Metrowest Elementary

2018-19 Schoolwide Improvement Plan

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Metrowest Elementary

1801 LAKE VILMA DR, Orlando, FL 32835

https://metrowestes.ocps.net/

School Demographics

School Type and Grades Served (per MSID File)	**2017-18 Title I School**	**2017-18 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Elementary School PK-5	No	74%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	No	83%

School Grades History

Year	**2017-18**	**2016-17**	**2015-16**	**2014-15**
Grade	C	C	C	B*

School Board Approval

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

SIP Authority

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 that has a school grade of D or F.

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 (see page 4). For schools receiving a grade of A, B, or C, the district may opt to require a SIP using a template of its choosing. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at https://www.floridaCIMS.org.

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. 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: School Information

School Mission and Vision

Provide the school's mission statement.

To lead our students to success with the support and involvement of families and the community

Provide the school's vision statement.

To be the top producer of successful students in the nation

School Leadership Team

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

Name	Title
Smith, Patricia	Principal
Baer, Marlene	Instructional Coach
Dobson, Valerie	School Counselor
Evans, Denise	Instructional Coach
Simon, Jeanna	Instructional Coach
Slaughter, Evangeline	Assistant Principal
Young, Rebecca	Instructional Coach

Duties

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

Mrs. Smith and Ms. Slaughter are responsible for the overall performance of the school, teacher observations, and implementation and on-going monitoring of the School Improvement Plan in conjunction with the involvement of the School Advisory Council (SAC).

Patricia Smith, Principal: As Principal, Mrs. Smith provides guidance for the core team and makes sure the school is functioning at capacity level. She implements and evaluates the programs within our school to ensure the achievement gap is closing among subgroups. As an administrator, she performs classroom observations to manage and support alignment for instructional/student learning. Additionally, actionable feedback is provided to the teacher for an improvement of instruction.

Mrs. Smith facilitates weekly core team meetings to review and discuss school data. These discussions lend way for the effectiveness of instruction and all core programs used in classrooms or the lab. Weekly PLCs are held at each grade with collaborative teams to discuss the intensity of standards-based instruction, Tier 1 and Tier 2 interventions along with enrichment lessons for students who are working above grade level are also included in these discussions. All discussions are focused and targeted on increasing student achievement through a growth mindset.

Evangeline Slaughter, Assistant Principal: Provides guidance for the core team and and makes sure the school is functioning at capacity level. She also assist Mrs. Smith with implementing and evaluating programs within the school to ensure the achievement gaps are closing. As an

administrator, she performs classroom observations to manage and support alignment for instructional/student learning. Additionally, Ms. Slaughter provides actionable feedback to the teachers for an improvement of standards-based instruction.

Rebecca Young, MTSS & Instructional Coach: She collects and analyzes the data to provide to teachers, so they are able to make informed decisions about students. She further supports teachers by providing research-based intervention strategies and instruction programs, provides guidance on reading curriculum, collaborates with teachers to ensure appropriate interventions based on students' needs, participates in common planning, and provides professional development. Mrs. Young monitors the implementation of interventions by holding data chats, conducting classroom observations, and attending team data meetings. Finally, she provides professional development to the entire staff on the MTSS process. Yrivina Civira, Behavior Specialist will support the MTSS process by scheduling meetings, working with the school psychologist and MTSS Coach to identify specific student needs and assisting with Tier 3 interventions. Mrs. Civira is also responsible for the implementation of Behavior Support and Behavior Intervention Plans.

Mrs. Young is also responsible for coaching teachers as it relates to the District Math Curriculum Resource Materials, lesson plans, and adhering to the scope and sequence. She also provides professional development to meet the instructional needs of teachers.

Jeanna Simon-Alcine, Instructional Coach: Responsible for instructional coaching and supporting newly hired teachers. She provides teachers will methods and strategies that have been proven to meet the needs of individual students. She is also responsible for targeting which resources will help support teachers in their classroom instruction.

Denise Evans, Instructional Coach: Provides instructional coaching and supports fourth and fifth grade teachers with science instruction in the science lab.

Marlene Baer, CCT:
Mrs. Baer supports students and teachers using ELL instructional practices. She monitors and updates the English Language Learners plans to ensure students are achieving academic achievement. She manages all State, District and School Level testing for our ELL population. Additionally, Mrs. Baer has the support of three paraprofessional staff members to assist with assisting ELL students in the classroom. Mrs. Bear is also responsible for compliance of ESE, Gifted, 504 and other documentation. She sets appointments with parents and other stakeholders to update student plans.

Valerie Dobson, Guidance Counselor: Provides Child Safety Matters lessons to ensure students are equipped with strategies to recognize and respond to bullying, cyber bullying, and child abuse. She also oversees the McKinney-Vento program, Title IX compliance issues, A-4 Directives, Title IV Trauma Sensitive/PBIS initiatives, and Blessing in a Backpack Coordinator.

Early Warning Systems

Year 2017-18

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	15	16	14	11	8	10	0	0	0	0	0	0	0	74
One or more suspensions	4	8	4	17	19	18	0	0	0	0	0	0	0	70
Course failure in ELA or Math	17	12	4	2	11	14	0	0	0	0	0	0	0	60
Level 1 on statewide assessment	0	0	0	47	47	53	0	0	0	0	0	0	0	147

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	2	6	2	12	20	24	0	0	0	0	0	0	0	66

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	1	0	11	0	0	0	0	0	0	0	0	0	12
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected

Thursday 7/12/2018

Year 2016-17 - As Reported

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	46	36	32	35	33	39	0	0	0	0	0	0	0	221
One or more suspensions	21	15	20	31	21	36	0	0	0	0	0	0	0	144
Course failure in ELA or Math	19	10	13	20	25	22	0	0	0	0	0	0	0	109
Level 1 on statewide assessment	0	0	0	60	97	102	0	0	0	0	0	0	0	259

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	14	6	3	26	42	48	0	0	0	0	0	0	0	139

Year 2016-17 - Updated

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	46	36	32	35	33	39	0	0	0	0	0	0	0	221
One or more suspensions	21	15	20	31	21	36	0	0	0	0	0	0	0	144
Course failure in ELA or Math	19	10	13	20	25	22	0	0	0	0	0	0	0	109
Level 1 on statewide assessment	0	0	0	60	97	102	0	0	0	0	0	0	0	259

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Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	14	6	3	26	42	48	0	0	0	0	0	0	0	139

Part II: Needs Assessment/Analysis

Assessment & Analysis
Consider the following reflection prompts as you examine any/all relevant school data sources, including those in CIMS in the pages that follow.

Which data component performed the lowest? Is this a trend?

The data component in which students scored the lowest was in Math Lowest 25th Percentile with a proficiency level of 34%. The previous year Science Achievement was the lowest scoring data component with a proficiency level of 31%. Math Lowest 25th Percentile was next to the lowest scoring with a level of 38% in 2017.

Which data component showed the greatest decline from prior year?

ELA Lowest 25th Percentile declined ten percentage points from 61% in 2017 to 51% proficient in 2018.

Which data component had the biggest gap when compared to the state average?

Two data components, Math Learning Gains and Math Lowest 25th Percentile, have the biggest gap when compared to the state average. Both data components scored 13 percentage points below the state average.

Which data component showed the most improvement? Is this a trend?

Our science data shows the most improvement. Forty-six percent of our fifth grade students scored Level 3 or above. The increase in science this year is not considered a trend. In 2017, thirty-one percent of students in fifth grade scored Level 3 or above.

Describe the actions or changes that led to the improvement in this area.

In 2018, we created a science lab for students to experience hands-on labs with a science coach. Students were given the P-Sell assessments after completing each science unit. Afterwards, the data was compiled and analyzed using color codes to identify which areas our students needed more help. Another change which could have possibly led to an increase in our science scores, was posting science vocabulary in classrooms and around campus. This provided easy access for students to identify scientific methodologies. We also held science bootcamp sessions on Saturdays for our fifth grade

students. Teachers provided students different strategies where they would generate and test hypothesis in areas where more practice was needed.

School Data
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2018			2017		
	School	**District**	**State**	**School**	**District**	**State**
ELA Achievement	51%	56%	56%	53%	53%	52%
ELA Learning Gains	49%	55%	55%	44%	52%	52%
ELA Lowest 25th Percentile	51%	48%	48%	34%	42%	46%
Math Achievement	50%	63%	62%	53%	56%	58%
Math Learning Gains	46%	57%	59%	48%	54%	58%
Math Lowest 25th Percentile	34%	46%	47%	41%	41%	46%
Science Achievement	46%	55%	55%	42%	49%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	**Grade Level (prior year reported)**						**Total**
	K	**1**	**2**	**3**	**4**	**5**	
Attendance below 90 percent	15 (46)	16 (36)	14 (32)	11 (35)	8 (33)	10 (39)	74 (221)
One or more suspensions	4 (21)	8 (15)	4 (20)	17 (31)	19 (21)	18 (36)	70 (144)
Course failure in ELA or Math	17 (19)	12 (10)	4 (13)	2 (20)	11 (25)	14 (22)	60 (109)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	47 (60)	47 (97)	53 (102)	147 (259)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2018	44%	55%	-11%	57%	-13%
	2017	64%	57%	7%	58%	6%
Same Grade Comparison		-20%				
Cohort Comparison						
04	2018	47%	54%	-7%	56%	-9%
	2017	50%	57%	-7%	56%	-6%
Same Grade Comparison		-3%				
Cohort Comparison		-17%				
05	2018	51%	55%	-4%	55%	-4%
	2017	42%	51%	-9%	53%	-11%
Same Grade Comparison		9%				
Cohort Comparison		1%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison	
03	2018	41%	61%	-20%	62%	-21%	
	2017	67%	63%	4%	62%	5%	
Same Grade Comparison		-26%					
Cohort Comparison							
04	2018	50%	62%	-12%	62%	-12%	
	2017	55%	64%	-9%	64%	-9%	
Same Grade Comparison		-5%					
Cohort Comparison		-17%					
05	2018	48%	59%	-11%	61%	-13%	
	2017	43%	56%	-13%	57%	-14%	
Same Grade Comparison		5%					
Cohort Comparison		-7%					

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	40%	53%	-13%	55%	-15%
	2017					
Cohort Comparison						

Subgroup Data

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	18	42		29	37		27				
ELL	36	54	65	38	51	45	15				
ASN	80	80		80	80		82				
BLK	47	43	50	45	43	32	34				
HSP	51	54	48	43	40	32	44				
MUL	46			77							
WHT	60	44		57	53		58				
FRL	49	46	50	46	44	33	43				
2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
SWD	22	34	43	28	40	24	10				
ELL	41	62	64	52	60	48	9				
ASN	81	66		89	72						
BLK	53	50	53	48	44	30	26				
HSP	54	60	68	57	58	46	30				
MUL	52	61		64	53						
WHT	66	48	60	71	52	36	32				

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
FRL	54	54	59	55	50	35	26				

Part III: Planning for Improvement

Develop specific plans for addressing the school's highest-priority needs by identifying the most important areas of focus based on any/all relevant school data sources, including the data from Section II (Needs Assessment/Analysis).

Areas of Focus:

Activity #1	
Title	Teachers will use collaborative lesson planning to focus on standards based instruction and implement close reading strategies to improve teacher proficiency and student achievement. [Division Priority - Accelerate Student Performance]
Rationale	In 2018, there was a seven percent decrease in ELA on the Florida State Assessment. By participating in collaborative lesson planning and focusing on implementing close reading, teachers will plan for more rigorous reading blocks. Together, they will be able to use strategies learned at the DPLC, such as pulling complex texts, to ensure students are making gains in ELA.
Intended Outcome	By collaboratively planning and implementing strategies learned at the DPLC, the intended outcome is to improve overall achievement in ELA from fifty-one percent to seventy percent for the 2018-2019 school year.
Point Person	Patricia Smith (patricia.smith@ocps.net)
Action Step	
Description	1. Provide an overview of the common planning process 2. DPLC team provides professional development to teachers (review year one) 3. Tier teachers based on classroom walk-throughs and i-Observation data to determine individual needs 4. Coaches model lesson in classrooms 5. Teachers complete peer observations 6. DPLC continues to offer professional development 7. Coaches will provide updates on common planning progress at leadership team meetings and provide ongoing, differentiated support. 8. Designate the assistant principal as the administrative lead to oversee and monitor MAO initiatives. 9. Teachers will choose culturally diverse texts and deliberate questioning techniques when planning lessons/units aligned to the standards.
Person Responsible	Jeanna Simon (jeanna.simon@ocps.net)
Plan to Monitor Effectiveness	
Description	1. Walk-throughs will be conducted to provide feedback 2. Teachers will use peer observation forms 3. Analyze formative assessment data 4. Analyze walk-through data. 5. Analyze i-Observation data
Person Responsible	Evangeline Slaughter (evangeline.slaughter@ocps.net)

Activity #2	
Title	Student achievement in math will increase with the implementation of math centers and close reading strategies. [Division Priority - Accelerate Student Performance]
Rationale	Teachers and students will continue creating text complexity questions in math. Professional Development will be provided in PLCs and Wednesday afternoons from the instructional coach and DPLC team members.
Intended Outcome	The percentage of students scoring at Level 3 or above in Math will increase from forty-seven percent to sixty-seven percent.
Point Person	Patricia Smith (patricia.smith@ocps.net)
Action Step	
Description	1. Teachers will be included in school guided visits for additional practice with close reading strategies. 2. The teachers will provide students with standards-based instruction to develop critical thinking skills to solve real-world problems. 3. Number talks and Sarah McCarthy videos will be used to highly engage students in math applications.
Person Responsible	Rebecca Young (rebecca.young@ocps.net)
Plan to Monitor Effectiveness	
Description	1. Walk-throughs will be conducted to provide feedback 2. Analyze formative assessment data 3. Review lesson plans 4. Review i-Ready diagnostic data for math
Person Responsible	Evangeline Slaughter (evangeline.slaughter@ocps.net)

Activity #3	
Title	The MTSS process will be monitored and supported in order to increase student achievement. [Division Priority - Narrow Achievement Gaps]
Rationale	In 2017-2018, only forty-six percent of our black students scored Level 3 or above in ELA and only forty-four percent scored on Level 3 or above in mathematics. By focusing on the MTSS process, we will target individual student achievement gaps to ensure the needs of all students are being met. In order for all students to succeed, instruction often needs to be differentiated to target specific needs. It is important that the MTSS process is a priority so there is a clear understanding of the expectations and implementation.
Intended Outcome	By targeting the specific needs of our students, overall student achievement will improve. Specifically for black students, we expect an increase in student achievement in ELA from forty-nine percent to sixty percent and in mathematics from forty-four percent to 60% in the 2018-2019 school year.
Point Person	Patricia Smith (patricia.smith@ocps.net)
Action Step	
Description	1. Provide an overview of the MTSS process and expectations for the year 2. Plan and develop MTSS professional development 3. Review Best Practices for Inclusive Education (BPIE) and most recent indicator scores with staff 4. Identify model classrooms where teachers may observe 5. Conduct collaborative learning walks focusing on DPLC strategies and standards-based instruction 6. Provide support for teachers through the coaching cycle 7. Conduct bi-weekly data meetings to review the MTSS data, i-Ready growth monitoring, i-Ready diagnostic and Performance Matters data
Person Responsible	Rebecca Young (rebecca.young@ocps.net)
Plan to Monitor Effectiveness	
Description	1. Conduct MTSS meetings 2. Bi-weekly data chats with teachers 3. Observation of instruction 4. Review lesson plans 5. Walk-throughs to ensure that teachers are differentiating their instruction to meet the needs of students 6. Analyze student progress monitoring data. During classroom observations, teachers will implement differentiated instruction to meet the student's individual needs
Person Responsible	Evangeline Slaughter (evangeline.slaughter@ocps.net)

Part IV: Title I Requirements

Additional Title I Requirements
This section must be completed if the school is implementing a Title I, Part A schoolwide program and opts to use the Pilot SIP to satisfy the requirements of the schoolwide program plan, as outlined in the Every Student Succeeds Act, Public Law No. 114-95, Â§ 1114(b). This section is not required for non-Title I schools.

Describe how the school plans to build positive relationships with parents, families, and other community stakeholders to fulfill the school's mission and support the needs of students.

MetroWest Elementary, is one of twelve schools that has been included in the District's Title IV grant to create Trauma Sensitive Schools. Teachers are being trained in Mental Health 101, Restorative Practices, Positive Behavior Intervention Supports and Mindfulness. This training will prepare teachers with self-regulation strategies, implementing mindfulness and creating zones of regulation in the classroom for our students. We are also working to increase the number of parents that participate in events held on campus. In order to increase the rate of attendance so that more families are involved in displaying support of the school, we send out School Messenger messages in three different languages. Stakeholders are invited to participate in events such as Meet the Teacher, Open House, PTA/SAC Meetings, Report Card Conferences, Bedtime Story Night, Multicultural, FSA and Science Nights. To continue sustaining a positive working relationship with our families, our teachers partner with PTA and volunteer for on and outside campus activities.

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

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.

Our guidance counselor is available at all times for students who need counseling services. We provide our parents with information to outside counseling agencies should the need arise. We have established a mentoring program to meet the social-emotional needs of our students. Students are assigned to an adult buddy whom will meet with he or she 2-4 fours times a month for additional support and encouragement. Mrs. Dobson, the Guidance Counselor will also conduct "Child Safety Matters" lessons in every classroom. These lessons will address bullying and child abuse. Our guidance counselor, behavior specialist, social worker, mental health counselor and assistant principal will meet monthly to discuss students who may be experiencing social-emotional behaviors at school or home. Additionally, each school has been assigned an OPD or Orange County officer. He or she will also sit in the monthly meetings to provide additional guidance/support.

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

This year, all students in grades K-5 will take the i-Ready Diagnostic Assessment. The assessment will be administered three times this school year (September, January, and May). i-Ready is an adaptive, computer-based assessment that is designed to identify strengths and areas of need in reading and math. Students who meet the minimum 45 minute weekly practice in reading and math generally are showing an increase in academic achievement.

Transition program:
1. Teacher/ Principal/ Family Meet and Greet.
2. Families are able to meet their child's kindergarten teacher and meet other incoming kindergarten parents at the Kindergarten Round-up. This allows parents and students to interact in a fun and stress-free environment.
3. Kindergarten students complete a beginning of the year screening to identify readiness skills. The data allows the teachers to target specific academic needs, or provide enrichment when needed.
4. Beginning of the Year Kindergarten Parent Breakfast is provided by PTA. This welcome breakfast is offered to all new kindergarten and Pre-K parents. The breakfast is held on campus and parents are welcomed to join after dropping their child off for the first day of school. The Registrar provided information to parents regarding school events and ways parents can become involved with helping their child experience high achievement.
5. To assist with the transition from 5th grade to middle school, the students visit Gotha and Chain of

Lakes Middle Schools for a tour and orientation in the Spring. In addition, middle school counselors visit Metrowest to talk with students about school procedures, course offerings and extracurricular activities.

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.

Grade level Professional Learning Community meetings are held weekly to discuss academic progress of the students on the grade level. Comparative data through formative and weekly assessments are used to identify struggling learners, plan and implement appropriate remediation to help students achieve mastery. When Tier 1 and Tier 2 remediations are not successful for a particular student, teachers alert the MTSS team (Whale Watchers) for additional assistance. The teachers begin to collect additional data, such as; test data, work samples, and targeted intervention data, to monitor the student's progression. Our Instructional Coaches or Administrative Team gathers information from cumulative folder and relevant background information. Once the MTSS form has been completed, a meeting is scheduled with the classroom teacher. At the meeting, behaviors and observations are discussed, as well as appropriate interventions. Academic progress is discussed at weekly PLC meetings on each grade level.

Supplemental academic instruction funds are utilized to provide after school tutoring two days a week. Additional sessions are held on Saturdays leading up to the FSA and FCAT science testing window.

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

MetroWest implements several strategies to advance college and career awareness. Students and staff are encouraged to wear college paraphernalia on Fridays. We are also encouraging students and staff to wear their school spirit T-Shirt on Wednesdays.

Fifth Grade students will also visit the feeder pattern middle school.

Part V: Budget

Total:	**$7,000.00**