Mamie Agnes Jones Elementary School

2019-20 Schoolwide Improvement Plan

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Mamie Agnes Jones Elementary School

700 ORANGE AVE, Baldwin, FL 32234

http://www.duvalschools.org/majones

Demographics

Principal: Katherine K IR Kland

Start Date for this Principal: 7/11/2019

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Elementary School PK-5
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)	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 Black/African American Students* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: C (52%) 2017-18: B (61%) 2016-17: C (46%) 2015-16: C (44%) 2014-15: C (51%)
2019-20 School Improvement (SI) Information*	
SI Region	Northeast
Regional Executive Director	Cassandra Brusca
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

This plan was approved by the Duval County School Board on 10/1/2019.

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)
Elementary School PK-5	Yes	95%

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	C	B	C	C

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Purpose and Outline of the SIP

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Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Every student is inspired and prepared for success in college or a career, and life.

Provide the school's vision statement.

To provide educational excellence in every school, in every classroom, for every student, every day.

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, Marianne	Principal	Review school wide student performance data through monthly meetings, monitor implementation of three tired interventions and student data, identify further professional development needs.
Pinter, Marissa	Assistant Principal	Review school wide student performance data through monthly meetings, monitor implementation of three tired interventions and student data, identify further professional development needs.
Cox, Tabetha	Instructional Coach	Provide presentations to school faculty on MTSS process, attend district trainings, monitor implementation of three tired interventions and student data, grade level common planning meetings with data chats and monitor implementation of three tired interventions and student data, identify further professional development needs
Piper, Colette	Teacher, K-12	Attend district trainings, monitor implementation of three tired interventions and student data, grade level common planning meetings with data chats and monitor implementation of three tired interventions and student data, identify further professional development needs

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	55	50	58	62	62	52	0	0	0	0	0	0	0	339
Attendance below 90 percent	15	10	17	17	18	17	0	0	0	0	0	0	0	94
One or more suspensions	4	4	3	1	5	9	0	0	0	0	0	0	0	26
Course failure in ELA or Math	5	4	2	0	0	0	0	0	0	0	0	0	0	11
Level 1 on statewide assessment	19	22	26	44	39	33	0	0	0	0	0	0	0	183

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	13	17	18	32	26	24	0	0	0	0	0	0	0	130

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	14	20	13	39	13	6	0	0	0	0	0	0	0	105
Students retained two or more times	14	30	34	26	40	33	0	0	0	0	0	0	0	177

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

17

Date this data was collected or last updated

Thursday 7/11/2019

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	44%	50%	57%	49%	49%	55%
ELA Learning Gains	55%	56%	58%	52%	56%	57%
ELA Lowest 25th Percentile	48%	50%	53%	39%	54%	52%
Math Achievement	59%	62%	63%	53%	62%	61%
Math Learning Gains	64%	63%	62%	46%	63%	61%
Math Lowest 25th Percentile	36%	52%	51%	31%	54%	51%
Science Achievement	56%	48%	53%	49%	50%	51%

EWS Indicators as Input Earlier in the Survey							
Indicator	Grade Level (prior year reported)						Total
	K	1	2	3	4	5	
Number of students enrolled	55 (0)	50 (0)	58 (0)	62 (0)	62 (0)	52 (0)	339 (0)
Attendance below 90 percent	15 ()	10 ()	17 ()	17 ()	18 ()	17 ()	94 (0)
One or more suspensions	4 ()	4 (0)	3 (0)	1 (0)	5 (0)	9 (0)	26 (0)
Course failure in ELA or Math	5 ()	4 (0)	2 (0)	0 (0)	0 (0)	0 (0)	11 (0)
Level 1 on statewide assessment	19 ()	22 (0)	26 (0)	44 (0)	39 (0)	33 (0)	183 (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	42%	51%	-9%	58%	-16%
	2018	62%	50%	12%	57%	5%
Same Grade Comparison		-20%				
Cohort Comparison						
04	2019	39%	52%	-13%	58%	-19%
	2018	42%	49%	-7%	56%	-14%
Same Grade Comparison		-3%				
Cohort Comparison		-23%				
05	2019	41%	50%	-9%	56%	-15%
	2018	56%	51%	5%	55%	1%
Same Grade Comparison		-15%				
Cohort Comparison		-1%				

MATH							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2019	40%	61%	-21%	62%	-22%
	2018	63%	59%	4%	62%	1%
Same Grade Comparison		-23%				
Cohort Comparison						
04	2019	63%	64%	-1%	64%	-1%
	2018	76%	60%	16%	62%	14%
Same Grade Comparison		-13%				
Cohort Comparison		0%				
05	2019	60%	57%	3%	60%	0%
	2018	60%	61%	-1%	61%	-1%
Same Grade Comparison		0%				
Cohort Comparison		-16%				

SCIENCE							
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
05	2019	50%	49%	1%	53%	-3%
	2018	64%	56%	8%	55%	9%
Same Grade Comparison		-14%				
Cohort Comparison						

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	22	38		41	48						

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
BLK	29	41		25	35						
HSP	50			75							
MUL	30			60							
WHT	47	59	44	65	68	33	73				
FRL	33	56	53	45	54	29	44				
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	35	46	50	59	59	55	44				
BLK	45	63		57	65						
WHT	55	56	60	65	68	57	53				
FRL	50	59	71	63	67	56	63				
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	20	38	44	19	30	29	14				
BLK	49	59		49	52		47				
HSP	27										
WHT	51	52	32	54	43	31	56				
FRL	45	49	38	48	44	35	48				

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	52
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	2
Progress of English Language Learners in Achieving English Language Proficiency	
Total Points Earned for the Federal Index	362
Total Components for the Federal Index	7
Percent Tested	99%
Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	37
Students With Disabilities Subgroup Below 41% in the Current Year?	YES

Students With Disabilities	
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	33
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	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	45
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	56
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	45
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.

Our lowest performing quartile in math was our lowest performance across the board. The lowest performing quartile has been a challenge finding the right interventions for these students. Having data chats with ESE and General Education students specifically with these students can help bring their attention to their general education teachers.

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

Math data in the lowest performing quartile. The lowest quartile is made up of mostly SWD students who need more time developing their math fact fluency to be access the standards they are being asked to do.

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.

3rd Grade Math showed the greatest gap of performance versus the state performance. There was a change in the number of teachers on that grade level from 2 to 1 in that content area. In addition, this change made it isolating for the teacher to collaborate instruction, assessment and data analysis with another.

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

While this data set didn't show the most improvement. It provided somewhat steady results with one less teacher dedicated to teaching science. In addition, the teacher assigned to teach science was also the math teacher and had never taught science below. The use of the ELA teacher who previously taught science was super helpful and the use of data tracking throughout the year was helpful.

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

Lowest performing quartiles in reading and math need revamping. The district has added programming this year to assist with these areas. Monitoring the fidelity of these pieces are going to be key to monitoring the progress of these students.

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

1. Lowest Performing Quartile Math
2. Lowest Performing Quartile Reading
3. Overall Reading Proficiency
4. Overall Science Proficiency
5. Overall Reading Gains

Part III: Planning for Improvement

Areas of Focus:

#1	
Title	Lowest Performing Quartile Reading
Rationale	The difference between the 17-18 data and the 18-19 data was a 15 percentage point decline in the Lowest Performing Quartile (LPQ) in reading. This was one of our largest declines in student performance this year.
State the measurable outcome the school plans to achieve	Increase LPQ student performance to to at least by 7 percentage points to meet the 55 percentage LPQ on the 2019-2020 FSA Test.
Person responsible for monitoring outcome	Marianne Lee (leem3@duvalschools.org)
Evidence-based Strategy	Implement Corrective Reading for 3rd-5th grade students who are still struggling with phonics. Implement LLI with LPQ students to work comprehension. Implement Reading Mastery for students in K-2nd grades who are learning phonics. A Reading Coach will be position will be used to design, monitor and assess reading achievement progress; provide professional development and coaching for teachers. An interventionist position will be used to provide differentiated instruction through data analysis and fluid progress monitoring. Tutoring for students after SAI funds are expended. Professional Development book study that includes the text Closer Reading and Driven by Data 2.0 texts will be used to deepen understanding of the standards readers have to acquire.
Rationale for Evidence-based Strategy	Reading Mastery (RMSE) is a complete basal reading program that uses the Direct Instruction method to help students master essential decoding and comprehension skills. The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is a small-group, supplementary intervention system designed for children who find reading and writing difficult. LLI is designed to bring children quickly up to grade-level competency—in 14 to 18 weeks on average.
Action Step	
Description	1. Train a leadership team on the progress monitoring tool for RMSE 2. Train teachers on the day-to-day implementation of RMSE 3. Train team on how to screen students for appropriate leveling 4. After leveling, monitor instruction by teachers and progress of students. 5.
Person Responsible	Marianne Lee (leem3@duvalschools.org)

#2	
Title	Lowest Performing Quartile Math
Rationale	The difference between the 17-18 data and the 18-19 data was a 22 percentage point decline in the Lowest Performing Quartile (LPQ) in math. This was our largest decline in student performance this year.

State the measurable outcome the school plans to achieve	Increase LPQ student performance to to at least by 19 percentage points to meet the 55 percentage LPQ on the 2019-2020 FSA Test.
Person responsible for monitoring outcome	[no one identified]
Evidence-based Strategy	Implement Acaletics (paper -based program that recycles standards for students throughout the year) and Reflex Math (software based subscription program) to help increase math fact fluency. Professional Development book study that includes the text Number Talks, Driven by Data 2.0 and The Growth Mindset Playbook texts will be used to deepen understanding of the standards math students have to master.
Rationale for Evidence-based Strategy	Through its innovative ACALETICS Math program, EDA has helped more than 400,000 students and over 400 schools dramatically improve classroom instruction and learning, test scores, and student competence and confidence by providing invaluable resources and direct support to school administrators, teachers, students and parents. In 2015, Miami-Dade's grade 4 math NAEP scores increased by 5 points – opening an 8-point gap over their peer large city districts and surpassing the national average for the first time (chart 1). Economically disadvantaged students grew even more, scoring 11 points above the large city district average and 9 points higher than economically disadvantaged students nationally.

Action Step	
Description	1. Receive training from district staff regarding Acaletics. 2. Train teachers on the day-to-day implementation of Acaletics. Training was provided to teachers in the spring regarding Reflex. This would be the first full year of implementation school-wide. 3. Have students in grades 2nd-5th complete the assessment in Reflex. 4. After the Reflex initial screening, monitor instruction by teachers and progress of students.
Person Responsible	Marianne Lee (leem3@duvalschools.org)

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).

Culture and Climate are crucial to the success of any school. Using the baseline data from the 5 Essentials survey, the data will be shared with the faculty and SAC stakeholders. An action plan will be developed by taking feedback from each small group's strategies and determine what actual steps will

be implemented. The principal and leadership team will plan these steps throughout the school calendar year and then compared with the 2020 5 Essentials survey results. In particular, our school noted Safety and Collaborative Practices. Therefore, some of the action steps may include the implementation of instructional rounds, doing collaborative data chats, and weekly data assessment during common planning. In addition to working on Culture and Climate, developing school community is also critical to student success. Books of the Month will be purchased to work on social-emotional learning with the students.

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.

Parents and teachers both expressed that they enjoyed the conference and data chat events that school holds. We will build on this activity. In addition, we have worked this year to have more engaging activities that will entice students to bring their parents to the school. Finally, our local churches have joined together to assist the school. This year, we will have volunteers assisting with these events by our local churches.

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.

Behavior Threat Assessment Team meets with monthly and documented. During these meetings, resources for providing assistance to families is discussed and monitored. The school counselor provides yearly ALERT training, Bullying prevention programs, and individual and small group counseling sessions. The teachers also have Sanford Harmony kits to assist with teaching students the social-emotional strategies they need to work effectively in class.

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

Mamie Agnes Jones Elementary holds an annual "Transition Day" to give students a 'bird's eye view' of what their next grade level's classrooms may look like. In addition, they spend at least an hour with the teacher asking questions, discussing expectations, talking about what is similar about their current grade level and their next year's grade level class. VPK students participate in Kindergarten classrooms for the reading and math lessons. For the 2019-2020 school year, a Kindergarten Round Up will be held as a Title I parent event to share with the community what kindergarten may look like for their child. This activity eases the transition for our smallest learners and get them ready for their first day of school.

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.

During Open House, the teacher will explain the curriculum resources we will be using with their students. Within the first month of school, teachers begin holding conferences to review goals set by students with their teachers. Parents are asked to weigh in on the goals and to help support students to achieve by ensuring students do homework and complete technology expectations. During these meetings, parents are shared what the expectation for the grade level is and in comparison to where the individual student is. Strategies and resources are shared with parents how they assist their scholars. An ongoing inventory list is kept on the the resources Title I has purchased for the school and where they are located. Our interventionist, Colette Piper, and bookkeeper, Molly Graham, monitor the list and add to it when items are purchased using Title I funds.

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

Mamie Agnes Jones Elementary utilizes several high school volunteers throughout the year to assist in learning and school related events. The elementary children see the teenagers (who might be older siblings) as positive role models and talk to them about high school, and beyond. Teachers may have interns, either short, or long-term, who also promote college awareness. In the spring the guidance counselor conducts career
awareness lessons and invites visitors from various lines of work to speak to children. Officer Friendly from the Jacksonville Sheriff's Office supports our Say No to Drugs Campaign held during Red Ribbon week. The Officer also works with the MAJ Safety Patrol to understand their role in ensure the safe crossing of students during dismissal. The fire department has annual visit to MAJ to promote Fire Safety with our VPK and Kindergarten students.

Part V: Budget

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

1	III.A.	Areas of Focus: Lowest Performing Quartile Reading				$10,000.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2361 - Mamie Agnes Jones Elementary School		350.0	$10,000.00
			Notes: Reading Mastery & Correct Reading Programs			
2	III.A.	Areas of Focus: Lowest Performing Quartile Math				$884.00
	Function	Object	Budget Focus	Funding Source	FTE	2019-20
			2361 - Mamie Agnes Jones Elementary School	Title, I Part A	350.0	$884.00
			Notes: Acaletics Materials			
					Total:	$10,884.00