

Miami-Dade County Public Schools

Lincoln Marti Charter School (Little Havana Campus)



2019-20 Schoolwide Improvement Plan

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Lincoln Marti Charter School (Little Havana Campus)

970-984 W FLAGLER ST, Miami, FL 33130

www.lincolnmarticharterschoos.com

Demographics

Principal: Barbara Sanchez

Start Date for this Principal: 8/14/2015

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School KG-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)	1%
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 White Students
School Grades History	2018-19: A (79%) 2017-18: A (81%) 2016-17: A (63%) 2015-16: A (63%) 2014-15: C (44%)
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	TS&I
* 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

<p>School Type and Grades Served (per MSID File)</p> <p>Combination School KG-8</p>	<p>2018-19 Title I School</p> <p>Yes</p>	<p>2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)</p> <p>96%</p>
<p>Primary Service Type (per MSID File)</p> <p>K-12 General Education</p>	<p>Charter School</p> <p>Yes</p>	<p>2018-19 Minority Rate (Reported as Non-white on Survey 2)</p> <p>96%</p>

School Grades History

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

School Board Approval

N/A

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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.

To provide the best quality education and instill in our students values that will make them better citizens, better workers and better human beings.

Provide the school's vision statement.

At Lincoln-Marti we believe that the quality of any nation, state, city, community and family must be judged by the preparation and advancement of the individuals who comprise them.

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
Sanchez, Barbara	Principal	
Alves, Viviana	Assistant Principal	
Forjans, Licety	Other	
De Paula, Sandra	Instructional Coach	
Perez, Claudia	School Counselor	
Ramos, Rita	Teacher, K-12	
Corcho, Ivonne	Teacher, K-12	
Diaz, Marilyn	Assistant Principal	

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	89	76	92	84	72	89	76	72	108	0	0	0	0	758
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	1	20	24	11	23	33	0	0	0	0	112

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	

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	1	4	11	1	0	0	0	0	0	0	0	0	0	17
Students retained two or more times	0	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

Wednesday 9/4/2019

Prior Year - As Reported

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

Indicator	Grade Level	Total
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA or Math		
Level 1 on statewide assessment		

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

Indicator	Grade Level	Total
Students with two or more indicators		

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	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	4	10	6	17	25	0	0	0	0	62

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	64%	63%	61%	54%	59%	57%
ELA Learning Gains	70%	61%	59%	62%	59%	57%
ELA Lowest 25th Percentile	64%	57%	54%	60%	55%	51%
Math Achievement	91%	67%	62%	74%	62%	58%
Math Learning Gains	87%	63%	59%	72%	60%	56%
Math Lowest 25th Percentile	88%	56%	52%	65%	52%	50%
Science Achievement	59%	56%	56%	55%	53%	53%
Social Studies Achievement	96%	80%	78%	80%	75%	75%

EWS Indicators as Input Earlier in the Survey										
Indicator	Grade Level (prior year reported)									Total
	K	1	2	3	4	5	6	7	8	
Number of students enrolled	89 (0)	76 (0)	92 (0)	84 (0)	72 (0)	89 (0)	76 (0)	72 (0)	108 (0)	758 (0)
Attendance below 90 percent	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 ()	0 (0)
One or more suspensions	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Course failure in ELA or Math	0 ()	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)
Level 1 on statewide assessment	0 ()	0 (0)	0 (0)	1 (0)	20 (0)	24 (0)	11 (0)	23 (0)	33 (0)	112 (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
03	2019	49%	60%	-11%	58%	-9%
	2018	62%	61%	1%	57%	5%
Same Grade Comparison		-13%				
Cohort Comparison						
04	2019	68%	64%	4%	58%	10%
	2018	67%	60%	7%	56%	11%
Same Grade Comparison		1%				
Cohort Comparison		6%				
05	2019	53%	60%	-7%	56%	-3%
	2018	61%	59%	2%	55%	6%
Same Grade Comparison		-8%				
Cohort Comparison		-14%				
06	2019	51%	58%	-7%	54%	-3%
	2018	46%	53%	-7%	52%	-6%
Same Grade Comparison		5%				
Cohort Comparison		-10%				

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
07	2019	49%	56%	-7%	52%	-3%
	2018	42%	54%	-12%	51%	-9%
Same Grade Comparison		7%				
Cohort Comparison		3%				
08	2019	44%	60%	-16%	56%	-12%
	2018	60%	59%	1%	58%	2%
Same Grade Comparison		-16%				
Cohort Comparison		2%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	80%	67%	13%	62%	18%
	2018	87%	67%	20%	62%	25%
Same Grade Comparison		-7%				
Cohort Comparison						
04	2019	86%	69%	17%	64%	22%
	2018	90%	68%	22%	62%	28%
Same Grade Comparison		-4%				
Cohort Comparison		-1%				
05	2019	82%	65%	17%	60%	22%
	2018	67%	66%	1%	61%	6%
Same Grade Comparison		15%				
Cohort Comparison		-8%				
06	2019	76%	58%	18%	55%	21%
	2018	79%	56%	23%	52%	27%
Same Grade Comparison		-3%				
Cohort Comparison		9%				
07	2019	91%	53%	38%	54%	37%
	2018	79%	52%	27%	54%	25%
Same Grade Comparison		12%				
Cohort Comparison		12%				
08	2019	79%	40%	39%	46%	33%
	2018	88%	38%	50%	45%	43%
Same Grade Comparison		-9%				
Cohort Comparison		0%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	46%	53%	-7%	53%	-7%
	2018	61%	56%	5%	55%	6%
Same Grade Comparison		-15%				
Cohort Comparison						
08	2019	51%	43%	8%	48%	3%

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	72%	44%	28%	50%	22%
Same Grade Comparison		-21%				
Cohort Comparison		-10%				

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	79%	73%	6%	71%	8%
2018	73%	72%	1%	71%	2%
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	98%	63%	35%	61%	37%
2018	95%	59%	36%	62%	33%
Compare		3%			

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	5	38	30	37	54						
ELL	62	70	64	91	86	89	56	93	95		
HSP	64	70	63	91	87	88	59	96	96		

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
FRL	65	70	64	91	87	89	58	96	96		
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
ELL	62	72	78	89	83	95	71	96	100		
BLK	83			92							
HSP	66	70	78	87	82	85	77	96	94		
FRL	66	70	79	87	81	86	81	94	94		
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	45	58	60	75	75	71	45	74	16		
BLK	50	54		70	69						
HSP	54	63	61	74	73	67	55	78	41		
FRL	55	63	64	75	71	64	56	79	43		

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)	TS&I
OVERALL Federal Index – All Students	78
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	1
Progress of English Language Learners in Achieving English Language Proficiency	66
Total Points Earned for the Federal Index	781
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data

Students With Disabilities

Federal Index - Students With Disabilities	34
Students With Disabilities Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	

English Language Learners

Federal Index - English Language Learners	77
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English Language Learners	
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
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	78
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	78
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.

The data component that showed the lowest performance was Science with 59% which was 21% lower than the overall performance of the students in the district. The contributing factors include the students' lack of academic vocabulary to comprehend the complexity of the texts and test questions.

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

During the 2018-2019, the data component with the most significant decline was also the Science Achievement. We had a 78% achievement in 2018, and the school showed a decrease of 19% in the 2019 SSA (Standardized Science Assessment) for 5th and 8th grade (59% proficiency).

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.

After comparing the school's data to the state's average, we determined that the area with the greatest gap was the learning gains of the lowest 25 percentile in Math. Our school achieved 88%, which was 36% higher than the state's average (52%).

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

The data component that showed the greatest improvement was the Math Learning Gains. We had an increase of 6% in the data from 2018 to 2019. The reasons for this improvement were the continuous monitoring of the students' progress and the tiered interventions provided to the students in the lowest 25 percentile. During the 2018-2019, our school took the following actions to increase the students' performance:

- Biweekly grade-level meetings to analyze trends in the students' data and inform instructional practices.
- Curriculum mapping.
- Biweekly Data chats with students and teacher to monitor students' progress towards goals.
- Implementation of supplemental programs such as i-Ready, IXL, and Ten-Marks.
- Differentiated instruction based on the students' performance in the Standard Mastery Assessments.

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

Level 1 on State Assessments

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

1. Increasing the students' achievement in the 2020 Science Assessment.
2. Maintaining the achievement levels.
- 3.
- 4.
- 5.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Science and Reading Comprehension
Rationale	The data component that showed the lowest performance was Science with 59% which was 21% lower than the overall performance of the students in the district. The contributing factors include the students' lack of academic vocabulary to comprehend the complexity of the texts and test questions.
State the measurable outcome the school plans to achieve	The school plans to increase proficiency levels in Science by at least 6% points to 65% for the 2019-2020 school year.
Person responsible for monitoring outcome	Viviana Alves (949910@dadeschools.net)
Evidence-based Strategy	Increase the use of Hands on Science Experiments & Virtual Experiments (GIZMOS) Build academic vocabulary through the use of Marzano across grade levels Assessing students through Unit Tests and District - Wide tests utilizing the District Topic assessments and Baseline / Mid Year assessment. Training students to use the Search and Destroy Reading Comprehension strategy to dissect the questions. Provide Extended Learning tutoring for all students from 3:30pm - 4:30pm Monday - Friday Provide Winter / Spring Break Camps and Saturday Academy tutorials for all students
Rationale for Evidence-based Strategy	These district provided resources have greatly impacted the overall academic success of the students in the area of Science.
Action Step	
Description	<ol style="list-style-type: none"> 1. Gizmos monitoring plan 2. Develop a calendar/ plan for hands on and virtual experiments 3. Assess students on the Topic tests according to the pacing guides' 4. Monitor students on their I-READY Reading/ Reading Plus to measure their vocabulary and reading comprehension progress. 5. Provide Reading and Science interventions based on the district assessments results.
Person Responsible	Viviana Alves (949910@dadeschools.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).

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.

Lincoln- Marti believes that the active participation of students, teachers, parents and community stakeholders is vital. Having communication is key with parents and teachers, this ensures that students are always up to date on assignments and keep their grades up. Teachers will keep in constant contact with families to ensure that all student are challenged and working to their full potential at all times. Teachers will also hold parent conferences when needed to ensure as well that students are working at their full potential.

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 school ensures that all students have social-emotional needs met by letting all students know that all school administrators, faculty and staff are always available to speak to them about any problem or issue they may be facing. If students need counseling or any other services for example, they are referred and assisted by the proper faculty member.

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

Lincoln Marti Charter Schools will assist by providing young children with a variety of meaningful experiences, in environments that give them opportunities to generate knowledge through initiatives shared with supportive adults. We will assist with the transition from early childhood programs to our school by conducting orientation meetings for parents and guardians. Students transitioning from elementary to middle school will gradually be prepared for the academic challenges of middle school. Teachers will include cooperative learning opportunities, teach problem-solving and study skills, encourage participation in extra-curricular activities, and schedule a tour of the middle school classrooms for the students and parents. There are several pre-transition steps that can help students make the transition from Middle to High School more smoothly and successfully. In our school, the middle school students take career leadership classes in which they create e-portfolios, and research documents. The students are prepared to become more independent and knowledgeable of their interests through support from the teachers, parents, and counselors. We create plenty of opportunities for the students to develop new skills and interests based on their academic goals for the future. If stress or any emotional factors arise, the counselor will work with the students individually or in small groups to help them cope with the transition process. Our goal is to implement transition strategies that benefit students both academically and socially. Teachers and administration will provide a workshop for parents in order to

get them involved in the transition process and learn how they can make this shift easier for their children with careful planning and preparation. Policies, procedures, and curriculum are explained and discussed during orientation meetings. Parent-Teacher handbooks are provided to parents as a resource guide for the school year.

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.

In order to meet the needs of all students and maximize student outcome, the school utilizes the resources and instructional material recommended by the district. These resources have proven to be effective throughout the years. An inventory of instructional materials is created and ordered by the school administration. Quantities are also ordered according to student enrollment. Using these resources, students are provided with intensive interventions and tutoring in order to overcome academic barriers.

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

Since our school is a K-8th center, we offer Middle School Acceleration courses to our 8th graders in order for them to start accumulating High School credits.

Part V: Budget

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

1	III.A.	Areas of Focus: Science and Reading Comprehension				\$53,457.62
Function	Object	Budget Focus	Funding Source	FTE	2019-20	
	519-Technology-Related Supplies	5025 - Lincoln Marti Charter School Little Havana	Title, I Part A		\$34,790.00	
		<i>Notes: These funds will be utilized to purchase the Supplemental Software programs that will support the students' academic needs. These programs are: Edgenuity, Reading Plus and I-READY</i>				
	520-Textbooks	5025 - Lincoln Marti Charter School Little Havana	Title, I Part A		\$18,667.62	
		<i>Notes: These funds will be utilized to purchase Supplemental materials that will support the students' academic needs. These materials include: Curriculum associate books (I-READY) and Triumph Learning materials.</i>				
Total:					\$53,457.62	