforts in transitioning to the workforce. Through SLH's implementation of Personalized Learning it also hosts community stakeholder meetings annually to garner support for our school and our students' educational pathways.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership:

Name	Title
Updike, Kimberly	Assistant Principal
McCue, Robert	Principal
Nichols, Linda	Assistant Principal
Clemons, Paul	Assistant Principal
Jesiatis, Donna	

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Robert McCue-

Administrative Team, Leadership Team, Department Chairs, SAC, Athletics

Directly works with the Math Department and Instructors, School Improvement Plan, Custodians

Donna Jesaitis-

Student Services, Curriculum: Master Schedule, Advanced Placement/Dual Enrollment, English Language Arts

Kimberly Walker-Updike

School Improvement Plan, Science Department, PE Department, ROTC, Personalized Learning, Technology, TQR

Linda Nichols-

ESE/504/ELL, Social Studies Department, Volunteers, Character Development, School Improvement Plan

Steve Clemons-

Facilities, Positive Behavior Support, Safety, Career Technology & Electives, School Improvement Plan

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

In the MTSS/RTI process Administrators and Department Chairs monitor the effectiveness of Core Instruction. Department Chairs do so in PLC's where they review data and share successful strategies. Administrators monitor through Classroom Walkthroughs as well as informal and formal observations. Professional Development opportunities are afforded to teachers on 3 Wednesdays in each month.

Department Chairs are required to submit department and/or course interventions to the administrator for Student Services. Every Wednesday teachers are required to conduct remediation and/or enhancement activities with ALL students within the class period. Teachers are also instructed to maintain communication with the parents of students who are falling behind and receiving D's and F's. D and F lists will be pulled before every progress/report card and administrators will monitor both the D/F list and parent contact through conversations with the teachers when they are conducting CWT and observations. Department Chairs are considered the experts in their fields and manage the formal identification of interventions for the teachers in the departments.

SAI dollars will be spent on extended day programs that provide support for remediation for level 1 & 2 students. All homeless or unaccompanied minor students will be provided support through guidance and our food services programs under Title X Homeless and our LCS FIT program.

CTE programs will utilize Perkins funding and CAPE bonuses to provide opportunities for students to pursue career and college interests and access industry standard equipment and training. CTE

students will be provided opportunities to receive industry certification in the CAPE academy of their choice.

Personalized Learning Leadership Team works to align the needs of every student on campus with a goal of college and career readiness. Funds are spent to ensure quality professional development of teacher leaders on our campus to provide opportunities for all students to progress towards on-time and accelerated graduation.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Robert McCue	Principal
Carolyn Bristo	Teacher
Tina Alvarez	Parent
Kim Bates	Parent
Tricia Blunt	Parent
Jane Cox	Parent
Courtney Franklin	Parent
Stacey Johnston	Parent
Rhina McManus	Parent
Joe Rittman	Parent
Joan Schuster	Parent
Elizabeth Villanueva	Parent
Beth Walters	Parent
Kimberly Cefaliello	Parent
Lisa Maloney	Parent
Marie Roberts	Parent
Amy Sweeny	Parent
Michelle Bodzioch	Parent
Sheila Kruse	Parent
Kelly Mason	Parent
Cherie Larson	Parent
Anna Davis	Parent
Feressa Allen-Rutledge	Education Support Employee
Jeff Adams	Teacher
Katie Tebo	Teacher
Emma Latorre	Teacher
Elizabeth Figueroa	Education Support Employee
Sara Morningstar	Student
Kelsea Shiner	Student
Yvonne McEwen	Business/Community
Bill Clarke	Business/Community
Iris White	Business/Community
John Kruse	Business/Community

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

SAC met to review the SIP for 2014-15 prior to submitting to county for review. Data was provided at mid year check point for their consideration and SAC team members were welcomed to participate in the data and goal planning. SIP reports were discussed at meetings throughout the year.

Development of this school improvement plan

The SAC reviews the data, members are invited to participate in the process of data disaggregation and goal planning. SAC gives input on programs in place and their success and implementation and reviews survey results. SAC reviews and approves plan in its entirety.

Preparation of the school's annual budget and plan

The SAC provides ongoing feedback on the schools annual budget and plan. Items are discussed during monthly meetings and progress/ feedback is reported throughout the year.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

SAI Funds

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership:

Name	Title
dupree, susan	Teacher, Adult
McCue, Robert	Principal
Jesiatis, Donna	Assistant Principal

Duties

Describe how the LLT promotes literacy within the school

Literacy Leadership Team Members:

- Susan Dupree, Literacy Coach
- Robert McCue Principal
- Jeff Adams ESE
- Wanda Albert ELA
- Scott Armatti ESE
- Dr. Judd Bristo Social Studies
- Dusty Bronson ELA
- Lori Sekhr Reading Support
- Eric Calabrese AVID
- Scott Clark Media Specialist
- Stephanie Berkebile Media Specialist
- Phil Hammond ELA
- Rick Keller MATH
- Patricia Kry, RN CNA
- Emma Latorre Social Studies

Audrey Lawrence PE
Tracey Mansfield ELA
Deane Marshall Science
Rebecca Roberson ESE
Charlan Herndon, ESE specialist
Ann Marie Ross, Foreign Language
Sophia Garza Villalobos, Foreign Language
John Thunberg, Culinary
Jennifer Viola, Art
Lilly Wilson, Reading/ ELA
Matt Knight, ELA
Tanci Levitt-Spencer, ELA
Natalie Tibbetts, ELA
Vanessa Vazquez, ELA
Paul Smithson, ELA
April Daniels-Schluns, ELA

The LLT consists of a voluntary group of teachers from all departments who support literacy in content areas, including the arts and vocational education. The team meets monthly to converse through a variety of formats. Meetings are planned for the entire year with meetings scheduled in the Literacy Coach training area. In addition to the monthly meetings members hold small group discussions, and communicate electronically about school initiatives. The atmosphere of the meetings is warm and inviting so members feel free to express opinions as they collaborate. The goal of the LLT is to promote professionalism, teaching, learning, and a fresh focus on literacy for the entire school community. This team works together to enhance the school culture in order to embed literacy through the content areas and to support all students as they work toward the goal of becoming college and career ready. The LLT works closely to provide support to all instructors, promotes reading and writing throughout the campus, and shares best practices. This year we plan to initiate more across content collaboration among teachers regarding teaching practices that promote literacy development among all students.

Major initiatives of the LLT

The major initiatives for the year include cognitively complex tasks, progress monitoring, and learning goals and scales.

The following monthly meetings are designed to support the initiatives and school plan as well as promote literacy through various means.

September 2015- Initiate the "Get Caught Reading" campaign, which will continue through May. Membership drive. All teachers will be invited to a reception and invited to join the Literacy Leadership Team. We will celebrate our new "Writing Center" in the Media Center and Power Lab to encourage teachers and students to utilize these resources.

October- November 2015- Literacy embedded in all classrooms. Reading benchmarks/standards are embedded. Learning Goals and Scales to support reading and writing are embedded.

December 2015 Teacher collaboration assessing student work compare and contrast. What is working? Create suggestions for further implementation of comparing student work.

January 2016 "Celebrate Literacy" to support JustRead Florida—Million Minute Challenge, Poetry Appreciation Day, Historical Author, & Author Overview. Progress monitoring: team provides artifacts and examples of innovative ways to monitor progress. Create a list of additional support needed and open forum discussion of how we can help other teachers monitor student progress.

February 2016 Cognitively complex tasks and comprehensive instructional sequence (CIS) using informational text. Teachers from each subject area share an overview of CIS lessons. Volunteers will model lessons for other teachers. Brainstorm session to further implementation of CIS.

March 2016 "Reading Across America", a salute to American writers and authors; Daily writing Expectations revisited.

April 2016 Problem Solving Inquiry Based Instruction best practices. Teachers share lessons and

activities and invite other teachers to view their instruction.

May 2016 Reflection and moving forward and proficient planning and practice. Complete a plus/delta chart. Rate this year and make suggestions for the coming school year.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

The concepts of teamwork and commitment is one of the themes of SLHS.

Through iPD/ Plus teams collaborative planning time is paramount to the SLH plan as we strengthen our learning experiences to student needs in Personalized Learning. There is collaborative planning by course, by team(9th grade) by grade as well as PLC's by department and course.

Professional development was placed in the hands of the teachers and supported by the administrative team. Teachers create the PD and the PD calendar, propose it to the administrative team, and then follow through with training and assessment through surveys of the success of the strategies taught in the PD. AVID strategies school-wide with a calendar and topics developed by the AVID elective teacher and taught by the AVID-trained teachers. Reading strategies and PD calendar created by the Reading coach and Literacy coach.

Accelerated resource teacher and FL Standards teacher continually supporting and observing teachers in the classroom.

Principal's new teacher program to help new teacher with adjustment to SLHS. New teachers paired with veteran teachers.

ELL students and teachers of ELL students supported with an ESOL Teaching Assistant, iPads assigned to each ELL student.

ESE students and teachers of ESE students are supported by Support Facilitation, Cooperative Education and Behavioral Intervention teachers and services.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

New teachers: 1-1 mentorship, monthly support meetings including those new to the school, LCS New Teacher program and the SLH New Teacher PLC

1-3 year teachers: Department support, District Instructional Coach support

All teachers: Comprehensive PD plan with school initiative focus and deliberate practice plans for individual PD

Interns from local colleges are given clinical ed trained mentor teachers on campus to do student teaching.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Teachers who are new to SLH will be partnered with an on campus mentor and will meet monthly with the principal in a New Teacher Cohort. Teachers new to Lake County will be provided with an Instructional Coach and will have access to the New Teacher Academy providing support and resources for both teaching and evaluation.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Instructional programs and materials are aligned to the Florida standards through the use of curriculum blueprints, guidelines, benchmarks identified, designed and adapted by teachers of those subject areas and supported by the district office. Through classroom walk-throughs and observations, the Florida Standards teacher, the accelerated resource teacher, the 'Push Team' consisting of teachers from SLH high schools, all collaborate on planning and assessing to meet and ensure that materials are aligned to the FL Standards. Administrators 'walk the walls' looking for key items and student exemplars. Administrators also conduct formal, informal and classroom walk-throughs using the TEAM evaluation system based on Marzano techniques

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

The school utilizes a variety of data to provide interventions throughout a students coursework. Data is used to appropriately schedule students. Mini tasks and performance tasks are used throughout the course (ELA and Math) to provide for remediation, support and extension activities. In addition, teachers use scales and rubrics and formative and summative assessments within their curriculum. Our PowerPLUS teams also intervene with strategic interventions in the area of Math and Reading to provided additional support in the classroom. Our ESE department uses Learning Strategies courses, Support Facilitation and Co-op interventions and supports to accommodate students on an IEP. Our ELL Aid works in classrooms and cooperatively with students and teachers for students with language barriers to problem solve and provide support for these students in the classroom. SLH is in year one of launching "Personalized Learning" as a pedagogical shift and currently working on developing and embedding personalized learning plans for all students by August 2018. Our focus for 15-16 is the entire 9th grade population.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: After School Program

Minutes added to school year: 6,000

Reading instruction: Students who indicate reading intervention have the ability to use the computer assisted reading program Achieve 3000-Empower 3000 or Reading Plus. Hospital Homebound students are also given access to support reading instruction.

Strategy Rationale

Students will participate in extension activities that are supported and monitored by our reading teacher to achieve gains in reaching proficiency with reading

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Jesiat, Donna, jesaitisd@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

Data is reviewed weekly with the teacher and the student through data chats.

Strategy: Extended School Year

Minutes added to school year: 720

Summer School to extend time for students to recover gaps in learning and standard proficiency.

Strategy Rationale

This will provide an additional 3 weeks for students to master standards needed to complete course work

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Jesiat, Donna, jesaitisd@lake.k12.fl.us

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

graduation rate, course completion rate, retention rate.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

SLH Guidance department hosts "Eagle Evenings" in the Spring for parents and students that focuses on key topics to transition students from middle to high school. In addition, the counselors

and key personnel work with the guidance departments and teachers of our feeder schools to ensure a smooth and appropriate transition.

SLH hosts a series of informational sessions in the evening to inform/educate and receive feedback on our pedagogical shift to personalized learning.

SLH hosted a Freshmen Conference to assimilate students to the SLH campus, culture and build positive connections on campus from the start of school.

SLH conducts senior exit surveys/interviews to collect data from outgoing students on their learning experiences and preparedness for next steps.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Academic and Career planning begins in 9th grade, Guidance will be working with the new Florida College and Career planning system that has replaced Choices. This program will transition with students into adulthood. Students will maintain a One Note portfolio as they continue through high school. Guidance counselors will monitor student success and will meet with students by grade level to continue the conversation and documentation of college and career planning. AVID students prepare for college throughout their high school journey by exploring colleges, majors, and taking rigorous advanced coursework. ASVAB tests as well as PSAT are given to identify student strengths and interests. Students are exposed to guest speakers and career exploration. South Lake High participates in the College Board's Florida Partnership Program. This program trains teachers, counselors and administrators to develop a culture of College Readiness in the school. The Florida Partnership also provides free PSAT and SAT testing for 9th - 11th graders to determine the students' college readiness so steps can be taken to better prepare them for college. South Lake High offers Advanced Placement courses to provide an avenue for our students to participate in college-level courses while they are still in high school. This provides them a support system as well as giving them the opportunity to earn college credit based on AP exam scores. Students are also offered opportunities in 11th and 12th grade to take the PERT exam.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Teachers will continually be trained in the Common Core Standards with incorporation of Rigor and Relevance in ALL content areas. Teachers are urged to make content relevant to students which is monitored through the teacher evaluation system and student data. Career Academies are available and students are scheduled according to their interest in exploring content within the careers. Students with high levels of interest in a career field are prepared for industry certification in their career academy.

We have implemented a career wheel for our students with intellectual disabilities to provide them with career training opportunities.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

The Testing Coordinator, Administration, Department Chairs and Guidance Counselors monitor, track and analyze graduation rate, FCAT scores, Dual Enrollment rates and successes, AVID participation, PSAT, PERT, SAT, and ACT, Dual Enrollment, AP course data. Counselors will be urged to remain in contact with students who graduate and attend college so that they will be able to gather data on successful completion of the first semester of college. Students are prepared within career academies to sit for industry certifications and introduced to opportunities for advanced certification through post-secondary opportunities.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Student Services Department plays an integral role in promoting and improving student readiness for the public postsecondary level by meeting with students by grade level classes as well as individual meetings with students. 9th grade students create a 4 year plan with identification of goals for after graduation. The 4 year plan is updated annually by the students and counselors. Counselors are resources for students for future planning. All counselors are certified and stay knowledgeable about career fields, technical programs, university standards and military requirements. Counselors readily involve parents in future planning with students on their caseload. B Counselors conduct exit surveys for students leaving school and with seniors before graduation. AVID students play an integral role in promoting and planning for post-secondary readiness and spreading the college-going atmosphere. Exceptional student education department has held several trainings with various community liaisons to develop avenues for continuation of skills and job training for our ESE students through JobCorps, and local agencies.

Needs Assessment

Problem Identification

Data to Support Problem Identification

Portfolio Selection

Portfolio selection is not required by the Florida Department of Education but is offered as a tool for needs assessment.

Data Uploads

Data uploads are not required by the Florida Department of Education but are offered as a tool for the needs assessment. In this section, the school may upload files of locally available data charts and graphs being used as evidence of need.

The following documents were submitted as evidence for this section:

Problem Identification Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the points of strength and areas of need that have been identified in the data.

Problem Analysis Summary

This section is not required by the Florida Department of Education but is provided as an opportunity for the school to summarize the underlying “why” or root causes for the areas of need identified in the data, as determined by situational awareness of, and research conducted by, the stakeholders involved in the needs assessment.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

1 = Problem Solving Step **S123456** = Quick Key

Strategic Goals Summary

- G1.** To decrease course failure rate, retention rate and increase on time graduation rate.
- G2.** The mathematics department will raise the passing rate on the Algebra I EOC by increasing student interest and participation in mathematics. We will accomplish this goal utilizing Florida standards cooperative group problem solving techniques and providing access to the math tutoring center.
- G3.** The science department will increase the passing rate in courses and EOC's by offering remediation during Power Hour and personalized learning strategies to meet their individualized needs.
- G4.** ELA teachers will focus on remediation, support and acceleration for students.
- G5.** Social science department will utilize Blueprint's in developing lesson plans to drive instruction for: a. United States History b. World History c. Economics d. Government and increase student passing rate for courses.
- G6.** South Lake High School will develop a Personalized Learning Plan for all 9th Grade Students to follow them to graduation
- G7.** SLH will provide a safe facility for academic pursuits.
- G8.** Maintain low instances of bullying by providing outlets for reporting, problem solving and education

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. To decrease course failure rate, retention rate and increase on time graduation rate. 1a

G071506

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	85.0

Resources Available to Support the Goal 2

- Power Hour
- Personalized Learning pedagogy

Targeted Barriers to Achieving the Goal 3

- Time for teachers to fill learning gaps and pace students
- 1:1 Instructional time

G2. The mathematics department will raise the passing rate on the Algebra I EOC by increasing student interest and participation in mathematics. We will accomplish this goal utilizing Florida standards cooperative group problem solving techniques and providing access to the math tutoring center. 1a

G071507

Targets Supported 1b

Indicator	Annual Target
Algebra I FSA EOC Pass Rate	50.0

Resources Available to Support the Goal 2

- A resource to help eliminate a barrier is regular parent contact by the math teachers when students are often missing school.
- A resource to help eliminate a barrier is time regularly allotted by math teachers for students to access the math tutoring center, as well as providing additional help and support during power hour.
- Adaptive Technologies including Algebra Nation, Ck12, Khan Academy available online in and out of the classroom

Targeted Barriers to Achieving the Goal 3

- A barrier that could hinder achieving this goal is frequent student absences.
- A barrier that could hinder achieving this goal is lack of prerequisite knowledge and skills.

Plan to Monitor Progress Toward G2. 8

Person Responsible

Schedule

Evidence of Completion

G3. The science department will increase the passing rate in courses and EOC's by offering remediation during Power Hour and personalized learning strategies to meet their individualized needs. 1a

G071508

Targets Supported 1b

Indicator	Annual Target
Bio I EOC Pass	80.0

Resources Available to Support the Goal 2

- Power Hour time
- Khan Academy
- Crash Course
- Schoology
- CK12
- Biology Junction

Targeted Barriers to Achieving the Goal 3

- Students know that they don't have to pass the test to meet graduation requirements so they don't try on the exam.
- As the Biology EOC has been one of the last exams given historically, students suffer from test fatigue and don't give the exam their full effort.

Plan to Monitor Progress Toward G3. 8

Mini Assessments aligned to standards

Person Responsible

Gwendolyn Pertell

Schedule

Monthly, from 9/1/2015 to 5/31/2016

Evidence of Completion

Data Binders and chats, student portfolios and intervention plans to be discussed at Monthly Bio PLC

Plan to Monitor Progress Toward G3. 8

Intervention group data

Person Responsible

Gwendolyn Pertell

Schedule

Monthly, from 11/2/2015 to 3/31/2016

Evidence of Completion

Data of outputs from remediation, support and extension sessions for individual student progression

G4. ELA teachers will focus on remediation, support and acceleration for students. 1a

G071509

Targets Supported 1b

Indicator	Annual Target
College Readiness Reading	92.0

Resources Available to Support the Goal 2

- Power Hour
- Personalized Learning

Targeted Barriers to Achieving the Goal 3

- Foundation skills

Plan to Monitor Progress Toward G4. 8

Power Hour: Student tutoring, writing lab, reading lab, small group and interest groups will be monitored and reviewed.

Person Responsible

Donna Jesiatis

Schedule

Monthly, from 9/30/2015 to 5/31/2016

Evidence of Completion

Attendance during Power Hour, grades, and progress monitoring will be used to monitor the goal to determine if progress is being made. Tracked by teachers and discussed during PLC collaboration time.

Plan to Monitor Progress Toward G4. 8

Students will achieve at least 70% mastery on focus standards.

Person Responsible

Donna Jesiatis

Schedule

Quarterly, from 9/30/2015 to 5/31/2016

Evidence of Completion

ELA Baseline assessments, Achieve3000, FSA

G5. Social science department will utilize Blueprint's in developing lesson plans to drive instruction for: a. United States History b. World History c. Economics d. Government and increase student passing rate for courses. 1a

G071510

Targets Supported 1b

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	92.0

Resources Available to Support the Goal 2

- Power Lab
- Personalized Learning
- PLC/ Plus teams

Targeted Barriers to Achieving the Goal 3

G6. South Lake High School will develop a Personalized Learning Plan for all 9th Grade Students to follow them to graduation **1a**

G071511

Targets Supported **1b**

Indicator	Annual Target
4-Year Grad Rate (Standard Diploma)	92.0

Resources Available to Support the Goal **2**

- Schoology
- Focus Groups
- MS Office Drive Collaboration tools

Targeted Barriers to Achieving the Goal **3**

- No plan management system created
- Need to establish structure for plan

Plan to Monitor Progress Toward G6. **8**

Early Warning Sign Data on retention

Person Responsible

Kimberly Updike

Schedule

Monthly, from 9/1/2015 to 6/9/2016

Evidence of Completion

attendance, referrals, suspensions, course failures will be monitored by the academic team to create plans of intervention for each student

Plan to Monitor Progress Toward G6. **8**

Person Responsible

Schedule

Evidence of Completion

G7. SLH will provide a safe facility for academic pursuits. 1a

G071512

Targets Supported 1b

Indicator	Annual Target
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Resources Available to Support the Goal 2

- Facilities
- Staff
- Deputies
- Outside Agencies

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G7. 8

Work orders complete for facility repairs

Person Responsible

Paul Clemons

Schedule

Weekly, from 8/1/2015 to 7/1/2016

Evidence of Completion

Completed work orders and fixed repairs

G8. Maintain low instances of bullying by providing outlets for reporting, problem solving and education 1a

G071513

Targets Supported 1b

Indicator	Annual Target
One or More Suspensions	12.0

Resources Available to Support the Goal 2

- Bully Proofing our School
- Sherriff Department Cyber Safety program

Targeted Barriers to Achieving the Goal 3

Plan to Monitor Progress Toward G8. 8

Discipline Referral Trend Data

Person Responsible

Paul Clemons

Schedule

Weekly, from 8/24/2015 to 6/9/2016

Evidence of Completion

Decrease in bullying and harassment referral infractions

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. To decrease course failure rate, retention rate and increase on time graduation rate. **1**

 G071506

G1.B1 Time for teachers to fill learning gaps and pace students **2**

 B186374

G1.B1.S1 Use of tutoring sessions during Power Hour **4**

 S197763

Strategy Rationale

By providing extended time during the day. Teacher is able to work 1:1 with students without stopping classroom proceedings

Action Step 1 **5**

Power Hour

Person Responsible

Robert McCue

Schedule

Daily, from 8/24/2015 to 6/3/2016

Evidence of Completion

Attendance records of PH sessions, course completion rates

G1.B2 1:1 Instructional time **2**

 B186375

G1.B2.S1 Personalized Learning pedagogy **4**

 S197764

Strategy Rationale

With the implementation of PL, teachers students and parents are able to see and track the transparent learning of the student.

Action Step 1 **5**

PL pedagogy in the learning environment

Person Responsible

Kimberly Updike

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

G2. The mathematics department will raise the passing rate on the Algebra I EOC by increasing student interest and participation in mathematics. We will accomplish this goal utilizing Florida standards cooperative group problem solving techniques and providing access to the math tutoring center. 1

G071507

G2.B1 A barrier that could hinder achieving this goal is frequent student absences. 2

B186376

G2.B1.S1 Teachers will provide the math department chair with a detailed parent phone log at the end of each academic quarter describing a plan of action. 4

S197765

Strategy Rationale

Parents are often unaware of their child's academic struggles, attendance problems, and the helpful resources we offer. Additional parent contact needs to be made to increase student participation.

Action Step 1 5

Math teachers will provide the math department chair with a parent contact phone log at the end of each academic quarter.

Person Responsible

Everlith Catherine

Schedule

Quarterly, from 10/26/2015 to 6/3/2016

Evidence of Completion

The math department chair will maintain copies of all math teacher's parent contact logs.

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will monitor student progress based on the action plan created with the parents.

Person Responsible

Everlith Catherine

Schedule

Quarterly, from 10/26/2015 to 6/3/2016

Evidence of Completion

Teachers will submit a record of student progress and parent contact.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

The math department chair will monitor student attendance and grades and will contact parents as well if no progress has been made.

Person Responsible

Everlith Catherine

Schedule

Quarterly, from 10/26/2015 to 6/3/2016

Evidence of Completion

Correlation between student progress and parent contact.

G2.B2 A barrier that could hinder achieving this goal is lack of prerequisite knowledge and skills. 2

 B186377

G2.B2.S1 Use of Power Lab 4

 S197766

Strategy Rationale

Power Lab provides for on the spot remediation and filling of learning gaps that present themselves as a student progresses through the acquisition of knowledge/skills and application

Action Step 1 5

Students will be identified based on classroom data points to work with Power Lab during PLC/ PLUS sessions

Person Responsible

Everlith Catherine

Schedule

Daily, from 8/24/2015 to 6/4/2016

Evidence of Completion

G3. The science department will increase the passing rate in courses and EOC's by offering remediation during Power Hour and personalized learning strategies to meet their individualized needs. 1

 G071508

G3.B1 Students know that they don't have to pass the test to meet graduation requirements so they don't try on the exam. 2

 B186378

G3.B1.S1 Develop intrinsic motivation and relevance of the content to real world 4

 S197767

Strategy Rationale

By providing relevance to the real world and connections to student life students will have more buy in and ownership in the learning

Action Step 1 5

PLC to design end products and real world PBL experiences for students

Person Responsible

Gwendolyn Pertell

Schedule

Monthly, from 10/21/2015 to 3/31/2016

Evidence of Completion

G4. ELA teachers will focus on remediation, support and acceleration for students. **1**

 G071509

G4.B2 Foundation skills **2**

 B186381

G4.B2.S2 Personalized Learning implementation **4**

 S197769

Strategy Rationale

By providing flexible structure to the learning students can move at their pace in the learning

Action Step 1 **5**

Personalized Learning: Pathways/ Portfolios

Person Responsible

Kimberly Updike

Schedule

Daily, from 8/24/2015 to 6/9/2016

Evidence of Completion

G6. South Lake High School will develop a Personalized Learning Plan for all 9th Grade Students to follow them to graduation **1**

G071511

G6.B1 No plan management system created **2**

B186386

G6.B1.S1 Utilize open source tools to manage plans **4**

S197770

Strategy Rationale

These items are currently available and will need to make note of shortcomings and work arounds

Action Step 1 5

Person Responsible

Kimberly Updike

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G1.B1.S1.A1	Power Hour	McCue, Robert	8/24/2015	Attendance records of PH sessions, course completion rates	6/3/2016 daily
G1.B2.S1.A1	PL pedagogy in the learning environment	Updike, Kimberly	8/24/2015		6/9/2016 daily
G2.B1.S1.A1	Math teachers will provide the math department chair with a parent contact phone log at the end of each academic quarter.	Catherine, Everlith	10/26/2015	The math department chair will maintain copies of all math teacher's parent contact logs.	6/3/2016 quarterly
G2.B2.S1.A1	Students will be identified based on classroom data points to work with Power Lab during PLC/PLUS sessions	Catherine, Everlith	8/24/2015		6/4/2016 daily
G3.B1.S1.A1	PLC to design end products and real world PBL experiences for students	Pertell, Gwendolyn	10/21/2015		3/31/2016 monthly
G4.B2.S2.A1	Personalized Learning: Pathways/ Portfolios	Updike, Kimberly	8/24/2015		6/9/2016 daily
G6.B1.S1.A1	[no content entered]	Updike, Kimberly		one-time	
G2.MA1	[no content entered]			one-time	
G2.B1.S1.MA1	The math department chair will monitor student attendance and grades and will contact parents as well if no progress has been made.	Catherine, Everlith	10/26/2015	Correlation between student progress and parent contact.	6/3/2016 quarterly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G2.B1.S1.MA1	Teachers will monitor student progress based on the action plan created with the parents.	Catherine, Everlith	10/26/2015	Teachers will submit a record of student progress and parent contact.	6/3/2016 quarterly
G3.MA1	Mini Assessments aligned to standards	Pertell, Gwendolyn	9/1/2015	Data Binders and chats, student portfolios and intervention plans to be discussed at Monthly Bio PLC	5/31/2016 monthly
G3.MA2	Intervention group data	Pertell, Gwendolyn	11/2/2015	Data of outputs from remediation, support and extension sessions for individual student progression	3/31/2016 monthly
G4.MA1	Power Hour: Student tutoring, writing lab, reading lab, small group and interest groups will be monitored and reviewed.	Jesiatis, Donna	9/30/2015	Attendance during Power Hour, grades, and progress monitoring will be used to monitor the goal to determine if progress is being made. Tracked by teachers and discussed during PLC collaboration time.	5/31/2016 monthly
G4.MA2	Students will achieve at least 70% mastery on focus standards.	Jesiatis, Donna	9/30/2015	ELA Baseline assessments, Achieve3000, FSA	5/31/2016 quarterly
G6.MA1	Early Warning Sign Data on retention	Updike, Kimberly	9/1/2015	attendance, referrals, suspensions, course failures will be monitored by the academic team to create plans of intervention for each student	6/9/2016 monthly
G6.MA2	[no content entered]			once	
G7.MA1	Work orders complete for facility repairs	Clemons, Paul	8/1/2015	Completed work orders and fixed repairs	7/1/2016 weekly
G8.MA1	Discipline Referral Trend Data	Clemons, Paul	8/24/2015	Decrease in bullying and harassment referral infractions	6/9/2016 weekly

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. To decrease course failure rate, retention rate and increase on time graduation rate.

G1.B2 1:1 Instructional time

G1.B2.S1 Personalized Learning pedagogy

PD Opportunity 1

PL pedagogy in the learning environment

Facilitator

Kimberly Walker-Updike

Participants

Entire staff

Schedule

Daily, from 8/24/2015 to 6/9/2016

G2. The mathematics department will raise the passing rate on the Algebra I EOC by increasing student interest and participation in mathematics. We will accomplish this goal utilizing Florida standards cooperative group problem solving techniques and providing access to the math tutoring center.

G2.B2 A barrier that could hinder achieving this goal is lack of prerequisite knowledge and skills.

G2.B2.S1 Use of Power Lab

PD Opportunity 1

Students will be identified based on classroom data points to work with Power Lab during PLC/PLUS sessions

Facilitator

Department Chair/ Secondary Education District Staff/ AR Teacher

Participants

Math Dept.

Schedule

Daily, from 8/24/2015 to 6/4/2016

G3. The science department will increase the passing rate in courses and EOC's by offering remediation during Power Hour and personalized learning strategies to meet their individualized needs.

G3.B1 Students know that they don't have to pass the test to meet graduation requirements so they don't try on the exam.

G3.B1.S1 Develop intrinsic motivation and relevance of the content to real world

PD Opportunity 1

PLC to design end products and real world PBL experiences for students

Facilitator

Kimberly Walker Updike/ Secondary Curriculum at the District/ Gwen Pertell

Participants

Science Dept

Schedule

Monthly, from 10/21/2015 to 3/31/2016

G4. ELA teachers will focus on remediation, support and acceleration for students.

G4.B2 Foundation skills

G4.B2.S2 Personalized Learning implementation

PD Opportunity 1

Personalized Learning: Pathways/ Portfolios

Facilitator

Donna Jesaitis/ ELA leadership/ Secondary Curriculum

Participants

ELA Teams

Schedule

Daily, from 8/24/2015 to 6/9/2016

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget

Budget Data

1	G1.B1.S1.A1	Power Hour				\$0.00
2	G1.B2.S1.A1	PL pedagogy in the learning environment				\$35,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2015-16
			0701 - South Lake High School	Other		\$35,000.00
			<i>Notes: NextGen Systems Grant</i>			
3	G2.B1.S1.A1	Math teachers will provide the math department chair with a parent contact phone log at the end of each academic quarter.				\$0.00
4	G2.B2.S1.A1	Students will be identified based on classroom data points to work with Power Lab during PLC/PLUS sessions				\$0.00
5	G3.B1.S1.A1	PLC to design end products and real world PBL experiences for students				\$0.00
6	G4.B2.S2.A1	Personalized Learning: Pathways/ Portfolios				\$0.00
7	G6.B1.S1.A1					\$0.00
					Total:	\$35,000.00