

Polk County Public Schools

Roosevelt Academy



2018-19 Schoolwide Improvement Plan

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Roosevelt Academy

115 E ST, Lake Wales, FL 33853

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

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)
High School 6-12	Yes	92%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
Alternative Education	No	51%

School Grades History

Year	2012-13
Grade	

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.

The purpose of Roosevelt Academy is to maximize every individual students' full potential through difficult academic encounters in various traditional and non-traditional instructional settings with additional integrated, hands-on curriculum designed to meet today's individual students' needs to be successful within tomorrow's workforce.

Provide the school's vision statement.

Roosevelt Academy is a distinctive school of choice that explicitly targets student's requiring individualized educational planning designed to meet tomorrow's world of work. As a result of Team Roosevelt, all staff serve their own intricate part in providing all our students with viable instructional supports together with a time-tested, valuable school-wide behavior system consisting of employability skills. Students learn and develop skills necessary to identify their strengths make career and real-world choices. It is our goal to prepare our students to become successful, contributing, tax-paying citizens upon graduation.

School Leadership Team

Membership

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

Name	Title
Kindel, Deborah	Principal
Dooley, John	Assistant Principal
Boyd, Kim	Teacher, ESE
Bagby, Amy	Teacher, ESE
Woodford, Tamara	Teacher, K-12
Hendrick, Stefanie	Teacher, K-12
Hansell, Kelly	Instructional Coach
Cobb, Tracy	Teacher, K-12

Duties

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

The School Leadership Team is comprised of the grade level chairs and the subject area chairs as well as the behavior specialist and administration. The Chairs act as the liaisons for their content; bringing information to and from the Leadership team. The Chairs are respected by both teachers and administration. They are leaders in their area and therefore trusted to act in the best interest of the school.

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	0	0	0	0	0	0	0	0	0	0	0	0	0	0
One or more suspensions	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Level 1 on statewide assessment	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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	0	0	0	0	0	0	0	0	0	0	0	0	0
Retained Students: Previous Year(s)	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Date this data was collected

Thursday 6/28/2018

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	0	0	0	0	0	0	16	6	12	12	13	8	6	73
One or more suspensions	0	0	0	0	0	0	23	21	16	13	14	2	0	89
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	14	7	8	0	29
Level 1 on statewide assessment	0	0	0	0	0	0	52	52	39	34	20	0	0	197

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students exhibiting two or more indicators	0	0	0	0	0	0	26	24	20	14	16	2	0	102

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	0	0	0	0	0	0	16	6	12	12	13	8	6	73
One or more suspensions	0	0	0	0	0	0	23	21	16	13	14	2	0	89
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	14	7	8	0	29
Level 1 on statewide assessment	0	0	0	0	0	0	52	52	39	34	20	0	0	197

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

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students exhibiting two or more indicators	0	0	0	0	0	0	26	24	20	14	16	2	0	102

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?

Reading Achievement Levels. It is a trend in district and in school. A high percentage (>90%) of our students are classified as SWD. Typically, SWD struggle in the area of reading.

Which data component showed the greatest decline from prior year?

N/A all areas showed growth. Reading Achievement Levels was the greatest opportunity for increased growth.

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

Reading Achievement Levels

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

Math Gains increased to 51%. This is not a trend. Two years ago, reading gains have been higher than math.

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

There has been an increased emphasis on teaching to standards and increased rigor. The school has begun an initiative for collaborative planning in content areas. Academic Achievement Improvements have been the focus of celebration and recognition.

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	0%	46%	56%	0%	44%	52%
ELA Learning Gains	0%	47%	53%	0%	45%	46%
ELA Lowest 25th Percentile	0%	39%	44%	0%	37%	38%
Math Achievement	0%	44%	51%	0%	32%	43%
Math Learning Gains	0%	42%	48%	0%	31%	39%
Math Lowest 25th Percentile	0%	38%	45%	0%	35%	38%
Science Achievement	0%	65%	67%	0%	54%	65%
Social Studies Achievement	0%	63%	71%	0%	64%	69%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Attendance below 90 percent	0 (16)	0 (6)	0 (12)	0 (12)	0 (13)	0 (8)	0 (6)	0 (73)
One or more suspensions	0 (23)	0 (21)	0 (16)	0 (13)	0 (14)	0 (2)	0 (0)	0 (89)
Course failure in ELA or Math	0 (0)	0 (0)	0 (0)	0 (14)	0 (7)	0 (8)	0 (0)	0 (29)
Level 1 on statewide assessment	0 (52)	0 (52)	0 (39)	0 (34)	0 (20)	0 (0)	0 (0)	0 (197)

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
06	2018	7%	41%	-34%	52%	-45%
	2017	0%	45%	-45%	52%	-52%
Same Grade Comparison		7%				
Cohort Comparison						
07	2018	2%	42%	-40%	51%	-49%
	2017	0%	45%	-45%	52%	-52%
Same Grade Comparison		2%				
Cohort Comparison		2%				
08	2018	2%	49%	-47%	58%	-56%
	2017	8%	46%	-38%	55%	-47%
Same Grade Comparison		-6%				
Cohort Comparison		2%				
09	2018	4%	43%	-39%	53%	-49%
	2017	4%	43%	-39%	52%	-48%
Same Grade Comparison		0%				
Cohort Comparison		-4%				
10	2018	13%	42%	-29%	53%	-40%
	2017	3%	40%	-37%	50%	-47%
Same Grade Comparison		10%				
Cohort Comparison		9%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2018	7%	40%	-33%	52%	-45%
	2017	2%	39%	-37%	51%	-49%
Same Grade Comparison		5%				
Cohort Comparison						
07	2018	4%	40%	-36%	54%	-50%
	2017	2%	40%	-38%	53%	-51%
Same Grade Comparison		2%				
Cohort Comparison		2%				
08	2018	13%	34%	-21%	45%	-32%
	2017	6%	36%	-30%	46%	-40%
Same Grade Comparison		7%				
Cohort Comparison		11%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2018	0%	42%	-42%	50%	-50%
	2017					
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	19%	59%	-40%	65%	-46%
2017					

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	6%	62%	-56%	69%	-63%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2018					
2017	11%	56%	-45%	67%	-56%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2018	4%	60%	-56%	62%	-58%
2017	0%	43%	-43%	60%	-60%

ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
Compare		4%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2018	3%	41%	-38%	56%	-53%
2017	0%	34%	-34%	53%	-53%
Compare		3%			

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
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

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 Reading gains
Rationale Reading is our lowest area and reading affects every other content area
Intended Outcome Increase reading Learning Gains to 45%
Point Person John Dooley (john.dooley@polk-fl.net)

Action Step

Description Coordinate with science and social studies teachers to to preview vocabulary and content two weeks out using Achieve 3000 articles related to content.
Person Responsible John Dooley (john.dooley@polk-fl.net)

Plan to Monitor Effectiveness

Description Completed forms turned in and handed in to the reading coach.
Person Responsible John Dooley (john.dooley@polk-fl.net)

Activity #2

Title Reading Gains

Rationale Reading was the lowest performance area for our students and impacts all content areas.

Intended Outcome Increase the percentage of reading gains to 45%

Point Person John Dooley (john.dooley@polk-fl.net)

Action Step

Description Teachers will use research validated note taking techniques for students: Cornell notes, Strategic Instructional Model (SIM) devices in order to help students organize, process and remember the content. To do so, teachers will utilize paired reading activities to help students comprehend the content.

Person Responsible John Dooley (john.dooley@polk-fl.net)

Plan to Monitor Effectiveness

Description Teachers will bring samples (Cornell notes, completed devices) for PLC and Collaborative Planning Meetings. During classroom walkthroughs, the administrators will look for and note the use of paired reading on an ongoing basis in all academic classrooms.

Person Responsible Deborah Kindel (deborah.kindel@polk-fl.net)

Activity #3

Title Reading Gains

Rationale Reading is the lowest performing area for our students and impacts all other content areas.

Intended Outcome Reading Gains for the School will increase to 45%

Point Person Kelly Hansell (kelly.hansell@polk-fl.net)

Action Step

Description Students, in Language Arts classes, will participate in monthly formative checks related to the skills using the STAR assessment program. Teachers will conduct formative checks daily regarding the content using various approaches such as whiteboards, EXIT tickets, answering short related questions, etc.

Person Responsible John Dooley (john.dooley@polk-fl.net)

Plan to Monitor Effectiveness

Description the Instructional Coach will create, maintain and share the monthly data with teachers and administrators. Teachers will track which students need reteaching and will recommend students for small groups and/or make up opportunities based on student needs,

Person Responsible John Dooley (john.dooley@polk-fl.net)

Activity #4

Title Mathematics Gains

Rationale Mathematics is an important aspect of student success. It is one of the areas that determines Roosevelt's school rating and there is room for improvement.

Intended Outcome Increase Math gains from 51% to 60 %

Point Person John Dooley (john.dooley@polk-fl.net)

Action Step

Description Math teachers (Intensive and Regular) will participate in ongoing collaborative planning throughout the year at a minimum of two times per month.

Person Responsible John Dooley (john.dooley@polk-fl.net)

Plan to Monitor Effectiveness

Description Administration and the Instructional Coach will monitor the collaborative planning meetings through observation. They will also be documented by the Mathematics Chairperson.

Person Responsible Deborah Kindel (deborah.kindel@polk-fl.net)

Activity #5

Title Mathematics Gains

Rationale Math is an area of concern on Roosevelt's Improvement Rating. Understanding mathematics is an important life skill.

Intended Outcome Increase Math gains from 51% to 60%.

Point Person John Dooley (john.dooley@polk-fl.net)

Action Step

Description Teachers will conference with students in order to set individualized goals. These goals will be revisited and revised a minimum of once per quarter.

Person Responsible John Dooley (john.dooley@polk-fl.net)

Plan to Monitor Effectiveness

Description Teachers will maintain individual student folders which will hold the students' goals and will maintain notes from the conference on the designated forms.

Person Responsible John Dooley (john.dooley@polk-fl.net)

Activity #6

Title Mathematics Gains

Rationale Math is an area which needs improvemnet based on the School Improvement Rating. Math is an important academic and life skill.

Intended Outcome Increase Math Gains from 51% to 60%

Point Person John Dooley (john.dooley@polk-fl.net)

Action Step

Description Teachers will increase the use of questions that are written in alignment with the FSA Mathematics and EOC standards in the appropriate courses. Teachers will also incorporate writing to explain in all math courses.

Person Responsible John Dooley (john.dooley@polk-fl.net)

Plan to Monitor Effectiveness

Description Questions will be highlighted in teacher's lesson plans, will be evident on teacher made assessments. Lesson plans will reflect writing to explain questions and teachers will maintain student work samples in student folders. These samples will be brought to PLC meetings and/or Collaborative Planning when requested.

Person Responsible Deborah Kindel (deborah.kindel@polk-fl.net)

Activity #7

Title	Behavior Interventionist
Rationale	The schools' Behavior Interventionist oversees the proper implementation of the school-wide behavioral system. The BMS in place supports teachers by minimizing students' distractions in order to keep students engaged during instructional time.
Intended Outcome	Roosevelt's BMS is the driving force of our students' success with social-emotional growth and academic learning gains for the intentional purpose of preparing all students for College and Career Readiness.
Point Person	Tamara Woodford (tamara.woodford@polk-fl.net)

Action Step

Description	The School-wide behavior management system (BMS) at Roosevelt Academy is not just part of our program, but is our program. Roosevelt's BMS is the driving force of our students' success with social-emotional growth, academic learning gains, and eventual completion of our job training program. The ten "rules" are employability skills that originated in the workforce. Simply put, teachers explain the rules by relating them to what adults do on a daily basis to be employable. The system allows students to earn points in each class period, for a total of 800 daily points. The beauty is that each day and class period, students have a fresh start to earn and make good choices, thus teaching individual responsibility. A "make-up" session is held each Friday for those who do not earn enough points for leisure activity time (reinforcement). During the make-up session, point sheets are reviewed with each student and goals are made for the next week to facilitate success. Staff members are extensively trained on the system and undergo "refresher" courses throughout the school year as needed. Behavior management rules are posted in each classroom for the students to see, as well as listed on the individual point sheet that each student carries with them. The consistency of the language and set rules for all translates into a fair system with little room for problems. When behavioral issues do occur and can't be resolved between the teacher and student, procedures are in place for a progressive system that may include detentions, parent conferencing, and intervention plans when necessary, all to avoid discipline referrals.
Person Responsible	Tamara Woodford (tamara.woodford@polk-fl.net)

Plan to Monitor Effectiveness

Description	The Behavior Interventionist meets with these students and monitors their progress throughout the semester for minor infractions, any major violations will be handled by the administrators along with parent notifications. Teachers also communicate with the student's parents. Teachers work closely with the students to give them the strategies and accommodations needed to assist them academically.
Person Responsible	John Dooley (john.dooley@polk-fl.net)

Activity #8	
Title	Parent Newsletters
Rationale	The most basic reason to involve parents in education is student success.

Intended Outcome	The intentions of the Parent Newsletters is to increase parental involvement in areas that have positive effects on student success which has proven beneficial to all involved in the students' learning process.
Point Person	Tamara Woodford (tamara.woodford@polk-fl.net)

Action Step	
Description	Through the Parent Newsletters, parents are encouraged to attend our parent involvement activities, nine-week celebrations and school-based business expos that showcase student achievements and positive peer relations. For many of our children, these opportunities may be the first time in their educational pursuit where they have been involved and successful, leading to a sense of pride and self-respect.
Person Responsible	Tamara Woodford (tamara.woodford@polk-fl.net)

Plan to Monitor Effectiveness	
Description	Administrators, faculty and staff are encouraged to send all Parent/Family related activities and informational updates to the Title One Facilitator in order for the Parent Newsletter to be published.
Person Responsible	Tamara Woodford (tamara.woodford@polk-fl.net)

Activity #9	
Title	Professional Development - "Growth Mindset" Book Study
Rationale	All instructional staff members needs to have continual professional development, schools that choose to implement a school-wide direction are proven to show an increase in school improvement.

Intended Outcome	Show an overall academic school improvement in all areas of content.
Point Person	John Dooley (john.dooley@polk-fl.net)

Action Step	
Description	A leadership support team will be apart of the initial "Growth Mindset" Book Study. Upon completion they will coordinate an expansion of this study to be a part of other established PLCs.
Person Responsible	Kelly Hansell (kelly.hansell@polk-fl.net)

Plan to Monitor Effectiveness	
Description	PLCs are monitored by the content area chairs, academic coaches and administrators.
Person Responsible	Deborah Kindel (deborah.kindel@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.

Community members are included in our SAC committee. The SAC chair is the mayor of Lake Wales. Our students participate in community events each year. We also support a community outreach program, the Care Center as they volunteer and provide produce and landscape plants for clients. We also have a strong relationship with Bok Tower, a local nonprofit.

A Parent Teacher Organization will help foster, encourage and channel increased parental support and input for Roosevelt Academy. This group will work with the principal and leadership team to discover needs and use community/employment connections to help meet those needs.

Roosevelt Academy sponsors two sales each year that are open and invite the community to the school. The sales have become a tradition for community support.

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 are fortunate to have an arsenal of support services, including paraprofessionals, school nurse, occupational training and speech services when needed, guidance counselor, LEA facilitator, school behavior management specialist, and school-based mental health therapist. Along with administration, these individuals work closely together to determine the necessary services for each child. Students' cumulative folders are reviewed by key support staff each fall in order to obtain necessary information for student planning. IEPs are also included in the review, in order to address parents' input and any other social -emotional or medical needs the student may have. Behavior intervention plans are also shared with pertinent staff members, along with strategies to foster success in the classroom. When major issues occur that cannot be addressed by our support staff, referrals can quickly be made by our guidance for grief counseling, hospice services, crisis team, or psychological services. We also have safeguards in place for threat assessment and suicide prevention/intervention. Staff members are all aware of reporting procedures and protocol when dealing with delicate or dangerous situations.

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

Students choose to come to Roosevelt, and they stay because they experience academic growth and a positive self-image. For 6+ years they have been at the bottom of the class and/or in a "special" class. Teachers communicate with the students on their progress so that they can see their growth. This growth provides the avenue to continue to strive toward the ultimate school goal which is graduation and full-time employment. For incoming students, we provide tours of the school and meetings with parents. Grade level teachers work closely together to plan transition strategies to help students move to the next grade level. After graduation, students have the opportunity to enter the transition program which provides services to them assisting them in employment skills until the age of 22.

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.

- Title I, Part A project funds Roosevelt’s school-wide services. The Title I funds provide supplemental instructional resources and interventions so that all students achieve academic success.
- Title II – Title II funds provide professional development resources to build the capacity of our teachers by funding additional consultants, district professional development personnel, including district/regional coaches, and curriculum specialists. These funds are also used for the recruitment/retention of teachers and staff members.
- Title III – The vast majority of our students are on an IEP. Therefore, Roosevelt’s focus is primarily serving the need of specific learning disabilities. However, there are a few students which require additional English Language Learners (ELL) supplemental resources. These teachers are provided with professional learning opportunities as well as parent family engagement opportunities.
- Title IX – Roosevelt utilizes the HEARTH Program which is funded through Title IX and Title I, provides support for students identified as being in a homeless situation. Title I provides support for this program, through funding of HEARTH staff, professional development, and contracted extended learning services for students.

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

Our students work toward a regular diploma. Because of their learning disabilities, we continue to follow their Individualized Education Plan and prepare them for non-college training or careers. We prepare them for the post-secondary transition into the workforce. Our school-wide behavior management plan used in grades 6-12 centers around employability skills. The relationship between school and work is infused within this system. Our current 12th graders “go to work” in the On-the-Job training program as they are still on a special diploma track. Students are placed throughout the community at various job sites. There they learn the skill of being a good employee.

Part V: Budget	
Total:	\$0.00