Collier County Public Schools

New Beginnings Naples

leadership
analysis
Florida
mission
college and career
students
ambitious
family and community involvement
school improvement
striving
achievement
relationships
teaching
success
areas of focus
instruction
needs assessment
resources
growth
strategic planning
collaboration
vision
learning
supportive environment

2019-20 Schoolwide Improvement Plan

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New Beginnings Naples

3710 ESTEY AVE, Naples, FL 34104

[no web address on file]

Demographics

Principal: Brent Klein

Start Date for this Principal: 7/12/2012

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School 3-8
Primary Service Type (per MSID File)	Alternative Education
2018-19 Title I School	Yes
2018-19 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	100%
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: No Grade 2017-18: No Grade 2016-17: No Grade 2015-16: No Grade 2014-15: No Grade
2019-20 School Improvement (SI) Information*	
SI Region	Southwest
Regional Executive Director	
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	CS&I
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

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

SIP Authority

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

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

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

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

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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New Beginnings Naples

3710 ESTEY AVE, Naples, FL 34104

[no web address on file]

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)
Combination School 3-8	No	%

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

School Grades History

Year

Grade

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

The goal of New Beginnings is to provide an alternative route for students that have not been successful in the traditional school setting, primarily for disciplinary reasons. They have challenging home lives and we strive to provide the support and structure that they need to be successful in their zones schools when they return. Sudents are encouraged to reclaim responsibility and become active participants in their educational experience.

Provide the school's vision statement.

All students will complete school prepared for ongoing learning, as well as community and global responsibilities.

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
Janssen, Cynthia	Principal	Dr. Janssen monitors the Assistant Principals and handles all staff hiring for the two New Beginnings sites. She delegates the leadership team's duties and manages the finances. She reports to the district and ensures that New Beginnings is in compliance with all state and district requirements. She does an evaluation on each staff member. Dr. Janssen ensures that her three assistant principals are up to date with program and district information by holding weekly debriefs, along with leadership team meetings bi-weekly will all of the lead teachers and key people in leadership roles.
Costin, Kelley	Assistant Principal	Mrs. Costin serves at the assistant on site leader for New Beginnings Naples. She completes the evaluations, and monitors the data for this program. She serves in both the curriculum and instruction role and attendance and discipline role. She is responsible for the textbook orders, instructional supplies and laptops, and the facilities. She compiles the school improvement plan, and gathers information from the other sites. She supervises the testing coordinator for the Naples New Beginnings program.

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	1	4	5	7	9	8	5	0	0	0	0	39
Attendance below 90 percent	0	0	0	2	1	1	1	1	0	0	0	0	0	6
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	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	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	1	0	0	0	0	0	0	1

FTE units allocated to school (total number of teacher units)
7

Date this data was collected or last updated
Saturday 8/31/2019

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	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	0%	59%	61%	0%	60%	57%
ELA Learning Gains	0%	61%	59%	0%	55%	57%
ELA Lowest 25th Percentile	0%	63%	54%	0%	54%	51%
Math Achievement	0%	66%	62%	0%	63%	58%
Math Learning Gains	0%	61%	59%	0%	65%	56%
Math Lowest 25th Percentile	0%	58%	52%	0%	58%	50%
Science Achievement	0%	46%	56%	0%	68%	53%
Social Studies Achievement	0%	83%	78%	0%	79%	75%

EWS Indicators as Input Earlier in the Survey

Indicator	Grade Level (prior year reported)						Total
	3	4	5	6	7	8	
Number of students enrolled	4 (0)	5 (0)	7 (0)	9 (0)	8 (0)	5 (0)	38 (0)
Attendance below 90 percent	2 ()	1 ()	1 ()	1 ()	1 ()	0 ()	6 (0)
One or more suspensions	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)
Level 1 on statewide assessment	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)	0 (0)

Grade Level Data
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

NOTE: An asterisk (*) in any cell indicates new 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	0%	61%	-61%	58%	-58%
	2018	0%	59%	-59%	57%	-57%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	30%	58%	-28%	58%	-28%
	2018	0%	60%	-60%	56%	-56%
Same Grade Comparison		30%				
Cohort Comparison		30%				
05	2019	13%	60%	-47%	56%	-43%
	2018	0%	59%	-59%	55%	-55%
Same Grade Comparison		13%				
Cohort Comparison		13%				
06	2019	0%	56%	-56%	54%	-54%
	2018	36%	56%	-20%	52%	-16%
Same Grade Comparison		-36%				
Cohort Comparison		0%				
07	2019	36%	55%	-19%	52%	-16%
	2018	17%	54%	-37%	51%	-34%
Same Grade Comparison		19%				
Cohort Comparison		0%				
08	2019	0%	58%	-58%	56%	-56%
	2018	0%	63%	-63%	58%	-58%
Same Grade Comparison		0%				
Cohort Comparison		-17%				

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	0%	68%	-68%	62%	-62%
	2018	0%	67%	-67%	62%	-62%
Same Grade Comparison		0%				
Cohort Comparison						
04	2019	30%	65%	-35%	64%	-34%
	2018	0%	67%	-67%	62%	-62%
Same Grade Comparison		30%				
Cohort Comparison		30%				
05	2019	20%	67%	-47%	60%	-40%
	2018	15%	68%	-53%	61%	-46%
Same Grade Comparison		5%				
Cohort Comparison		20%				
06	2019	14%	61%	-47%	55%	-41%
	2018	57%	62%	-5%	52%	5%
Same Grade Comparison		-43%				
Cohort Comparison		-1%				
07	2019	36%	66%	-30%	54%	-18%

MATH						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
	2018	33%	67%	-34%	54%	-21%
Same Grade Comparison		3%				
Cohort Comparison		-21%				
08	2019	0%	36%	-36%	46%	-46%
	2018	0%	43%	-43%	45%	-45%
Same Grade Comparison		0%				
Cohort Comparison		-33%				

SCIENCE						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	9%	56%	-47%	53%	-44%
	2018	0%	58%	-58%	55%	-55%
Same Grade Comparison		9%				
Cohort Comparison						
08	2019	0%	52%	-52%	48%	-48%
	2018	0%	56%	-56%	50%	-50%
Same Grade Comparison		0%				
Cohort Comparison		0%				

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	50%	72%	-22%	71%	-21%
2018	36%	70%	-34%	71%	-35%
Compare		14%			
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					

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)	CS&I
OVERALL Federal Index – All Students	29
OVERALL Federal Index Below 41% All Students	YES
Total Number of Subgroups Missing the Target	4
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	143
Total Components for the Federal Index	5
Percent Tested	97%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	
Students With Disabilities Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	25
English Language Learners Subgroup Below 41% in the Current Year?	YES
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	37
Black/African American Students Subgroup Below 41% in the Current Year?	YES
Number of Consecutive Years Black/African American Students Subgroup Below 32%	
Hispanic Students	
Federal Index - Hispanic Students	27
Hispanic Students Subgroup Below 41% in the Current Year?	YES
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	27
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	YES
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.

New Beginnings 6th graders had the lowest percentage of passers in both reading and math. 36% of the 6th graders passed last year compared to zero passers this year. That reading cohort is 56% below the school district and 54% below the state. The math cohort dropped from a 57% pass rate to a 14% pass rate. We cannot attribute this to one instructor because it is two subject areas with two different teachers, and they both experienced gains at other grade levels. It is difficult to compare the actual students and how they did last year, because we are an Alternative School with rolling admissions.

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

The sixth grade in all tested areas decreased across all subjects.

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.

Sixth grade math and sixth grade reading had the greatest gap when compared to the state average.

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

Fifth and seventh grade reading both increased by 13% and 19% respectively. The 7th grade teacher is the same one who taught the 6th grade reading that experienced a down turn. Fifth grade math and science increased by 5% and 9%. This teacher taught all of fifth grade and was new to us halfway through the school year.

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

Alternative Schools falls below the 41% mark in all sub-groups. We pull from the traditional schools all of the students who are struggling to behave, attend, and perform academically. In New Beginnings we focus on behavior and attendance, so that we can gain the attention to educate. We strive for gains.

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

1. Reading gains across all grade levels.
2. Math gains across all grade levels.
3. Science gains across all grade levels.
4. Civics gains.

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Increase the Reading Pass Rate with a focus on 7th grade
Rationale	The sixth graders will return to their zoned middle schools in the seventh or eighth grade. If they experience reading gains in New Beginnings, they will experience academic success, which will lead to a better sense of belonging in the home schools. Their behaviors will also decrease.
State the measurable outcome the school plans to achieve	In some cases, last year's 6th graders are now our seventh graders. Our goal is to increase the outcomes by 5% in reading for those students.
Person responsible for monitoring outcome	Cynthia Janssen (janssecy@collierschools.com)
Evidence-based Strategy	The Read 180 program will be used with fidelity. This can be achieved by collaboration with our reading coach. The focus needs to be more on reading for information, than literature, and reading strategies need to be used across the curriculum in science and social studies.
Rationale for Evidence-based Strategy	Students who can read for information will do better in all classes, and while literary study of theme and purpose are valuable, it does not carry over to other academic classes. The larger percentage of all standardized tests covers non-fiction essays and informational text. Other content areas teachers should be active participants in this process.
Action Step	
Description	1. The reading coach will give the science teacher and social studies teacher specific strategies. 2. The teachers will track reading progress on these strategies. 3. The reading coach will remediate where needed.
Person Responsible	Cynthia Janssen (janssecy@collierschools.com)

#2	
Title	Increase the Math Pass Rate with a focus on 7th grade
Rationale	Our focus for the math pass rate increase in the 7th grade is because even though we are an Alternative School Program with a rolling enrollment, last year's 6th graders struggled.

State the measurable outcome the school plans to achieve	Seventh graders to increase the pass rate by 5%.
Person responsible for monitoring outcome	Cynthia Janssen (janssecy@collierschools.com)
Evidence-based Strategy	Continue the use of Aleks and other district provided math programs. Utilize the new math instructional materials issued by the district.
Rationale for Evidence-based Strategy	Aleks has been a proven success for the district. Unfortunately, our technology is outdated.

Action Step	
Description	1. Pre-test the incoming 7th graders to determine what standards they lack from the 6th grade math program. 2. Fill in the gaps where needed with each individual student. 3. Group the students and work with them on these standards. 4. Utilize the assistants as tutors to increase coverage. 5. Consistently check for gains and remediate where needed.
Person Responsible	Cynthia Janssen (janssecy@collierschools.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).

We will also continue to focus on the Social Emotional Learning initiative that will support our focus on the behaviors that brought our students to us from the zoned schools initially

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, § 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.

Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds are spent?

The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 8101 of ESEA

Jointly develop/revise with families the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community

Involve parents and families, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan

Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy

Provide each family timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals

Provide each family with timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is out of field

Provide to each family an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [ESEA Section1116]

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.

New Beginnings has a mentoring program in place in which each teacher and staff member takes an active role. The teachers, assistants, counselors, Lead Teacher, and social worker meet individually, with their students, checking not only on their academic progress, but their social and emotional status. Any concerns are directed to the guidance counselor, the social worker, or the school psychologist, along with the appropriate administrator.

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

New Beginnings follows the district guidelines in regard to students who may come to us with a history of needing a support system in place immediately. The appropriate qualified staff members monitor these students and track their progress. The counselors report to the administrators and parents as needed. Students typically stay with New Beginnings until they move to the next school level,New Beginnings has a mentoring program in place in which each teacher and staff member takes an active role. The teachers, assistants, counselors, Lead Teacher, and social worker meet individually, with their students, checking not only on their academic progress, but their social and emotional status. ANew Beginnings has a mentoring program in place in which each teacher and staff member takes an active role. The teachers, assistants, counselors, Lead Teacher, and social worker meet individually, with their students, checking not only on their academic progress, but their social and emotional status. Any concerns are directed to the guidance counselor, the social worker, or the school psychologist, along with the appropriate administrator.

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.

New Beginnings students are behind their cohorts academically, thus their needs are identified and they are in receipt of resource teachers, tutors, and small group instruction daily. Students who need social emotional support have access to a social worker, school psychologist, and a guidance counselor. Instructional staff meets bi-weekly to discuss students, their progress and their needs. These meetings are attended by the Assistant Principal, the Lead Teacher, the Guidance Counselor, the ESE Specialist, and the Instructional Staff, and the Tutor.

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

The Guidance Counselor meets with the students regularly as they work through their academic programs and coursework. She also has small group meetings designed to motivate the students who need this attention. She has also scheduled meetings with students who are ready to move to the next stage of their educational journey. New Beginnings students have partnerships with mentors from the Marine Corp League and the community who visit the school weekly to open students to the opportunities the world has to offer.

Part V: Budget

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

1	III.A.	Areas of Focus: Increase the Reading Pass Rate with a focus on 7th grade				$13,782.82
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	130-Other Certified Instructional Personnel	9010 - New Beginnings Naples	Title, I Part A	0.2	$13,782.82
			Notes: Resource teacher			
2	**III.A.**	**Areas of Focus: Increase the Math Pass Rate with a focus on 7th grade**				**$729.84**
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
	5100	150-Aides	9010 - New Beginnings Naples	Title, I Part A	1.0	$179.69
			Notes: Alternative Ed. Assistant - 1 pre-extension training day			
	5100	150-Aides	9010 - New Beginnings Naples	Title, I Part A	1.0	$151.70
			Notes: Alternative Ed. Assistant - 1 pre-extension training day			
	5100	150-Aides	9010 - New Beginnings Naples	Title, I Part A	1.0	$142.37
			Notes: Alternative Ed. Assistant - 1 pre-extension training day			
	5100	150-Aides	9010 - New Beginnings Naples	Title, I Part A	1.0	$133.04
			Notes: Alternative Ed. Assistant - 1 pre-extension training day			
	5100	150-Aides	9010 - New Beginnings Naples	Title, I Part A	1.0	$123.04
			Notes: Alternative Ed. Assistant - 1 pre-extension training day			
					Total:	**$14,512.66**