

Sarasota County Schools

Triad



2019-20 Schoolwide Improvement Plan

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Triad

4430 BENEVA RD, Sarasota, FL 34233

www.sarasotacountyschools.net

Demographics

Principal: Melanie Ritter

Start Date for this Principal: 8/1/2018

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	High School 6-12
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	91%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Economically Disadvantaged Students*
School Grades History	2018-19: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

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

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

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, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at 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.

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School Demographics

<p>School Type and Grades Served (per MSID File)</p> <p style="text-align: center;">High School 6-12</p>	<p>2018-19 Title I School</p> <p style="text-align: center;">No</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p style="text-align: center;">%</p>
<p>Primary Service Type (per MSID File)</p> <p style="text-align: center;">Alternative Education</p>	<p>Charter School</p> <p style="text-align: center;">No</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p style="text-align: center;">%</p>

School Grades History

Year
Grade

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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.

Triad School provides an alternative educational experience, helping at risk students achieve academic and social success while working towards their college and career educational goals.

Provide the school's vision statement.

Triad is committed to building personal connections with its students while providing the pathways and academic means for all students to become lifelong learners and productive citizens within their local and global communities.

School Leadership Team

Membership

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

Name	Title	Job Duties and Responsibilities
Ritter, Melanie	Principal	Maintain school safety and security., provide Instructional leadership, oversee school climate
Guinther, Therese	Teacher, ESE	Teacher of high school students in ELA
McNamee, Heather	Paraprofessional	Assist classroom teacher with academics and behaviors
MCleod, Ashley	Teacher, K-12	

Early Warning Systems

Current Year

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

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	0	0	0	0	0	0	2	9	16	23	20	11	6	87
Attendance below 90 percent	0	0	0	0	0	0	1	4	5	10	1	3	2	26
One or more suspensions	0	0	0	0	0	0	1	3	6	6	0	1	0	17
Course failure in ELA or Math	0	0	0	0	0	0	2	4	12	18	20	4	0	60
Level 1 on statewide assessment	0	0	0	0	0	0	2	4	9	13	13	6	1	48
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	
	0	0	0	0	0	0	0	0	0	0	0	0	0	

The number of students with two or more early warning indicators:

Indicator	Grade Level												Total	
	K	1	2	3	4	5	6	7	8	9	10	11		12
Students with two or more indicators	0	0	0	0	0	0	2	9	11	23	9	7	1	62

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	2	4	12	18	8	4	0	48
Students retained two or more times	0	0	0	0	0	0	2	2	1	5	4	2	0	16

FTE units allocated to school (total number of teacher units)

6

Date this data was collected or last updated

Friday 9/20/2019

Prior Year - 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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	3	1	10	3	1	0	18
Course failure in ELA or Math	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	5	7	9	7	2	0	30

The number of students with two or more early warning indicators:

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

Prior Year - 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	0	0	0	0	0	0	0	
One or more suspensions	0	0	0	0	0	0	0	3	1	10	3	1	0	18
Course failure in ELA or Math	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	5	7	9	7	2	0	30

The number of students with two or more early warning indicators:

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

Part II: Needs Assessment/Analysis

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	2019			2018		
	School	District	State	School	District	State
ELA Achievement	0%	67%	56%	0%	63%	53%
ELA Learning Gains	0%	53%	51%	0%	53%	49%
ELA Lowest 25th Percentile	0%	46%	42%	0%	43%	41%
Math Achievement	0%	63%	51%	0%	62%	49%
Math Learning Gains	0%	51%	48%	0%	46%	44%
Math Lowest 25th Percentile	0%	48%	45%	0%	41%	39%
Science Achievement	0%	78%	68%	0%	68%	65%
Social Studies Achievement	0%	81%	73%	0%	76%	70%

EWS Indicators as Input Earlier in the Survey								
Indicator	Grade Level (prior year reported)							Total
	6	7	8	9	10	11	12	
Number of students enrolled	2 (0)	9 (0)	16 (0)	23 (0)	20 (0)	11 (0)	6 (0)	87 (0)
Attendance below 90 percent	1 (0)	4 (0)	5 (0)	10 (0)	1 (0)	3 (0)	2 (0)	26 (0)
One or more suspensions	1 (0)	3 (3)	6 (1)	6 (10)	0 (3)	1 (1)	0 (0)	17 (18)
Course failure in ELA or Math	2 (0)	4 (0)	12 (0)	18 (0)	20 (0)	4 (0)	0 (0)	60 (0)
Level 1 on statewide assessment	2 (0)	4 (5)	9 (7)	13 (9)	13 (7)	6 (2)	1 (0)	48 (30)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (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.

NOTE: An asterisk (*) in any cell indicates the data has been suppressed due to fewer than 10 students tested, or all tested students scoring the same.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	63%	-63%	54%	-54%

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	0%	63%	-63%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	0%	64%	-64%	52%	-52%
	2018	0%	62%	-62%	51%	-51%
Same Grade Comparison		0%				
Cohort Comparison		0%				
08	2019	18%	66%	-48%	56%	-38%
	2018	30%	70%	-40%	58%	-28%
Same Grade Comparison		-12%				
Cohort Comparison		18%				
09	2019	11%	65%	-54%	55%	-44%
	2018	21%	66%	-45%	53%	-32%
Same Grade Comparison		-10%				
Cohort Comparison		-19%				
10	2019	13%	63%	-50%	53%	-40%
	2018	36%	65%	-29%	53%	-17%
Same Grade Comparison		-23%				
Cohort Comparison		-8%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	0%	67%	-67%	55%	-55%
	2018	0%	66%	-66%	52%	-52%
Same Grade Comparison		0%				
Cohort Comparison						
07	2019	0%	73%	-73%	54%	-54%
	2018	21%	73%	-52%	54%	-33%
Same Grade Comparison		-21%				
Cohort Comparison		0%				
08	2019	11%	65%	-54%	46%	-35%
	2018	18%	63%	-45%	45%	-27%
Same Grade Comparison		-7%				
Cohort Comparison		-10%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	14%	62%	-48%	48%	-34%
	2018	19%	62%	-43%	50%	-31%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	77%	-77%	67%	-67%
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	37%	85%	-48%	71%	-34%
2018	35%	80%	-45%	71%	-36%
Compare		2%			
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	77%	-77%	70%	-70%
2018	0%	76%	-76%	68%	-68%
Compare		0%			
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	73%	-73%	61%	-61%
2018	0%	77%	-77%	62%	-62%
Compare		0%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	0%	69%	-69%	57%	-57%
2018	0%	71%	-71%	56%	-56%
Compare		0%			

Subgroup Data

2019 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 2017-18	C & C Accel 2017-18
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

Analysis

Data Reflection

Answer the following reflection prompts after examining any/all relevant school data sources (see guide for examples for relevant data sources).

Which data component showed the lowest performance? Explain the contributing factor(s) to last year's low performance and discuss any trends.

The data component that is most alarming is the percentage of retained students. 72% of our current students have been retained and 18% of our total student enrollment has been retained two or more times. The contributing factors include, attendance, at risk behaviors, mental health issues and drug use/abuse

Which data component showed the greatest decline from the prior year? Explain the factor(s) that contributed to this decline.

Our FSA and ELA scores are very low, we have an increased population this year along with students who have 2 or more early warning indicators

Which data component had the greatest gap when compared to the state average? Explain the factor(s) that contributed to this gap and any trends.

Our FSA and EOC data has the greatest gap. 55% of our enrollment are level 1 students. Attendance, academically retained, behaviors and mental health issues.

Which data component showed the most improvement? What new actions did your school take in this area?

We have really focused on our PBIS implementation. We have Students Intervention Reports in lieu of referrals, Positive Office recognition for positive student behaviors, intake interviews with parents and students, dedicated, professional teachers and support staff. Contracted services with Dr. Godfrey and the TAG program, Teen Court on campus weekly, YMCA truancy worker on campus weekly, TPS behavior data tracking, mentors, First step counseling

Reflecting on the EWS data from Part I (D), identify one or two potential areas of concern? (see Guidance tab for additional information)

N/A

Rank your highest priorities (maximum of 5) for schoolwide improvement in the upcoming school year.

1. Retained students
2. Attendance
3. ELA and Math levels

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Decrease the number of retained students
Rationale	Students who enroll in Triad are typically credit deficient, low gpa and poor attendance. Due to their at risk indicators students are one to two grade levels behind in high school and two to three grade levels behind in middle school. Currently we have 74% (64/87) students who have been retained one or more times.
State the measurable outcome the school plans to achieve	Guidance Counselor will meet with each high school student individually and develop student progression plans including diploma options, ESE services, Performance Based Performance Program (PBP) course work, graduation cohort check in, mentoring, tutoring, mental health counseling, academic progress notes, flexible scheduling and other services deemed necessary. Students will have access to a Mental Health counselor, Teen Court, First Step, YMCA and Advisory daily. Middle School students are either on Direct Instruction or APEX recovery. Middle School students receive the same resources as High School students
Person responsible for monitoring outcome	Melanie Ritter (melanie.ritter@sarasotacountyschools.net)
Evidence-based Strategy	We utilize PBIS system to recognize students who complete credits, attend daily and are good school citizens. We also use the TPS system to track behaviors that may interfere with academic success. Performance Based Computer Program (PBP) students and parents will have access to progress on line, a progress report will be generated per teacher and sent home for a parent signature. School Wide Support Team meets weekly to discuss students progress and make recommendations. IEP'S are updated and reviewed as needed. Accommodations are available and shared with teachers.
Rationale for Evidence-based Strategy	Triad students are academically behind or not on target to graduate with their cohort. Offering a Performance based Diploma Program (PBP) and other grade recovery strategies allows for students to earn credits, recovery their grade point average and return to their district schools college and career ready and or achieve grade level status.
Action Step	
Description	<ol style="list-style-type: none"> 1. Pupil Progression plans 2. Diploma options 3. Grad checks 4. PBP/APEX monitoring 5. Attendance monitoring 6. TPS, PBIS, Attendance monitoring 7. Individual Intake interview
Person Responsible	Melanie Ritter (melanie.ritter@sarasotacountyschools.net)

#2	
Title	Increase student attendance
Rationale	At risk students are more likely to have attendance issues. If students are in school academic success is diminished. 30% of students have less than 90% attendance
State the measurable outcome the school plans to achieve	SWST will identify students who have 3 or more absences. An attendance letter will also be sent home and guidance counselor will make parent contact. Students will be referred to YMCA truancy counselor and additional services will be implemented
Person responsible for monitoring outcome	Melanie Ritter (melanie.ritter@sarasotacountyschools.net)
Evidence-based Strategy	At risk students are more likely to miss school and slip between the cracks if not identified early on in the quarter and or school year.
Rationale for Evidence-based Strategy	Making the personal connection with the student and family is imperative for all students, especially at risk youth. Validating school success based on daily attendance is crucial.
Action Step	
Description	<ol style="list-style-type: none"> 1. Attendance data 2. Identify students who have 3 or more absences 3. Letter sent home 4. Parental contact 5. YMCA Truancy counselor
Person Responsible	[no one identified]

#3	
Title	Increase the number of students who pass FSA/EOC Statewide assessments
Rationale	School wide data (Middle school and High school)
State the measurable outcome the school plans to achieve	
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	
Rationale for Evidence-based Strategy	Reading diagnostics allow for pre assessment and level setting. Teachers use the data to gauge students ability and develop learning intentions that will assist in increased reading comprehension and grade level achievements
Action Step	
Description	<ol style="list-style-type: none"> 1. Intensive Reading 2. Reading Rewards Program 3. Achieve 3000 Reading diagnostic 4. I Ready diagnostic 5. Bench mark assessments 6. Direct Instruction
Person Responsible	Therese Guinther (therese.guinther@sarasotacounty schools.net)

Additional Schoolwide Improvement Priorities (optional)

After choosing your Area(s) of Focus, explain how you will address the remaining schoolwide improvement priorities (see the Guidance tab for more information).

73% of our Middle School students have a level 1 in Math and 66% of our Middle School students have a level 1 in Reading. 58% of High School students have a Level 1 in Algebra and 75% of High School students have a level 1 in Reading.

All level 1 students will have Intensive Math and Intensive Reading. Middle School students will utilize the Reading Rewards Program, I Ready, and Direct Instruction.. High School students will utilize Reading Rewards, Achieve 3000 and Direct Instruction

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 Schoolwide Improvement Plan 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.

Triad will hold a school wide orientation for all parents prior to the start of the school year. Parents will also be involved in SAC and will receive a quarterly news letter. Our community stakeholders will be invited to SAC meetings and receive updates throughout the school year. Parents will be encourage to participate in a Parent Engagement sessions offered throughout the school year.. Updated website with SCSB

PFEF Link

The school completes a Parental Involvement Plan (PFEF), 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.

Triad students have several resources available to them regarding Social Emotional needs. We have a full time guidance counselor, a contracted counselor who is here 1 day weekly ,we have partnerships with First Step, Coastal Recovery, Teen court (here 1 day weekly) and the Department of Juvenile Justice. All staff are trained in Kognito and CHAMPS classroom management. Staff is also trained in Youth Mental Health First Aide. Our district supplies additional resources as needed.

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

The team (Administrators, counselors, teachers, and behavior intervention specialists meet for school wide support (SWST) once a week. The team reviews summative and formative data and Individual Education Plans to identify student academic and behavior needs. Based on the review, as well as discussions with parents/guardians school board personnel, and outside agencies such as Department of Juvenile Justice, instructional and behavioral strategies are identified and a timeline of implementation is constructed. Student progress is monitored and individual cases reviewed periodically to determine progress and to reassess further instructional interventions. Students who are identified as needing small group and individual instructional may be scheduled for extended-day sessions. Students may be referred to individual / family counseling, anger management classes, grief counseling, substance abuse counseling, mentoring program or homeless youth program. All students enrolled have a Mentor through . The Mentors meet bi- weekly with the students and discuss grades, behaviors, goals and transition plans back to district school or post graduation goals. We also track student behavior data (TPS) and share the data at SWST and transition meetings.

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.

Due to low enrollment at our school, course offerings are limited to core academic course with one elective period. (Advisory) For additional courses, students are encouraged to enroll in Sarasota Virtual Academy, and Florida Virtual School, and technical programs. Every student has an advisory period on their schedule, this allows for college and career awareness and guidance in preparation for post secondary plans and character education. The program conducts a Career Day each semester that provides students with the opportunity to talk with college counselors and professionals in various career fields.

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

All students are enrolled in an Advisory class that meets daily. Students participate in various activities including college and career guest speakers, inventory assessments, college/career field trips and have

the opportunity to meet with their guidance counselor and attend district college fairs and career readiness programs.

Part V: Budget

The approved budget does not reflect any amendments submitted for this project.

1	III.A.	Areas of Focus: Decrease the number of retained students				\$12,988.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
6100		0294 - Triad	Title, I Part A		\$11,788.00	
<i>Notes: Student mentoring and parent engagement meetings, small groups focusing on at risk behaviors, attendance, social emotional well being, social skills, self esteem and character education.</i>						
6100		0294 - Triad	Title, I Part A		\$1,200.00	
<i>Notes: Parent engagement through social media and quarterly news letters with an emphasize on suggested tips for daily student attendance, positive parent interactions, updated school website, Facebook page and Instagram page.</i>						
2	III.A.	Areas of Focus: Increase student attendance				\$1,000.00
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
6100		0294 - Triad	Title, I Part A		\$1,000.00	
<i>Notes: Collection of student data including daily attendance, behavior data, student goal tracking, IEP data, 504 data</i>						
3	III.A.	Areas of Focus: Increase the number of students who pass FSA/EOC Statewide assessments				\$765.22
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
		0294 - Triad	General Fund		\$765.22	
<i>Notes: Purchase of Reading Rewards Program. All level 1 middle school students are enrolled in Intensive reading and utilize this program</i>						
Total:					\$14,753.22	