2013-2014 SCHOOL IMPROVEMENT PLAN

Lexington Middle School

16351 SUMMERLIN RD
Fort Myers, FL 33908
239-454-6130
http://lxm.leeschools.net//

School Demographics

School Type	Title I	Free and Reduced Lunch Rate
Middle School	No	52%

Alternative/ESE Center	Charter School	Minority Rate
No	No	41%

School Grades History

2013-14	2012-13	2011-12	2010-11
A	A	A	A

SIP Authority and Template

Section 1001.42(18), Florida Statutes (F.S.), 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, as marked by citations to the No Child Left Behind (NCLB) Act of 2001. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code (F.A.C.), 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 FDOE's school improvement planning web application located at https://www.floridacims.org. Sections marked "N/A" by the user and any performance data representing fewer than 10 students or educators have been excluded from this document.

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 summarizes school leadership, staff qualifications and strategies for recruiting, mentoring and retaining strong teachers. The school's Multi-Tiered System of Supports (MTSS) is described in detail to show how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs. The school also summarizes its efforts in a few specific areas, such as its use of increased learning time and strategies to support literacy, preschool transition and college and career readiness.

Part II: Expected Improvements

Part II outlines school performance data in the prior year and sets numeric targets for the coming year in ten areas:

1. Reading
2. Writing
3. Mathematics
4. Science
5. Science, Technology, Engineering and Mathematics (STEM)
6. Career and Technical Education (CTE)
7. Social Studies
8. Early Warning Systems (EWS)
9. Parental Involvement
10. Other areas of concern to the school

With this overview of the current state of the school in mind and the outcomes they hope to achieve, the planning team engages in an 8-Step Planning and Problem-Solving Process, through which they define and refine their goals (Step 1), identify and prioritize problems (barriers) keeping them from reaching those goals (Steps 2-3), design a plan to help them implement strategies to resolve those barriers (Steps 4-7), and determine how they will monitor progress toward each goal (Step 8).

Part III: Coordination and Integration

Part III is required for Title I schools and describes how federal, state and local funds are coordinated and integrated to ensure student needs are met.

Appendix 1: Professional Development Plan to Support Goals

Appendix 1 is the professional development plan, which outlines any training or support needed for stakeholders to meet the goals.

Appendix 2: Budget to Support Goals

Appendix 2 is the budget needed to implement the strategies identified in the plan.

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 school 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 two years; all charter schools; all ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior two years
- Prevent – currently C
- Focus – currently D
  ◦ Year 1 – declined to D, or first-time graded schools receiving a D
  ◦ Year 2 – second consecutive D, or F followed by a D
  ◦ Year 3 or more – third or more consecutive D, or F followed by second consecutive D
- Priority – currently F
  ◦ Year 1 – declined to F, or first-time graded schools receiving an F
  ◦ Year 2 or more – second or more consecutive F

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-D with at least one F in the prior two years. SIP is monitored by FDOE.
- Post-Priority Planning – currently A-D with an F in the prior year. District is planning for possible turnaround.
- Planning – Focus Year 2 and Priority Year 1. District is planning for possible turnaround.
- Implementing – Focus Year 3 or more and Priority Year 2 or more. District is implementing the Turnaround Option Plan (TOP).

2013-14 DA Category and Statuses

DA Category	Region	RED
Not in DA	N/A	N/A

Former F	Post-Priority Planning	Planning	Implementing TOP
No	No	No	No

Current School Status

School Information

School-Level Information

School
Lexington Middle School

Principal
Linda Caprarotta

School Advisory Council chair
Patricia Givens

Names and position titles of the School-Based Leadership Team (SBLT)

Name	Title
Linda Caprarotta	Principal
Jason Peters	Assistant Principal
Leta Dietz	Assistant Principal
Maralee Doren	Reading Coach/IB Coordinator

District-Level Information

District
Lee

Superintendent
Dr. Nancy J Graham

Date of school board approval of SIP
10/22/2013

School Advisory Council (SAC)

This section meets the requirements of Section 1114(b)(1), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Membership of the SAC

The SAC is comprised of parents Patricia Givens, Julia Gomes de Mattos, and Dana Berry, community members Steve Camacho and John Gomez, business leaders Jodi Goettemoeller and Wayne Tavares, school administrators Linda Caprarotta and Jason Peters, teachers Lynn Buchholz and Kathryn Barnes, and school support staff Soraya Vasco and Jacob Saint vil. Patricia Givens is our SAC president.

Involvement of the SAC in the development of the SIP

SAC will gain information from the school staff, students, parents, and community. SAC will help locate data regarding student achievement and input data into appropriate sections of the SIP.

Activities of the SAC for the upcoming school year

SAC will meet monthly to gain information regarding district inniatives, discuss student achievment levels, dissect student learning levels and student improvement.

Projected use of school improvement funds, including the amount allocated to each project

This year SAC will use funds for professional development of the staff. PLC professional development will be a major focus for the year.

Compliance with section 1001.452, F.S., regarding the establishment duties of the SAC

In Compliance

If not in compliance, describe the measures being taken to comply with SAC requirements

Highly Qualified Staff

This section meets the requirements of Sections 1114(b)(1)(C) and 1115(c)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Administrators

# of administrators

3

 # receiving effective rating or higher

(not entered because basis is < 10)

Administrator Information:

Linda Caprarotta		
Principal	Years as Administrator: 18	Years at Current School: 8

Credentials	BA degree of Elementary Education from University of South Florida, Master's of Administrative Leadership K-12, Florida Certified in Elementary Education, School Principal All Levels, ESOL endorsed
Performance Record	School Grade: 2009/2010=A 2010/2011=A 2011/2012=A 2012/2013=A Reading High Perfromance: 2009/2010=78% 2010/2011=80% 2011/2012=69% 2012/2013=67% Math High Performance: 2009/2010=73% 2010/2011=78% 2011/2012=63% 2012/2013=71% Writing High Performance: 2009/2010=86% 2010/2011=91% 2011/2012=88% 2012/2013=67% Science High Performance: 2009/2010=58% 2010/2011=65% 2011/2012=65% 2012/2013=62% Reading Gains: 2009/2010=66% 2010/2011=67% 2011/2012=67% 2012/2013=66% Math Gains: 2009/2010=67% 2010/2011=70% 2011/2012=63% 2012/2013=72% Lowest 25% Making Learning Gains in Reading: 2009/2010=62% 2010/2011=66% 2011/2012=57% 2012/2013=55% Lowest 25% Making Learning Gains in Math: 2009/2010=67% 2010/2011=67%

2011/2012=58%
2012/2013=71%

Leta Dietz		
Asst Principal	Years as Administrator: 1	Years at Current School: 1

Credentials	BA degree of Early Childhood Education from University of Toledo, MS degree of Educational Leadership from Nova Southeastern University, Florida certified in Early Childhood (Pre K-3), Educational Leadership, Reading Endorsed, and ESOL endorsed.
Performance Record	See principal performance

Jason Peters		
Asst Principal	Years as Administrator: 4	Years at Current School: 4

Credentials	BA degree of Special Education From Florida Gulf Coast University MS degree of Education Leadership from Nova Southeastern University Florida Teaching Certificate in Exceptional Student Education, Elementary Education, Educational Leadership and ESOL Endorsed
Performance Record	See Principal Performance

Instructional Coaches

# of instructional coaches

1

 # receiving effective rating or higher

(not entered because basis is < 10)

Instructional Coach Information:

Maralee Doren		
Part-time / School-based	Years as Coach: 1	Years at Current School: 1

Areas	Reading/Literacy
Credentials	Masters in Social Work - Florida State Universtity Bachelors in Social Work - Florida State University Elementary Education Middle Grades Science School Social Work
Performance Record	Please see Principal Performance Record

Classroom Teachers

# of classroom teachers
55

 # receiving effective rating or higher
52, 95%

 # Highly Qualified Teachers
100%

 # certified in-field
55, 100%

 # ESOL endorsed
12, 22%

 # reading endorsed
6, 11%

 # with advanced degrees
17, 31%

 # National Board Certified
1, 2%

 # first-year teachers
1, 2%

 # with 1-5 years of experience
17, 31%

 # with 6-14 years of experience
23, 42%

 # with 15 or more years of experience
14, 25%

Education Paraprofessionals

# of paraprofessionals
6

Highly Qualified
6, 100%

Other Instructional Personnel

of instructional personnel not captured in the sections above
4

receiving effective rating or higher
(not entered because basis is < 10)

Teacher Recruitment and Retention Strategies
This section meets the requirements of Section 1114(b)(1)(E), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Strategies to recruit and retain highly qualified, certified-in-field, effective teachers to the school, including the person responsible

Lexington Middle uses The Lee County School District's website to advertise open teaching positions, when applicants apply they must fill out information regarding certifications, education, and qualifications. We also use prior years teacher evaluations when hiring new staff. Keeping highly qualified, certified-in-field, and effective teachers is a main priority and is done by meeting regularly with staff members, providing professional development so staff members can further their own educaiton and providing time for staff members to work closley with colleagues.

Teacher Mentoring Program/Plan
This section meets the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Teacher mentoring program/plan, including the rationale for pairings and the planned mentoring activities

This year at Lexington Middle we have one teacher who is completing the new teacher program. The mentor teacher has been teaching for over five years, has been trained in clinical education and teaches the same subject area.

Multi-Tiered System of Supports (MTSS) / Response to Intervention (RtI)
This section meets the requirements of Sections 1114(b)(1)(B)(i)-(iv) and 1115(c)(1)(A)-(C), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Data-based problem-solving processes for the implementation and monitoring of MTSS and SIP structures to address effectiveness of core instruction, resource allocation (funding and staffing), teacher support systems, and small group and individual student needs

Identify below grade level students by FCAT score and teacher referral for additional support to be provided within the classroom. Small groups created in Intensive Math and Intensive Reading to address student needs. ESE co-teachers provide support in some of the classrooms.

Function and responsibility of each school-based leadership team member as related to MTSS and the SIP

Administration oversees the MTSS process, attends meetings and assists with the development of interventions. School counselors act as the MTSS chair. They coordinate the meetings, complete paperwork and collect and track data. The school nurse is responsible for providing input regarding medical diagonses and asssiting with interventions and accomodations. The ESE department head is a consult for interventions introduced in Tiers 1, 2, and 3 as well as in the development of behavior plans.

Systems in place that the leadership team uses to monitor the fidelity of the school's MTSS and SIP

The systems in place that we monitor include the baseline testing from the district, midyear district testing, final district testing, FCAT results, weekly reading assessments, data collected and viewed in Performance Matters by teachers and administration. The Professional Learning Communties meetings within the departments are monitored as well.

Data source(s) and management system(s) used to access and analyze data to monitor the effectiveness of core, supplemental, and intensive supports in reading, mathematics, science, writing, and engagement

The data sources used are Performance Matters (district/state performance), district support applications (behavior referrals), attendance viewer (absences and tardies)

Plan to support understanding of MTSS and build capacity in data-based problem solving for staff and parents

The plan is for schoolwide discussion of essential learning standards by each course. Interventions will then be implemented for those students who do not show mastery of the essential standards. District, state, and classroom assessments will be used to track student progress and allow highlight areas in content or students groups that require intervention.

Increased Learning Time/Extended Learning Opportunities

This section meets the requirements of Sections 1114(b)(1)(B)(ii)(II)-(III), 1114(b)(1)(I), and 1115(c)(1)(C)(i) and 1115(c)(2), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Research-based strategies the school uses to increase the amount and quality of learning time and help provide an enriched and accelerated curriculum:

Strategy: Before or After School Program

Minutes added to school year: 4,830

After school tutoring and enrichment. Students stay after school (on a voluntary basis) to receive educational support or work on enrichment activities in Math, Language Arts and Reading.

Strategy Purpose(s)

- Instruction in core academic subjects
- Enrichment activities that contribute to a well-rounded education

How is data collected and analyzed to determine the effectiveness of this strategy?

Data is collected by taking the attendance of students that are staying after school, tracking those students to see how many times they are attending, tracking the grades and progress of the students attending.

Who is responsible for monitoring implementation of this strategy?

The staff members that are teaching in the after school program will track attendance and progress. Administration will assist with this process.

Literacy Leadership Team (LLT)

Names and position titles of the members of the school-based LLT

Name	Title
Linda Caprarotta	Principal
Jason Peters	Assistant Principal
Leta Dietz	Assistant Principal
Maralee Doren	Reading Coach
Laura Siemers	Language Arts Department Head
Sherry Henon	Reading Department Head
Diana Simmons	Math Department Head
Anthony volpe	Math Department Head
Robert Haas	Science Department Head
Joanne Pauwels	Exploratories Department Head
David Carr	Social Science Department Head
Laurie Rinehardt	ESE Department Head

How the school-based LLT functions

The LLT will meet monthly to discuss implementation of Common Core Strategies into all classrooms.

Major initiatives of the LLT

Reading/writing strategies will be implemented in all classrooms.

Content area teacher support and use of Achieve 3000 online reading program.

Every Teacher Contributes to Reading Instruction

How the school ensures every teacher contributes to the reading improvement of every student

1. Professional Development on Achieve 3000 to be implemented in Reading, Language Arts, Science, and Social Studies classrooms.
2. Quarterly professional development on a reading and vocabulary strategy to be implemented in core content classrooms.
3. Literacy Leadership Team will meet to discuss effectiveness and feedback on strategy implementation.

College and Career Readiness

This section meets the requirements of Sections 1114(b)(1)(B)(iii)(I)(aa)-(cc), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How the school incorporates applied and integrated courses to help students see the relationships between subjects and relevance to their future

Lexington Middle School is an International Baccalaureate school. As an IB school, instruction is tailored to each student's individual needs and focuses on proven instructional practices that will equip students with the knowledge and skills necessary to compete in a global market. The IB program cultivates students' development in personal, intellectual, emotional, and social skills that will allow them to live, learn, and work in a globalized world.
Guidance Counselors meet with the students to discuss both their personal and educational ambitions. With the aide of guidance counselors and educators mentorship, students define their goals as well as to

plan their academic courses matching their personal and careers expectations.

Students are given the opportunity to tour Florida Gulf Coast University and explore the programs that the university offers.

Lexington Middle School offers advanced tracks for gifted youngsters in various forms: the International Baccalaureate programs, Duke TIP, and Algebra 1 and Spanish for High School.

Duke Talent Identification Program (Duke TIP). The Duke TIP program is recognized as a world leader in serving gifted youths unique educational and personal both needs in the classroom and beyond. Duke TIP supports families, students, and educators to recognize, challenge, engage, and support students in reaching their highest potential.

The Carson Scholarship is available to students who excel academically and display humanitarian qualities through community service. The Carson Scholarship Fund awards $1,000 towards college education.

Algebra I and Spanish for High School are both accelerated courses which allow students to earn credit towards graduation while in middle school.

Students are given multiple opportunities to participate in community service, through community service students gain comprehension of the symbiotic relationship of community, personal growth, education and individual success.

Lexington Middle School has a strong Arts program which includes Drama, Dance, Band and Orchestra, as well as Latin and Jazz ensembles and Visual Art. Students are given the numerous opportunities to perform and present their talents during performances and functions at the school as well as in the community concerts.

Technology and STEM education is a primary focus whereas the relationship between science, technology, engineering, and math is brought the forefront in the educational practices. Students are given the opportunity to utilize Computer Aided Design (CAD), learn about Aerospace Engineering, and emerging technologies. Students participate in IBTV that facilitates the skills needed for careers in broadcast journalism. Students develop investigational and research skills vital educational and career growth.

The Computer Applications in Business course is a required for all 8th grade students. In this course, students evaluate different career choices to determine which career would best fit their interests, desired lifestyle, and educational goals. During the evaluation of careers and required education process, the correlation between academic courses and careers is made apparent to the students. Once students have chosen a career, they create an education plan to pursue in high school and beyond i.e. college, trade/tech school, etc. Students create an individual high school schedule as well as a 10 year plan detailing specific and measurable goals they wish to achieve during high school and post-secondary training.

How the school promotes academic and career planning, including advising on course selections, so that each student's course of study is personally meaningful

Guidance Counselors meet with the students to discuss both their personal and educational ambitions. With the aide of guidance counselors and educators mentorship, students define their goals as well as to plan their academic courses matching their personal and careers expectations.

In the Computer Applications in Business course students evaluate different career choices to determine which career would best fit their interests, desired lifestyle, and educational goals. During the evaluation of careers and required education process, the correlation between academic courses and careers is made apparent and meaningful to the students. Once students have chosen a career, they create an education plan to pursue in high school and beyond i.e. college, trade/tech school, etc. Students evaluate high school courses to determine which courses they will need for their chosen career. Students discuss with their teachers and guidance counselors which courses are recommended for their specific goals.

Duke Talent Identification Program (Duke TIP). The Duke TIP program is recognized as a world leader in serving gifted youths unique educational and personal both needs in the classroom and beyond. Duke TIP supports families, students, and educators to recognize, challenge, engage, and support students in

reaching their highest potential.

The Carson Scholarship is available to students who excel academically and display humanitarian qualities through community service. The Carson Scholarship Fund awards $1,000 towards college education.

Algebra I and Spanish for High School are both accelerated courses which allow students to earn credit towards graduation while in middle school.

Students participate in multiple community service events that support personal and social growth.

Students are given the opportunity to tour Florida Gulf Coast University and explore the programs that the university offers.

Strategies for improving student readiness for the public postsecondary level

8th grade students participate in academic advising and career planning in the required course, Computer Applications in Business.

Guidance Counselors meet with the students to discuss both their personal and educational ambitions. With the aide of guidance counselors and educators mentorship, students define their goals as well as to plan their academic courses matching their personal and careers expectations.

Field trips to Florida Gulf Coast University are offered throughout the academic year. Students explore the programs that the university offers and the potential careers available to the FGCU graduates.

Students participate in multiple community service events that support personal and social growth.

Expected Improvements

This section meets the requirements of Sections 1114(b)(1)(A),(H), and (I), and 1115(c)(1)(A), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Area 1: Reading

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	75%	67%	No	78%
American Indian				
Asian	82%	78%	No	84%
Black/African American	51%	40%	No	56%
Hispanic	58%	55%	No	63%
White	84%	77%	No	86%
English language learners	48%	30%	No	53%
Students with disabilities	42%	24%	No	48%
Economically disadvantaged	65%	53%	No	69%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	246	27%	32%
Students scoring at or above Achievement Level 4	377	41%	46%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		72%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Students making learning gains (FCAT 2.0 and FAA)	545	66%	71%
Students in lowest 25% making learning gains (FCAT 2.0)	127	55%	60%

Comprehensive English Language Learning Assessment (CELLA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring proficient in listening/speaking (students speak in English and understand spoken English at grade level in a manner similar to non-ELL students)	16	100%	100%
Students scoring proficient in reading (students read grade-level text in English in a manner similar to non-ELL students)	14	88%	94%
Students scoring proficient in writing (students write in English at grade level in a manner similar to non-ELL students)	16	100%	100%

Area 2: Writing

	2013 Actual #	2013 Actual %	2014 Target %
Florida Comprehensive Assessment Test 2.0 (FCAT 2.0) Students scoring at or above 3.5	189	67%	70%
Florida Alternate Assessment (FAA) Students scoring at or above Level 4	*[data excluded for privacy reasons]*		10%

Area 3: Mathematics

Elementary and Middle School Mathematics

Annual Measurable Objectives (AMOs) - Students scoring at or above Achievement Level 3 on FCAT 2.0 and EOC assessments, or scoring at or above Level 4 on FAA

Group	2013 Target %	2013 Actual %	Target Met?	2014 Target %
All Students	70%	71%	Yes	73%
American Indian				
Asian	77%	79%	Yes	79%
Black/African American	46%	38%	No	51%
Hispanic	53%	53%	Yes	57%
White	80%	79%	No	82%
English language learners	38%	29%	No	45%
Students with disabilities	37%	22%	No	43%
Economically disadvantaged	58%	55%	No	63%

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	295	32%	36%
Students scoring at or above Achievement Level 4	319	35%	39%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		72%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		15%

Learning Gains

	2013 Actual #	2013 Actual %	2014 Target %
Learning Gains	654	72%	76%
Students in lowest 25% making learning gains (FCAT 2.0 and EOC)	163	71%	75%

Middle School Acceleration

	2013 Actual #	2013 Actual %	2014 Target %
Middle school participation in high school EOC and industry certifications	188	92%	100%
Middle school performance on high school EOC and industry certifications	179	96%	96%

Algebra I End-of-Course (EOC) Assessment

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	86	46%	47%
Students scoring at or above Achievement Level 4	93	49%	50%

Area 4: Science

Middle School Science

Florida Comprehensive Assessment Test 2.0 (FCAT 2.0)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Achievement Level 3	82	29%	35%
Students scoring at or above Achievement Level 4	91	32%	35%

Florida Alternate Assessment (FAA)

	2013 Actual #	2013 Actual %	2014 Target %
Students scoring at Levels 4, 5, and 6	*[data excluded for privacy reasons]*		10%
Students scoring at or above Level 7	*[data excluded for privacy reasons]*		10%

Area 5: Science, Technology, Engineering, and Mathematics (STEM)

All Levels

	2013 Actual #	2013 Actual %	2014 Target
# of STEM-related experiences provided for students (e.g. robotics competitions; field trips; science fairs)	9		35
Participation in STEM-related experiences provided for students	283	31%	35%

Area 6: Career and Technical Education (CTE)

	2013 Actual #	2013 Actual %	2014 Target %
Students enrolling in one or more CTE courses	173	19%	0%
Students who have completed one or more CTE courses who enroll in one or more *accelerated* courses	90	10%	0%
Completion rate (%) for CTE students enrolled in *accelerated* courses		0%	0%
Students taking CTE industry certification exams	94	10%	0%
Passing rate (%) for students who take CTE industry certification exams		96%	0%
CTE program concentrators	0	0%	0%
CTE teachers holding appropriate industry certifications	1	2%	0%

Area 8: Early Warning Systems

Middle School Indicators

	2013 Actual #	2013 Actual %	2014 Target %
Students who miss 10 percent or more of available instructional time	87	9%	6%
Students who fail a mathematics course	26	3%	2%
Students who fail an English Language Arts course	10	1%	1%
Students who fail two or more courses in any subject	15	2%	1%
Students who receive two or more behavior referrals	163	18%	15%
Students who receive one or more behavior referrals that leads to suspension, as defined in s.1003.01(5), F.S.	55	6%	4%

Area 9: Parent Involvement

Title I Schools may use the Parent Involvement Plan to meet the requirements of Sections 1114(b)(1)(F) and 1115(c)(1)(G), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

Parental involvement targets for the school

Parent Involvement opportunities are offered throughout the academic year which include (but are limited to):

Open House, Math Night, Honor Roll Ceremonies, after school sports (Volleyball, Basketball, Cross Country, etc.), 6th grade night, Parent Nights, Parent/Teacher Organization (PTO), School Advisory Council (SAC) and many performances by the arts department. To list a few: Back to School, Winter, and Spring Dance. All State Chorus, Halloween Murder Mystery Dinner Theatre, One Night of One Acts, Jr. Thespian District Festival, Instrumental Holiday Concert, All State Music Conference and a Spring Play at Barnes & Nobles.

Specific Parental Involvement Targets

Target	2013 Actual #	2013 Actual %	2014 Target %

Goals Summary

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Goals Detail

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

Targets Supported
- Reading (AMO's, FCAT2.0, FAA, Learning Gains, CELLA, Postsecondary Readiness)
- Writing
- Math (Elementary and Middle School, Elementary and Middle AMO's, Elementary and Middle FCAT 2.0, Elementary and Middle FAA, Elementary and Middle Learning Gains, Middle School Acceleration)
- Algebra 1 EOC
- Social Studies
- U.S. History EOC
- Civics EOC
- Science - Middle School
- STEM
- STEM - All Levels

Resources Available to Support the Goal
- Professional Learning Communities directive where each department will identify essential standards and be held accountable for successful teaching strategies and verified student learning.
- Professional development
- Reading coach support in all subject areas
- New materials aligned with Common Core standards
- Collaborative planning time
- Trainings in the areas of PLC, IB, Common Core.

Targeted Barriers to Achieving the Goal
- Teachers lack knowledge and background to develop intervention plans to ensure student learning of all essential standards.
- Teacher buy-in of PLC directive
- Lack of training and experience in small group instruction
- Teacher inconsistencies in using data to drive instructional strategies
- Students not performing at efficiency level and/or not making appropriate learning gains in reading/math.

Plan to Monitor Progress Toward the Goal

Will have a meeting.

Person or Persons Responsible
Administration & Teachers

Target Dates or Schedule:
Once a month.

Evidence of Completion:
We will answer questions, give directives, and collect data/information/required tasks from PLC Groups. Common assessments, and the data they provide, will be analyzed to formulate intervention strategies.

Action Plan for Improvement

Problem Solving Key

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Teachers lack knowledge and background to develop intervention plans to ensure student learning of all essential standards.

G1.B1.S1 Provide time for all teachers to identify each course's essential standards.

Action Step 1

Teachers will have common planning times.

Person or Persons Responsible

All teachers.

Target Dates or Schedule

At least two times a week.

Evidence of Completion

All teachers will have each course's essential learning standards identified.

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

Will meet with each PLC group.

Person or Persons Responsible

Adminstration

Target Dates or Schedule

Monthly

Evidence of Completion

Administration will meet with each PLC group to discuss the essential standards of each course. AP will receive a copy of the essential standards for each course.

Plan to Monitor Effectiveness of G1.B1.S1

Will collect data/information/required task from PLC groups.

Person or Persons Responsible

Administration

Target Dates or Schedule

At least once a quarter.

Evidence of Completion

Data/information/required task is completed and turned in to administration.

G1.B1.S2 Provide a step-by-step process through PLCs to develop a successful intervention plan.

Action Step 1

Will learn about successful interventions in the PLC process through professional development.

Person or Persons Responsible

Administration & Teachers

Target Dates or Schedule

2013/2014 school year

Evidence of Completion

Administration & Teachers will participate in professional development on interventions. Meeting agendas and meeting minutes highlighting intervention strategies will be provided to administration. Lesson plans will include intervention strategies.

Facilitator:

Linda Caprarotta

Participants:

Administration & Teachers

Plan to Monitor Fidelity of Implementation of G1.B1.S2

Will participate in professional development and then develop interventions.

Person or Persons Responsible

Administration & Teachers

Target Dates or Schedule

2013/2014 School year

Evidence of Completion

Administration & teachers will complete Solution Tree training and develop interventions that are used with struggling students. Data from common assessments will be used to identify students who need intervention strategies and deeper instructional strategies.

Plan to Monitor Effectiveness of G1.B1.S2

Meet with the PLC group

Person or Persons Responsible

Administration & Teachers

Target Dates or Schedule

Monthly with administration and at least two times a week with other teachers

Evidence of Completion

Successful interventions will be implemented for those students who do not meet the criteria for demonstrating proficiency in the essential standards. Students will then show proficiency of the essential standards.

G1.B2 Teacher buy-in of PLC directive

G1.B2.S1 Providing time to develop each required step

Action Step 1

Will provide time through common planning and Wednesday morning PLC meetings.

Person or Persons Responsible

Administration

Target Dates or Schedule

Weekly

Evidence of Completion

Teachers will meet with each other and administration and develop each step of the PLC process. All steps of the PLC process are to be completed.

Plan to Monitor Fidelity of Implementation of G1.B2.S1

Will meet with PLC teams to ensure each team is meeting during required meeting times.

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

During monthly meetings administration will determine if teachers have met by viewing meeting minutes, notes, data, work,etc. that has been completed by the PLC.

Plan to Monitor Effectiveness of G1.B2.S1

Will meet with PLC groups

Person or Persons Responsible

Administration

Target Dates or Schedule

Monthly

Evidence of Completion

Discussions, data, meeting minutes will be collected from PLCs.

G1.B4 Teacher inconsistencies in using data to drive instructional strategies

G1.B4.S1 Provide professional development on Performance Matters

Action Step 1

Performance Matters training

Person or Persons Responsible

Jason Peters Julie Claprood

Target Dates or Schedule

on-going as requested or needed

Evidence of Completion

Documentation of attendance at training and the use verification on Performance Matters. Staff lesson plans are expected to reflect the use of performance matters.

Facilitator:

Jason Peters

Participants:

Jason Peters Julie Claprood

Plan to Monitor Fidelity of Implementation of G1.B4.S1

Identified reports for progress monitoring CCEs FCAT Focus Teen Biz

Person or Persons Responsible

Principal Assistant Principal Department Heads

Target Dates or Schedule

weekly PLC meetings

Evidence of Completion

print out of appropriate reports for use at PLC meetings.

Plan to Monitor Effectiveness of G1.B4.S1

Person or Persons Responsible

Target Dates or Schedule

Evidence of Completion

G1.B5 Students not performing at efficiency level and/or not making appropriate learning gains in reading/ math.

G1.B5.S1 Teachers identify essential standards for each course taught.

Action Step 1

Identify the Essential Standards for each course taught.

Person or Persons Responsible

Teachers will work with other teachers that teach the same course.

Target Dates or Schedule

Quarterly

Evidence of Completion

Teachers will work with their Essential Standards to develop common assessments. The standards must be developed in order to identify if the students are successfully meeting them.

Plan to Monitor Fidelity of Implementation of G1.B5.S1

Teachers must present the essential standards to administration.

Person or Persons Responsible

Administration

Target Dates or Schedule

Quarterly

Evidence of Completion

The common assessments will be created based on the essential standards.

Plan to Monitor Effectiveness of G1.B5.S1

The students will be assessed on the essential standards and need to be proficient.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Students perform up to standard on common assessments.

G1.B5.S2 Teachers create common assessments to assess the student's on the essential standards for each course.

Action Step 1

Create common assessments by reviewing standards and pacing guides.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Common assessments are created.

Facilitator:

Linda Caprarotta

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B5.S2

Teachers will create common assessments and use them with all students that take the course.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Teachers are using common assessments.

Plan to Monitor Effectiveness of G1.B5.S2

Teachers using common assessments.

Person or Persons Responsible

Teachers

Target Dates or Schedule

Quarterly

Evidence of Completion

Teachers are using the common assessments and identifying when students are not meeting the essential standards.

G1.B5.S3 Teachers review data from common assessments to identify which standards the students are still struggling with. This will also identify which teacher's instructional strategies are most proficient.

Action Step 1

Review data from common assessments as a team and chart information.

Person or Persons Responsible

Teachers

Target Dates or Schedule

After every common assessment is given.

Evidence of Completion

Staff has completed charts with information regarding standards.

Plan to Monitor Fidelity of Implementation of G1.B5.S3

Meet with administration as a team and discuss results of common assessments.

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

Monthly

Evidence of Completion

Common assessment results are charted.

Plan to Monitor Effectiveness of G1.B5.S3

The teachers will use the data from the common assessments to determine which students will need intervention.

Person or Persons Responsible

Teachers

Target Dates or Schedule

After every common assessment.

Evidence of Completion

Intervention strategies are implemented when students struggle with essential standards. Students perform with intervention and master essential standards.

G1.B5.S4 Intervention strategies will be utilized to assist students not performing.

Action Step 1

Develop and implement an intervention plan for each course taught. The policy of "Zero is not an option" will be implemented.

Person or Persons Responsible

Teachers

Target Dates or Schedule

After common assessment.

Evidence of Completion

Students demonstrate mastery of the essential standard.

Facilitator:

Linda Caprarotta

Participants:

Instructional Staff

Plan to Monitor Fidelity of Implementation of G1.B5.S4

Meet as a team and with administration to dissect the data and highlight successful instructional strategies and interventions.

Person or Persons Responsible

Teachers

Target Dates or Schedule

After common assessments

Evidence of Completion

Intervention and instructional strategies are implemented and students demonstrate mastery of the essential standards.

Plan to Monitor Effectiveness of G1.B5.S4

Grade the results of the student work when intervention strategies have been implemented.

Person or Persons Responsible

Teachers

Target Dates or Schedule

After the intervention strategy has been implemented.

Evidence of Completion

Students are proficent with the intervention strategy or not proficient and the intervention strategy needs to be adjusted.

G1.B5.S5 Reading teachers will be trained to maximize the use of Springboard, Reading Edge, and Teen Biz to increase student achievement.

Action Step 1

Trainings in Springboard, Reading Edge, and Teen Biz

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Beginning of the school year and then as needed.

Evidence of Completion

Reading teachers complete trainings.

Facilitator:

Maralee Doren and District Trainers

Participants:

Reading Teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S5

Increase student achievement in reading by using the Springboard, Reading Edge, and Teen Biz programs with fidelity.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Daily

Evidence of Completion

Lesson Plans, data reports, student grades

Plan to Monitor Effectiveness of G1.B5.S5

Monitor data reports from Teen Biz and Performance Matters and student grades.

Person or Persons Responsible

Reading Teachers

Target Dates or Schedule

Daily, Weekly, Quarterly

Evidence of Completion

Student grades will improve. Student Achievement will increase in reading Teen Biz reports.

G1.B5.S6 Reading, Social Studies, Language Arts, and Science teachers will be trained to utilize Teen Biz to increase student achievement.

Action Step 1

Training on Teen Biz program.

Person or Persons Responsible

Reading, Social Studies, Language Arts, and Science teachers

Target Dates or Schedule

Beginning of the school year 2013/2014

Evidence of Completion

Teachers will attend training and sign in.

Facilitator:

Maralee Doren and District Trainer

Participants:

Reading, Social Studies, Language Arts, and Science Teachers

Plan to Monitor Fidelity of Implementation of G1.B5.S6

Use Teen Biz program during assigned class times.

Person or Persons Responsible

Reading, Social Studies, Language Arts, and Science teachers

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Lesson Plans, Teen Biz reports showing activities are being completed in the assigned courses.

Plan to Monitor Effectiveness of G1.B5.S6

Program is being used at assigned times at a minimum.

Person or Persons Responsible

Reading, Social Studies, Language Arts, and Science teachers

Target Dates or Schedule

Weekly, Monthly

Evidence of Completion

Teachers are completing the minimum amount of activies required. Check computer lab sign up sheets and data from Teen Biz.

G1.B5.S7 Teachers (except math teachers) will include the use of Common Core ELA standards in their lessons.

Action Step 1

Unpack the ELA standards and understand them.

Person or Persons Responsible

All teachers (except math teachers)

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans contain Common Core ELA standards and implementation is observed in classroom walkthroughs.

Facilitator:

Language Arts & Reading Department

Participants:

All teachers (except math teachers)

Plan to Monitor Fidelity of Implementation of G1.B5.S7

Ensure trainings are attended, staff understands the Common Core ELA standards, and understands how to implement them into lessons

Person or Persons Responsible

Administration and teachers

Target Dates or Schedule

As needed

Evidence of Completion

Lesson plans, walk throughs and observations

Plan to Monitor Effectiveness of G1.B5.S7

Monitor the achievement of students in Reading/Language Arts.

Person or Persons Responsible

Teachers

Target Dates or Schedule

weekly

Evidence of Completion

Students grades will improve.

G1.B5.S8 Math teachers will utilize supplemental materials, tutoring, and collaboration to increase math gains of all students.

Action Step 1

Order supplemental materials and programs, work on schedule for tutoring and create a time for math team to meet.

Person or Persons Responsible

Administration

Target Dates or Schedule

On going

Evidence of Completion

Materials are ordered and arrived, tutoring schedule is set up, meeting minutes from math meetings

Plan to Monitor Fidelity of Implementation of G1.B5.S8

Lesson plans will include instructional strategies utilizing supplemental materials

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Lesson Plans, class walkthroughs

Plan to Monitor Effectiveness of G1.B5.S8

Lesson Plans will monitored to include strategies.

Person or Persons Responsible

Administration

Target Dates or Schedule

On going

Evidence of Completion

Lesson plans

G1.B5.S9 Teachers will incorporate "Zero is not an option" policy which states students are accountable to complete all assignments.

Action Step 1

Identify students who have not completed all assignments, assign them to "Lunch Bunch"

Person or Persons Responsible

Teachers

Target Dates or Schedule

On going

Evidence of Completion

Teacher gradebook, student grades, "Lunch Bunch" attendance list

Plan to Monitor Fidelity of Implementation of G1.B5.S9

Check student grades and teacher gradebooks

Person or Persons Responsible

Administration

Target Dates or Schedule

On going

Evidence of Completion

Students attend lunch bunch, "Lunch Bunch" sign in sheets

Plan to Monitor Effectiveness of G1.B5.S9

All assignments are completed by all students

Person or Persons Responsible

Teachers and administration

Target Dates or Schedule

on going

Evidence of Completion

Teacher gradebooks and student grades

Coordination and Integration

This section meets the requirements of Sections 1114(b)(1)(J) and 1115(c)(1)(H), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b).

How federal, state, and local funds, services, and programs are coordinated and integrated at the school

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.
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.
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.

Appendix 1: Professional Development Plan to Support School Improvement Goals

This section will satisfy the requirements of Sections 1114(b)(1)(D) and 1115(c)(1)(F), P.L. 107-110, NCLB, codified at 20 U.S.C. § 6314(b), by demonstrating high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, for pupil services personnel, parents, and other staff is being offered to enable all children in the school to meet the State's student academic achievement standards.

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

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Teachers lack knowledge and background to develop intervention plans to ensure student learning of all essential standards.

G1.B1.S2 Provide a step-by-step process through PLCs to develop a successful intervention plan.

PD Opportunity 1

Will learn about successful interventions in the PLC process through professional development.

Facilitator

Linda Caprarotta

Participants

Administration & Teachers

Target Dates or Schedule

2013/2014 school year

Evidence of Completion

Administration & Teachers will participate in professional development on interventions. Meeting agendas and meeting minutes highlighting intervention strategies will be provided to administration. Lesson plans will include intervention strategies.

G1.B4 Teacher inconsistencies in using data to drive instructional strategies

G1.B4.S1 Provide professional development on Performance Matters

PD Opportunity 1

Performance Matters training

Facilitator

Jason Peters

Participants

Jason Peters Julie Claprood

Target Dates or Schedule

on-going as requested or needed

Evidence of Completion

Documentation of attendance at training and the use verification on Performance Matters. Staff lesson plans are expected to reflect the use of performance matters.

G1.B5 Students not performing at efficiency level and/or not making appropriate learning gains in reading/math.

G1.B5.S2 Teachers create common assessments to assess the student's on the essential standards for each course.

PD Opportunity 1

Create common assessments by reviewing standards and pacing guides.

Facilitator

Linda Caprarotta

Participants

Instructional Staff

Target Dates or Schedule

Quarterly

Evidence of Completion

Common assessments are created.

G1.B5.S4 Intervention strategies will be utilized to assist students not performing.

PD Opportunity 1

Develop and implement an intervention plan for each course taught. The policy of "Zero is not an option" will be implemented.

Facilitator

Linda Caprarotta

Participants

Instructional Staff

Target Dates or Schedule

After common assessment.

Evidence of Completion

Students demonstrate mastery of the essential standard.

G1.B5.S5 Reading teachers will be trained to maximize the use of Springboard, Reading Edge, and Teen Biz to increase student achievement.

PD Opportunity 1

Trainings in Springboard, Reading Edge, and Teen Biz

Facilitator

Maralee Doren and District Trainers

Participants

Reading Teachers

Target Dates or Schedule

Beginning of the school year and then as needed.

Evidence of Completion

Reading teachers complete trainings.

G1.B5.S6 Reading, Social Studies, Language Arts, and Science teachers will be trained to utilize Teen Biz to increase student achievement.

PD Opportunity 1

Training on Teen Biz program.

Facilitator

Maralee Doren and District Trainer

Participants

Reading, Social Studies, Language Arts, and Science Teachers

Target Dates or Schedule

Beginning of the school year 2013/2014

Evidence of Completion

Teachers will attend training and sign in.

G1.B5.S7 Teachers (except math teachers) will include the use of Common Core ELA standards in their lessons.

PD Opportunity 1

Unpack the ELA standards and understand them.

Facilitator

Language Arts & Reading Department

Participants

All teachers (except math teachers)

Target Dates or Schedule

Quarterly

Evidence of Completion

Lesson plans contain Common Core ELA standards and implementation is observed in classroom walkthroughs.

Appendix 2: Budget to Support School Improvement Goals

Budget Summary by Goal

Goal	Description	Total
G1.	Increase student achievement gains school-wide by focusing on teaching and learning.	$9,740
	Total	$9,740

Budget Summary by Funding Source and Resource Type

Funding Source	Evidence-Based Materials	Professional Development	Evidence-Based Program	Total
Fee based program	$740	$0	$0	$740
Title II, Fee Based Program, Principal Fund	$0	$7,000	$0	$7,000
SIP, Title II, Fee Based Program	$0	$0	$2,000	$2,000
Total	$740	$7,000	$2,000	$9,740

Budget Details

Budget items identified in the SIP as necessary to achieve the school's goals.

G1. Increase student achievement gains school-wide by focusing on teaching and learning.

G1.B1 Teachers lack knowledge and background to develop intervention plans to ensure student learning of all essential standards.

G1.B1.S2 Provide a step-by-step process through PLCs to develop a successful intervention plan.

Action Step 1

Will learn about successful interventions in the PLC process through professional development.

Resource Type

Evidence-Based Materials

Resource

Staff members will attend trainings on the PLC process and materials will be purchased regarding PLCs.

Funding Source

Fee based program

Amount Needed

$740

G1.B5 Students not performing at efficiency level and/or not making appropriate learning gains in reading/math.

G1.B5.S1 Teachers identify essential standards for each course taught.

Action Step 1

Identify the Essential Standards for each course taught.

Resource Type

Professional Development

Resource

Send staff members to PLC training and order materials to help with PLC process.

Funding Source

Title II, Fee Based Program, Principal Fund

Amount Needed

$7,000

G1.B5.S2 Teachers create common assessments to assess the student's on the essential standards for each course.

Action Step 1

Create common assessments by reviewing standards and pacing guides.

Resource Type

Evidence-Based Program

Resource

Bring in substitute teachers so teachers can work together to plan and develop common assessments and interventions.

Funding Source

SIP, Title II, Fee Based Program

Amount Needed

$2,000