

Columbia County School District

# Richardson Sixth Grade Academy



2019-20 Schoolwide Improvement Plan

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# Richardson Sixth Grade Academy

646 SE PENNSYLVANIA ST, Lake City, FL 32025

<http://rsga.columbiak12.com/>

## Demographics

**Principal: Lisa Lee**

Start Date for this Principal: 7/9/2019

<b>2019-20 Status</b> (per MSID File)	Active
<b>School Type and Grades Served</b> (per MSID File)	Middle School 6
<b>Primary Service Type</b> (per MSID File)	K-12 General Education
<b>2018-19 Title I School</b>	Yes
<b>2018-19 Economically Disadvantaged (FRL) Rate</b> (as reported on Survey 3)	100%
<b>2018-19 ESSA Subgroups Represented</b> (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
<b>School Grades History</b>	2018-19: A (64%) 2017-18: C (42%) 2016-17: D (34%) 2015-16: C (43%) 2014-15: C (44%)
<b>2019-20 School Improvement (SI) Information*</b>	
<b>SI Region</b>	Northeast
<b>Regional Executive Director</b>	<a href="#">Cassandra Brusca</a>
<b>Turnaround Option/Cycle</b>	SIG Cohort 3
<b>Year</b>	
<b>Support Tier</b>	

<b>ESSA Status</b>	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, <a href="#">click here</a> .	

### School Board Approval

This plan is pending approval by the Columbia 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](http://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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## Richardson Sixth Grade Academy

646 SE PENNSYLVANIA ST, Lake City, FL 32025

<http://rsga.columbiak12.com/>

### School Demographics

School Type and Grades Served (per MSID File)	2018-19 Title I School	2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)
Middle School 6	Yes	89%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	No	37%

### School Grades History

Year	2018-19	2017-18	2016-17	2015-16
Grade	A	C	D	C

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### 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.

Richardson Sixth Grade Academy provides a safe and supportive community for all learners, where academic and personal excellence are expected to achieve high levels of success. We embrace the partnership between school, home, and community and are committed to helping our students become part of the global community, celebrate diversity, and meet the challenges and opportunities of the future.

#### Provide the school's vision statement.

Richardson Sixth Grade Academy will provide a learning community that empowers students to become lifelong learners and reach their fullest potential while developing supportive relationships that positively impact their future.

### 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
Lee, Lisa	Principal	Oversees overall operations of RSGA and serves as the instructional leader of the campus.
Carter, Ed	Assistant Principal	Assists the principal with overseeing operations of the school campus. Specifically oversees student matters and facilities.
Smithy, Stephen	Other	Facilitates over evidence-based practices that result in positive social, emotional, and behavioral support for students.
Garbett, Lisa	School Counselor	Facilitates over evidence-based practices that result in positive academic, social, and emotional support for students.
Miller, Wampannaga	Instructional Coach	Facilitates over evidence-based practices that result in positive academic support for students; provides school-based personnel with support for implementation of instructional practices.
Kelly, Narvette	Other	Facilitates over evidence-based practices that result in positive academic support for students, engagement of families, and curricular support for students, families, and school-based personnel.

### 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	541	0	0	0	0	0	0	541
Attendance below 90 percent	0	0	0	0	0	0	110	0	0	0	0	0	0	110
One or more suspensions	0	0	0	0	0	0	103	0	0	0	0	0	0	103
Course failure in ELA or Math	0	0	0	0	0	0	39	0	0	0	0	0	0	39
Level 1 on statewide assessment	0	0	0	0	0	0	85	0	0	0	0	0	0	85

**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	91	0	0	0	0	0	0	91

**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	
Students retained two or more times	0	0	0	0	0	0	33	0	0	0	0	0	0	33

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

40

**Date this data was collected or last updated**

Sunday 9/29/2019

**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	58	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	26	0	0	0	0	0	0	26
Course failure in ELA or Math	0	0	0	0	0	0	37	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	0	0	0	100	0	0	0	0	0	0	100

**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	47	0	0	0	0	0	0	47

**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	58	0	0	0	0	0	0	58
One or more suspensions	0	0	0	0	0	0	26	0	0	0	0	0	0	26
Course failure in ELA or Math	0	0	0	0	0	0	37	0	0	0	0	0	0	37
Level 1 on statewide assessment	0	0	0	0	0	0	100	0	0	0	0	0	0	100

**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	47	0	0	0	0	0	0	47

## 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	60%	56%	54%	32%	44%	52%
ELA Learning Gains	61%	58%	54%	38%	46%	54%
ELA Lowest 25th Percentile	59%	51%	47%	26%	33%	44%
Math Achievement	74%	66%	58%	35%	50%	56%
Math Learning Gains	70%	65%	57%	31%	47%	57%
Math Lowest 25th Percentile	60%	51%	51%	23%	38%	50%
Science Achievement	0%	51%	51%	31%	47%	50%
Social Studies Achievement	0%	71%	72%	47%	62%	70%

### EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)	Total
	6	
Number of students enrolled	541 (0)	541 (0)
Attendance below 90 percent	110 (58)	110 (58)
One or more suspensions	103 (26)	103 (26)
Course failure in ELA or Math	39 (37)	39 (37)
Level 1 on statewide assessment	85 (100)	85 (100)

### 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	59%	57%	2%	54%	5%
	2018	50%	52%	-2%	52%	-2%
Same Grade Comparison		9%				
Cohort Comparison						

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	73%	69%	4%	55%	18%
	2018	56%	57%	-1%	52%	4%
Same Grade Comparison		17%				
Cohort Comparison						

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019					
2018					

## 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
SWD	28	52	56	49	62	52					
BLK	35	48	47	56	64	59					
HSP	82	84		79	72						
MUL	74	84		89	68						
WHT	67	63	67	80	72	61					
FRL	48	59	60	63	66	57					
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	13	35	40	28	25	22					
BLK	32	41	33	47	30	20					
HSP	44	47	25	45	20						
MUL	43	33		41	30	31					
WHT	57	54	52	65	33	24					
FRL	44	46	41	55	31	24					
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		14	17	4	15	23		13			
BLK	18	28	20	21	21	18	7	42	32		
HSP	33	44		21	21						
MUL	33	30		40	32			60			
WHT	42	46	34	46	40	27	45	51	46		
FRL	26	36	26	32	28	19	28	45	41		

## ESSA Data

This data has been updated for the 2018-19 school year as of 7/16/2019.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	N/A
OVERALL Federal Index – All Students	64
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0

ESSA Federal Index	
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	384
Total Components for the Federal Index	6
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	50
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	
English Language Learners Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years English Language Learners Subgroup Below 32%	
Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	
Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	52
Black/African American Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	79
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	79
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	
Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	
White Students	
Federal Index - White Students	68
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	59
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

## 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.**

For the FY2019 cohort of students, In Language Arts and Mathematics, African American students (ELA - 35%, Math - 56%), Students with Disabilities (ELA - 28%, Math - 49%), and Economically Disadvantaged students (ELA - 48%, Math - 63%) scored below the school's averages (ELA - 60%, Math - 74%) across performance categories. In Language Arts and Math, students in the lowest quartile made gains that were smaller (ELA - 59%, Math - 60%) than the amount of average learning gains (ELA - 61%, Math - 70%) for all students. This has become a trend as we study the performance of our students. RSGA's lowest quartile students are not demonstrating growth that is consistent with the growth of the entire student body.

The 5th grade data for the FY2020 cohort of students shows trends that are similar. The same subgroups of students (African American, Students with Disabilities, and Economically Disadvantaged students) lag behind their peers in performance on the Florida Standards Assessments. The lowest quartile of our incoming cohort of students showed significantly lower learning gains than the general student population. Our lowest quartile of students are not showing growth at a rate needed to close the achievement gap.

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

There were no categories in our 2019 data that indicate a decline in any subject or subgroup.

**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.**

In both Language Arts and Mathematics, Richardson Sixth Grade Academy exceeded the district and state averages of performance during the 2018-2019 school year. The most significant gap was the fourteen point difference between RSGA students (74% average) and the performance of students in mathematics across the state (55%). Three years ago, the decision was made by the Columbia County School District to restructure how students in the middle grades are served. All 6th-grade students are now served on a single campus, Richardson Sixth Grade Academy. Because only two years of FSA performance data exist for our campus, and performance between the first and second year varied, it is difficult to determine factors that contribute. In 2017-2018, RSGA's students performed close to state averages. In 2018-2019, students performed above the district and state averages.

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

In comparing scores on the 2018 6th grade Administration of the Mathematics FSA and the 2019 6th grade Administration of the Mathematics FSA (two different cohorts of students), there was a 16% increase in student performance, from 58% achievement to 74% achievement. In July of 2018, teachers in the Mathematics department of RSGA received professional development and assistance from the Florida Department of Education's Differentiated Accountability Team from Region 2 on two separate occasions. The team reviewed data with teachers, provided strategies, and recommended evidence based practices/ interventions for students.

RSGA also hired a new Intensive Math Resource Teacher to serve students in all math classes. The level of knowledge and expertise of the Math Resource Teacher has benefited both the mathematics and science departments of RSGA as she works with science teachers on implementing mathematics into the sciences and STEM with fidelity. Data Chats were done with all students throughout the school year, additional software for independent skill practice was purchased and utilized, and all teachers collaborated and planned, working diligently to stay on course with course schedules outlined in the Columbia County School District Curriculum Maps/ Pacing Guides.

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

Thirty-three students at RSGA have been retained twice. There are also higher numbers of students who have experienced course failures and scored Level 1 on Florida Standards Assessments than in prior years. The current 6th grade cohort, overall, is entering demonstrating lower performance as a whole than prior cohorts of Richardson Sixth Grade Academy students.

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

1. Progress towards closing the achievement gap between Lowest Quartile Students and the general student population in English Language Arts (many of whom are African American, Economically Disadvantaged, Students with Disabilities, students learning English as a Second Language and/ or students from migrant families).
2. Progress towards closing the achievement gap between Lowest Quartile Students and the general student population in Mathematics (many of whom are African American, Economically Disadvantaged, Students with Disabilities, students learning English as a Second Language and/ or

students from migrant families).

3.Vocabulary Development of students through instruction across all curricular areas.

4. Enhancing the ability of students to engage in Text-Based Writing through use of a variety of texts

5. Increasing Parent and Family Engagement in accomplishing 2019-2020 Schoolwide Improvement Goals

### Part III: Planning for Improvement

#### Areas of Focus:

#1	
<b>Title</b>	Increase student achievement in English Language Arts and Mathematics.
<b>Rationale</b>	By providing web-based software geared towards the Florida Standards in Language Arts and Mathematics, each student will have the opportunity to receive individualized instruction. Research and evidenced based programs will be utilized. Instruction and interventions will be specifically tailored based on each student's area of need, allowing for both acceleration and remediation within each discipline. By providing supplemental educational materials and resources geared towards the Florida Standards in Language Arts and Mathematics, every student will receive instruction through resources structured in a format similar to what students will see on Florida Standards Assessments. The research and evidence-based resources provided will aid teachers in differentiating instruction to address individual needs of students.
<b>State the measurable outcome the school plans to achieve</b>	RSGA students will show an increase in student achievement and learning gains by 4% in ELA and 4% in Mathematics.
<b>Person responsible for monitoring outcome</b>	Lisa Lee (leel@columbiak12.com)
<b>Evidence-based Strategy</b>	Using assessment to drive instruction
<b>Rationale for Evidence-based Strategy</b>	Upon analyzing the data of the 2017-2018 cohort of RSGA students and the data of incoming 2018-2019 cohort of RSGA students, many changes in instruction, delivery, and evaluation were made that resulted positive gains in all evaluated subgroups on the 2019 Administration of the Florida Standards Assessments. By using the assessments as a tool to drive and improve instruction, practices can be implemented to encourage student achievement based on strategies that engage students and raise student achievement.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Conduct Title I Comprehensive Needs Assessment - Professional Learning component to diagnose professional learning needs of teachers.</li> <li>2. Analyze data from the 2018-2019 Florida Standards Assessments and Fall iReady Diagnostic Assessment.</li> <li>3. Determine individual teachers in need of specific professional learning opportunities based on the results from the Title I Comprehensive Needs Assessment, FSAs, and iReady Diagnostic.</li> <li>4. Develop and implement a Professional Development Calendar for the 2019-2020 school year based on teacher needs, teacher feedback, and district-based initiatives.</li> <li>5. Provide teachers with training in Kagan Strategies for raising student achievement.</li> <li>6. Utilize the RSGA Literacy Team to research evidence-based best practices in vocabulary instruction.</li> <li>7. Develop a schoolwide plan for teaching and increasing vocabulary acquisition in every subject based on evidence-based practice.</li> <li>8. Implement evaluative tool for monitoring implementation of schoolwide vocabulary strategies.</li> <li>9. Provide Boxlight Mimio licenses to core classroom teachers and training in the use of the</li> </ol>



- technology for effective teaching and modeling of lessons using web-based platforms.
10. Utilize Performance Matters and Unify web-based platforms for pre-tests, post- tests, cumulative assessments to track growth and monitor progress.
  11. Use data obtained from web based resources in order to conduct Data Chats in Reading and Math with each student at least three times during the school year.
  12. Emphasize the information that is shared in Data Chats in order to further differentiate classroom instruction based on the individual needs of students.
  13. Provide iReady, Accelerated Reader, Accelerated Math, Flocabulary, FL Ready online resources and Math Facts In A Flash that provides individualized instruction for each student.
  14. Provide Mentoring Minds workbooks, Ready FL resources and SNAP reading resources to Language Arts and Math teachers to enhance preparation of students for the Florida Standards Assessments.
  15. Incorporate and integrate Language Arts instruction in all curricular areas, and mathematics into science instruction.
  16. Implement schoolwide Critical Thinking/ Research block for iReady implementation, grouping students based on iReady 2019 Fall Diagnostic Test results.
  17. Implement an iReady incentive program to encourage active student participation and growth.
  18. CRT and Instructional Coach will provide support in utilizing resources provided, as needed.

**Person Responsible** Lisa Lee (leel@columbiak12.com)

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#2	
<b>Title</b>	Narrow the achievement gap between Lowest Quartile Students and the general student population in English Language Arts
<b>Rationale</b>	Only 19% of students in the lowest quartile of the 2019-2020 cohort of Richardson Sixth Grade Academy demonstrated learning gains on the 2019 5th Grade Administration of the Mathematics Florida Standards Assessments. Many, but not all, of Richardson Sixth Grade Academy's students who are in the lowest quartile or under-performing in English Language Arts based on Florida DOE School Grade Criteria are African American, Hispanic, Students with Disabilities, students learning English as a Second Language and/or students from Migrant families. Many RSGA students in this group are also economically disadvantaged. Students coming from environments of need often have less opportunities outside of school to receive support in their learning. Additionally, students in high poverty schools are not able to come before school for activities due to lack of transportation, resources, and due to additional responsibilities at home. All students need daily encouragement and opportunities to experience growth while learning.
<b>State the measurable outcome the school plans to achieve</b>	RSGA lowest-quartile students will show an average increase in learning gains of 53% or higher in English Language Arts.
<b>Person responsible for monitoring outcome</b>	Wampannaga Miller (millerw@columbiak12.com)
<b>Evidence-based Strategy</b>	Building Relationships - Setting Objectives and Providing Timely Feedback/ Reinforcing Effort& Providing Recognition
<b>Rationale for Evidence-based Strategy</b>	Jere Brophy, author of "Motivating Students to Learn", states that goals, not content coverage or learning processes, provide the rationale for curriculum and instruction. Building relationships with students and getting students involved in determining their individual goals-- and frequently offering timely, ongoing feedback to students will also encourage student achievement and narrow the achievement gap. These strategies are among strategies cited in the work of Robert Marzano, researcher and author of many books, including the texts "Classroom Instruction That Works" and "The New Art and Science of Teaching." Students are generally most responsive to the people they can associate with positive experiences. "It's people, not programs, that make the difference." - Todd Whitaker, author of "What Great Teachers Do Differently" and "What Great Principals Do Differently".
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify lowest quartile and "bubble" students in Language Arts.</li> <li>2. Conduct Team Data Chats to identify students in need of additional academic, social, and emotional support through the Response to Intervention process/ MTSS, mentoring, counseling, and truancy conferences.</li> <li>3. Secure interventions and services for students who need them.</li> <li>4. Assign a mentor to each bubble student and lowest-quartile student to encourage the student in all areas and build relationships. Mentors will meet with students at least once per week.</li> <li>5. Use data obtained from web based resources in order to conduct Data Chats in Reading</li> </ol>

at least each 9-week period.

6. Emphasize the information that is shared in Data Chats with students in order to further differentiate classroom instruction, resources based on the individual needs of students.

7. Utilize iReady, Accelerated Reader, Flocabulary, FL Ready online resources to provide individualized instruction for each student.

8. Research further evidence-based practices through the RSGA Literacy Team that will raise the student achievement of students of color, Students with Disabilities, English Language Learners, migrant students, and economically disadvantaged students.

5. Design school-wide plan for addressing these subgroups.

6. Implement school-wide plan for addressing these subgroups.

7. Implement the use of the Renaissance Accelerated Reader program to encourage individual reading growth.

8. Design a school-based tutorial program to address the needs of lowest performing students.

9. Find volunteers to provide additional intervention for students through the Leveled Literacy Intervention program and in classrooms.

10. Provide high-quality paraprofessionals to expand the number and frequency of differentiated and small group instructional sessions taking place in classrooms.

**Person  
Responsible**

Wampannaga Miller (millerw@columbiak12.com)

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#3	
<b>Title</b>	Narrow the achievement gap between Lowest Quartile Students and the general student population in Mathematics
<b>Rationale</b>	Only 15% of students in the lowest quartile of the 2019-2020 cohort of Richardson Sixth Grade Academy demonstrated learning gains on the 2019 5th Grade Administration of the Mathematics Florida Standards Assessments. Many, but not all, of Richardson Sixth Grade Academy's students who are in the lowest quartile or under-performing in Mathematics based on Florida DOE School Grade Criteria are African American, Students with Disabilities, students learning English as a Second Language and/or students from Migrant families. Many RSGA students in this group are also economically disadvantaged. Students coming from environments of need often have less opportunities outside of school to receive support in their learning. Additionally, students in high poverty schools are not able to come before school for activities due to lack of transportation, resources, and due to additional responsibilities at home. All students need daily encouragement and opportunities to experience growth while learning.
<b>State the measurable outcome the school plans to achieve</b>	RSGA lowest-quartile students will show an average increase in learning gains of 53% or higher in Mathematics.
<b>Person responsible for monitoring outcome</b>	Lisa Garbett (garbettl@columbiak12.com)
<b>Evidence-based Strategy</b>	Building Relationships - Setting Objectives and Providing Timely Feedback/ Reinforcing Effort& Providing Recognition
<b>Rationale for Evidence-based Strategy</b>	Jere Brophy, author of "Motivating Students to Learn", states that goals, not content coverage or learning processes, provide the rationale for curriculum and instruction. Building relationships with students and getting students involved in determining their individual goals-- and frequently offering timely, ongoing feedback to students will also encourage student achievement and narrow the achievement gap. These strategies are among strategies cited in the work of Robert Marzano, researcher and author of many books, including the texts "Classroom Instruction That Works" and "The New Art and Science of Teaching." Students are generally most responsive to the people they can associate with positive experiences. "It's people, not programs, that make the difference." - Todd Whitaker, author of "What Great Teachers Do Differently" and "What Great Principals Do Differently".
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Identify lowest quartile and "bubble" students in each Mathematics class.</li> <li>2. Conduct Team Data Chats to identify students in need of additional academic, social, and emotional support through the Response to Intervention process/ MTSS, mentoring, counseling, and truancy conferences.</li> <li>3. Secure interventions and services for students who need them.</li> <li>4. Assign a mentor to each bubble student and lowest-quartile student to encourage the student in all areas and build relationships. Mentors will meet with students at least once per week.</li> <li>5. Use data obtained from web based resources in order to conduct Data Chats in Reading</li> </ol>

at least each 9-week period.

6. Emphasize the information that is shared in Data Chats with students in order to further differentiate classroom instruction, resources based on the individual needs of students.
7. Utilize iReady, Accelerated Math, Math Facts in a Flash, Flocabulary, FL Ready online resources to provide individualized instruction for each student.
8. Research evidence-based practices that will raise the student achievement of students if color, Students with Disabilities, and economically disadvantaged students.
9. Design school-wide plan for addressing these subgroups.
10. Implement and evaluate school-wide plan for addressing these subgroups.
11. Design a school-based tutorial program to address the needs of lowest performing students.
12. Find volunteers to provide additional intervention for students in Mathematics.
13. Provide high-quality paraprofessionals to expand the number and frequency of differentiated and small group instructional sessions taking place in classrooms.

**Person Responsible** Lisa Garbett (garbettl@columbiak12.com)

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#4	
<b>Title</b>	Increase student achievement in Science
<b>Rationale</b>	Even though the domain of science is not tested as a part of the 6th grade Florida Assessments, it is critical for RSGA's teachers to continually emphasize the sciences in order to develop the scientific knowledge of students in preparation for assessments students will take as eighth graders.
<b>State the measurable outcome the school plans to achieve</b>	By the end of the year 60% of RSGA students will demonstrate an average of 60% or higher as measured by the end-of-year Performance Matters Assessment.
<b>Person responsible for monitoring outcome</b>	Latavia Deliford (delifordl@columbiak12.com)
<b>Evidence-based Strategy</b>	Hands-on learning experiences through the use of manipulatives/ models, experiments, and labs.
<b>Rationale for Evidence-based Strategy</b>	Instruction in science and the use of scientific processes increases each student's ability to think, learn, solve problems and make informed decisions. Focus on these domains also increases the awareness of students about S.T.E.M.-related career fields, ensuring the sustainability of professions that our world has come to depend on (scientists, doctors, nurses, meteorologists, etc.). Emphasis on the engagement of students through hands-on science experiences and S.T.E.M. can also have a strong impact on mathematical performance. At Richardson Sixth Grade Academy, mathematics standards are integrated into science instruction. The work of Dr. Marcia Tate, former Director of Professional Development of the DeKalb County, Georgia Public Schools through her series of work that spiraled from her initial work "Worksheets Don't Grow Dendrites" has inspired this goal.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Implement Interactive Notebooks in all classrooms on a daily basis.</li> <li>2. Integrate note-taking strategies into instruction (ex. Cornell notes).</li> <li>3. Incorporate real-life investigations into instruction through the use of technology/ web-based programs and resources (Discovery Education, Minecraft Education, videos, etc.).</li> <li>4. Incorporate supplemental evidence-based resources into science instruction (materials for hands-on experimentation and exploration, etc.).</li> <li>5. Implement weekly demonstrations and experimentation using the scientific process based on and as outlined in the Florida Next Generation State Standards.</li> <li>6. Create group and individual student projects based on the scientific processes.</li> <li>7. Encourage all students to participate in the school-based STEM science and engineering fair.</li> <li>8. Integrate STEM strategies and mathematics standards into science instruction, and specifically targeted science and mathematics standards into S.T.E.M. elective classes.</li> <li>9. Host S.T.E.M. and science-based night to build the capacity of parents to engage their children in STEM experiences at home.</li> <li>10. Encourage at-home involvement of parents in scientific investigations through parent trainings, science fairs, and STEM/ science events.</li> </ol>

**Person Responsible** Lisa Lee (leel@columbiak12.com)

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#5	
<b>Title</b>	Increase Parent and Family Engagement in accomplishing 2019-2020 Schoolwide Improvement Goals
<b>Rationale</b>	RSGA will use the Curriculum Resource Teacher (CRT) to encourage parent and family engagement. The CRT serves multiple purposes through working with classroom teachers, resource teachers, paraprofessionals and tutors to provide curricular resources and effective supplemental materials that can support teachers and by fostering positive relationships with families. In addition, the CRT works with parents and family members in providing resources and training in the use of the resources to build the capacity of each parent or family member to help children academically at home. Through constant contact with families, RSGA will be able to specifically tailor parent and family engagement offerings to address the needs of students from the families that are served. The CRT coordinates each school's Title I program.
<b>State the measurable outcome the school plans to achieve</b>	Richardson Sixth Grade Academy will increase engagement of families through a combination of parent and family engagement activities by 10%.
<b>Person responsible for monitoring outcome</b>	Narvette Kelly (kellyn@columbiak12.com)
<b>Evidence-based Strategy</b>	Establish a culture that engages every family.
<b>Rationale for Evidence-based Strategy</b>	As the school community of Richardson Sixth Grade Academy and the Columbia County School District becomes increasingly diverse, it has become a necessity for RSGA to investigate our current practices and determine to go to any lengths to engage the families of all students and ensure they feel welcomed as a part of the school community. The work of Dr. Steve Constantino, author of "Engaging Every Family" and the work of Dr. Karen Mapp, professor at Harvard University, drives the focus of Parent & Family Engagement at RSGA for the 2019-2020 school year.
<b>Action Step</b>	
<b>Description</b>	<ol style="list-style-type: none"> <li>1. Gather input from the RSGA School Advisory Council concerning ways to reach out to parents/ parent trainings.</li> <li>2. Distribute the Title I Parent Involvement survey to all parents.</li> <li>3. Conduct Title I Comprehensive Needs Assessment - Parent and Family engagement section- to diagnose needs.</li> <li>4. Evaluate parent input from the Title I Comprehensive Needs Assessment.</li> <li>5. Implement practices based on evidence cited in research to engage more families.</li> <li>6. Design Title I Parent and Family Engagement Plan using available results.</li> <li>7. Administer Parent Input survey to incoming cohort of parents.</li> <li>8. Differentiate parent offerings to accommodate the needs and schedules of parents.</li> <li>9. Establish a Parent and Family Engagement Focus Team to investigate how to reach hard to reach families.</li> <li>10. Devise and implement a plan to make connections with the families of lowest quartile students.</li> <li>11. Revise Title I Parent and Family Engagement Plan for Richardson Sixth Grade</li> </ol>



Academy based on results.

12. Implement Title I Parent and Family Engagement Plan for Richardson Sixth Grade Academy.

13. Utilize Remind app, School Messenger, e-mail, social media, phone calls, mailings, newsletters, and flyers to differentiate forms of communication in order to reach all parents.

14. Engage in ongoing dialogue with families through identified streams of contact and through the RSGA School Advisory Council.

15. Conduct periodic teacher trainings on engaging families as a part of the Title I Parent and Family Engagement Plan.

**Person Responsible** Narvette Kelly (kellyn@columbiak12.com)

### 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).**

Richardson Sixth Grade Academy will enhance the ability of students to engage in Text-Based Writing through use of a variety of texts by integrating instruction in text-based writing across all curricular areas. Baseline results from the first administration of district Columbia Writes! assessments will be used to determine areas of specific instructional focus. The RSGA Literacy Team will collaborate with the English Language Arts department to determine areas of schoolwide emphasis for the 2019-2020 school year and associated activities using evidence-based practices, with Technical Assistance, as needed, from the Columbia County School District's Language Arts Teacher Support Colleague (TSC).

## 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.**

Richardson Sixth Grade Academy will build positive relationships by establishing two-way communication with families being served and with the community through the use of School Messenger, the school's website, varied social media platforms, and by reaching out to members of the community to encourage their involvement in school-based initiatives. The school community will offer opportunities for stakeholders to be included in the Title I

Schoolwide Planning process and seek input on activity and funding priorities for the Schoolwide Plan and Parent & Family Engagement Plan by using the RSGA School Advisory Council meetings as a forum for public input.

Feedback surveys/ questionnaires will be utilized to solicit input as well. RSGA also wants to provide numerous opportunities for parents to attend events involving their students. This could include orientation, open house, field trips, science fair, performances, and other activities to showcase student achievement.

The mission of Richardson Sixth Grade Academy is to provide a safe and supportive community for all learners, where academic and personal excellence are expected in order to achieve high levels of

success. We embrace the partnership between school, home, and community and are committed to helping our students become part of the global community, celebrate diversity, and meet the challenges and opportunities of the future. RSGA seeks to engage the community to aid us in creating the environment we endeavor for students to experience.

Members of the community will be encouraged to become engaged in RSGA's mission and initiatives through the use of the school-based Volunteer Coordinator and the Teacher-on-Assignment assigned to the campus. By building relationships with the larger community and encouraging involvement at Richardson Sixth Grade Academy, students will have the opportunity to see themselves and their school as a part of a community of people that is strong, supportive and caring.

#### **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.**

The social-emotional needs of our students are being met in a variety of methods. At Richardson Sixth Grade Academy (RSGA), Lisa Garbett serves as RSGA's full-time School Counselor. Community agencies and counseling centers provide additional services to children through agencies such as Meridian Behavioral Counseling and Partnership of Strong Families. The Columbia County School District employs mental health counselors that RSGA works in partnership with. All students at Richardson Sixth Grade Academy participate in the Sanford Harmony Curriculum, a curriculum specifically geared towards promoting social and emotional development through Research/ Critical Thinking classes.

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

Richardson Sixth Grade Academy (RSGA) offers a summer 'Red Carpet Event' that gives incoming 6th graders the chance to get acclimated to the campus before the school year begins. At the event, students interact with RSGA personnel and with each other through team building activities, STEM activities, and a campus tour. The activity is funded and sponsored by the local chapter of Altrusa International. The school also offers a STEM Summer Enrichment Camp during the summer for incoming sixth graders at no cost to families.

Organizational strategies are school-wide. RSGA utilizes agenda planners to establish student accountability, and as a medium for maintaining consistent communication with families. RSGA is in constant contact with feeder schools to ensure that the needs of our transitioning students are being met. The principal and guidance counselor will visit all elementary schools served by the school to introduce students to RSGA. Information about school requirements, curriculum, course selection, clubs, and organizations is given. A student-made video is presented to the incoming sixth graders depicting student life and activities at the school.

As students prepare to leave RSGA, middle school administrators and counselors come to our campus to prepare our outgoing students for the transition to Lake City Middle School. Students receive information about school requirements, curriculum, student life, and activities. Materials are sent home to guide parents in helping their children in elective and club selections.

RSGA will sponsor a "Step Up Event" at the end of the 2019-2020 school year for incoming families. Parents and students will be informed about requirements and curriculum expectations for sixth grade. RSGA personnel will be present to answer questions. Materials and supplies that help foster a successful transition will be provided to facilitate the attendance of all parent populations. Translators will be provided for all initiatives as needed.

**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.**

Richardson Sixth Grade Academy (RSGA) coordinates state, local, and federal funds through a system of checks and balances. The checks and balances system is in place to ensure that all financial resources are used in accordance with guidelines as determined by the funding source. This includes federal funds received, which are used in a supplemental way. A Title I Comprehensive Needs Assessment is performed annually at Richardson Sixth Grade Academy. The methodology for coordinating and supplementing funds is followed when developing the needs assessment. The Comprehensive Needs Assessment is used throughout the school year to adapt to the needs of students as the needs change throughout the course of the year. Instructional personnel, support personnel, curricular needs, technology needs and other needs, as they are identified, are evaluated and aligned during the evaluation and development of the needs assessment.

RSGA determines how to apply available resources for the highest impact through the Comprehensive Needs Assessment. Throughout the school year, the school leadership team meets. Meetings with the federal programs director also take place throughout the school year.

Reconciliation of all inventory is conducted annually by the district and is reconciled in accordance with school board policy.

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

Richardson Sixth Grade Academy provides rigorous, ambitious instruction every day in all classrooms. RSGA also offers elective courses in Keyboarding, Band, Chorus, Agriscience, Creative Writing, and STEM (Science, Technology, Engineering, Mathematics) exploration. These courses have the flexibility within their curriculum and standards to address a wide range of topics from practical hands-on concepts connected to careers in each domain to teaching students the importance of developing "soft" employability skills. Through STEM, RSGA students have the opportunity to earn Microsoft Industry certifications. RSGA also offers a STEM-based After School program at no cost to students, along with before and after school clubs that promote college and career awareness through Robotics, STEM, Agriculture/ FFA, Journalism, and more. Resource speakers and guest readers are invited to share with RSGA students about leadership and their respective professions.

Sixth-grade students gain additional exposure through access to pre-Advanced Placement opportunities, opportunities to participate in the school-based Science and Engineering Fair, the Columbia County Gifted Program, and through the Tropicana Speech contest. Many of our student organizations partner with business and community organizations on a variety of initiatives, including field trips that involve hands-on learning at places of business. RSGA student visits to the local VA hospital and Baya Pointe Assisted Living facility to afford students with an opportunity to be of service to others while witnessing the work of those who are employed in health care professions.

Students that are in our ACCESS courses will participate in activities that promote self-sufficiency skills. The acquired skills will allow them to be productive members of our community and society. Our ACCESS students are engaged in elective courses so they can have more interaction with their non-disabled peers.

## Part V: Budget

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

<b>1</b>	<b>III.A.</b>	<b>Areas of Focus: Increase student achievement in English Language Arts and Mathematics.</b>				<b>\$54,145.80</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	369-Technology-Related Rentals	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$28,340.00
			<i>Notes: Renaissance Learning applications, Flocabulary, Boxlight Mimio Licenses, iReady</i>			
	1000		0031 - Richardson Sixth Grade Academy	School Improvement Funds		\$1,000.00
			<i>Notes: RSGA iReady &amp; Renaissance Program incentives</i>			
	1000		0031 - Richardson Sixth Grade Academy	School Improvement Funds		\$300.00
			<i>Notes: Scripps Spelling Bee Registration</i>			
	1000		0031 - Richardson Sixth Grade Academy	School Improvement Funds		\$200.00
			<i>Notes: Recognition incentives</i>			
	5100	369-Technology-Related Rentals	0031 - Richardson Sixth Grade Academy	Title V, Part B		\$5,000.00
			<i>Notes: Renaissance Accelerated Reader Program</i>			
	6400	510-Supplies	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$100.00
			<i>Notes: supplies for professional development</i>			
	5100	510-Supplies	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$4,338.10
			<i>Notes: Supplemental resources and materials for classrooms (Mentoring Minds, FL ready, Poster Maker supplies, teacher materials needed for hands-on learning experiences) - combined with line item in Goal/ Area of Focus #4</i>			
	6400		0031 - Richardson Sixth Grade Academy	Title, I Part A		\$14,867.70
			<i>Notes: 25% Instructional Coach's salary</i>			
<b>2</b>	<b>III.A.</b>	<b>Areas of Focus: Narrow the achievement gap between Lowest Quartile Students and the general student population in English Language Arts</b>				<b>\$41,198.59</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100		0031 - Richardson Sixth Grade Academy	Title, I Part A		\$26,330.89
			<i>Notes: Title I Paraprofessional Salary (shared with Goal 3)</i>			
	6400		0031 - Richardson Sixth Grade Academy	Title, I Part A		\$14,867.70
			<i>Notes: 25% of Instructional Coach's Salary (shared with Goal 3)</i>			

<b>3</b>	<b>III.A.</b>	<b>Areas of Focus: Narrow the achievement gap between Lowest Quartile Students and the general student population in Mathematics</b>				<b>\$4,000.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	6400		0031 - Richardson Sixth Grade Academy	Title II		\$4,000.00
			<i>Notes: (shared with Goal 2) Travel for Teachers to attend PD trainings, registration fees, substitutes for teachers</i>			
<b>4</b>	<b>III.A.</b>	<b>Areas of Focus: Increase student achievement in Science</b>				<b>\$500.00</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	1000		0031 - Richardson Sixth Grade Academy	School Improvement Funds		\$500.00
			<i>Notes: Support supplementary materials/ purchases for schoolwide Science/ STEM Program</i>			
<b>5</b>	<b>III.A.</b>	<b>Areas of Focus: Increase Parent and Family Engagement in accomplishing 2019-2020 Schoolwide Improvement Goals</b>				<b>\$73,554.35</b>
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100		0031 - Richardson Sixth Grade Academy	Title, I Part A		\$69,278.31
			<i>Notes: Salary of Curriculum Resource Teacher</i>			
	6150	369-Technology-Related Rentals	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$100.00
			<i>Notes: Smore Newsletter</i>			
	6150	370-Communications	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$150.00
			<i>Notes: Postage for mail communication</i>			
	6150	510-Supplies	0031 - Richardson Sixth Grade Academy	Title, I Part A		\$4,026.04
			<i>Notes: Parent and Family Engagement Resources, Materials, and Supplies</i>			
<b>Total:</b>						<b>\$173,398.74</b>