

Marion County Public Schools

Marion Oaks Elementary School



2018-19 Schoolwide Improvement Plan

Table of Contents

Purpose and Outline of the SIP	3
School Information	4
Needs Assessment	6
Planning for Improvement	9
Title I Requirements	13
Budget to Support Goals	15

Marion Oaks Elementary School

280 MARION OAKS TRL, Ocala, FL 34473

[no web address on file]

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	100%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	68%

School Grades History

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

School Board Approval

This plan is pending approval by the Marion 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.

Marion Oaks Elementary School seeks to create a challenging learning environment that encourages high expectations for all students, through developmentally appropriate and ambitious instruction, that allows for individual differences and learning style. Each student's success is based upon the school, home and community connection to ensure that each child will become a life-long learner.

Provide the school's vision statement.

Creating lifelong learners that feel safe and inspired.

School Leadership Team

Membership

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

Name	Title
Guynn, Shay	Principal
McNulty, Jason	Dean
Attenhofer, Christine	Instructional Coach
Miller, Rebecca	Assistant Principal
Streater-McAllister, Anna	Assistant Principal
Stoddard, Angela	School Counselor
Grace, Leah	School Counselor
Maldonado, Dawn	Instructional Coach

Duties

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

Members of the School Leadership Team include the following Staff: Principal, Assistant Principals, Dean, School Counselors, Content Area Specialists/Instructional Coach, MTSS Coach and ESE Specialist. The School-based Leadership Team will establish, communicate, and build consensus among the Staff regarding school policies, allocation of school resources and support, engage in and monitor ongoing, collaborative data-based problem solving efforts. They will also utilize data to monitor, evaluate and augment school policies, procedures and processes. The Leadership Team will use Title I funds for Professional Development, to pay for Instructional Paraprofessionals, develop school-home compacts and parent involvement activities.

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	23	70	69	46	54	69	0	0	0	0	0	0	0	331
One or more suspensions	9	7	7	5	18	9	0	0	0	0	0	0	0	55
Course failure in ELA or Math	7	13	32	3	6	7	0	0	0	0	0	0	0	68
Level 1 on statewide assessment	0	0	0	83	109	80	0	0	0	0	0	0	0	272

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	17	23	32	24	53	53	0	0	0	0	0	0	0	202

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	5	0	0	0	0	0	0	0	0	0	5
Retained Students: Previous Year(s)	0	0	0	20	0	0	0	0	0	0	0	0	0	20

Date this data was collected

Monday 7/30/2018

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	66	49	56	80	53	37	0	0	0	0	0	0	0	341
One or more suspensions	8	9	7	16	10	9	0	0	0	0	0	0	0	59
Course failure in ELA or Math	14	12	21	2	8	17	0	0	0	0	0	0	0	74
Level 1 on statewide assessment	0	0	0	45	62	79	0	0	0	0	0	0	0	186

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	15	28	38	27	27	0	0	0	0	0	0	0	137

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	66	49	56	80	53	37	0	0	0	0	0	0	0	341
One or more suspensions	8	9	7	16	10	9	0	0	0	0	0	0	0	59
Course failure in ELA or Math	14	12	21	2	8	17	0	0	0	0	0	0	0	74
Level 1 on statewide assessment	0	0	0	45	62	79	0	0	0	0	0	0	0	186

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	15	28	38	27	27	0	0	0	0	0	0	0	137

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?

Students in the bottom quartile for ELA Learning Gains performed the lowest, decreasing by forty percent. In 2017, bottom quartile ELA scores were sixty-six percent proficient and have decreased to twenty-six percent in 2018. There was a trend in Mathematics as well, with a twenty-six percent decrease from the previous year. In third grade ELA, the data shows a one point increase from the 2017 school year. In fourth grade, there was a decrease of twenty points, which was a fifteen point increase in 2017 and in fifth grade we decreased by eleven points, where there was a twenty-four point increase in 2017. In math, we increased by thirteen points in third grade, from a one percent decrease in 2017. In fourth grade, there was a fifteen point decrease, from a one point increase in 2017. In fifth grade, there was an increase by one point in 2018, per DOE.

Which data component showed the greatest decline from prior year?

According to the DOE website, Marion Oaks Elementary students' in the bottom quartile for ELA Learning Gains performed the lowest, from sixty-six percent in 2017 to twenty-six percent in 2018. This illustrates a decrease of forty percentage points in one year. The lowest bottom quartile also scored twenty-two percent lower than the state average of forty-eight percent for 2018.

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

Math learning gains in the bottom quartile, showed the largest gap of twenty-five percentage points when compared to the state average of forty-seven percent, in keeping with the DOE data. When compared to 2017, the bottom quartile showed only a decrease of three percentage points at forty-eight percent, as compared to the state average of fifty-one percent.

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

Third grade math has shown improvement of thirteen points from a one point decrease in 2017. This is not a trend, as there was an increase. Overall, math has increased in the school from twenty achievement points in 2017 to twenty-two achievement points in 2018, states the DOE website.

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

The actions that led to the increase was having a part-time Math Content Area Specialist on campus to provide Professional Development and Individualized Coaching to our teachers, as instructed by the Admin Team and/or individualized teachers.

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	43%	46%	56%	39%	47%	52%
ELA Learning Gains	38%	44%	55%	38%	49%	52%
ELA Lowest 25th Percentile	26%	37%	48%	29%	47%	46%
Math Achievement	40%	49%	62%	40%	48%	58%
Math Learning Gains	41%	46%	59%	43%	47%	58%
Math Lowest 25th Percentile	22%	35%	47%	33%	40%	46%
Science Achievement	50%	51%	55%	35%	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	23 (66)	70 (49)	69 (56)	46 (80)	54 (53)	69 (37)	331 (341)
One or more suspensions	9 (8)	7 (9)	7 (7)	5 (16)	18 (10)	9 (9)	55 (59)
Course failure in ELA or Math	7 (14)	13 (12)	32 (21)	3 (2)	6 (8)	7 (17)	68 (74)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	83 (45)	109 (62)	80 (79)	272 (186)

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	42%	46%	-4%	57%	-15%
	2017	41%	50%	-9%	58%	-17%
Same Grade Comparison		1%				
Cohort Comparison						
04	2018	35%	43%	-8%	56%	-21%
	2017	55%	52%	3%	56%	-1%
Same Grade Comparison		-20%				
Cohort Comparison		-6%				
05	2018	50%	46%	4%	55%	-5%
	2017	61%	47%	14%	53%	8%
Same Grade Comparison		-11%				
Cohort Comparison		-5%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2018	46%	48%	-2%	62%	-16%
	2017	33%	48%	-15%	62%	-29%
Same Grade Comparison		13%				
Cohort Comparison						
04	2018	33%	47%	-14%	62%	-29%
	2017	48%	55%	-7%	64%	-16%
Same Grade Comparison		-15%				
Cohort Comparison		0%				
05	2018	42%	50%	-8%	61%	-19%
	2017	41%	45%	-4%	57%	-16%
Same Grade Comparison		1%				
Cohort Comparison		-6%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2018	47%	49%	-2%	55%	-8%
	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	22	37	29	18	32	19	36				
ELL	35	35	26	26	41	29	35				
BLK	26	25	8	32	33	15	36				
HSP	43	44	30	37	42	27	44				
MUL	54			54							
WHT	49	39	27	45	43	23	62				
FRL	42	38	22	39	41	20	46				
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	10	52	55	8	44	52	11				
ELL	31	59	56	29	53	47	22				
BLK	48	73	65	30	39	38	57				
HSP	52	67	63	41	54	52	50				
MUL	64	64		43	45						
WHT	50	70	75	46	52	52	54				
FRL	45	67	70	35	47	50	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	Collaborative Planning & Standards-Based Instruction
Rationale	School-level data indicates that there is a need for increased proficiency and learning gains across 3rd, 4th, and 5th grade in English Language Arts, Math and Science. This can be achieved by focusing attention on instructional practices (the "How") in standards-based (the "What") teaching, learning and assessing student's learning artifacts (the "Why").
Intended Outcome	If Marion Oaks Elementary School teachers effectively deliver meaningful, rigorous, standards-focused instruction, then learning gains will increase in the following grades as measured by FSA data in ELA. The third grade baseline is forty-two percent, with a target of fifty percent. The fourth grade baseline is thirty-five percent, with a target of forty- seven percent and the fifth grade baseline is fifty-percent, with a target of fifty-eight percent. The fifth grade baseline for Science is forty-seven percent, with a target of fifty-five percent.
Point Person	Shay Guynn (shay.guynn@marion.k12.fl.us)
Action Step	
Description	Through weekly collaboration sessions with each grade-level, teachers will meet with Administration and the ELA/Math Content Area Specialists to plan collaboratively for the upcoming week's, standards-based instructional component. Teachers will actively discuss the standard, Standard Focus Board "must haves," the "What," the "How," and the "Why," as well as, settle on which learning artifact(s) they are going to use as formative assessments in that grade-level, so that they can see who truly mastered the standard and who did not. This will help identify who needs more direct instruction with their teacher during the MTSS block or center rotations.
Person Responsible	Rebecca Miller (rebecca.miller@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<p>Assistant Principals will monitor their assigned grade-levels during collaborative planning. Assistant Principals will also conduct data digs with each teacher to drive provoking instructional discussions about noticings and wonderings. These data findings will be discussed to ensure that effectiveness and validity of instructional practice, which will allow the goals outlined to be met. Data digs will occur the last Friday of every month. Data digs will be more detailed meetings, focusing on the disaggregation of any current data the Assistant Principals have at their fingertips. All teachers and Administrators will keep a data notebook, which could include figures from: iReady, CKLA assessments, QSMA, CSMA, monitoring of MTSS interventions, etc.</p> <p>Data that will be used to determine if our action plan is making progress towards our intended outcomes include: local QSMA data, "Festivals of Learning" (Formative Assessments created using question banks in Unify that are overseen by CAS's and Assistant Principals), iReady Growth Monitoring data, DRA levels, Tier Talks (now called PMP's) where every student's progress is gone over using their iReady Diagnostic (ELA & Math) data. A "Watch List" was created for those 3rd grade retainees through 5th graders that were non-proficient on both the ELA and Math portions of the 17-18 FSA. This allows us to really track their progress and create a mentor program to build those extra special relationships, so they feel safe and inspired to want to learn ("Growth Mindset").</p>
Person Responsible	Shay Guynn (shay.guynn@marion.k12.fl.us)

Activity #2	
Title	Targeted Instruction for Bottom Quartile
Rationale	School-level data indicates that there is a need for increased proficiency and learning gains across 3rd, 4th, and 5th grade in English Language Arts, Math and Science. Furthermore, data supports a need for targeted instruction and support to the students in our bottom quartile. This can be achieved by focusing attention on teaching and learning, as well as, disaggregation of data. With a forty percent decline in ELA bottom quartile learning gains on the 2018 FSA and an eighteen percent decline in Math bottom quartile learning gains on the 2018 FSA, there is a clear need for additional intervention and MTSS support.
Intended Outcome	If Marion Oaks Elementary School teachers effectively deliver meaningful, rigorous, standards-focused instruction, then learning gains with bottom quartile students in grades third through fifth, will increase in Math and ELA as measured by FSA data, meeting the state average of forty-eight percent in ELA and forty-seven percent in Math. Fifth grade Science will need an eight percent increase.
Point Person	Anna Streater-McAllister (anna.streater-mcallister@marion.k12.fl.us)
Action Step	
Description	<p>Through monthly data meetings, teachers will have an opportunity to monitor their student outcome data. This includes discussing District level data (QSMA, CSMA, iReady Diagnostic, iReady Progress Monitoring, Write Score, DRA, etc.) and State level data (FSA and FCAT) in a safe environment for the purpose of having open dialogue, centered around standards-based instruction and best practices to make instructional decisions. Data binders will be brought to the Tier Talks meetings held three times a year, right after AP1, AP2 and AP3. Frequent checks by Instructional Coaches and Administration will be made and specific feedback provided. Tier Talks will be more in-depth if Tier 1 instruction is not enough to meet the needs of certain students. Students will be identified in September and targeted by the MTSS Coach to ensure those students requiring Tier 2 or Tier 3 interventions are moving toward their intended goals to ensure mastery.</p> <p>For all students that have been identified as having two or more Early Warning System indicators, the Synergy Team will meet quarterly to develop individualized action plans that target the 202 student's specific needs.</p>
Person Responsible	Shay Guynn (shay.guynn@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	Data binders will be brought to the monthly data meetings with current and updated data. Frequent checks by Instructional Coaches and Administration will be made and specific feedback provided. Assistant Principals will also conduct data digs with each teacher to drive instructional best practices. These data findings will be discussed to ensure that effectiveness and validity of instructional practices during collaboration, which will allow the goals outlined to be met. Collaboration will occur weekly during planning time for teachers, but Specials time for their students, for each grade level. Official data digs will occur the last Friday of the month. Data digs will be more detailed meetings, focusing on the disaggregation of data, noticings, wonderings and reflection. Students will be identified and targeted by the instructional team, to ensure students are moving toward the intended goals. The MTSS Coach will monitor teacher MTSS blocks for fidelity and effectiveness of all teachers using intervention programs and their data. The MTSS Coach will also be present at Tier Talks to offer insight about the student data that will be discussed. She will monitor iReady (Tier 2 and Tier 3) students, as well as, all interventions weekly, along with,

providing intervention data to respective teachers and Administration.

Data that will be used to determine if our action plan is making progress towards our intended outcomes to include: local QSMA data, "Festivals of Learning" (Formative Assessments created using question banks in Unify that are overseen by CAS's and Assistant Principals), iReady Growth Monitoring data, DRA levels, Tier Talks (now called PMP's) where every student's progress is gone over using their iReady Diagnostic (ELA & Math) data.

Person Responsible Rebecca Miller (rebecca.miller@marion.k12.fl.us)

Activity #3	
Title	Parent/Community Involvement
Rationale	<p>Parent and Community Involvement is vital to the success of a school. Marion Oaks Elementary has room to increase parent involvement in school activities held to ensure parent/community partnership. We are desirous of our parent and community to be partners in our schools for the success of our students. Our vision is to create lifelong learners that feel safe and inspired. Research suggests that when parents are involved with their child's school, not only will the child feel successful, but the community will as a whole.</p> <p>Lambiase, K. (2014). The Benefits of Parent-School Partnerships: A Cooperative Approach to Increase Student Learning & Achievement: St. Catherine University, MT.</p>
Intended Outcome	If Marion Oaks has an increase in parental involvement activities, then the familial bond will grow stronger and become more important, with the hope that getting a quality education will continue to be viewed as a priority in the home and throughout our school community.
Point Person	Shay Guynn (shay.guynn@marion.k12.fl.us)
Action Step	
Description	Through the combined efforts of the school Leadership Team, Staff and Parents will be invited to School Advisory Council (SAC) meetings, and various parental involvement activities. Activities include, Spring Reading Night, Science Exploration Night, Reading and Math Family Night, Fall Book and Blanket on the Lawn Night; with the purpose being to invoke community stakeholder participation and get the community involved in witnessing all of the incredible amounts of learning opportunities their child(ren) have to engage in on a daily basis, at their school. We have held activities in the past, however, with more family-oriented activities, we will be able to extend more occasions to our families and community stakeholders.
Person Responsible	Rebecca Miller (rebecca.miller@marion.k12.fl.us)
Plan to Monitor Effectiveness	
Description	<p>Feedback will be provided to us by parent surveys after the events mentioned above. We will also provide a surveys online or at Open House on September 12, 2018 to our parents, so that they can give feedback on what activities they would like to see the school host for their students and community. The data from these surveys will be collected and used to plan and/or tweak events for this school year.</p> <p>We plan to count the number of people that attend our during and/or after school activities and compare them to the numbers that we reported on our quarterly Quick Fact sheets to the School Board for the 17-18 school year, to see if we are making progress towards meeting our intended outcomes, in an effort to see if there was an increase in parental involvement for the 18-19 school year.</p>
Person Responsible	Anna Streater-McAllister (anna.streater-mcallister@marion.k12.fl.us)

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.

The PFEP for Marion Oaks Elementary has the information pertaining to all parent engagement events for the 2018-19 school year. Reading, Math and Science events will all occur, allowing families to learn activities to assist their child(ren) at home with research-based instructional strategies.

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.

Marion Oaks has two School Counselors equipped to provide Social-Emotional groups, individual counseling sessions and other related services, when necessary. The School Counseling Department has a wide array of referral resources to also assist in meeting the diverse needs of our student population. Marion Oaks utilizes the District Behavior Support Staff, SEDNET and CARD to provide suggestions for our students with severe behavioral needs.

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

MOES currently houses three Voluntary Prekindergarten Programs for Developmentally Delayed students, as well as, two Title I VPK programs. Communication between Pre-K and Kindergarten occurs regularly. Articulation meetings are held towards the end of the year for those Developmentally Delayed students. These meetings may consist of the student, parents, ESE Specialist, School Psychologist, General Education Teacher, ESE Teacher, School Counselor, Assistant Principal and/or Principal. Something new we have started this year is that all 4th and 5th grade students will attend their IEP meetings to self-advocate for what they need in regards to accommodations.

Fifth grade students are invited to participate in a field-trip to the middle school, so that they have a chance to become acquainted with their new school. The Principal of the middle school, usually provides a tour of the school, shares expectations, describes programs that are available, answers questions and offers support to the students, in an effort to ease their anxiety before the first day of school.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact.

The Synergy Team meets quarterly, throughout the school year, to discuss the progress of students in the Tier

II and Tier III process, as well as, any Tier I instructional support needs. The Leadership Team focuses weekly on the implementation of our Tier I core curriculum. Student data collected that was current and relevant will be utilized to make informed, academic decisions for classroom instruction and student progress toward academic growth.

At the close of the school year, the Literacy Content Area Specialist provides a reading screening for all students, in order to provide students with a necessary intervention. Student data is also reviewed for interventions in math by the intervention teacher. Students are grouped in classes by reading needs, according to the screening, based on what intervention program would most benefit them. The team aligns resources, both materials and personnel, to where the needs are. A schedule is created to ensure adequate personnel are available to support the students in need. Every decision made is based on individual student data from the reading and/or math interventions being provided.

Title I funded inventory is marked and kept updated through the school secretary.

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

The district of Marion County Public Schools implements standards, provided by the state, that are set to prepare students for success and make them competitive in the global workplace. Each Florida Standard provides clear expectations for the knowledge and skills students need to master in each grade level (K-12) and subject area, so they will be prepared to succeed in college, a career and be functional in society on a daily basis.

Part V: Budget

Total:

\$820,308.75