

Polk County Public Schools

Dundee Elementary Academy



2018-19 Schoolwide Improvement Plan

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Dundee Elementary Academy

215 FREDERICK AVE, Dundee, FL 33838

<http://schools.polk-fl.net/dundeeelementary>

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	Yes	83%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	69%

School Grades History

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

School Board Approval

This plan is pending approval by the Polk 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.

Dundee Elementary Academy aims to develop influential citizens who are globally aware, internationally minded, and have a passion for lifelong learning. We work collaboratively as a highly qualified staff with all stakeholders to provide inquiry-based instruction in a safe and supportive environment.

Provide the school's vision statement.

Preparing students to excel in a global society!

School Leadership Team

Membership

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

Name	Title
Headley, Lana	Principal
Dettling, Jennifer	Assistant Principal
Meek, Kimberly	Instructional Coach
Crosthwaite, Monica	Instructional Coach
Royer, Renee	School Counselor

Duties

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

Lana Tatom is the principal of the school. She leads the direction of the school by overseeing the professional development of the staff, conferring with staff/students/parents about data, and directs the work of the leadership team. In her role as principal, she is constantly looking for insight and participation from staff, students, and the community to make Dundee Elementary Academy a highly successful school that takes action for the betterment of students.

Jennifer Dettling is the assistant principal. She works with teachers through collaborative conversations and lesson planning to help ensure that assessments and learning opportunities align. As an instructional leader, she assists teachers of all experience level to push themselves to grow in their knowledge of the art of teaching. She seeks insight from other members of the leadership team and key teacher-leaders to help make decisions for students, staff, and the school in general.

Kimberly Meek is the literacy coach. Her work includes meeting with teachers in planning and leading professional development in the development of teacher capacity with ELA. She mentors new teachers, coaches teachers, and works to build a love of literacy on the campus by working with students. Mrs. Meek pushes into classrooms as a model teacher to help grow teachers at all levels. She serves on our leadership team and is the resident expert in the development of teachers in all aspects of ELA.

Monica Crosthwaite is the IB Coordinator. Her work centers around assisting teachers in the planning of trans-disciplinary units. She attends planning sessions with teachers on a weekly basis to help guide them to more concept based learning. She leads professional development in many areas including IB, Concept based learning, and student engagement. She serves on our leadership team and helps to make decisions in a variety of areas.

Renee Royer is the guidance counselor at DEA. Her main role is to help build capacity with teachers

and support the work of MTSS at DEA. She is responsible for training staff on various aspects of MTSS, supporting staff as they work with students, and help ensure that our school stays in compliance with MTSS policies and procedures. She works with the leadership team to help us know how to best support teachers and students.

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	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
Attendance	18	13	18	5	9	0	0	0	0	0	0	0	0	63
Suspensions	2	1	1	0	1	0	0	0	0	0	0	0	0	5
In School Suspensions	3	1	7	3	1	0	0	0	0	0	0	0	0	15
Level 1-ELA	0	0	0	20	11	0	0	0	0	0	0	0	0	31
Level 1-Math	0	0	0	23	18	0	0	0	0	0	0	0	0	41

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	
11	12	15	20	27	0	0	0	0	0	0	0	0	85	

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
7	8	1	13	0	0	0	0	0	0	0	0	0	29	

Date this data was collected

Wednesday 7/11/2018

Year 2016-17 - As Reported

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

There is a problem with your EWS indicator data please contact support.

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

There is a problem with your EWS indicator data please contact support.

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	
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
	0	0	0	0	0	0	0	0	0	0	0	0		0

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 lowest quartile in math this year is the lowest area at 17%. This is not a trend. The data component that has consistently shown the lowest performance is our ELL subgroup over the years, this is our trend.

Which data component showed the greatest decline from prior year?

The lowest quartile in math this year is the lowest area at 17%.

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

3rd grade ELA had the biggest gap. 47% of our students scored level 3+, the state average is 57%. We noticed in our data analysis that 11 students scored high level 2's at 297-299, level 3 is 300. If these students answered a few more questions correctly, we would have scored at the state average.

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

The lowest quartile in reading showed the most improvement with an 8% gain. The previous year showed a 3% gain.

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

When the principal came on board this year she targeted the lowest quartile in ELA as that was the weakest area based on prior year data at 38%. Data meetings occurred not only with tested grades, but with all grades K-4 to identify students in the lowest quartile and monitor progress throughout the year resulting in an increase of 8% to 46%. Weekly review of reading data and number of books read showed that students read over 30,000 during the school year.

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	49%	50%	56%	57%	48%	52%
ELA Learning Gains	53%	51%	55%	54%	49%	52%
ELA Lowest 25th Percentile	46%	45%	48%	35%	42%	46%
Math Achievement	57%	58%	62%	62%	54%	58%
Math Learning Gains	49%	56%	59%	76%	52%	58%
Math Lowest 25th Percentile	17%	44%	47%	57%	41%	46%
Science Achievement	0%	53%	55%	0%	46%	51%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
Attendance	18 (0)	13 (0)	18 (0)	5 (0)	9 (0)	0 (0)	63 (0)
Suspensions	2 (0)	1 (0)	1 (0)	0 (0)	1 (0)	0 (0)	5 (0)
In School Suspensions	3 (0)	1 (0)	7 (0)	3 (0)	1 (0)	0 (0)	15 (0)
Level 1-ELA	0 (0)	0 (0)	0 (0)	20 (0)	11 (0)	0 (0)	31 (0)
Level 1-Math	0 (0)	0 (0)	0 (0)	23 (0)	18 (0)	0 (0)	41 (0)

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	48%	51%	-3%	57%	-9%
	2017	57%	53%	4%	58%	-1%
Same Grade Comparison		-9%				
Cohort Comparison						
04	2018	52%	48%	4%	56%	-4%
	2017	56%	51%	5%	56%	0%
Same Grade Comparison		-4%				
Cohort Comparison		-5%				
05	2018					
	2017					
Cohort Comparison		-56%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	54%	56%	-2%	62%	-8%
	2017	60%	58%	2%	62%	-2%
Same Grade Comparison		-6%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
Cohort Comparison						
04	2018	61%	57%	4%	62%	-1%
	2017	63%	60%	3%	64%	-1%
Same Grade Comparison		-2%				
Cohort Comparison		1%				
05	2018					
	2017					
Cohort Comparison		-63%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018					
	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	19			19							
ELL	27	27	41	53	40	10					
BLK	62	81		60	57						
HSP	36	35	42	51	41	8					
WHT	64	66		66	59						
FRL	44	51	50	54	45	17					
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
ELL	33	45		58	62						
BLK	61	50		39	44						
HSP	43	57	38	65	70	64					
WHT	70	59		75	63						
FRL	51	51	25	53	59	44					

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	ELA for ELL students
Rationale	14% of our ELL students are proficient in ELA. As our ELL population grows we will need to develop systems to ensure that our ELL population is provided the supports needed to be proficient by 3rd grade and to maintain their proficiency.
Intended Outcome	2018-2019 SY- 30% of our ELL population is proficient and 50% make learning gains. 2019-2020 SY-50% of our ELL population is proficient and 60% make learning gains. 2020-2021 SY-60% of our ELL population is proficient and 70%+ make learning gains.
Point Person	Kimberly Meek (kimberly.meek@polk-fl.net)

Action Step

Description	<ol style="list-style-type: none"> 1. Working with admin, the reading coach will create a schedule that allows the ELL paraprofessionals to not pull from ELA block to work with students. 2. The reading coach will create a system to identify where ELL is deficient and align cohorts into classes. 3. The reading coach will develop a monitoring system to track the progress of ELLs. 4. The reading coach will Provide ELL paraprofessionals with support and specific materials to meet the need of the cohort.
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Person Responsible	Kimberly Meek (kimberly.meek@polk-fl.net)
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Plan to Monitor Effectiveness

Description	<ol style="list-style-type: none"> 1. Students are given the BEAR Spelling Inventory to identify areas of need. 2. Students are placed in a cohort of similar needs. 3. Students will work on 1st area of need for four weeks (phonics and comprehension). 4. Students will be given formative assessments, created by literacy coach, on area of need throughout and at the end of 4 weeks. <ol style="list-style-type: none"> a. Students that have acquired skills will move to next area of need b. Literacy coach will work with any student(s) that needs more intervention 5. Teachers will give the STAR test/STAR Early Lit to see if students are making progress at interim and end of quarter.
Person Responsible	Kimberly Meek (kimberly.meek@polk-fl.net)

Activity #2	
Title	ELA Learning gains for all students
Rationale	Learning gains of our lowest quartile increased by 8%, however, learning gains for all students decreased by 3%. If we analyze student reading data in the fall and monitor progress throughout the year, learning gains will increase for all students.
Intended Outcome	Learning gains for all students including lowest quartile will increase to 65%.
Point Person	Lana Headley (lana.headley@polk-fl.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Principal will meet with students, parents, and teachers to review FSA data from 2018, set targets for 2019, and progress monitor throughout the year. Teachers will create their data progress monitoring plan and celebrate students that are on track quarterly. Our literacy coach will support teachers in monitoring data and plans. MTSS data meetings will occur every 4 weeks (at interim and report card times). Our guidance counselor will support teachers in monitoring MTSS data and plans. 2. Teachers will collaborate with literacy coach to use Florida Ready books to work with students on task during MTSS/Extended Learning to support their learning and increase their learning gain in ELA. Teachers will use informative information gleaned from running records to create small groups and work with MTSS groups. 3. Focus on engagement with males in reading.
Person Responsible	Lana Headley (lana.headley@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. During the fall testing window for STAR meetings will occur with students, parents, and teachers. Teachers will bring small group plans and data to participate in a collaborative conversation about student progress. During the winter testing window for STAR follow up meeting will occur to monitor the progress of students. Any student that is not on track based upon teacher data will have a follow up data meeting with their parents quarterly. During lunch weekly the principal will recognize students that have passed two AR tests and the top reader for the week in each classroom. 2. Tier 2 and 3 lesson plans will be monitored for implementation of Florida Ready Lessons. 3. Monitor STAR early literacy & reading data from running records for learning gains.
Person Responsible	Lana Headley (lana.headley@polk-fl.net)

Activity #3	
Title	Math Learning gains for all students
Rationale	Learning gains of our lowest quartile decreased by 39%, learning gains for all students decreased by 12%. If we analyze student math data in the fall and monitor progress throughout the year, learning gains will increase for all students.
Intended Outcome	Learning gains for all students including lowest quartile will increase to 62%.
Point Person	Jennifer Dettling (jennifer.dettling@polk-fl.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Through a daily calendar math, teachers will focus on common misconceptions and create learning logs that have students work with the standard at the appropriate DOK Level. Misconceptions and DOK questions will be addressed during pre-planning. 2. Principal will meet with students, parents, and teachers to review FSA data from 2018, set targets for 2019, and progress monitor throughout the year. Teachers will create their data progress monitoring plan and celebrate students that are on track quarterly. Our literacy coach will support teachers in monitoring data and plans. MTSS data meetings will occur every 4 weeks (at interim and report card times). Our guidance counselor will support teachers in monitoring MTSS data and plans. 3. Teachers will use Florida Ready books to work with students on task during MTSS/ Extended Learning to support their learning and increase their learning gain in ELA. 4. Focus on engagement with females.
Person Responsible	Jennifer Dettling (jennifer.dettling@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Assistant principal will work with grade levels during pre-planning to pull out misconceptions and create DOK appropriate student responses. Admin will monitor by walk throughs and collection of student learning logs. 2. During the fall testing window for STAR meetings will occur with students, parents, and teachers. Teachers will bring small group plans and data to participate in a collaborative conversation about student progress. During the winter testing window for STAR follow up meeting will occur to monitor the progress of students. Any student that is not on track based upon teacher data will have a follow up data meeting with their parents quarterly. During lunch weekly the principal will recognize students that have passed two AR tests and the top reader for the week in each classroom. 3. Tier 2 and 3 lesson plans will be monitored for implementation of Florida Ready Lessons. 4. Monitor STAR math data for learning gains.
Person Responsible	Jennifer Dettling (jennifer.dettling@polk-fl.net)

Activity #4	
Title	Core Instruction & DOK Alignment
Rationale	If we create an instructional culture in the school where students participate in tasks and assessments to the depth of knowledge required by the standards, then students will be able to meet the cognitive demand of the questions presented on FSA.
Intended Outcome	Teachers will create tasks and assessments that align to the DOK of the standard after attending sessions with Karen Bailey and LSI consultant.
Point Person	Monica Crosthwaite (monica.crosthwaite@polk-fl.net)
Action Step	
Description	<ol style="list-style-type: none"> 1. Teachers will attend a day PD session with Karen Bailey to learn about Depth of Knowledge and how to align assessments. 2. Teachers will attend a LSI training to further understanding of DOK and task alignment 3. Teachers will work in preplanning to design questions and interactive notebook that align to the depth of the standards to use with lessons in all subjects and calendar math. 4. Teachers will utilize technologies (Smartboards and projectors) to engage students in on-line activities. 5. Teachers will use Reader's Workshop to deepen their understanding of the core instruction while using classroom libraries to provide students with authentic reading experiences. 5. 5th grade teachers will have students create their own unit of student and showcase IB learnings through exhibition.
Person Responsible	Monica Crosthwaite (monica.crosthwaite@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<ol style="list-style-type: none"> 1. Sign in sheets and reflection from professional learning 2/3. Notes from preplanning meeting. 2/3. Sign in sheets from Thursday data meetings that examine student work. 2/3. Lesson Plans that show learning engagements at appropriate level DOK. 4/5. Observation walkthroughs by administration. 5. The IB coordinator will monitor the implementation of exhibition and plan with teachers to complete IB exhibition.
Person Responsible	Monica Crosthwaite (monica.crosthwaite@polk-fl.net)

Activity #5	
Title	Parent Engagement
Rationale	Most parents want to help their student succeed in school. It is the school's responsibility to help give parents the knowledge and skills needed to help their kids.
Intended Outcome	We will increase the number of parents at content related events (reading, math, parent academies, FSA information session) by 10%.
Point Person	Jennifer Dettling (jennifer.dettling@polk-fl.net)
Action Step	
Description	<p>Hold events throughout the year on the following topics:</p> <p>ELA</p> <ol style="list-style-type: none"> 1. Reading Day with parent (learn about reading expectations at each grade level) 2. Math Night (learn how to help with math facts and shifts in common core math) 3. Parent Academies-(Learn about basis of IB and how to help students become inquirers) 4. FSA-Meet with retained 3rd grade and all of 4th and 5th parents to develop a learning target goal. In December meet with families that are not on track to meeting learning goal. 5. One Book, One School Initiative with book Escape from Lemmoncello's Library. Families will receive the book prior to summer for their summer reading. We will have a parent survey about their reading experience over the summer.
Person Responsible	Jennifer Dettling (jennifer.dettling@polk-fl.net)
Plan to Monitor Effectiveness	
Description	<p>We will use feedback forms from parents and sign in sheets to determine if we me the goal of increasing parent engagement at school. We will also examine FSA data to determine how many students met their learning targets.</p> <p>We will use responses from parents to monitor engagement in One Book, One School Initiative</p>
Person Responsible	Jennifer Dettling (jennifer.dettling@polk-fl.net)

Activity #6	
Title	Social Emotional Development
Rationale	Students that are emotionally able to handle conflict and build relationships with peers perform better in school.
Intended Outcome	1. Increase self-awareness and self-esteem for students involved in Drumbeat. 2. Decrease the number of bully investigations.
Point Person	Renee Royer (renee.royer@polk-fl.net)
Action Step	
Description	1. Collaborate with school social worker to implement Drumbeat to promote leadership skills and foster self-esteem. 2. Collaborate with school social worker to focus on preventing bullying.
Person Responsible	Renee Royer (renee.royer@polk-fl.net)
Plan to Monitor Effectiveness	
Description	1. Over 9 weeks there will be a pre/post survey to monitor self-awareness and self-esteem. Targeted students will attend weekly meetings with school social worker/guidance. Monitor the PBIS clip chart over the course of the year to monitor that strategies learned in drumbeat are still being used by students. 2. Meet monthly with leadership team to discuss bully issues. Monitor the bully box with the administration for trends.
Person Responsible	Renee Royer (renee.royer@polk-fl.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.

All stakeholders are invited to attend our SAC meeting and be a member of our PTSA. During the SAC meetings members learn about various activities happening at each grade level and have an opportunity to contribute to school decisions. In addition, the principal and IB Coordinator attend local Chamber meetings so that they can be part of a larger conversation concerning the cities our school serve. The school offers a variety of family activities throughout the year so that parents can learn how to assist their student and also so that teachers and students can showcase learning. Many activities are planned one or two times during the day usually in the morning and evening so that as many families as possible can attend. Calendar of events is posted on our school agendas, website, and school facebook page.

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.

We use the Learner Profile as our core instruction to help students learn how to become the best global citizen that they can be. Teachers have students reflect on their behavior, learning, and well-being though out the day. Our counselor works with any student that needs more social-emotional assistance through weekly check-in sessions. In addition, we use the Drum Beat Group twice a year. This group is focused on specific needs of a group of students. It helps them learn to communicate feelings and grown in their understanding of how their actions effect others.

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

Each year we hold an event called "Up and Coming Inquirers". This event focuses on students that are entering DEA. Parents attend an orientation where they learn about policies and procedures of the schools. They also learn about academic and behavior expectations. At the end of 5th grade, students visit the middle school that they will feed into. They are able to visit the campus and meet some of the teachers. The middle school also holds a parent information session.

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.

School Leadership (admin, coaches, guidance) meets weekly to share information about highlights from the week and concerns. The work of this team focuses on schedules, district directives, and mostly other procedural items needed to ensure that daily school life runs normal. There is also a Data Leadership Team that meets weekly. This teams is made up of teacher leaders from each grade level and special area. Each week the group examines data by grade level and looks for trends, successes, or areas that need assistance. The group then brainstorms barriers and resources that can be used to eliminate the barrier. Working together, the groups delve into any issues and work to find solutions to the need. Both meeting are led by the principal. The assistant principal is responsible for maintaining an accurate inventory of items.

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

Community members come to our Great American Teach In day to teach students about career awareness. Our DTV program also showcases careers throughout the year. Leadership also attend the local chamber meetings (Dundee and Haines City) to partner with local businesses. In addition, we are partnered with the local Dollar General store.

Part V: Budget

Total:

\$170,374.43