Ponte Vedra Palm Valley Rawlings Elementary School

2016-17 Schoolwide Improvement Plan

Ponte Vedra Palm Valley Rawlings Elementary School

610 US HIGHWAY A1A N, Ponte Vedra Beach, FL 32082

http://www-pvmkr.stjohns.k12.fl.us/

School Demographics

School Type and Grades Served (per MSID File)	**2015-16 Title I School**	**2015-16 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	14%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	18%

School Grades History

Year	2017-18	2014-15	2013-14	2012-13
Grade	A	A*	A	A

*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 St. Johns County School Board on 9/29/2016.

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 a monitoring status of "Former F" (see page 4). 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.

Table of Contents

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 barriers that could hinder achieving those goals and resources that could be used to eliminate or reduce barriers (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, established in [section 1008.33, Florida Statutes,](#) is a statewide network of strategic support, differentiated by need according to performance data, provided to districts and schools in order to improve leadership capacity, teacher efficacy, and student outcomes. Through a data-driven planning and problem-solving process, DA field teams collaborate with district leadership to design, implement, and refine strategic goals and action plans that are documented in the SIP.

DA Regions

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

DA Categories

At the start of each academic year, traditional schools are classified for DA support in three categories based on the most recent school grades data available. Descriptions of each DA category along with the state support and interventions provided are set forth by [Rule 6A-1.099811, Florida Administrative Code:](#)

- Not in DA – currently A, B, or C and not Monitoring Only; charter schools; ungraded schools
- Monitoring Only – currently A, B, or C that improved from a previous grade of F
- Focus – currently D
- Priority – currently F

DA Turnaround and Monitoring Statuses

Additionally, schools in DA may be subject to a turnaround status of "Planning" or "Implementing" or a monitoring status of "Former F." These statuses are based on a school's grades history, including the current school grade:

- Former F - A school with a status of "Former F" requires the department to monitor the implementation of strategies and progress toward the goals outlined in the school improvement plan for three years following the school's improvement from a grade of F to a C or higher.
- Planning - A school with a status of "Planning" requires the district to engage stakeholders in the development of a turnaround option plan to be implemented in the following year should the school grade not improve to a C or higher.
- Implementing - A school with a status of "Implementing" requires the district to submit a turnaround plan to the State Board of Education for approval and implementation. A school remains in "Implementing" status until its school grade improves to a C or higher.

2016-17 DA Category and Statuses for Ponte Vedra Palm Valley Rawlings Elementary School

DA Region and RED	DA Category and Turnaround Status
Northeast - [Cassandra Brusca](#)	Not In DA - N/A

I. Part I: Current School Status

A. Supportive Environment

1. School Mission and Vision

a. Provide the school's mission statement.

The faculty and staff of PVPV/Rawlings Elementary support the St. Johns County School District's mission to inspire good character and a passion for lifelong learning in all students, creating educated and caring contributors to the world.

b. Provide the school's vision statement.

The faculty and staff of PVPV/Rawlings Elementary support the St. Johns County School District's vision statement that all students will abide by the six Pillars of Character: Citizenship, Responsibility, Trustworthiness, Fairness, Caring and Respect.

2. School Environment

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

Every teacher is ESOL certified and trained to begin the school year with research and writing projects that encourage discovery of each students' culture and home life.
School Leadership Team carefully reviews all incoming students' CUM folders for evidence of diverse cultural backgrounds and possible ELL status.
Meet-the-Teacher Day had 97% attendance by parents. Phone calls were made by all teachers to those who could not attend.
Open House is scheduled for Aug. 31st (grades K, 2 & 4) and Sept. 8th (grades 1, 3 & 5).
Extended Day Program further extends the learning environment and affords social learning opportunities and physical activities.

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

Students are welcomed into the school 20 minutes before class starts. They sit outside their classrooms in hallways monitored by teachers and educational support personnel. Computers labs are also staffed and available to students for computer-based learning opportunities, beginning a half-hour before the official start of school. Duty rosters include before school, during lunch and after school, when bus, car and bike riders are released on staggered schedules.
Students who display the six Pillars of Character are celebrated monthly as a way of modeling positive behavior throughout the school and throughout the day. Students in K-2 are also honored weekly for being "Students of the Week."
Extended Day services with enrichment opportunities are offered before and after school for students of working parents.

c. 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.

The District's Student Code of Conduct is adhered to by all teachers, staff and students. A systematic approach to behavioral referrals is followed. Within classrooms, teachers employ individualized

behavior modification plans, all based on natural consequences as well as intrinsic and extrinsic rewards.

d. 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.

School activities include the Safety Ambassadors and the Student Council.These groups mentor and provide role models for other students.
Both PVPV and Rawlings campuses are staffed with Guidance Counselors who take active roles in classrooms and also offer individual and small group sessions in their offices.
Gifted teachers receive training to support social/emotional learning as needed for students. A gifted resource teacher is stationed at PVPV/Rawlings two days a week to support the social-emotional needs of gifted students.

3. 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).

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

N/A

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

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Attendance below 90 percent	0	0	0	0	0	0	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	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
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

B. Family and Community Engagement

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).

1. 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).

a. Will the school use its PIP to satisfy this question?

No

1. PIP Link

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

2. Description

Our target is to maintain and/or increase (our already significant) parent participation in our school climate survey. We have a professionally organized and operated community partnership program whereby businesses, organizations, funds, and trusts can invest in our school and begin long term, mutually beneficially working relationships based on common platforms of: education, health and well being, business, charity, and the environment for example.

The following is our extensive 2016-17 PVPV/Rawlings PTO/Event Calendar:

August

Monday, August 1 PTO Executive Board Meeting, 9:00, PV Think Tank

Tuesday, August 9 PTO/Community Partners present Meet the Teacher, 8 -12

Wed., August 10 First day of school (1st-5th grade)

Monday, August 15 First day of school (Kindergarten)

Monday, August 15 Kindergarten & New Parent Coffee, 8:40 – 9:15 am, PV cafeteria

Monday, August 29 PTO Executive Board Meeting, PV

Wed., August 31 PTO chairpersons' training

Wed., August 31 Open House 6:30-745 pm Grades K, 2, 4

September

Thursday, Sept. 1-8 SSYRA/FRA Mini Book Fair

Tuesday, Sept. 6 Turtle Trot FundRun Committee Mtg. PV

Wed., Sept. 7 PTO Welcome Coffee & General Membership Mtg. 8:45 am PV Cafe

Thursday, Sept. 8 Open House 6:30-745 pm Grades 1, 3, 5

Thursday, Sept. 8 Individual Pictures

Wed., Sept. 14 Kids of Character Breakfast Celebration, PV

Tuesday, Sept.20 Great Leaps training for classroom volunteers

Wed., Sept. 21 Turtle Trop Classroom Liaison Mtg. 9:00 PV

Thurs., Sept. 29 Coastal Luxury Outdoors presents Fun Fund Run Pep Rallies

Thurs., Sept. 29 CAAP (Classroom Art Appreciation Program) Training PVPV Stage 9:00am

October

Monday, Oct. 3 Executive Board Meeting, 9:00 PV

Wed., Oct. 5 Kids of Character Breakfast Celebration, PV

Thurs., Oct. 6 Individual Picture retakes

Friday, Oct. 7 Student Deadline for Box Tops

Thursday, Oct. 13 Coastal Luxury Outdoors presents the Turtle Trot Fun Fund Run

Friday, Oct. 14 End of Quarter 1

Monday, Oct. 17 Teacher Planning day – Student Holiday

Wed., Oct. 19 Turtle Trot Fun Fund Run: Reveal Day!

Monday, Oct. 31-Nov. 4 Fall Book Fair

November

Wed., Nov. 2 Kids of Character Breakfast Celebration, PV

Monday, Nov. 7 Helping for the Holidays collection

Monday, Nov. 7 Executive Board Meeting, 9:00, PV

Friday, Nov. 18 Helping for Holidays REVEAL on morning news show

Friday, Nov. 11 Veterans Day – Student/Teacher Holiday

Thurs.-Fri Nov 27-28 Thanksgiving Break

December

Monday, Dec. 5 Executive Board Meeting, 9:00, PV

Wed., Dec. 14 Kids of Character Breakfast Celebration, PV

Wed., Dec. 21 Last Day of School Prior to Winter Break - Early Release
Wed., Dec. 21 End of Quarter 2/ First Semester ends
Mon Dec. 21-Jan 4 Winter Break
January.
Wed., Jan. 4 Teacher Planning Day – Student Holiday
Thursday, Jan. 5 Classes resume
Monday, Jan. 9 PTO Executive Board Meeting, 9:00, PV
Monday, Jan. 16 Martin Luther King Day Student/Teacher Holiday
Tuesday, Jan. 17 Spring Carnival Mtg., 9:00 am, PV Cafeteria
Wed., Jan. 18 Kids of Character Breakfast Celebration, PV
Wed., Jan. 18 District Spelling Bee
Monday, Jan. 23 Teacher of the Year celebration
February
Wed., Feb. 1 Kids of Character Breakfast Celebration, PV
Monday, Feb. 1 Executive Board Mtg., 9:00, PV Think Tank
Friday, Feb. 17 Teacher In-service Day – Student Holiday
Friday, Feb. 12 Student Deadline for Box Tops
Monday, Feb. 20 Presidents Day Student/Teacher Holiday
Tuesday, Feb. 21 PTO Spring Carnival Mtg., PV
Monday, Feb. 27 PTO Executive Board Mtg., 9:00, PV
Saturday, Feb. 25 Community Campus Clean-up 9-12
March
Wed., March. 1 Kids of Character Breakfast Celebration, PV
Saturday, March 4 Lazzara Orthodontics presents Spring Carnival 12- 5
Monday, March 6-9 Battle of the Books, Grades 3-5
Friday, March 10 End of Quarter 3
Friday, March 18 Teacher Planning Day – Student Holiday
Mon.-Fri., March 13-17 Spring Break
Monday, March 20 Teacher Planning Day
Thursday, May 23 Spring Picture Day -- classes and individuals
Tuesday, March 28 PTO meets to Wrap-Up Spring Carnival, 9 am, PV
Wed., March 29 PTO meets to plan Teacher Appreciation Week
April
Monday, April 3 Executive Board Mtg., 9:00, PV
Monday, April 3-7 Pet Paradise presents Spring Book Fair
Wed., April 5 Kids of Character Breakfast Celebration, PV
Friday, April 14 Student/Teacher holiday
Friday, April 29 Student Deadline for Box Tops
May
Monday, May 1 Executive Board Mtg., 9:00, PV
Monday, May 1-5 Natural Life presents Staff Appreciation
Wed., May 3 Kids of Character Breakfast Celebration, PV
Wed., May 3 Dress Rehearsal, 5th Grade Talent Show, 2-4 pm Rawlings Stage
Friday, May 5 5th Grade Talent Show, 6 pm Rawlings Stage
Tuesday, May 9 PTO General Mtg., 9 am PV Cafeteria
Wed., May 24 Last Day for students

2. 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.

Business Partners in Education has been a broad brush stroke program in SJCSD for many years. PVPV / Rawlings has refined this program into a more narrowly targeted long term strategic fundraising

effort. It is our PTO's belief that the future of fundraising is changing and we must shift our focus to quality long term relationships and events in our own community. Each partnership will be created on an individual basis to best address both the Partner's and the school's needs. There is a minimum investment of $5,000 and multi-year agreements are preferred. The program is currently managed by Community Partnership Liaison, Jennifer York..

C. Effective Leadership

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

1. School Leadership Team

a. Membership
Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Nunes, Jennifer	Instructional Coach
Garlanger, Rita	Assistant Principal
Brubaker, Lisa	Assistant Principal
VanHousen, Catherine	Principal

b. Duties

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

Principal, and Assistant Principals: Provide a common vision for the use of data-based decision-making, provide continual guidance and support for the effective implementation of RtI, and facilitating team PLC discussions about curriculum and instruction.
School Psychologist: Participates in collection, interpretation, and analysis of data; facilitates the development of intervention plans; provides support for intervention fidelity and documentation; provides professional development and technical assistance for problem-solving activities including data collection, data analysis, intervention planning, and program evaluation; facilitates data-based decision making activities.
Instructional Literacy Coach for Core Curriculum: Develop, lead, and evaluate school core content standards/programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. Identify systematic patterns of student need while working with district personnel to identify appropriate, evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assists in the design and implementation for progress monitoring, data collection, and data analysis; participates in the design and delivery of professional development; and provide support for assessment and implementation monitoring. Manage current RtI student data, fidelity checks, and key communicator of the RtI process between teachers, parents, and students.
Guidance Counselor: Provides quality services and expertise on issues ranging from program design to assessment and intervention with individual students. In addition to providing interventions, school social workers continue to link child services and community agencies to the schools and families to support the child's academic emotional, behavioral, and social success. The school counselors also work side by side with the Instructional Coach to assist with data collection, fidelity checks, and RtI conferences.
Speech Language Pathologist: Educates the team in the role language plays in curriculum, assessment, and instruction, as a basis for appropriate program design; assists in the selection of screening, measures; and helps identify systemic patterns of student need with respect to language skills.
General Education Teachers: (Primary and Intermediate): Provides information about core instruction,

participates in student collection, delivers Tier I instruction/intervention, collaborates with other staff to implement Tier 2 interventions, and integrates Tier 1 materials/instruction with Tier 2/3 activities. Exceptional Student Education (ESE) Teachers: Participates in student data collection, integrates core instructional activities/materials, and collaborates with general education teachers through such activities as co-teaching. Provides guidance and support, bridge between RtI and ESE process.

2. 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/MTSS team meets weekly to monitor and review all RtI academic and behavior plans. The team meets with teachers to discuss individual students and create plans based on data. Team members are responsible for conducting Fidelity Checks and classroom observations on students who are on RtI plans. Resource allocation is designed to best support the success of all students, especially those who are receiving support through the RtI/MTSS process.

The district, through Title II funding, initiated the implementation of the DBQ Project (Document Based Questioning) to promote rigorous reading and writing instruction for all students, not just those in advanced classes. All third, fourth and fifth-grade teachers were trained and the school funded the purchase of additional DBQ kits to increase availability of these resources in our intermediate classrooms.

Balanced Literacy/Best Practices instruction to include daily reading, both independently and within groups, daily writing, and daily word work for primary students (K-2). Acquisition of Being a Writer and Being a Reader fosters a collaborative classroom community that encourages students to connect with text and creates an environment that produces authentic, purposeful writing.

2. School Advisory Council (SAC)

a. Membership
Identify the name and stakeholder group for each member of the SAC.**:**

Name	Stakeholder Group
Jennifer Nunes	Teacher
Carol Whitty	Education Support Employee
Karen Butler	Business/Community
Leslie Cabo	Teacher
Jennifer Cox	Teacher
Vanessa Riegert-Johnson	Parent
Rebecca Keene	Teacher
Paul Wilkinson	Parent
Chris Woolston	Teacher
Kate Zarczynski	Parent
Catherine Van Housen	Principal
Sonja Alvarez	Parent
Elizabeth Davis	Parent
Paula Steele	Education Support Employee
Anna Shea	Parent
Hastings Williams	Parent

b. Duties

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

a. Evaluation of last year's school improvement plan

The School Advisory Council is a partnership of volunteers who work together to establish and maintain good communication among the school, parents, and community, and encourage parents and community members to participate in education. SAC members provide ideas and opinions to improve the education of students in our school. The membership includes school faculty and staff, parents, and community members.
We created the ballot for determining the use of School Recognition Funds, continued to monitor student data, and oversaw the SIP budget.

b. Development of this school improvement plan

The School Improvement Plan is presented to the members of the School Advisory Council during the first meeting of the year. Members have the opportunity to provide input and assist with the development of the plan.

c. Preparation of the school's annual budget and plan

The School Advisory Council is involved with the school budget and School Improvement Plan. The group reviews and councils administration on decisions affecting all student learning.

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

Near the end of the 2015-16 school year, SAC was informed that it would receive a budget that will support educational needs. In addition, there may be some school recognition money this year. Teachers are encouraged to make requests for Professional Learning opportunities that have the potential to enhance all student learning.

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

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

3. Literacy Leadership Team (LLT)

a. Membership
Identify the name and position title for each member of the school-based LLT or similar group, if applicable.**:**

Name	Title
Brubaker, Lisa	Assistant Principal
Nunes, Jennifer	Instructional Coach
Garlanger, Rita	Assistant Principal
VanHousen, Catherine	Principal

b. Duties

1. Describe how the LLT or similar group promotes literacy within the school, if applicable.

The LLT will analyze and maintain current best practices and balanced literacy. Through on-going grade level and individual meetings, the LLT will continue to emphasize encouraging gains among the students in the Lower Quartile for Reading. Teachers participate in the FLDOE's Literacy Week activities. Students are invited to attend celebrations for their work in Accelerated Reader. Students are awarded for high achievement by being invited to serve as Principal for the Day. Students participate in Battle of the Books, a competition celebrating knowledge of the Florida Sunshine State books. Literacy instruction is combined with Writing instruction as a means of nurturing understanding of the written word. Every students tracks their own progress in STAR Reading levels. They are guided in selecting appropriate leveled text.

D. 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).

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

Teachers attend quarterly Data Dialogues, where they collaboratively evaluate student data as a basis for planning instruction. Protected grade-level team planning time is provided each month. Teachers are supported in best practices by the District Elementary Specialists. Teachers choose Inservice opportunities during bi-annual District In-service Learning Days. Teachers participate in professional learning communities focused on the instructional cycle of planning instruction, formative assessment, review of data, and planning remediation. School-wide focus and modeling of Character Counts Traits. At Faculty Meetings, the Principal recognizes staff for achievements in education.

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

Ms. Van Housen uses the district's Human Resources vetting tool Applitrack program; supports teachers in accessing professional development opportunities to enhance their content expertise and pedagogical skills; facilitates the creation of professional learning communities (PLCs) to deepen content knowledge; and assigns teachers to areas in which they are highly qualified.

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

All of the mentors are veteran teachers who are paired with mentees new to the school. Mentors and mentees meet as needed to plan and discuss school based strategies and expectations. Ms. Van Housen has also built a Category 1 Cadre (teachers in their first two years in St. Johns County) to enhance understanding of the Empowering Excellence in Educators (EEE) teacher evaluation model.

E. Ambitious Instruction and Learning

1. Instructional Programs and Strategies

a. Instructional Programs

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

Teacher representatives from each course and or grade level meet twice a year with district Subject Area Specialists to develop/review curriculum maps, formative assessments and teacher resources to include instructional materials. These District Professional Learning Communities work to ensure that curriculum, instruction and assessment are based on applicable state standards. This process is in addition to a standards based instructional materials review program that is used when the district adopts the primary instructional materials for a course. The teacher representatives work with instructors and administrators at the school level to ensure that the results of the District Professional Learning Communities are implemented at the school level. The curriculum maps which include links to vetted instructional materials and lesson plans are the basis for school level standards based planning and instruction.

In addition to what each teacher is doing to promote learning and measure student performance, District midterms (6-12) assessments and progress monitoring assessments (K-5) are given in the core instructional programs to assess student mastery of standards, guide instructional practice and inform district planning. Detailed data reports are available to all teachers and administrators. These reports are used by teachers, administrators and district staff to ensure that instruction and assessment are designed to produce student mastery of the Florida Standards. The reports are also used with individual students and parents as needed to assist them in understanding the standards and learning expectations.

Administrators meet with teachers in grade level / content area Professional Learning Communities to review data reports and analyze results with the intent of planning instruction to differentiate, intervene, re-teach, and innovate to improve student mastery of the standards. The same information is used to review curriculum maps and instructional materials/resources as to their effectiveness in promoting standards based instruction and learning. This process is repeated twice a year and serves as the foundation for a standards based continuous improvement model that uses student performance data to evaluate and improve curriculum, instruction and assessment in a manner designed to promote the highest level student mastery of the Florida Standards.

b. Instructional Strategies

1. 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.

Teachers meet four times a year to review curriculum maps, results of classroom and C-Palms standards-based formative assessments and DE assessments to prepare upcoming instructional

materials. Teachers also use this information to identify small intervention groups of students. Student data is used to identify those who need intensive math and reading services, which include "push in" and "pull out" time with SAI tutors, who are also certified teachers.

Detailed data reports are accessed through Performance Plus, the reporting system available to all teachers and administrators. The reports are also used with individual students and parents as needed to assist them in understanding the standards, learning expectations, and current performance levels. Students are also encouraged to attend enrichment Mini Camps offered throughout the school year.

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

Strategy: After School Program

Minutes added to school year:

Students are provided several after-school clubs in which they may participate, including: Student Council, Student Ambassadors, Art Club, Music Club, the Video Production Team, and the character-education-based Girls on the Run.

Strategy Rationale

Many students and parents request additional time to help students set goals and make positive choices to stay focused on being the best students they can be.

Strategy Purpose(s)

- Enrichment

Person(s) responsible for monitoring implementation of the strategy
Brubaker, Lisa, lisa.eckert-brubaker@stjohns.k12.fl.us

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

Club sign-in sheets to monitor participation; anecdotal evidence of student success stories.

Strategy: Before School Program

Minutes added to school year:

Computer Labs are open before school each morning.

Strategy Rationale

Deeper understanding and abilities in keyboarding, math and reading comprehension are needed.

Strategy Purpose(s)

- Core Academic Instruction

Person(s) responsible for monitoring implementation of the strategy
Nunes, Jennifer, jennifer.nunes@stjohns.k12.fl.us

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

Sign-in sheets monitor participation levels; completed computer exercises assist teachers is evaluating student progress.

2. Student Transition and Readiness

a. PreK-12 Transition
The school's response to this question may be used to satisfy the requirements of 20 U.S.C. Â§ 6314(b)(1)(G).

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

The Kindergarten teachers invite the directors of local child care providers in order to review expectations and share developmentally appropriate learning environments.
At the start of each year, Kindergarten students attend school using a staggered start system. This allows the teacher to assess readiness and acclimate students to the classroom environment.
Before students transition from 5th grade to middle school, they are transported for a field study to the local middle school, where they are provided an orientation and given a tour. Also, guidance counselors and the principal from the middle school come to PVPV/Rawlings for an assembly.
Students moving from 2nd grade at the PVPV campus to 3rd grade at the Rawlings campus are provided an orientation of intermediate programs and given tours by the leadership academy students.

b. College and Career Readiness

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

NA

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

NA

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

NA

***4. 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.***

NA

II. Needs Assessment

The school's completion of this section may satisfy the requirements of 20 U.S.C. § 6314(b)(1)(A).

A. Problem Identification

1. Data to Support Problem Identification

b. 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:

No files were uploaded

2. 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.

B. 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"Â? 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.

C. Strategic Goals

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. Students who performed in the lowest quartile on the 2015-16 Reading FSA will increase their knowledge and abilities as readers, specifically in the areas of reading comprehension and fluency.

G2. All teachers will collaboratively establish expectations for high quality writing instruction, and they will consistently meet those expectations in their classrooms.

G3. Students who performed in the lowest quartile on the 2015-16 Math FSA will increase their abilities to support and defend answers to grade-level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies.

Strategic Goals Detail

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

G1. Students who performed in the lowest quartile on the 2015-16 Reading FSA will increase their knowledge and abilities as readers, specifically in the areas of reading comprehension and fluency. 1a

🔑 G083125

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Lowest 25% Gains	80.0

Targeted Barriers to Achieving the Goal 3

- Curriculum Resources

Resources Available to Help Reduce or Eliminate the Barriers 2

- Informational text targeted to students' individual reading levels

Plan to Monitor Progress Toward G1. 8

Data will be gathered monthly to analyze Reading scores from DE and classroom assessments.

Person Responsible
Jennifer Nunes

Schedule
Monthly, from 9/12/2016 to 5/12/2017

Evidence of Completion
ILC will keep a spreadsheet to gather and analyze reading scores from Achieve 3000, DE and classroom assessments.

G2. All teachers will collaboratively establish expectations for high quality writing instruction, and they will consistently meet those expectations in their classrooms. `1a`

🔍 G083126

Targets Supported `1b`

Indicator	Annual Target
FSA ELA Achievement	80.0

Targeted Barriers to Achieving the Goal `3`

- Teacher training

Resources Available to Help Reduce or Eliminate the Barriers `2`

- My Access Writing Software program that allows intermediate students to keyboard essays and receive immediate, specific feedback for revisions.

- Being a Writer Writing program for primary students (K-2) that enhances collaborative, authentic writing and focuses on text engagement.

Plan to Monitor Progress Toward G2. `8`

Student reports in My Access Writing, Student progression in writing portfolio, and FSA Writing scores.

Person Responsible
Lisa Brubaker

Schedule
Quarterly, from 9/12/2016 to 5/12/2017

Evidence of Completion
FSA Writing scores will be incorporated into the Reading FSA proficiency scores.

G3. Students who performed in the lowest quartile on the 2015-16 Math FSA will increase their abilities to support and defend answers to grade-level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies. 1a

🔑 G083127

Targets Supported 1b

Indicator	Annual Target
Math Lowest 25% Gains	78.0

Targeted Barriers to Achieving the Goal 3

- Teacher training in Go Math materials, the Math FSA, the Florida Math Standards, and CPalms formative assessments .

Resources Available to Help Reduce or Eliminate the Barriers 2

- Go Math materials, specifically the Intervention Kits; CPalms formative assessments.

Plan to Monitor Progress Toward G3. 8

Lowest quartile math students' scores in DE and classroom assessments. Also, Math FSA scores will be analyzed at the end of the year.

Person Responsible
Lisa Brubaker

Schedule
Monthly, from 9/12/2016 to 4/14/2017

Evidence of Completion
Report Cards, Discovery Education Assessments, Math FSA

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. Students who performed in the lowest quartile on the 2015-16 Reading FSA will increase their knowledge and abilities as readers, specifically in the areas of reading comprehension and fluency. 1

🔑 G083125

G1.B1 Curriculum Resources 2

🔑 B220367

G1.B1.S1 Achieve 3000 is an online bank of non-fiction text with comprehension support for students at their own Lexile reading levels. 4

🔑 S232613

Strategy Rationale

Although our students' reading proficiency levels are solid, only 56% of our lower quartile students made reading gains, so we see a need to provide materials that better suit their needs.

Action Step 1 5

Achieve 3000 has been purchased for all students in grades 2-5, and our teachers have begun receiving technical assistance in the program's use.

Person Responsible

Lisa Brubaker

Schedule

Quarterly, from 8/5/2016 to 5/5/2017

Evidence of Completion

Student reports of reading comprehension scores will be monitored by teachers and AP and ILC to better remediate their needs.

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

Reports are gathered to monitor the use of Achieve 3000 with fidelity (recommendation to faculty is one passage per week for 2nd grade; 2 passages per week for grades 3-5).

Person Responsible

Lisa Brubaker

Schedule

Monthly, from 9/9/2016 to 5/12/2017

Evidence of Completion

Achieve 3000 usage reports by classroom.

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

AP/ILC will facilitate grade-level PLCs and Data Dialogue Days to evaluate the effectiveness of Achieve 3000 in reading our lower quartile readers.

Person Responsible

Lisa Brubaker

Schedule

Quarterly, from 9/16/2016 to 5/12/2017

Evidence of Completion

The data gathered from Achieve 3000 student reports will be triangulated with DE scores and classroom assessment scores, including cold reads and STAR reports.

G2. All teachers will collaboratively establish expectations for high quality writing instruction, and they will consistently meet those expectations in their classrooms. 1

🔑 G083126

G2.B1 Teacher training 2

🔑 B220369

G2.B1.S1 Teacher Professional Learning opportunities 4

🔑 S232615

Strategy Rationale

Teachers need time to process new software and new implemented programs.

Action Step 1 5

Teachers will be provided training in teaching writing and in the use of Being a Writer and My Access Writing.

Person Responsible

Jennifer Nunes

Schedule

Every 2 Months, from 8/3/2016 to 4/14/2017

Evidence of Completion

Student essays and reports in My Access Writing.

Action Step 2 5

Teachers will be provided training in best practices for writing instruction.

Person Responsible

Lisa Brubaker

Schedule

Monthly, from 8/3/2016 to 4/14/2017

Evidence of Completion

Student writing portfolios that contain grade level specific writing tasks.

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

Classroom observations, student reports, celebrate student sucess

Person Responsible

Catherine VanHousen

Schedule

Monthly, from 9/12/2016 to 4/14/2017

Evidence of Completion

Ongoing participation of students in the My Access Writing program, and classroom activities that demonstrate expectations for excellent student writing facilitated by teachers.

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

Classroom observations, writing portfolios, celebrate student success

Person Responsible

Catherine VanHousen

Schedule

Monthly, from 9/12/2016 to 4/14/2017

Evidence of Completion

Student writing samples and balanced use of best practice literacy. Grade-level specific writing rubrics and essay samples from students.

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

Teacher exit surveys

Person Responsible

Jennifer Nunes

Schedule

Quarterly, from 9/12/2016 to 5/12/2017

Evidence of Completion

Teacher attitudes about the use of the My Access software, and how it engages and motivates their students. Also, teacher attitudes about their improved use of best instructional practices for the teaching of writing.

G3. Students who performed in the lowest quartile on the 2015-16 Math FSA will increase their abilities to support and defend answers to grade-level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies. `1`

🔑 G083127

G3.B1 Teacher training in Go Math materials, the Math FSA, the Florida Math Standards, and CPalms formative assessments . `2`

🔑 B220370

G3.B1.S1 Professional Learning opportunities for teachers in Go Math materials, district-formulated curriculum maps, Math FSA, Florida Math Standards, and CPalms formative assessments. `4`

🔑 S232616

Strategy Rationale

Teachers need time to incorporate and develop strategies using Go Math materials, district-formulated curriculum maps, Math FSA, Florida Math Standards, and the wealth of resources in CPalms.

Action Step 1 `5`

Teachers will participate in Professional Learning opportunities in Go Math materials, district-formulated curriculum maps, Math FSA, Florida Math Standards, and CPalms.

Person Responsible

Donna Frank

Schedule

Quarterly, from 9/16/2016 to 4/14/2017

Evidence of Completion

Attendance sheets at workshops, lowest quartile data tracking, classroom observations.

Plan to Monitor Fidelity of Implementation of G3.B1.S1 `6`

Observations completed by the administrative team (walk-throughs/formals) of teachers and facilitator during PD workshops, as well as during classroom math instruction.

Person Responsible

Catherine VanHousen

Schedule

Monthly, from 9/12/2016 to 5/12/2017

Evidence of Completion

Teachers rated effective or highly effective during classroom instruction.

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 `7`

Observations completed by the administrative team (walk-throughs/informals/formals) of teachers using strategies in Go Math materials, curriculum maps, Florida Math Standards and CPalms Formative Assessment within a rigorous classroom environment. Also, participation of teachers during the training will be observed, as well as teacher surveys completed at the end of each training.

Person Responsible

Catherine VanHousen

Schedule

Monthly, from 9/12/2016 to 4/14/2017

Evidence of Completion

Use of Number Talks and Math Formative Assessments observed during evaluations (walkthroughs/informals/formals) and written feedback in surveys given to ILC based on Marzano's instructional framework and observation protocol/EEE evaluation system.

IV. Implementation Timeline

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/End Date
2017					
G3.MA1 🔍 M301647	Lowest quartile math students' scores in DE and classroom assessments. Also, Math FSA scores will...	Brubaker, Lisa	9/12/2016	Report Cards, Discovery Education Assessments, Math FSA	4/14/2017 monthly
G2.B1.S1.MA1 🔍 M301642	Classroom observations, student reports, celebrate student sucess	VanHousen, Catherine	9/12/2016	Ongoing participation of students in the My Access Writing program, and classroom activities that demonstrate expectations for excellent student writing facilitated by teachers.	4/14/2017 monthly
G2.B1.S1.MA3 🔍 M301643	Classroom observations, writing portfolios, celebrate student success	VanHousen, Catherine	9/12/2016	Student writing samples and balanced use of best practice literacy. Grade-level specific writing rubrics and essay samples from students.	4/14/2017 monthly
G2.B1.S1.A1 🔍 A297653	Teachers will be provided training in teaching writing and in the use of Being a Writer and My...	Nunes, Jennifer	8/3/2016	Student essays and reports in My Access Writing.	4/14/2017 every-2-months
G2.B1.S1.A2 🔍 A297654	Teachers will be provided training in best practices for writing instruction.	Brubaker, Lisa	8/3/2016	Student writing portfolios that contain grade level specific writing tasks.	4/14/2017 monthly
G3.B1.S1.MA1 🔍 M301645	Observations completed by the administrative team (walk-throughs/informals/formals) of teachers...	VanHousen, Catherine	9/12/2016	Use of Number Talks and Math Formative Assessments observed during evaluations (walkthroughs/informals/formals) and written feedback in surveys given to ILC based on Marzano's instructional framework and observation protocol/EEE evaluation system.	4/14/2017 monthly
G3.B1.S1.A1 🔍 A297655	Teachers will participate in Professional Learning opportunities in Go Math materials,...	Frank, Donna	9/16/2016	Attendance sheets at workshops, lowest quartile data tracking, classroom observations.	4/14/2017 quarterly
G1.B1.S1.A1 🔍 A297651	Achieve 3000 has been purchased for all students in grades 2-5, and our teachers have begun...	Brubaker, Lisa	8/5/2016	Student reports of reading comprehension scores will be monitored by teachers and AP and ILC to better remediate their needs.	5/5/2017 quarterly
G1.MA1 🔍 M301640	Data will be gathered monthly to analyze Reading scores from DE and classroom assessments.	Nunes, Jennifer	9/12/2016	ILC will keep a spreadsheet to gather and analyze reading scores from Achieve 3000, DE and classroom assessments.	5/12/2017 monthly
G2.MA1 🔍 M301644	Student reports in My Access Writing, Student progression in writing portfolio, and FSA Writing...	Brubaker, Lisa	9/12/2016	FSA Writing scores will be incorporated into the Reading FSA proficiency scores.	5/12/2017 quarterly
G1.B1.S1.MA1 🔍 M301636	AP/ILC will facilitate grade-level PLCs and Data Dialogue Days to evaluate the effectiveness of...	Brubaker, Lisa	9/16/2016	The data gathered from Achieve 3000 student reports will be triangulated with DE scores and classroom assessment scores, including cold reads and STAR reports.	5/12/2017 quarterly
G1.B1.S1.MA1 🔍 M301637	Reports are gathered to monitor the use of Achieve 3000 with fidelity (recommendation to faculty is...	Brubaker, Lisa	9/9/2016	Achieve 3000 usage reports by classroom.	5/12/2017 monthly
G2.B1.S1.MA1 🔍 M301641	Teacher exit surveys	Nunes, Jennifer	9/12/2016	Teacher attitudes about the use of the My Access software, and how it engages and motivates their students. Also, teacher attitudes about their improved use of best instructional practices for the teaching of writing.	5/12/2017 quarterly
G3.B1.S1.MA1 🔍 M301646	Observations completed by the administrative team (walk-throughs/formals) of teachers and...	VanHousen, Catherine	9/12/2016	Teachers rated effective or highly effective during classroom instruction.	5/12/2017 monthly

V. Professional Development Opportunities

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

G2. All teachers will collaboratively establish expectations for high quality writing instruction, and they will consistently meet those expectations in their classrooms.

G2.B1 Teacher training

G2.B1.S1 Teacher Professional Learning opportunities

PD Opportunity 1

Teachers will be provided training in teaching writing and in the use of Being a Writer and My Access Writing.

Facilitator

Melanie Wall with help from Lisa Brubaker.

Participants

5th grade teachers

Schedule

Every 2 Months, from 8/3/2016 to 4/14/2017

PD Opportunity 2

Teachers will be provided training in best practices for writing instruction.

Facilitator

Lisa Brubaker and District Writing specialist Shiela Veatch.

Participants

Teachers in grades 3-5

Schedule

Monthly, from 8/3/2016 to 4/14/2017

G3. Students who performed in the lowest quartile on the 2015-16 Math FSA will increase their abilities to support and defend answers to grade-level mathematical problems through critical thinking, dialogue, and extended written responses using several different strategies.

G3.B1 Teacher training in Go Math materials, the Math FSA, the Florida Math Standards, and CPalms formative assessments .

G3.B1.S1 Professional Learning opportunities for teachers in Go Math materials, district-formulated curriculum maps, Math FSA, Florida Math Standards, and CPalms formative assessments.

PD Opportunity 1

Teachers will participate in Professional Learning opportunities in Go Math materials, district-formulated curriculum maps, Math FSA, Florida Math Standards, and CPalms.

Facilitator

ILC Jennifer Nunes, with support from District Math Specialist Donna Frank.

Participants

Math content teachers, ESE teachers

Schedule

Quarterly, from 9/16/2016 to 4/14/2017

VI. Technical Assistance Items

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

G1. Students who performed in the lowest quartile on the 2015-16 Reading FSA will increase their knowledge and abilities as readers, specifically in the areas of reading comprehension and fluency.

G1.B1 Curriculum Resources

G1.B1.S1 Achieve 3000 is an online bank of non-fiction text with comprehension support for students at their own Lexile reading levels.

TA Opportunity 1

Achieve 3000 has been purchased for all students in grades 2-5, and our teachers have begun receiving technical assistance in the program's use.

Facilitator

Lisa Brubaker, Assistant Principal

Participants

Teachers of grades 2-5

Schedule

Quarterly, from 8/5/2016 to 5/5/2017

VII. Budget

1	G1.B1.S1.A1	Achieve 3000 has been purchased for all students in grades 2-5, and our teachers have begun receiving technical assistance in the program's use.				$28,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
	1382	360-Rentals	0351 - Ponte Vedra Palm Valley Rawlings Elem School	Other		$28,000.00
			Notes: SAI Budget 2016-17 (approved)			
2	G2.B1.S1.A1	Teachers will be provided training in teaching writing and in the use of Being a Writer and My Access Writing.				$2,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0351 - Ponte Vedra Palm Valley Rawlings Elem School	General Fund		$2,000.00
			Notes: 400 licenses My Access Writing (5th grade)			
3	G2.B1.S1.A2	Teachers will be provided training in best practices for writing instruction.				$2,000.00

	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			0351 - Ponte Vedra Palm Valley Rawlings Elem School			$2,000.00
			Notes: Being a Writer			
4	**G3.B1.S1.A1**	**Teachers will participate in Professional Learning opportunities in Go Math materials, district-formulated curriculum maps, Math FSA, Florida Math Standards, and CPalms.**				**$9,350.00**
	Function	Object	Budget Focus	Funding Source	FTE	2016-17
			District-Wide	School Improvement Funds		$9,350.00
			Notes: Substitutes			
					Total:	**$41,350.00**