

Windy Hill Elementary School



2015-16 School Improvement Plan

Windy Hill Elementary School

3831 FOREST BLVD, Jacksonville, FL 32246

<http://www.duvalschools.org/windyhill>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Elementary	Yes	77%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	76%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	C*	D	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 was approved by the Duval County School Board on 12/7/2015.

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
Focus	2	Wayne Green
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 Windy Hill Elementary School is to grow leaders on child at a time.

Provide the school's vision statement

The vision of Windy Hill Elementary School is to be a learning community. Everyone is expected to have high goals, work hard and achieve success.

School Environment

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

Windy Hill Elementary (WHE) is a very unique school because we service a highly diverse population of students to include 93 active ELL students, and 41 ESE students. Our school service approximately 350 students from two low income apartment complex's, Southwind Villas and Anders Park. The locations offer after school homework support to students in an effort to enhance their reading and math skills. The programs are funded by "The Bridge of Northeast Florida."

Also, approximately 180 of our students reside in Countryside Village mobile home park, where majority of the residents are Hispanic. In an effort to support our students and their families with academics, we have a partnership with "The MARC." The MARC is an education agency that provides tutoring for all grade levels in reading and math, access to computers, field trips, and other academic resources. An education liaison meets with teachers and administrators bi-weekly to collaborate about homework support, upcoming activities and to help strengthen relationships between school and the community. Several teachers from WHE visits Countryside Village on a weekly basis to work as tutors and volunteers.

Windy Hill Elementary has thee ESOL paraprofessionals who offer academic and behavioral support to our ESOL students throughout the school day and one Spanish speaking office assistant who translates for our parents when they call or visit our campus. The staff has committed to supporting all students so each month WHE hosts an ESOL parent night to help educate parents on various topics. Also, bilingual guest speakers are invited to the meetings to give presentations on topics such as immunization, how to obtain community resources, and technology. Our staff encourages parents to visit our campus during the day to utilize our parent resources such as Rosetta Stone, the Focus portal, and the parent resource center.

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

Students are welcomed each morning by faculty and staff who are disbursed throughout our campus, students are often greeted by name in order to establish strong relationships with students and families. Students are often greeted using the 3 H strategy (high five, hug or handshake).

Kindergarten students report directly to Harris Hall while students in grades 1 and 2 report immediately to their classroom wings. Students sit outside the classroom door and read silently with adult monitors supervising. Students are supervised until they are escorted inside for breakfast. Students in grades 3 through 5 report directly to the dining room for breakfast. Students sit at their assigned classroom tables and are monitored by the adults on duty.

All classroom doors are locked and students are unable to open the doors unless given permission from an adult/teacher. WHE has a full-time security guard who actively walks the campus checking to

make sure doors are locked, gates are secured, and the campus is safe.

During the school day, teachers and administration informally talk and dine with students during their lunch period. Adults are able to make connections with students and continue to build positive relationships.

All visitors must sign in the main office and obtain a visitor's pass before visiting the classrooms, media center, dining room, or any other place on campus.

In August and January, the administrative team holds a Code of Cooperation assembly to discuss the student Code of Conduct and school expectations. Administrators place an emphasis on WHE simply being a safe and nurturing learning environment where violating the Code of Cooperation is not allowed in any way. The topic of bullying is addressed and clearly explained to avoid misunderstands. Parents are invited to attend and receive the information discussed in the assembly.

Upon enrollment at WHE, all new students are introduced to the Principal, Assistant Principal, and Guidance Counselor to discuss our roles and our expectations. The WHE Guidance Counselor is introduced in the event the student has problems with their peers, academics, or any personal problems.

At the end of each day, students encounter faculty and staff bidding them farewell with smiles, hugs and goodbyes. This is the expectation from the administrative team and is monitored.

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

Windy Hill Elementary utilizes a school wide behavior system in grades K-1 students move their clips when they do not display appropriate behaviors and grades 2-5 are utilizing a tracking system. At the end of the week each student completes a behavior reflection form in order to reflect on their behavior for the week. Throughout the school day students are rewarded for their display of character based on the 7 Habits of Highly Effective Kids.

Our leadership magnet program allows students to earn "Success Bucks" for exhibiting appropriate behaviors. We have incorporated a new classroom management tool "Dojo" in an effort to strengthen communication between school and home. At the end of the day, students are wished farewell and encouraged to reflect on their day and record ways to improve.

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

Windy Hill Elementary has a full time guidance counselor who visits classes daily and she provides small group and individual counseling sessions as needed. Full Service Schools and River Region, are neighborhood agencies that provides counseling and family support for our most needy students. Mentoring services are also provided by Big Brothers and Big Sisters, Cross Roads United Methodist Church and Deutsche Bank.

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

Windy Hill Elementary will track and monitor students who have attendance issues 5 or more absences within a 9 week period.

Students who have been retained in 3rd grade due to FSA Reading

Students who were identified as the bottom quintile for FSA Reading

Students suspended one or more days

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
	1	2	3	4	5	
Attendance below 90 percent	5	5	3	10	8	31
One or more suspensions	2	3	5	6	5	21
Course failure in ELA or Math	6	8	6	0	0	20
Level 1 on statewide assessment	0	0	0	0	0	

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

Indicator	Grade Level					Total
	1	2	3	4	5	
Students exhibiting two or more indicators	3	4	6	4	3	20

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

Students who are exhibiting two or more early warning indicators will be tracked and monitored by our school guidance counselor to ensure that they are attending school on a consistent basis (Attendance Intervention Meetings will be held for individuals missing multiple days). Students will be enrolled in the before school tutoring program working directly with a Math/Reading Interventionist in order to provide additional practice on previously taught skills. Students will attend school for an additional 60 minutes each day focusing on improving reading skills.

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?

Yes

PIP Link

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

Description

Windy Hill Elementary will involve parents in an organized, ongoing, and timely manner, in the planning, review, and improvement of the Title I Program by holding regularly scheduled monthly SAC meetings. All parents will be invited to attend the meetings. The meetings will be announced via school website, parent newsletter, and School Parent Messenger (automated phone system). SAC has an important role of helping to develop the School Improvement Plan (SIP) and the Parental Involvement Plan (PIP) plan. Input from parents will be documented via surveys, sign-in sheets, notes and minutes of meetings. Parents will be able to view the completed plan via the school website. All communication will be translated to Spanish for the large population of ESOL students at Windy Hill. Interpreters are used on an as needed basis.

Windy Hill will plan and coordinate a variety of parent involvement activities at the least once per quarter in the form of "family night" and will offer these activities after school hours. The goal of these activities will be to improve student academic achievement in all academic disciplines and school performance.

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

Windy Hill Elementary has established a strong faith-based partnership with Crossroad United Methodist Church who offers monetary support and mentoring for our students. Deutsche Bank and Big Brothers Big Sisters have also partnered with WHE in order to provide tutoring and mentoring to our students.

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
Reddick, Calvin	Principal
Harris, Lecreshia	Assistant Principal

Duties

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

The team meets twice a month to engage in the following activities: Review universal screening data and link to instructional decisions. Review progress monitoring data at the grade level and classroom level to identify students who are meeting and/or exceeding benchmarks, at moderate risk, or at high risk for not meeting benchmarks. After pinpointing areas of weakness, the team outlines professional development opportunities for teachers. The team will also collaborate regularly, problem solve, share effective practices, evaluate implementation, make decisions, and practice new processes and skills. The team will facilitate the process of building consensus, increasing infrastructure, and making decisions about implementation

Calvin Reddick, Principal

Mr. Reddick's vision and mission is demonstrated by the use of data driven instruction, implementation of school wide RTI, use of research based interventions and providing on going professional development for the faculty and staff. Analyzes academic/behavioral data and collaborates with district specialist and outside agencies to provide interventions and support for students who are performing at various "Tiers."

Lecreshia Harris, Assistant Principal

- Leads the RTI team, in conjunction with the school psychologist, in order to identify students who are deemed "at risk."
- Participates in behavior and academic data collection by tracking discipline referrals and offers professional development for the faculty to develop interventions and strategies to help improve overall classroom behavior.
- Continuously evaluates content standards, analyze data to make instructional decisions and actively leads and participates in professional development opportunities.

Katheryn Kelly, Reading Coach

- Supports teachers as they enhance their content knowledge and instructional practice.
- Researches and presents technology necessary to manage and display data; provides professional

development and technical support to teachers and staff regarding data management and instructional purposes.

- Assists teachers to develop instructional strategies that will help students use and continue to build their literacy skills through content learning.

Christina Oxendine, Math, Instructional Coach

- Leads professional development sessions for teachers to enhance their content knowledge and instructional practice.
- Supports and analyze student assessment data.
- Assist teachers with instructional decisions based on assessment data.
- Provide support for classroom motivation and management strategies.
- Provide teacher resources related to instruction and curriculum.
- Models effective differentiated instruction.
- Works towards meeting district improvement goals.

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

The RtI Leadership Team will meet to develop the SIP goals. The Principal will meet with the School Advisory Council (SAC) Chair to set up an informational meetings to present and receive feedback on the SIP. The team will provide data on students who fall in Tiers 1, 2, and 3. The RtI team will also establish a process for identifying students who need academic and social/emotional support.

Individuals with Disabilities Education Act (IDEA): Supplemental instruction from ESE teachers will be discussed with parents during the development and maintenance of the students Individual Education Plan (IEP). Federal funds has been used to decrease class size by adding additional teachers. Also a reading Interventionist has been hired to provided additional support to our most reluctant learners.

Title I, Part A

Title I funding at Windy Hill is used to fund teacher positions and student supplies. The funds directly support teachers and students with instruction.

Title I Parental Involvement Funds will be used to provide parents and community members with meaningful training and workshops on standards-based instruction each quarter on scheduled Family Connection Nights. Funds are utilized to purchase supplies and materials for parent take-home packets, food for events, and quality presenters. Teachers assist by preparing training materials and supplies for parents to take home and use with their children. Funding is also provided through Title I to provide on-site professional development and coaching by DCPS District Instructional Coaches to improve student achievement.

Windy Hill is fortunate to be part of the Sandalwood Full Service Schools program, which is funded by the United Way. Referrals are made to address the various needs of families. The BLAST program, Building Lives and Schools Together, is also available as a resource for parents to attend an eight week program. Windy Hill also participates in community funded projects that are approved by the Duval County School District: Good Touch Bad Touch program, Red Ribbon Week, Character Education Program, Girls On the Run and "Don't Be A Bully" Program.

Title I, Part C- Migrant

Title I, Part D

Title II

Title III

Title X- Homeless

Homeless students living in shelters in our attendance zone qualify for all Title 1 services offered at the school. Services include breakfast in the classroom (BIC), Free and Reduced lunch, and the opportunity to enroll in Kids of Distinction mentoring program, and the Big Brother's Big Sisters program.

Supplemental Academic Instruction (SAI)

Violence Prevention Programs

Our school-wide guidance program utilizes the Second Step Bully Prevention program provided by DCPS.

Nutrition Programs

Windy Hill participates in the Breakfast in the Classroom (BIC) and Community Eligibility Option (CEO Lunch) Programs. WHE met the free and/or reduced population requirement by having 83% of our students eligible for the program.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Calvin Reddick Jr	Principal
Lecreshia Harris, Assistant Principal	Principal
Mary Rose	Business/Community
Ywana Allen	Business/Community
Nichelle Stone	Business/Community
Dennis Owens	Business/Community
James Hines	Business/Community
Amarya Hancock	Student
Robin Little	Parent
Melissa Van Asten	Parent
Twila Washington	Parent
Kathryn Kelly	Teacher
Angela Hancock	Teacher

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

After reviewing the 2013-14 SIP, all stakeholders have determined that many of the outlined goals were not met so several of the goals will reappear on the current SIP.

Development of this school improvement plan

The SAC facilitated ideas for the School Improvement Plan as well as strategies to increase student achievement. SAC members will be given a copy of the draft of the School Improvement Plan and be invited to help in finalizing the plan.

Preparation of the school's annual budget and plan

The SAC is very active in the school budget process.

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

SAC provides guidance, support, and funding for various school initiatives. Our goal is to allow parents, teachers, community members, PTA and administrators to discuss common challenges and share innovative solutions. SAC is an inclusive school-based organization, open to all stakeholders. We are finding ways to help lead our children to successful lives in the 21st century by sharing ideas. Programs and initiatives that SAC supports are PTA and community meetings, Student Incentives, Parent Open House, Family Connection Nights, SAC participates in planning and monitoring of the school building and grounds, initiating activities or programs that generate greater cooperation between the community and the school, reviewing the impact of property development and zoning changes in the vicinity of the school as they relate to safety, welfare and educational opportunities of the students, assisting in the preparation and evaluation of the School Improvement Plan required by Florida Statutes, and annually reviewing, amending or continuing such school improvement plan, assisting in the development of educational goals and objectives, assisting in the preparation of the accreditation report, performing other functions as requested by the principal.

Supports SIP goals through the purchase of additional materials, i.e. Foundations and classroom supplies

\$ 135.00

K – 5th Planners / Agendas

\$1,500.00

Total

\$1635.00

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
Reddick, Calvin	Principal
Oxendine, Christina	Instructional Coach
Harris, Lecreshia	Assistant Principal
Kelly, Kathryn	Teacher, ESE

Duties

Describe how the LLT promotes literacy within the school

The major initiatives of the LLT this year are:

- Increase reading performance and meet the 2015-16 reading targets
- Develop lesson plans that are focused and strategic to meet student needs
- Analyze student work and assessment data
- Meet with their PLC weekly for collaboration, problem-solving, sharing “what works”, discussing best practices, and analyze fidelity of implementation
- Share research based practices and professional articles
- Provide coaching and modeling for faculty and staff working in the area of reading and writing
- Training on the proper use of data and assessments
- Reading Initiatives: Million Word Challenge, School Book Fair, Literacy Night, quarterly recognition of students meeting the reading goal.

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

There are many strategies utilized to encourage positive working relationships between teachers. These strategies that are initiated through administration include: faculty and staff socials, ice breakers at the beginning of each workshop, recognition in the principal's weekly newsletter, and team building workshops such as school wide Covey Leadership training. Additionally, teachers and instructional coaches are given opportunities on a weekly basis for collaborative planning. Lastly, opportunities are given to teachers to participate in instructional rounds which allows teachers to observe other classrooms with the purpose of improving instruction and student achievement.

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

The administrative team Calvin Reddick Jr. and Lecreshia Harris along with academic coaches will interview potential candidates for teaching positions. The team will select individuals who will thrive within our learning community. After the individual is hired, he/she will be assigned a mentor teacher who will be responsible for meeting with the teacher at least once a week. An instructional coach will also provide professional development and support with instruction and resources.

A school-based Professional Development Facilitator (PDF) will meet with new teachers once a month in order to offer support with the new teacher (MINT) program. WHE Instructional Coaches and the PDF will provide on-going support to new teachers by modeling lessons, co-teaching, observing and offering feedback. New teachers will also participate in weekly collaborative grade level meetings with veteran teachers to review curriculum guides and develop lesson plans.

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

The MINT program is Windy Hill's mentoring program for teachers. Our program provides support for novice teachers, out of field teachers, and teachers that are new to grade levels. The MINT participants are updated with district and school based initiatives in a variety of ways that include: MINT website, newsletters, monthly meetings, and weekly interactions with mentors. MINT participants engage in a PDF monthly MINT learning session that focuses on identified areas of need. MINT participants have a chance to observe model teachers with a focus on identified challenges and Educator Accomplished Practices.

MINT participants complete mentor observation cycles in which they receive formative feedback and targeted coaching. Mentors are carefully selected based on the following criteria: successful completion of CET training and a rating of effective or highly effective on prior year performance evaluation. Other factors that are considered are subject/grade level, disposition/interpersonal skills, common planning, level of expertise, and area of need. Mentors are paired with participants by the professional development facilitators and administrators. This pairing is based on the level of support that is needed, grade level, subject area, and personality commonalities. The pairing of mentees with mentors in this fashion can ensure the relationship is based on trust and commitment to the achievement of our students. Mentors, play a major role in retaining teachers in the MINT program. In an effort to recruit and celebrate mentors, they are recognized for their role in the "Pinnacle" which is the Windy Hill weekly newsletter. Mentors and mentees alike are also acknowledged for their dedication by being named Leader of the Month. The overall goal of recognizing mentors and mentees is to build capacity and support developing teachers.

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

Teachers meet weekly for common planning. During common planning sessions, teachers unpack standards, review test item specifications and curriculum guides in order to ensure that materials are aligned to Florida Standards.

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

Windy Hill Elementary utilizes various data sets such as I-ready reports, Achieve 3000, Diagnostic Assessment and formative assessments. After collecting data, teachers will develop small guided groups and differentiated centers to address specific deficits and needs. Tier 1 students will be engaged in activities with books on or above their grade level. Some of these activities include but are not limited to the following: i-Ready, Achieve 3000, literature circles, FCRR activities, and chapter books. Tier 2 students receive small group instruction, i-Ready, Achieve 3000, and FCRR activities. Tier 3 students receive the same supports as Tier 2 students with an additional 30 minutes daily using Trial Teaching Strategies (TTS). Additionally, school-based interventionist, paraprofessionals and ESE support facilitators push in and pull out to provide more intensive support as a result of the data.

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: Extended School Day

Minutes added to school year: 10,200

The school day is extended 60 minutes per day for additional reading instruction. During the hour, students are engaged in reading activities to improve student achievement. The activities include additional blended learning, small group instruction, and teacher modeling opportunities.

Strategy Rationale

When students participate in the extended reading hour, this opportunity helps to close reading gaps such as K-phonics, 1st-2nd vocabulary and 3rd-5th comprehending informational text.

Strategy Purpose(s)

- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Reddick, Calvin, reddickc@duvalschools.org

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

Blended learning and small group instruction data will be collected and analyzed by the teacher and administrative team in order to determine next steps.

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

Voluntary Pre-Kindergarten is offered for 20 four year olds at Windy Hill Elementary. The program is taught by a highly qualified teacher with a full-time bi-lingual paraprofessional. The objectives for the program are comprehensive and provide a solid foundation for entry into basic kindergarten. Students experience hands on literacy activities that build pre-reading, oral expression and phonemic awareness skills. Math skills are enhanced through daily living activities that involve matching, sorting and counting.

Within the first 45 days of enrollment, kindergarten students are given two assessments: Florida Kindergarten Readiness Assessment (FLKRS) is designed to screen each child's level of readiness for kindergarten. FLKRS includes a subset of the Early Childhood Observation System (ECHOS) and the first two measures of the FAIR assessment for kindergarten (Letter Naming Fluency and Initial Sound Fluency). These assessments are used to gather information on a child's development in emergent literacy.

The results from these assessments are used to group students for differentiated instruction and to provide immediate intensive intervention. Outgoing fifth graders visit their respective middle schools during a field trip in the Spring of the year so that they can gain first hand experiences of the new setting and expectations they will encounter. Additionally, our school hosts a Transition Family Night. The Transition Night is an opportunity for parents to obtain and discuss information regarding each child's options for middle school. This ensures that parents are well-informed of the expectations that they have in grade six. The Magnet School fair sponsored by the district is advertised as an additional support for parents as they transition to middle school.

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

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

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

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

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:

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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

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** If Windy Hill Elementary teaches and models the Four Pillars of Excellent Instruction (Engagement, Understanding, Rigor Ownership) in Reading, Writing, Math, and Science so that teachers and students know what effective instruction looks and sounds like, then Windy Hill Elementary will increase student achievement by 5%.
- G2.** If Windy Hill Elementary utilizes all data effectively to differentiate instruction and consistently facilitates effective guided reading groups, then student achievement will increase in all core academic areas by 5%.

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. If Windy Hill Elementary teaches and models the Four Pillars of Excellent Instruction (Engagement, Understanding, Rigor Ownership) in Reading, Writing, Math, and Science so that teachers and students know what effective instruction looks and sounds like, then Windy Hill Elementary will increase student achievement by 5%. **1a**

 G071767

Targets Supported **1b**

Indicator	Annual Target
AMO Reading - All Students	68.0
AMO Math - All Students	69.0
FCAT 2.0 Science Proficiency	50.0

Resources Available to Support the Goal **2**

- Item Specifications
- Florida Standards LAFS, MAFS, NGSS
- Curriculum Guides
- Instructional Rounds
- Math Tool Box
- EQuip Rubric
- Units of Study

Targeted Barriers to Achieving the Goal **3**

- Unfamiliarity with Standards and Item Specifications
- No definition of rigor and what it looks like within teacher lesson plans and instruction.

Plan to Monitor Progress Toward G1. **8**

I-Ready Reading and Math, Achieve 3000, and Florida State Assessment Data

Person Responsible

Lecreshia Harris

Schedule

Quarterly, from 9/11/2015 to 6/1/2016

Evidence of Completion

Florida State Assessment, I-Ready Reading and Math, Achieve 3000

G2. If Windy Hill Elementary utilizes all data effectively to differentiate instruction and consistently facilitates effective guided reading groups, then student achievement will increase in all core academic areas by 5%.

1a

 G071768

Targets Supported 1b

Indicator	Annual Target
AMO Reading - ED	66.0
AMO Reading - ELL	56.0
AMO Reading - African American	57.0
AMO Reading - Asian	88.0
AMO Reading - Hispanic	64.0
AMO Reading - White	76.0
AMO Reading - All Students	68.0

Resources Available to Support the Goal 2

- District Specialists
- School-Based Coaches
- Professional Learning Communities
- MARC Countryside Learning Center
- Team Up After School Program

Targeted Barriers to Achieving the Goal 3

- Students who are reading and performing below grade level expectations
- Students who do not have a solid foundation in phonics and/or phonemic awareness
- Lack of critical thinking skills and limited vocabulary for all students, but especially ESE and ESOL

Plan to Monitor Progress Toward G2. 8

I-Ready, Curriculum Guide Assessments and Achieve 3000

Person Responsible

Calvin Reddick

Schedule

Quarterly, from 9/1/2015 to 11/13/2015

Evidence of Completion

Florida Standards Assessment results, I-Ready and Achieve 3000 data reports and Curriculum Guide Assessments

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. If Windy Hill Elementary teaches and models the Four Pillars of Excellent Instruction (Engagement, Understanding, Rigor Ownership) in Reading, Writing, Math, and Science so that teachers and students know what effective instruction looks and sounds like, then Windy Hill Elementary will increase student achievement by 5%. **1**

 **G071767**

G1.B1 Unfamiliarity with Standards and Item Specifications **2**

 **B187100**

G1.B1.S1 Teachers will participate in a PD in which they use Language Arts Florida Standards, Math Florida Standards, Next Generation Science Standards and item specs to develop student tasks that are rigorous and aligned with the student protocol and EQuIP rubric. Tasks include but are not limited to: interactive journal entries, short and extended responses, and investigative reflections. **4**

 **S198535**

Strategy Rationale

Familiarizing teachers with the standards and item specifications will allow teachers to use these tools to develop student tasks that are aligned to the standards.

Action Step 1 **5**

In common planning, steps 1-3 of the student protocol will be used to analyze student work from the previously developed tasks. .

Person Responsible

Kathryn Kelly

Schedule

Biweekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Completed student work protocol sheets, assignments and assessments that are excellently aligned to the standards, and student responses that are excellently aligned to the standards

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Administrators and Coaches will attend meetings to observe and assist teachers with students work protocol.

Person Responsible

Lecreshia Harris

Schedule

Biweekly, from 9/7/2015 to 6/10/2016

Evidence of Completion

Completed student protocol sheets, meeting agendas, and leadership team notes and feedback

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Student achievement will be monitored by reviewing district curriculum guides, I-Ready data, Achieve 3000 and state assessments.

Person Responsible

Lecreshia Harris

Schedule

Monthly, from 9/1/2015 to 6/10/2016


Evidence of Completion

Student Data from district and state assessments

G2. If Windy Hill Elementary utilizes all data effectively to differentiate instruction and consistently facilitates effective guided reading groups, then student achievement will increase in all core academic areas by 5%. 1

 G071768

G2.B1 Students who are reading and performing below grade level expectations 2

 B187103

G2.B1.S1 Teachers will utilize the Daily 5 framework to differentiate centers. 4

 S198537

Strategy Rationale

Providing explicit systematic instruction for students allows them to work on memory skills, asking and answering questions, and thinking critically, while providing many opportunities for feedback. Teachers will also be able to differentiate the instruction and support students in meeting the standards at their instructional level.

Action Step 1 5

Support teachers with differentiation of centers.

Person Responsible

Christina Oxendine

Schedule

Monthly, from 10/5/2015 to 5/27/2016

Evidence of Completion

Teachers will submit data-based plans to administrators, student work samples collected during centers, data chats to include how differentiation will take place, data sheets

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

Administrative team walk through

Person Responsible

Lecreshia Harris

Schedule

On 6/10/2016

Evidence of Completion

Administrative notes and feedback

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

Walk through will be conducted by the administrative team and district specialist

Person Responsible

Lecreshia Harris

Schedule

On 6/10/2016

Evidence of Completion

Results from I-Ready Reading/Math, Achieve 3000, and Florida Assessment Standards

G2.B1.S2 Will provide Professional Development and resources to teach teachers regarding how to create and implement differentiated, data-based rotations. 4

 S198538

Strategy Rationale

Teachers will plan and provide students with differentiated, data-based tasks during center rotations.

Action Step 1 5

Coaches will work with teachers to support their understanding, use and analysis of the data sources in order to plan rotations within the lessons.

Person Responsible

Lecreshia Harris

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

data chat forms, data analysis sheets, data sheets from i-Ready, Achieve 3000, DAR, and Write to Learn

Plan to Monitor Fidelity of Implementation of G2.B1.S2 6

Administrators will periodically attend common planning meetings to monitor progress of Rotation planning.

Person Responsible

Lecreshia Harris

Schedule

Biweekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Data driven centers, lesson plans and anecdotal notes

Plan to Monitor Effectiveness of Implementation of G2.B1.S2 7

Classroom walk-throughs will ensure that 90 percent of the teachers have differentiated instruction and data-based rotations in place.

Person Responsible

Calvin Reddick


Schedule

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

Evidence of Completion

Administrative feedback forms and instructional coach's notes

G2.B2 Students who do not have a solid foundation in phonics and/or phonemic awareness **2**

 B187104

G2.B2.S1 Differentiation of instruction, centers, and independent work **4**

 S198539

Strategy Rationale

By differentiating the instruction of students, we will be able to support students in meeting the standards at their instructional level.

Action Step 1 **5**

Support teachers with differentiation of centers.

Person Responsible

Kathryn Kelly

Schedule

Monthly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Teachers will submit data-based plans to administrators, submit guided reading groups, skills groups based on i-Ready and DAR, student work samples from centers, list of rotations with how specific centers are being differentiated for discussion during common planning time

Plan to Monitor Fidelity of Implementation of G2.B2.S1 **6**

Person Responsible

Kathryn Kelly

Schedule

On 6/6/2016

Evidence of Completion

G2.B2.S2 Individualized small group or one- on- one instruction 4

 S198540

Strategy Rationale

Providing explicit systematic instruction for students allows them to work on memory skills, asking and answering questions, and thinking critically, while providing many opportunities for feedback.

Action Step 1 5

Achieve 3000 representative will guide teachers through how to effectively create and implement guided reading using Achieve 3000 data

Person Responsible

School Improvement Dept

Schedule

On 10/30/2015

Evidence of Completion

Lesson plans, observation data and teacher logs

Plan to Monitor Fidelity of Implementation of G2.B2.S2 6

Follow Up Guided Reading Training

Person Responsible

Kathryn Kelly

Schedule

Quarterly, from 11/18/2015 to 5/27/2016

Evidence of Completion

There will be an increase in guided reading best practices

Plan to Monitor Effectiveness of Implementation of G2.B2.S2 7

Person Responsible

Schedule


Evidence of Completion

G2.B3 Lack of critical thinking skills and limited vocabulary for all students, but especially ESE and ESOL

2

 B187105

G2.B3.S1 Close Reading 4

 S198541

Strategy Rationale

By engaging students in close reading, students are given the opportunity to notice features and language used by authors. By digging deeper into the text students are able to keep track of their thinking through text coding.

Action Step 1 5

Teacher will implement Close Reading at least two days per week during the Reading cycle.

Person Responsible

Kathryn Kelly

Schedule

Biweekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Lesson plans developed during common planning time, student work samples, higher order questions, and Instructional Coaches observations

Plan to Monitor Fidelity of Implementation of G2.B3.S1 6

Reading Coach will model and co-teach lessons using the Close Read strategy.

Person Responsible

Kathryn Kelly

Schedule

Biweekly, from 9/1/2015 to 6/10/2016

Evidence of Completion

Teacher made questions, student response journals and lesson plans

Plan to Monitor Effectiveness of Implementation of G2.B3.S1 7

The leadership team will conduct focus walks to monitor close reading

Person Responsible

Calvin Reddick

Schedule

Monthly, from 11/16/2015 to 5/27/2016

Evidence of Completion

The leadership team will conduct focus walks to observe close reading instruction with the school- based rubric.

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	In common planning, steps 1-3 of the student protocol will be used to analyze student work from the previously developed tasks. .	Kelly, Kathryn	9/1/2015	Completed student work protocol sheets, assignments and assessments that are excellently aligned to the standards, and student responses that are excellently aligned to the standards	6/10/2016 biweekly
G2.B1.S1.A1	Support teachers with differentiation of centers.	Oxendine, Christina	10/5/2015	Teachers will submit data-based plans to administrators, student work samples collected during centers, data chats to include how differentiation will take place, data sheets	5/27/2016 monthly
G2.B1.S2.A1	Coaches will work with teachers to support their understanding, use and analysis of the data sources in order to plan rotations within the lessons.	Harris, Lecreshia	9/1/2015	data chat forms, data analysis sheets, data sheets from i-Ready, Achieve 3000, DAR, and Write to Learn	6/10/2016 monthly
G2.B2.S1.A1	Support teachers with differentiation of centers.	Kelly, Kathryn	9/1/2015	Teachers will submit data-based plans to administrators, submit guided reading groups, skills groups based on i-Ready and DAR, student work samples from centers, list of rotations with how specific centers are being differentiated for discussion during common planning time	6/10/2016 monthly
G2.B2.S2.A1	Achieve 3000 representative will guide teachers through how to effectively create and implement guided reading using Achieve 3000 data	Improvement Dept, School	10/23/2015	Lesson plans, observation data and teacher logs	10/30/2015 one-time
G2.B3.S1.A1	Teacher will implement Close Reading at least two days per week during the Reading cycle.	Kelly, Kathryn	9/1/2015	Lesson plans developed during common planning time, student work samples, higher order questions, and Instructional Coaches observations	6/10/2016 biweekly
G1.MA1	I-Ready Reading and Math, Achieve 3000, and Florida State Assessment Data	Harris, Lecreshia	9/11/2015	Florida State Assessment, I-Ready Reading and Math, Achieve 3000	6/1/2016 quarterly
G1.B1.S1.MA1	Student achievement will be monitored by reviewing district curriculum guides,	Harris, Lecreshia	9/1/2015	Student Data from district and state assessments	6/10/2016 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
	I-Ready data, Achieve 3000 and state assessments.				
G1.B1.S1.MA1	Administrators and Coaches will attend meetings to observe and assist teachers with students work protocol.	Harris, Lecreshia	9/7/2015	Completed student protocol sheets, meeting agendas, and leadership team notes and feedback	6/10/2016 biweekly
G2.MA1	I-Ready, Curriculum Guide Assessments and Achieve 3000	Reddick, Calvin	9/1/2015	Florida Standards Assessment results, I-Ready and Achieve 3000 data reports and Curriculum Guide Assessments	11/13/2015 quarterly
G2.B1.S1.MA1	Walk through will be conducted by the administrative team and district specialist	Harris, Lecreshia	9/1/2015	Results from I-Ready Reading/Math, Achieve 3000, and Florida Assessment Standards	6/10/2016 one-time
G2.B1.S1.MA1	Administrative team walk through	Harris, Lecreshia	9/1/2015	Administrative notes and feedback	6/10/2016 one-time
G2.B2.S1.MA1	[no content entered]	Kelly, Kathryn	8/24/2015		6/6/2016 one-time
G2.B3.S1.MA1	The leadership team will conduct focus walks to monitor close reading	Reddick, Calvin	11/16/2015	The leadership team will conduct focus walks to observe close reading instruction with the school- based rubric.	5/27/2016 monthly
G2.B3.S1.MA1	Reading Coach will model and co-teach lessons using the Close Read strategy.	Kelly, Kathryn	9/1/2015	Teacher made questions, student response journals and lesson plans	6/10/2016 biweekly
G2.B1.S2.MA1	Classroom walk-throughs will ensure that 90 percent of the teachers have differentiated instruction and data-based rotations in place.	Reddick, Calvin	9/1/2015	Administrative feedback forms and instructional coach's notes	6/1/2016 biweekly
G2.B1.S2.MA1	Administrators will periodically attend common planning meetings to monitor progress of Rotation planning.	Harris, Lecreshia	9/1/2015	Data driven centers, lesson plans and anecdotal notes	6/10/2016 biweekly
G2.B2.S2.MA1	[no content entered]			one-time	
G2.B2.S2.MA1	Follow Up Guided Reading Training	Kelly, Kathryn	11/18/2015	There will be an increase in guided reading best practices	5/27/2016 quarterly

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. If Windy Hill Elementary teaches and models the Four Pillars of Excellent Instruction (Engagement, Understanding, Rigor Ownership) in Reading, Writing, Math, and Science so that teachers and students know what effective instruction looks and sounds like, then Windy Hill Elementary will increase student achievement by 5%.

G1.B1 Unfamiliarity with Standards and Item Specifications

G1.B1.S1 Teachers will participate in a PD in which they use Language Arts Florida Standards, Math Florida Standards, Next Generation Science Standards and item specs to develop student tasks that are rigorous and aligned with the student protocol and EQuIP rubric. Tasks include but are not limited to: interactive journal entries, short and extended responses, and investigative reflections.

PD Opportunity 1

In common planning, steps 1-3 of the student protocol will be used to analyze student work from the previously developed tasks. .

Facilitator

Instructional Coaches (Reading/Math)

Participants

Faculty and staff

Schedule

Biweekly, from 9/1/2015 to 6/10/2016

G2. If Windy Hill Elementary utilizes all data effectively to differentiate instruction and consistently facilitates effective guided reading groups, then student achievement will increase in all core academic areas by 5%.

G2.B1 Students who are reading and performing below grade level expectations

G2.B1.S1 Teachers will utilize the Daily 5 framework to differentiate centers.

PD Opportunity 1

Support teachers with differentiation of centers.

Facilitator

Instructional Coaches and District Specialists

Participants

Teachers

Schedule

Monthly, from 10/5/2015 to 5/27/2016

G2.B1.S2 Will provide Professional Development and resources to teach teachers regarding how to create and implement differentiated, data-based rotations.

PD Opportunity 1

Coaches will work with teachers to support their understanding, use and analysis of the data sources in order to plan rotations within the lessons.

Facilitator

Instructional Coaches, district Specialists and AP

Participants

Teachers

Schedule

Monthly, from 9/1/2015 to 6/10/2016

G2.B2 Students who do not have a solid foundation in phonics and/or phonemic awareness

G2.B2.S1 Differentiation of instruction, centers, and independent work

PD Opportunity 1

Support teachers with differentiation of centers.

Facilitator

Reading Coach

Participants

Teachers

Schedule

Monthly, from 9/1/2015 to 6/10/2016

G2.B3 Lack of critical thinking skills and limited vocabulary for all students, but especially ESE and ESOL

G2.B3.S1 Close Reading

PD Opportunity 1

Teacher will implement Close Reading at least two days per week during the Reading cycle.

Facilitator

Reading Coach and District Specialists

Participants

ELA Teachers

Schedule

Biweekly, from 9/1/2015 to 6/10/2016

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	In common planning, steps 1-3 of the student protocol will be used to analyze student work from the previously developed tasks. .	\$0.00
2	G2.B1.S1.A1	Support teachers with differentiation of centers.	\$0.00
3	G2.B1.S2.A1	Coaches will work with teachers to support their understanding, use and analysis of the data sources in order to plan rotations within the lessons.	\$0.00
4	G2.B2.S1.A1	Support teachers with differentiation of centers.	\$0.00
5	G2.B2.S2.A1	Achieve 3000 representative will guide teachers through how to effectively create and implement guided reading using Achieve 3000 data	\$0.00
6	G2.B3.S1.A1	Teacher will implement Close Reading at least two days per week during the Reading cycle.	\$0.00
Total:			\$0.00