

Miami-Dade County Public Schools

Academir Charter School Middle



2019-20 Schoolwide Improvement Plan

Table of Contents

School Demographics	3
Purpose and Outline of the SIP	4
School Information	7
Needs Assessment	9
Planning for Improvement	14
Title I Requirements	16
Budget to Support Goals	17

Academir Charter School Middle

5800 SW 135TH AVE, Miami, FL 33183

www.academircharterschoolmiddle.com

Demographics

Principal: Karla Rodriguez

Start Date for this Principal: 7/19/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Middle School 6-8
Primary Service Type (per MSID File)	K-12 General Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	60%
2018-19 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities English Language Learners Hispanic Students Economically Disadvantaged Students
School Grades History	2018-19: A (63%) 2017-18: A (64%) 2016-17: B (56%) 2015-16: B (61%) 2014-15: C (48%)
2019-20 School Improvement (SI) Information*	
SI Region	Southeast
Regional Executive Director	LaShawn Russ-Porterfield
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	N/A
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here .	

School Board Approval

N/A

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

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 6-8	Yes	75%
Primary Service Type (per MSID File)	Charter School	2018-19 Minority Rate (Reported as Non-white on Survey 2)
K-12 General Education	Yes	99%

School Grades History

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

School Board Approval

N/A

SIP Authority

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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.

AcadeMir Charter School Middle (6-8), promotes students' self-motivation to be successful in all subject areas, especially in science, mathematics, reading and technology, by progressively building on their individual talents and abilities. In order to foster students' life-long learning and allow them to reach their full potential as productive, responsible members of today's global and highly technological society, a nurturing, educational environment and the implementation of research- proven educational models will be utilized. These models focus on problem solving, collaboration, and communication through the integration of technology.

Provide the school's vision statement.

AcadeMir Charter School Middle (6-8) provides a strong and multifaceted educational foundation for students of all races, backgrounds and abilities that foster their personal growth and intellectual development in order to enable them to make life choices and pursue career paths that will contribute to the advancement of humanity.

Students will experience a cross-curricula instructional approach using the new Florida Language Arts and Math Standards as well as the Next Generation Sunshine State Standards and benchmarks. Improving Student Achievement will serve as the school's "mantra" and improvement will be facilitated and measured through a systematic and comprehensive organizational approach to leadership and management using the Florida Continuous Improvement Model (FCIM).

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
Bello, Susie	Assistant Principal	
Triana, Marianne	Principal	
Espinosa, Paola	Instructional Coach	
Timilsina, Nabin	Instructional Coach	

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	134	107	120	0	0	0	0	361	
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	0	0	0	0	0	0		
Course failure in ELA or Math	0	0	0	0	0	0	0	1	2	0	0	0	0	3	
Level 1 on statewide assessment	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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	0	0	0	0	0	0	0	0	0	0	
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

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

Date this data was collected or last updated

Friday 7/19/2019

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	0	0	0	0	0	0	
Course failure in ELA or Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on statewide assessment	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	
Students with two or more indicators	0	0	0	0	0	0	0	0	0	0	0	0	0

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	2	1	2	0	0	0	0	5
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	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	0	0	0	0	0	0	0	

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	65%	58%	54%	56%	53%	52%
ELA Learning Gains	62%	58%	54%	47%	55%	54%
ELA Lowest 25th Percentile	55%	52%	47%	42%	48%	44%
Math Achievement	74%	58%	58%	57%	54%	56%
Math Learning Gains	62%	56%	57%	49%	56%	57%
Math Lowest 25th Percentile	56%	54%	51%	47%	51%	50%
Science Achievement	49%	52%	51%	58%	50%	50%
Social Studies Achievement	72%	74%	72%	77%	70%	70%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)			Total
	6	7	8	
Number of students enrolled	134 (0)	107 (0)	120 (0)	361 (0)
Attendance below 90 percent	0 (0)	0 (0)	0 (0)	0 (0)
One or more suspensions	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 (0)	1 (0)	2 (0)	3 (0)
Level 1 on statewide assessment	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	60%	58%	2%	54%	6%
	2018	59%	53%	6%	52%	7%
Same Grade Comparison		1%				
Cohort Comparison						
07	2019	62%	56%	6%	52%	10%
	2018	59%	54%	5%	51%	8%
Same Grade Comparison		3%				
Cohort Comparison		3%				
08	2019	69%	60%	9%	56%	13%
	2018	66%	59%	7%	58%	8%
Same Grade Comparison		3%				
Cohort Comparison		10%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
06	2019	70%	58%	12%	55%	15%
	2018	65%	56%	9%	52%	13%
Same Grade Comparison		5%				
Cohort Comparison						
07	2019	80%	53%	27%	54%	26%
	2018	67%	52%	15%	54%	13%
Same Grade Comparison		13%				
Cohort Comparison		15%				
08	2019	42%	40%	2%	46%	-4%
	2018	65%	38%	27%	45%	20%
Same Grade Comparison		-23%				
Cohort Comparison		-25%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
08	2019	37%	43%	-6%	48%	-11%
	2018	42%	44%	-2%	50%	-8%
Same Grade Comparison		-5%				
Cohort Comparison						

BIOLOGY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	87%	68%	19%	67%	20%
2018	75%	65%	10%	65%	10%
Compare		12%			

CIVICS EOC					
Year	School	District	School Minus District	State	School Minus State
2019	70%	73%	-3%	71%	-1%
2018	64%	72%	-8%	71%	-7%
Compare		6%			
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	80%	63%	17%	61%	19%
2018	94%	59%	35%	62%	32%
Compare		-14%			
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2019	100%	54%	46%	57%	43%
2018	0%	54%	-54%	56%	-56%
Compare		100%			

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	44	38	39	50	46					
ELL	57	62	60	71	66	69	36	55	67		
HSP	66	62	54	74	62	57	49	71	69		
FRL	64	63	58	75	63	59	51	71	70		
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	33	35		33	65						
ELL	38	59	54	59	71	86	8	63			
HSP	62	61	58	70	70	79	49	67	65		
FRL	60	60	56	67	69	80	54	69	58		
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	44	40		44	40						

2017 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2015-16	C & C Accel 2015-16
ELL	30	40	43	42	40	32	33	53			
HSP	55	47	43	56	49	46	57	77	71		
FRL	53	46	39	55	48	47	52	74	71		

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	63
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	68
Total Points Earned for the Federal Index	633
Total Components for the Federal Index	10
Percent Tested	100%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	41
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	61
English Language Learners Subgroup Below 41% in the Current Year?	NO
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

Asian Students	
Number of Consecutive Years Asian Students Subgroup Below 32%	
Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	63
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	
Multiracial Students Subgroup Below 41% in the Current Year?	N/A
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	
White Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years White Students Subgroup Below 32%	
Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	64
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.

Science achievement was the lowest data component; in comparison to 2018, Science achievement was also our lowest component (49%) - there was no increase or decrease. Deficiency in the prior knowledge resulted in the low proficiency in Florida Science Assessment. One of significant trends observed through data analysis of last 3 years data is that deficiency is scattered in all four domains that are tested in the assessment.

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

The greatest decline was in the Math L25 data component - from a 79% to a 56% - that is 23 percent decrease. One of the factors that contributed to this decline included a lack of targeted individualized instruction for the students in the L25 category.

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.

Math proficiency had the greatest gap when compared to the state average with Academir at a 74% achievement level versus the state average 58% - making that a sixteen point gap. One of the factors is our increase of rigor with standard-aligned bell to bell schedule.

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

Our greatest improvement was in our Social Studies achievement with an increase by five percentage points. We purchased a standard-aligned test preparatory curriculum that resulted in our state assessment growth.

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

One area of concern was the number of students with level 1 on state assessments. The school has purchased additional curriculum and online programs to assist and improve student results.

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

1. Science Achievement
2. L25 in Math
3. L25 in ELA
4. ELA and Math Proficiency
5. Social Studies Achievement

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Science Achievement
Rationale	Science achievement was at 49% last year - no improvement from the previous year.
State the measurable outcome the school plans to achieve	By the end of this school year, we will increase our Science achievement by ten percentage points (to at least a 59% percentage).
Person responsible for monitoring outcome	Nabin Timilsina (nabin@dadeschools.net)
Evidence-based Strategy	We have implemented a Progress Monitoring Plan via a new standard-aligned platform as well as the use of a new Science lab where students will be doing hands-on activities and experiments. There will be a higher use of technology in the Science classrooms and implementation of new curriculum for our Physical Science classes.
Rationale for Evidence-based Strategy	The digital learning platform implemented is a research-based tool that can be used to both increase student achievement, facilitate remediation and used for instructional purposes.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify students with weaknesses. 2. Implementation of the Progress Monitoring Plan for standard mastery check and remediation. 3. Increase grade-level achievement via tutoring and intervention. 4. Utilization of science lab. 5. Integration of new curriculum and Science enrichment opportunities.
Person Responsible	Nabin Timilsina (nabin@dadeschools.net)

#2	
Title	Improve Reading Proficiency
Rationale	Based on data from FSA ELA 2018 (60% ELA proficiency) and more recent I-Ready AP1 (49% proficient), the current seventh grade class needs to increase and improve the proficiency level.
State the measurable outcome the school plans to achieve	By the end of the current school year (2019-2020), the ELA proficiency for the 7th grade class will improve by at least five percentage points (to at least 65%).
Person responsible for monitoring outcome	Paola Espinosa (pespinosa@academircharterschoolmiddle.com)
Evidence-based Strategy	Via standard-aligned instruction and targeted tutoring with the support of Mrs. Espinosa, Academir's Reading Coach, the ELA proficiency will improve by the end of the school year. Both 2020 FSA data as well as I-Ready Reading (AP3) will highlight these gains.
Rationale for Evidence-based Strategy	Academir has utilized these research-based strategies for all grade levels (6-8) in the last two years - the results from learning gains to proficiency have been significant (over 10% percentage point growth) across these areas for ELA.
Action Step	
Description	<ol style="list-style-type: none"> 1. Identify areas of weaknesses (ELA cluster and standards) 2. Create a targeted instructional plan via intervention and/or after-school tutoring 3. Monitor ongoing data 4. Assess students via standard-aligned platforms (I-ready and USA Test Prep) 5. Remediate/Reteach any areas of need
Person Responsible	Paola Espinosa (pespinosa@academircharterschoolmiddle.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).

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.

Please refer to the attached document, Parent Family Engagement Plan (PFEP).

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.

Open house and orientation meetings for incoming 6th graders; high school fairs to inform 8th grade students and parents on available programs for high school.

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

1. The Leadership Team will monitor and adjust the school's academic and behavioral goals through data gathering and data analysis.
2. The Leadership Team will monitor the fidelity of the delivery of instruction and intervention.
3. The Leadership Team will provide levels of support and interventions to students based on data

Services are provided to ensure students at ACSM require additional remediation are assisted through extended learning opportunities (after-school programs and Saturday School). Support services are provided to the schools, students, and families. School administration and teachers develop, lead, and evaluate school core content standards/ programs; identify and analyze existing literature on scientifically based curriculum/behavior assessment and intervention approaches. They identify systematic patterns of student needs to allocate appropriate evidence-based intervention strategies; assist with whole school screening programs that provide early intervening services for children to be considered "at risk;" assist in the design and implementation for progress monitoring, data collection, and data analysis; participate in the design and delivery of professional development; and provide support for assessment and implementation monitoring.

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 school promotes academic and career planning by having the principal, school counselor and teachers mentor students in academic and career planning areas. The school counselor will work directly with parents and students to detail specific ways to increase academic performance and expose students to possible career choices. The school counselor works directly with 8th grade students and parents to help determine possible high school choices that will specifically meet the academic and career planning needs of each student.

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

All social studies courses have curriculum that covers career planning and the student services department provides support to the teachers.

Part V: Budget

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

1	III.A.	Areas of Focus: Science Achievement				\$0.00
2	III.A.	Areas of Focus: Improve Reading Proficiency				\$52,668.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
		100-Salaries	6082 - Academir Charter School Middle	Title, I Part A		\$34,515.00
			Notes: This amount is allocated for a Reading Coach and Interventionist			
		690-Computer Software	6082 - Academir Charter School Middle	Title, I Part D		\$18,153.00
			Notes: This amount is allocated for the I-Ready software			
Total:						\$52,668.00