

The School District of Lee County

Bonita Springs Middle Center For The Arts



2015-16 School Improvement Plan

Bonita Springs Middle Center For The Arts

10141 W TERRY ST, Bonita Springs, FL 34135

<http://bnm.leeschools.net/>

School Demographics

School Type	2014-15 Title I School	2015-16 Economically Disadvantaged (FRL) Rate (As Reported on Survey 2)
Middle	Yes	51%

Alternative/ESE Center	Charter School	2015-16 Minority Rate (Reported as Non-white on Survey 2)
No	No	69%

School Grades History

Year	2014-15	2013-14	2012-13	2011-12
Grade	A*	B	A	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 Lee 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	5	Gayle Sitter
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Expanding Minds, Strengthening Bodies, Nurturing Souls for Lifelong Success

Provide the school's vision statement

Building a Community of Lifelong Learners through Academics and the Arts

School Environment

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

Bonita Springs Middle Center for the Arts hosts multiple informational and orientation opportunities where parents and students can meet teachers and staff. These include open-houses, 6th grade orientation, and curriculum nights. During this time teachers have time to discuss student cultural backgrounds. In addition, the first week of school teachers have students complete a background form that provides information about the student and allows the teacher to better know the dreams and goals of the students. During the year, the school hosts a cultural fair night that provides an opportunity for students to share their cultures with the community.

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

BSMCA provides a no-cost before school program called horseplay that allows students on campus an hour before school starts. This ensures that students are not home alone or waiting unsupervised in front of the school before school hours. During school hours all teachers and administrative staff are in the hallways during all class changes. This allows us to ensure safety in the hallways and assist any students who are having a hard time navigating the building. The positive behavior support (PBS) program used by all teachers and administration rewards the positive behavior of students and encourages relationships between teachers and students. A free after school tutoring program is available to all students who need academic or emotional support after school hours. Certified teachers and the school counselor are available every school day to help with homework and/or provide a safe welcoming environment for students who need a place to stay after school. The incoming 6th graders are invited to attend a 3 day long summer program called Early Stallions that provides an opportunity for new students to becoming familiar with the school and staff in a safe, anxiety free environment. In addition, our School Resource Office (SRO) runs a cadet program that allows students the opportunity to communicate safety concerns on campus. The SRO builds a positive rapport with the students and community many times acting as a translator during parent conferences. The SRO provides night time training for parents on community/students issues.

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

Teachers differentiate their instruction by using Kagan cooperative learning strategies, hands on activities, arts integration, and math teachers utilize white boards around the room to keep students engaged and focused during the lessons.

Through the Positive Behavior Support (PBS) program, teachers reward students for doing the right thing and following the expectations using the school-wide initiative called the Stallionaire Card. Student receive an initial every time they are working in a positive manner. Students gain initials to work toward attending events and attaining other rewards. The school has protocols in place to inform students and parents when a student makes a wrong choice by having the teacher make a note in the student agenda. School-wide trainings have been conducted by the administrative and PBS teams to inform the staff of these procedures. BSMCA has a school-wide theme of expectations that all students and staff will be Prepared, Respectful and On-time (PRO). The administration meets quarterly to conference with each individual student to discuss personal goals, academics, and behavior.

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

BSMCA has a mentoring program that matches school staff with students who have been identified through our Early Warning Systems as at-risk. Staff members meet regularly with the student that they mentor and discuss grades, attendance, behavior, and social-emotional well-being. Students who need additional support are referred to the school counselor who will provide counseling and if necessary information about support outside of school. The school counselor and mentors continue to meet with students throughout the year in order to ensure that all students' needs are met. In addition, a member of the administrative/leadership team has an individual conference with every student 4 times a year. During this time they discuss grades, attendance, behavior and personal goals. Students feel comfortable approaching the administrator that they have met with to discuss any concerns. This builds rapport between the school and the child.

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

School administrators have an individual conference with all students during the first month of school. During these meetings administrators look at students current and previous years grades, assessment scores, attendance and behavior. Any students who meet 2 or more of the criteria listed below are added to the school's mentor list to ensure monitoring and provided appropriate interventions. Also, students who meet 2 or more of the criteria listed below have an administrative academic review. At that time a determination is made whether to initiate the MTSS process.

Attendance below 90 percent, regardless of whether absence is excused or a result of out-of-school suspension

One or more suspensions, whether in school or out of school

Course failure in any core subject area including English Language Arts or mathematics

A Level 1 score on the statewide, standardized assessments in English Language Arts or mathematics

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
	6	7	8	
Attendance below 90 percent	15	10	12	37
One or more suspensions	5	12	22	39
Course failure in ELA or Math	8	10	15	33
Level 1 on statewide assessment	43	36	38	117

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

Indicator	Grade Level			Total
	6	7	8	
Students exhibiting two or more indicators	10	15	25	50

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

Students who are identified as at-risk by the early warning system are placed into a study skills class that provides them with an additional 68 minutes of instruction every other day. This class focuses on homework help, study skills, and personal accountability. In addition, the parents of these students are notified that they are at risk and encouraged to send them to our free after-school tutoring program. During school, students have the opportunity to attend a Lunch Bunch program to complete missing assignments. They are also provided double periods of math and language arts.

If an academic review by the school leadership team recommends that a student begin the MTSS process, the MTSS problem-solving team meets to analyze student progress data. The team meets on a regular basis to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses the four-step problem solving process as outlined in the Lee County School District's MTSS Guide:

1. Problem Identification- using data to identify and define problem behaviors/skill
2. Problem Analysis- using data to hypothesize why the problem behavior/skill identified is occurring
3. Intervention Design- developing and implementing evidence-based behavioral supports and interventions that match the hypothesis
4. Response to Instruction/Intervention- using data to determine the effectiveness of the supports and to decide the next steps

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 accessible through the Continuous Improvement Management System (CIMS) at <https://www.floridacims.org/documents/174230>.

Description

A PIP has been uploaded for this school or district - see the link above.

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 administrative team visits and attends meetings of multiple organizations such as the Bridge Fund, Lions Club, Elks, Daughters of the American Revolution, Florida Gulf Coast University, City Council, Literacy Council and Rotary. During these meeting the school representative shares our needs as well as the vision/mission and purpose of our school. We work to build positive relationships with our local organization and connect them with teachers who have specific needs. During the year students visit clubs and write thank you notes for their support. In addition, the school as obtained an adult education program that includes GED program and English as Second Language program. We are working with our school district to try and create a computer certification program that will provide additional training for our parents and community in commonly used computer business applications.

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
Maere, Linda	Principal
Blackmon, Mary	Assistant Principal
Gehlhausen, Lawrence	Assistant Principal
Brawner, Debbie	Instructional Coach
Mauriello, Amy	Instructional Coach
Colon, Vivian	Guidance Counselor
Smyrnios, Misty	Teacher, K-12

Duties

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

Linda Mitchell/Principal - Serves as the visionary and instructional leader of the school. She sets the tone for a collaborative culture within the school and focuses all staff on the success of all students. Her goal for the past 4 years has been to ensure that all teachers thoroughly understand that all students can and will make learning gains. She ensure that all teachers leave at the end of the each year with current research based articles and/or books to keep them informed of the most resent research based strategies. Mrs. Mitchell holds weekly leadership meetings in order ensure that all decisions are based on data and in the best interest of students.

Mary Blackmon/Assistant Principal - Provides curriculum guidance and support for leadership and teachers. Determines professional development needs through observations, discussions and feedback from teachers. She guides the direction of Professional Learning Communities and holds teams accountable to ensure that collaborative data-driven instruction is implemented.

Lawrence Gehlhausen/Assistant Principal - Supports teachers by ensuring a safe and positive learning environment. He works collaboratively with the Positive Behavior Support committee to maintain an environment of mutual respect between students and faculty. He facilitates the school-based component of the new-teacher orientation program and oversees the operations of the building.

Vivian Colon/ School Counselor - Monitors the progress of all students and ensures that the

appropriate interventions are in place for students who need additional support. Leads the MTSS problem solving team in the shared decision making process to develop student specific plans of support. Provides guidance to parents in order to maintain a home-school connection. Provides support to the Spanish speaking parents/community. Works as a liaison with outside community members (New Horizons, Big Brothers/Big Sisters program and other professionals) by assisting parents, organizations and students in order to maintain communication about specific students' needs.

Amy Mauriello & Misty Smyrniotis/ Teacher Leaders - Ensures that all faculty members have access to quality data and guides them in the use of data when making instructional decisions. Assists in implementation of professional development and instructional support for teachers. Serves as a facilitator during PLC's to ensure teams remain focused on data-driven decisions and instruction. Coach and mentor teachers. Works as a liaison to the School Advisory Council to build a collaborative culture between stake-holders and administrators.

Debbie Brawner - Provides Language Arts/Reading instructional guidance to all teachers. Observes teachers during instruction and provides feedback to help teachers with instructional practices. Assists in implementation of professional development. Serves as a facilitator during PLC's to ensure teams remain focused on data-driven decisions and instruction. She models best practices in reading strategies and provides feedback to teachers in all content areas.

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 Problem Solving team at Bonita Springs Middle Center for the Arts meets on an as needed basis to analyze school and/or student progress data in order to monitor the progress of students receiving interventions and to identify students in need of more support. The team uses a four-step problem solving process:

1. Problem Identification—using data to identify and define problem behaviors/skill
2. Problem Analysis—using data to hypothesize why the problem behavior/skill identified is occurring
3. Intervention Design—developing and implementing evidence-based behavioral supports and interventions that match the hypothesis
4. Response to Instruction/Intervention—using data to determine the effectiveness of the supports and to decide next steps

Title I, Part A

Title I, Title II and other programs coordinate through the SIP process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. All school improvement plans are reviewed at the district level for appropriate use of funds and effective use of resources. This district level review prevents duplication of services and facilitates coordination between schools and departments. This collaboration ensures that all programs support schools.

Title I, Part C- Migrant

Title I, Part A coordinates with Title I, Part C to provide expanded academic enrichment opportunities to Migrant students. Services include after school tutorials in reading and math; health services; and literacy workshops for parents as a result of the coordination of these funds. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title I, Part D

The facilities and schools coordinate with health services (mental and physical) and other social services to meet the need of students returning back to their assigned educational facility. The district Health Services, Student Services, Title I, Title III and ESE departments are all a part of the collaborative effort. For example: social workers from student services has the process and

procedures in place to assist students and their families with social services for food stamps and other health services; the ESE Department has established a memorandum of understanding for assistance with housing and counseling services through Ruth Cooper and the Lutheran Service; vocational instructors establish partnership with businesses so students will have an opportunity to continue to develop their vocational skill.

Title II, Part A

Title I coordinates with other programs funded under NCLB through the SIP (School Improvement Plan) process. Within this plan, schools complete a Professional Development Plan in collaboration with Title II. The PDP is concentrated in reading, math, science and writing to meet the needs of the targeted subgroups not making annual AMO targets. The PDP includes teachers, paraprofessionals, and administrators. As part of the School Advisory Council, parents are included in this planning process. Each school completes a needs assessment before writing goals for the year. School improvement plans are written to ensure compliance with all state and national regulations. This collaboration ensures that all programs funded under NCLB use funds to support schools, not supplant district obligations. All school improvement plans are reviewed at the district level for appropriate use of funds and effectiveness. This district level review prevents duplication of services and facilitates coordination between agencies. Each school's SIP is reviewed by all stakeholders and submitted to the Board for approval. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title III

Title I, Part A coordinates with Title III to expand academic enrichment opportunities for ELLs. These services include after school tutorials, professional development, supplemental scientifically research based resources and materials. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Title X- Homeless

Title X coordinates with Title I, Part A, to provide comparable services to homeless children who are not attending Title I schools. By providing ongoing collaboration between Title X and Title I, Part A, program staff, the same services for homeless students in Non-Title I schools are provided to homeless students in Title I schools. In addition to serving homeless students not enrolled in Title I schools, set-aside funds are used to provide services to homeless students who are attending Title I schools. Homeless students who attend Title I school-wide or targeted assistance schools may have unique challenges that are not addressed by the regular Title I program at these schools. These challenges may create barriers to full participation in Title I programs and defeat the overarching program goal of helping all students meet challenging state standards. For instance, students residing in shelters, motels, or other overcrowded conditions may not have a quiet place to study at the end of the day and may require extended after-school library time; tutoring and/or accessibility to tutoring as needed, school supplies, expedited evaluations, extended days/ learning opportunities, Saturday schools, summer academic camps, coordination of services with shelters or other homeless service providers, or, a student who is dealing with the stress and anxiety associated with homelessness may not be able to focus on his or her studies and may benefit from school counseling services. Through Title I, Part A, or Title I, Part A, in conjunction with Title X, McKinney-Vento funding homeless students can take part in services that enable them to benefit more from a school's Title I program.

Supplemental Academic Instruction (SAI)

SAI is used to provide unique learning programs at schools. SAI funds are also used to fund summer school programs throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Violence Prevention Programs

The Youth Coalitions within Lee County provide opportunities for partnerships between the District and other social services. These social services assist all at-risk students through after-school programs that include academic, social, and health services. Anticipated outcomes include a safe environment for children and increased academic achievement. Bullying prevention programs are

offered throughout the District. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs. Nutrition Programs Food and Nutrition Services offers healthy meals to all students. This includes ensuring that families are offered free and reduced lunch applications throughout the year. All students receive free breakfast at all school locations. Many Title I schools have also developed "Backpack Programs" in which nutritious food is sent home in a backpack each weekend to struggling families to ensure that children and families have food throughout the week. Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

Housing Programs

Career and Technical Education

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Job Training

The district provides extensive opportunity for Career and Technical Education including Industry Certification. Each attendance zone also includes a comprehensive high school with career academies.

Other

Periodic district level meetings with managers of all programs funded under NCLB also open lines of communication and encourage cooperation between programs.

School Advisory Council (SAC)

Membership:

Name	Stakeholder Group
Mary Ellen Vanderhoeff	Business/Community
Amy Pacheco	Parent
Linda Mitchell	Principal
Sandy Soto-Garci	Education Support Employee
Betsy DJamoos	Parent
Ann Marie Peterson	Parent
Liz Vance-Miller	Parent
Belinda Villanueva	Parent
Cara Chazin	Parent
Rebecca Garry	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

The School Improvement Plan was sent electronically to all SAC members and placed on the school website prior to approval. Community stakeholder were encouraged to provide feedback during meetings and via email. During SAC meetings the goals and strategies were discussed more extensively and SAC members provided input in the development/refinement of goals. After all corrections and suggestions were included, the School Improvement Plan was presented to all

members for approval. A vote was taken during the School Advisory Council meeting to approve the SIP.

Development of this school improvement plan

SAC serves as a resource to the administration and leadership team by providing feedback on the School Improvement Plan and offering solutions to problems discovered during data analysis. The SAC was sent the previous year's School Improvement Plan and asked for input specifically on the development of this year's goals. Prior to submission the School Improvement Plan is shared to all members for input and approval.

Preparation of the school's annual budget and plan

The school's budget is presented to the SAC for their approval. Explanations of the budgets and allocations are discussed at an annual meeting.

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

\$3,000 was allocated for substitute teachers in order to allow teachers to observe other teachers within our school or at other schools.

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
Brawner, Debbie	Instructional Coach
Bonnell, Jill	Teacher, K-12
Blackmon, Mary	Assistant Principal
Maere, Linda	Principal
Vail, Laura	Teacher, ESE
Colon, Vivian	Guidance Counselor
Wood, Kari	Teacher, ESE
Lozier, Katie	Instructional Media
Gardiner, Brittany	Teacher, K-12
Garry, Becky	Teacher, K-12
Mauriello, Amy	Instructional Coach
Smyrnios, Misty	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

The LLT will continue to support the use of CLOSE reading and the use of TeenBiz in all classrooms. In addition, they will provide student specific reading data to all teachers and implement professional

development in using reading strategies during instruction. The LLT will support the use of Accelerated Reader to promote student independent reading goals.

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

Teachers meet as a Professional Learning Community (PLC) weekly to discuss common planning and common assessments. Each month, grade level teams meet to discuss specific lessons which lend themselves to cross curricular units. The teams have an opportunity to discuss specific needs of the grade level and their departments and plan units based around standards. In addition, teachers are scheduled opportunities to observe other teachers throughout the year in order to learn from modeling.

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

1. Mentors will meet with new teachers on a regular basis to assess needs and provide support and report to administration.
2. Teacher Leaders provide instructional support and guidance to all teachers through coaching and mentoring.
3. Regular classroom walkthroughs of all teachers will be conducted by administration in order to provide feedback.
4. Teachers are provided an opportunity to observe experienced teachers in order gain instructional strategies.
5. Administrators will attend the district teacher recruitment fairs.
6. Administrators will keep an open communication with FGCU and Edison State College School of Education in order to recruit highly trained teachers.

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

Experienced teachers with current clinical educator training are paired with new teachers in order to provide guidance and support. When possible, mentors are paired with teachers in like subject areas in order to provide specific strategies for the subject. Mentors provide support through regular meetings, observations, planning, modeling and evaluations. New teachers are also provided time to observe other classrooms in order to gain modeling of effective instructional strategies from multiple teachers. In addition, instructional coaches observe new teachers and provide feedback on instructional practices.

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 include lesson plans with standards attached. All lesson plans are based on Florida standards and the academic plan provided by the district. In addition, the district chosen curriculum in based on the Florida standards. Lesson plans are checked weekly to ensure that all standards are taught throughout the year. During PLC meetings teachers look at data from common assessments to determine standards that need to be taught or retaught. During the PLC meetings teachers use the standards and data from common assessment to determine the instructional focus. It is the

expectation that lesson plans, instruction, and assessments must all be driven by Florida's standards not the instructional material.

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

During PLC meetings teachers use data from common assessments to determine the specific needs of all students. They review data in order to determine which students mastered the standard that was taught. Teachers also discuss instructional strategies to determine the most productive way to achieve student learning. And teachers discuss ways to reteach standards to students who did not demonstrate mastery.

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: Summer Program

Minutes added to school year: 2,880

Remediation for students who have failed one or more core classes. Students who have failed one or more classes in 6th or 7th grade are invited to attend so they do not have to make up classes the following year.

Strategy Rationale

To ensure students are promoted in a timely manner to high school.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy

Mauriello, Amy, amylma@leeschools.net

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

Credit history will be reviewed in order to determine if proficiency has been met.

Strategy: After School Program

Minutes added to school year: 9,720

Program provides free tutoring and homework assistance to all students. Teachers work one-on-one with students to provide additional time and support above the time that is allotted during regular classroom time. All students are encouraged to attend this program.

Strategy Rationale

Many students do not have someone who can help them with homework at home. Student receive assistance from classroom teachers.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy

Brawner, Debbie, debbieb@leeschools.net

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

a list of students who attend the program is maintained and referenced at the end of each quarter to determine if there is a correlation between increase student performance on grades and program attendance.

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

The administration meets with every student a minimum of three times a year. During this time they conference with students about assessment data, course selection and current grades. They also explain requirements for high school courses and college preparation. Career Planning is provided during business technical education and social studies courses.

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

Professional Learning Communities are utilized in order to build a culture of student learning within the school. Teams meet weekly to review data, determine student needs, and implement research-based instructional strategies in order to increase student learning. Teams consist of common content and cross-content teachers in order to focus on standard specific integrated learning opportunities for students. All students are provided AVID strategies such as use of binders and agendas for organization, Cornell note-taking, and goal setting.

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

1 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Percentage of students in grades 6-8 rated as proficient in ELA will increase a minimum of 3% as measured by the Florida Standards Assessment FY16.
- G2.** 100% of core subject area teachers will track standard using district created checkpoints and progress monitor students as documented through the CASTLE Standards Tracker during FY16.
- G3.** Teacher engagement will increase at least .2% in the Q11 (Progress) as measured by the FY16 Gallup Teacher Engagement Survey.

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. Percentage of students in grades 6-8 rated as proficient in ELA will increase a minimum of 3% as measured by the Florida Standards Assessment FY16. 1a

G074312

Targets Supported 1b

Indicator	Annual Target
FSA English Language Arts - Achievement	59.0

Resources Available to Support the Goal 2

- Providing evening trainings and informational meetings for parents.
- Offering parent conference during the day and the evening.
- Using title I funds to purchase vocabulary development programs.

Targeted Barriers to Achieving the Goal 3

- High percentage of low income and ESOL students who speak another language at home, therefore hindering vocabulary development.

Plan to Monitor Progress Toward G1. 8

District checkpoint data, STAR reading data and TeenBiz data will be analyze to determine student growth throughout the year.

Person Responsible

Mary Blackmon

Schedule

Monthly, from 9/4/2015 to 5/27/2016

Evidence of Completion

minutes from weekly leadership meetings and records of data collected.

G2. 100% of core subject area teachers will track standard using district created checkpoints and progress monitor students as documented through the CASTLE Standards Tracker during FY16. 1a

G074313

Targets Supported 1b

Indicator	Annual Target
	100.0

Resources Available to Support the Goal 2

- Professional Development opportunities.

Targeted Barriers to Achieving the Goal 3

- Teachers have not been trained to use Standards Tracker in CASTLE.

Plan to Monitor Progress Toward G2. 8

Standards data will be analyzed to ensure students are making gains in standards that are taught.

Person Responsible

Amy Mauriello

Schedule

Every 6 Weeks, from 9/30/2015 to 5/18/2016

Evidence of Completion

PLC meeting minutes, lesson plans and standards tracker data will be used to ensure that progress is being made towards the goal.

G3. Teacher engagement will increase at least .2% in the Q11 (Progress) as measured by the FY16 Gallup Teacher Engagement Survey. 1a

G074314

Targets Supported 1b

Indicator	Annual Target
School Climate Survey - Staff	3.96

Resources Available to Support the Goal 2

- Teacher Leaders used for learning walk team.
- Florida Gulf Coast University Students and Professors

Targeted Barriers to Achieving the Goal 3

- Time constraints prohibit consistent scheduling of learning walks.

Plan to Monitor Progress Toward G3. 8

Survey results will be collected and analyzed

Person Responsible

Mary Blackmon

Schedule

Quarterly, from 9/7/2015 to 5/2/2016

Evidence of Completion

Adjustments to coaching process made by survey results.

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. Percentage of students in grades 6-8 rated as proficient in ELA will increase a minimum of 3% as measured by the Florida Standards Assessment FY16. **1**

 G074312

G1.B3 High percentage of low income and ESOL students who speak another language at home, therefore hindering vocabulary development. **2**

 B193987

G1.B3.S1 All students who are in double blocked intensive reading classes will use the program Vocabulary Journey. **4**

 S205510

Strategy Rationale

Research shows that growth in the area of vocabulary increases reading proficiency.

Action Step 1 **5**

Train all reading teacher to utilize Vocabulary Journey in the classroom.

Person Responsible

Debbie Brawner

Schedule

On 11/16/2015

Evidence of Completion

Class will have electronically generated sign-in sheets.

Action Step 2 5

All intensive and developmental reading students will participate in vocabulary journey.

Person Responsible

Debbie Brawner

Schedule

Weekly, from 11/16/2015 to 6/3/2016

Evidence of Completion

Diagnostic reports from Vocabulary Journey.

Plan to Monitor Fidelity of Implementation of G1.B3.S1 6

Principal will meet with reading coach weekly to review the data on Vocabulary Journey.

Person Responsible

Linda Maere

Schedule

Weekly, from 12/4/2015 to 5/27/2016

Evidence of Completion

Diagnostic reports will be analyzed during weekly meetings ensure implementation.

Plan to Monitor Effectiveness of Implementation of G1.B3.S1 7

Principal will meet with reading coach weekly to determine student growth in vocabulary.

Person Responsible

Linda Maere


Schedule

Weekly, from 12/4/2015 to 5/27/2016

Evidence of Completion

Diagnostic reports will be analyzed to determine the vocabulary growth in students.

G1.B3.S2 All student in double blocked intensive reading classes will use TeenBiz to support vocabulary growth at current lexile. **4**

 S205511

Strategy Rationale

TeenBiz provides articles at student's current lexile level which provides a feeling of success in reading while challenging students to improve their reading skills.

Action Step 1 **5**

All students will take a TeenBiz level set test in order to determine their lexile.

Person Responsible

Debbie Brawner

Schedule

On 8/28/2015

Evidence of Completion

TeenBiz report of student who have taken the level set test.

Action Step 2 **5**

Students in intensive reading classes will complete 4 or more TeenBiz articles per month.

Person Responsible

Debbie Brawner

Schedule

Weekly, from 8/31/2015 to 6/3/2016

Evidence of Completion

TeenBiz diagnostic reports.

Plan to Monitor Fidelity of Implementation of G1.B3.S2 6

Principal will meet with reading coach weekly to review the usage report.

Person Responsible

Linda Maere

Schedule

Weekly, from 9/25/2015 to 5/27/2016

Evidence of Completion

TeenBiz usage reports will be analyze to determine if program is being used to fidelity.

Plan to Monitor Effectiveness of Implementation of G1.B3.S2 7

Principal will meet with reading coach weekly to review the lexile growth report.

Person Responsible

Linda Maere


Schedule

Weekly, from 9/25/2015 to 5/27/2016

Evidence of Completion

Principal and reading coach will analyze the lexile growth report to determine if student are making growth.

G1.B3.S3 All students will use graphic organizers and thinking maps to create connections with new vocabulary words. **4**

 S205512

Strategy Rationale

Research suggests that providing non-linguistic representations increases the transfer of knowledge and allows students to make connections.

Action Step 1 **5**

Training will take place on using graphic organizers, thinking maps and cooperative learning activities that develop vocabulary.

Person Responsible

Amy Mauriello

Schedule

Semiannually, from 8/14/2015 to 12/8/2015

Evidence of Completion

Training will be registered in peoplesoft.

Action Step 2 **5**

Teachers will utilize nonlinguistic activities during lessons.

Person Responsible

Amy Mauriello

Schedule

Daily, from 8/24/2015 to 5/27/2016

Evidence of Completion

Lesson Plans

Plan to Monitor Fidelity of Implementation of G1.B3.S3 6

Teachers lesson plans will be monitored to implementation of nonlinguistic representations.

Person Responsible

Mary Blackmon

Schedule

Weekly, from 9/7/2015 to 5/27/2016

Evidence of Completion

Lesson plans will be monitored.

Plan to Monitor Effectiveness of Implementation of G1.B3.S3 7

District checkpoint tests and STAR tests will be used to monitor student vocabulary development.

Person Responsible

Amy Mauriello

Schedule

Every 6 Weeks, from 10/2/2015 to 4/29/2016

Evidence of Completion

LAFS standard RI(L).2.4 will be monitored for growth using District checkpoint tests and STAR reading tests.

G2. 100% of core subject area teachers will track standard using district created checkpoints and progress monitor students as documented through the CASTLE Standards Tracker during FY16. 1

G074313

G2.B1 Teachers have not been trained to use Standards Tracker in CASTLE. 2

B193988

G2.B1.S1 Teachers will be provided professional development in how to use CASTLE standards tracker and how to implement the standards tracker into PLC meetings. 4

S205513

Strategy Rationale

Teachers need to use standards tracker to monitor student progress in order to guide instruction.

Action Step 1 5

Professional development will be provided to ensure teachers can utilize standards tracker while designing instruction.

Person Responsible

Amy Mauriello

Schedule

Monthly, from 9/30/2015 to 3/30/2016

Evidence of Completion

Professional Learning Community minutes

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

Teacher leaders will meet with PLC teams to ensure that standards tracker is being used and support them in the use.

Person Responsible

Amy Mauriello

Schedule

Weekly, from 10/7/2015 to 3/30/2016

Evidence of Completion

PLC meeting minutes will include discussion with Teacher leaders.

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

Lesson plans will be reviewed to ensure that instruction is driven by standards.

Person Responsible

Mary Blackmon


Schedule

Weekly, from 10/7/2015 to 4/6/2016

Evidence of Completion

Lesson Plans


G3. Teacher engagement will increase at least .2% in the Q11 (Progress) as measured by the FY16 Gallup Teacher Engagement Survey. 1

 G074314

G3.B2 Time constraints prohibit consistent scheduling of learning walks. 2

 B193990

G3.B2.S1 Teacher leaders facilitate learning walks with new faculty and model effective instructional strategies for teachers. 4

 S205514

Strategy Rationale

Teacher leaders are provided time to observe and coach teachers in their daily schedule.

Action Step 1 5

Develop protocol for learning walks and schedule classroom visits

Person Responsible

Mary Blackmon

Schedule

On 9/18/2015

Evidence of Completion

Written process document

Action Step 2 5

Complete learning walks and coaching teachers

Person Responsible

Amy Mauriello

Schedule

Weekly, from 9/21/2015 to 4/8/2016

Evidence of Completion

Weekly teacher leader time schedules

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Teacher leaders will meet with administration monthly

Person Responsible

Linda Maere

Schedule

Monthly, from 9/30/2015 to 4/27/2016

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Climate survey will be given throughout the year.

Person Responsible

Mary Blackmon

Schedule

Quarterly, from 9/7/2015 to 5/2/2016

Evidence of Completion

Survey results

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.B3.S1.A1	Train all reading teacher to utilize Vocabulary Journey in the classroom.	Brawner, Debbie	11/16/2015	Class will have electronically generated sign-in sheets.	11/16/2015 one-time
G1.B3.S2.A1	All students will take a TeenBiz level set test in order to determine their lexile.	Brawner, Debbie	8/24/2015	TeenBiz report of student who have taken the level set test.	8/28/2015 one-time
G1.B3.S3.A1	Training will take place on using graphic organizers, thinking maps and cooperative learning activities that develop vocabulary.	Mauriello, Amy	8/14/2015	Training will be registered in peoplesoft.	12/8/2015 semiannually
G2.B1.S1.A1	Professional development will be provided to ensure teachers can utilize standards tracker while designing instruction.	Mauriello, Amy	9/30/2015	Professional Learning Community minutes	3/30/2016 monthly
G3.B2.S1.A1	Develop protocol for learning walks and schedule classroom visits	Blackmon, Mary	9/14/2015	Written process document	9/18/2015 one-time
G1.B3.S1.A2	All intensive and developmental reading students will participate in vocabulary journey.	Brawner, Debbie	11/16/2015	Diagnostic reports from Vocabulary Journey.	6/3/2016 weekly
G1.B3.S2.A2	Students in intensive reading classes will complete 4 or more TeenBiz articles per month.	Brawner, Debbie	8/31/2015	TeenBiz diagnostic reports.	6/3/2016 weekly
G1.B3.S3.A2	Teachers will utilize nonlinguistic activities during lessons.	Mauriello, Amy	8/24/2015	Lesson Plans	5/27/2016 daily
G3.B2.S1.A2	Complete learning walks and coaching teachers	Mauriello, Amy	9/21/2015	Weekly teacher leader time schedules	4/8/2016 weekly
G1.MA1	District checkpoint data, STAR reading data and TeenBiz data will be analyze to determine student growth throughout the year.	Blackmon, Mary	9/4/2015	minutes from weekly leadership meetings and records of data collected.	5/27/2016 monthly
G1.B3.S1.MA1	Principal will meet with reading coach weekly to determine student growth in vocabulary.	Maere, Linda	12/4/2015	Diagnostic reports will be analyzed to determine the vocabulary growth in students.	5/27/2016 weekly
G1.B3.S1.MA1	Principal will meet with reading coach weekly to review the data on Vocabulary Journey.	Maere, Linda	12/4/2015	Diagnostic reports will be analyzed during weekly meetings ensure implementation.	5/27/2016 weekly
G1.B3.S2.MA1	Principal will meet with reading coach weekly to review the lexile growth report.	Maere, Linda	9/25/2015	Principal and reading coach will analyze the lexile growth report to determine if student are making growth.	5/27/2016 weekly
G1.B3.S2.MA1	Principal will meet with reading coach weekly to review the usage report.	Maere, Linda	9/25/2015	TeenBiz usage reports will be analyze to determine if program is being used to fidelity.	5/27/2016 weekly
G1.B3.S3.MA1	District checkpoint tests and STAR tests will be used to monitor student vocabulary development.	Mauriello, Amy	10/2/2015	LAFS standard RI(L).2.4 will be monitored for growth using District checkpoint tests and STAR reading tests.	4/29/2016 every-6-weeks
G1.B3.S3.MA1	Teachers lesson plans will be monitored to implementation of nonlinguistic representations.	Blackmon, Mary	9/7/2015	Lesson plans will be monitored.	5/27/2016 weekly
G2.MA1	Standards data will be analyzed to ensure students are making gains in standards that are taught.	Mauriello, Amy	9/30/2015	PLC meeting minutes, lesson plans and standards tracker data will be used to ensure that progress is being made towards the goal.	5/18/2016 every-6-weeks
G2.B1.S1.MA1	Lesson plans will be reviewed to ensure that instruction is driven by standards.	Blackmon, Mary	10/7/2015	Lesson Plans	4/6/2016 weekly
G2.B1.S1.MA1	Teacher leaders will meet with PLC teams to ensure that standards tracker is being used and support them in the use.	Mauriello, Amy	10/7/2015	PLC meeting minutes will include discussion with Teacher leaders.	3/30/2016 weekly

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
G3.MA1	Survey results will be collected and analyzed	Blackmon, Mary	9/7/2015	Adjustments to coaching process made by survey results.	5/2/2016 quarterly
G3.B2.S1.MA1	Climate survey will be given throughout the year.	Blackmon, Mary	9/7/2015	Survey results	5/2/2016 quarterly
G3.B2.S1.MA1	Teacher leaders will meet with administration monthly	Maere, Linda	9/30/2015	Meeting minutes	4/27/2016 monthly

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. Percentage of students in grades 6-8 rated as proficient in ELA will increase a minimum of 3% as measured by the Florida Standards Assessment FY16.

G1.B3 High percentage of low income and ESOL students who speak another language at home, therefore hindering vocabulary development.

G1.B3.S1 All students who are in double blocked intensive reading classes will use the program Vocabulary Journey.

PD Opportunity 1

Train all reading teacher to utilize Vocabulary Journey in the classroom.

Facilitator

Debbie Brawner, Reading Coach

Participants

All reading teachers

Schedule

On 11/16/2015

G1.B3.S3 All students will use graphic organizers and thinking maps to create connections with new vocabulary words.

PD Opportunity 1

Training will take place on using graphic organizers, thinking maps and cooperative learning activities that develop vocabulary.

Facilitator

Amy Mauriello

Participants

All teachers

Schedule

Semiannually, from 8/14/2015 to 12/8/2015

G2. 100% of core subject area teachers will track standard using district created checkpoints and progress monitor students as documented through the CASTLE Standards Tracker during FY16.

G2.B1 Teachers have not been trained to use Standards Tracker in CASTLE.

G2.B1.S1 Teachers will be provided professional development in how to use CASTLE standards tracker and how to implement the standards tracker into PLC meetings.

PD Opportunity 1

Professional development will be provided to ensure teachers can utilize standards tracker while designing instruction.

Facilitator

Amy Mauriello and Misty Smyrnios

Participants

All instructional staff

Schedule

Monthly, from 9/30/2015 to 3/30/2016

Technical Assistance Items

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

Budget

Budget Data

1	G1.B3.S1.A1	Train all reading teacher to utilize Vocabulary Journey in the classroom.	\$0.00
2	G1.B3.S1.A2	All intensive and developmental reading students will participate in vocabulary journey.	\$0.00
3	G1.B3.S2.A1	All students will take a TeenBiz level set test in order to determine their lexile.	\$0.00
4	G1.B3.S2.A2	Students in intensive reading classes will complete 4 or more TeenBiz articles per month.	\$0.00
5	G1.B3.S3.A1	Training will take place on using graphic organizers, thinking maps and cooperative learning activities that develop vocabulary.	\$0.00
6	G1.B3.S3.A2	Teachers will utilize nonlinguistic activities during lessons.	\$0.00
7	G2.B1.S1.A1	Professional development will be provided to ensure teachers can utilize standards tracker while designing instruction.	\$0.00
8	G3.B2.S1.A1	Develop protocol for learning walks and schedule classroom visits	\$0.00
9	G3.B2.S1.A2	Complete learning walks and coaching teachers	\$0.00
Total:			\$0.00