Leonard Independent School District

District Improvement Plan

2022-2023

Mission Statement

The Leonard Independent School District will partner with parents and the community to create life-long learners who are academically and socially prepared to be productive citizens. We are proud to provide a safe and respectful learning environment where all children are challenged through stimulating learning experiences to achieve their dreams. "At LISD we are investing in the future of our students."

Vision

To prepare LISD students to be active, productive citizens by developing these skills throughout their educational experiences.

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

Leonard ISD is a 3A district located in northeast Texas in Fannin County. It is a small, rural agricultural community. The demographic breakdown of the district is approximately: 815 students, 70.4% White, 20.5% Hispanic, 6.5% Two or More Races, 1.3% African American, and 1.3% American Indian. The district serves approximately 48.9% of students who are Economically Disadvantaged, 5.9% of students who are English Language Learners, and 11.7% of students who receive Special Education. We have 100% graduation rate.

Demographics Strengths

Drop-out and completion rate at the high school

A large number of students participate in extracurricular activities

Parent participation in PTL at the Elementary and Junior High are high

There are numerous opportunities for participation in school activities

Businesses are supportive of the district

Communication through school messenger, social media, and Remind

Public Library partners with school and has evening hours to accommodate students and parents

Teachers working extended days to tutor students when needed, before and after school

Quality staff development for rigor and critical thinking

Use of technology to facilitate teaching: including Display Boards in most classrooms

All facilities are well maintained and repairs are completed in a timely manner

All campuses are in close proximity resulting in collaboration and shared activities and events

Buildings and grounds are aesthetically pleasing and well-manicured

Chromebooks are available for all students on a 1:1 ratio

Problem Statements Identifying Demographics Needs

Problem Statement 1: On 2022 STAAR, the student subgroups (EL and SPED) passing rates for STAAR tests were significantly lower than the overall student passing rate. **Root Cause:** Learning gaps due to the COVID pandemic; as well as, a slower rate of progress due to learning disabilities.

Student Learning

Student Learning Summary

Students are monitored regularly on all campuses with a data-based management system, Eduphoria. Staff is able to disaggregate data in different content areas and by student groups. Data is maintained for each student throughout the school career while here at Leonard ISD.

All campuses Met Standard in the state accountability system in 2022.

Given the impact of COVID-19, all districts and schools received a label of Not Rated: Declared State of Disaster for the 2020 and 2021 accountability ratings. A-F ratings were not assigned.

In 2022, LISD scored a B on the accountability rating scale.

2021-2022 STAAR Performance Data

Test	Approaches	Meets	Masters
3rd Math	80%	40%	9%
3rd Reading	80%	48%	31%
4th Math	77%	36%	16%
4th Reading	75%	46%	21%
5th Math	77%	31%	14%
5th Reading	74%	50%	21%
5th Science	56%	29%	11%
6th Math	78%	25%	8%
6th Reading	78%	52%	30%
7th Math	55%	17%	2%
7th Reading	83%	62%	48%
8th Math	97%	58%	26%
8th Reading	88%	61%	32%

8th Science	80%	31%	10%
8th S. Studies	80%	14%	5%
Algebra I EOC -JH	100%	57%	36%
-HS	78%	24%	7%
Biology EOC	89%	54%	13%
English I EOC	61%	46%	8%
English II EOC	81%	59%	5%
US History EOC	92%	63%	35%

Student Learning Strengths

There were significant gains in Approaches, Meets, and Masters in most grade levels and across subject areas on all campuses.

3rd grade math "meets" score increased approximately 10% points.

3rd grade reading "approaches, meets, and masters" increased approximately 10% points.

Both 4th grade reading and math increased "approaches" by approximately 20% points and "meets" by 10% points.

5th grade reading and math increased "approaches" by 14% points and "meets" by approximately 10% points.

7th grade reading increased 13% points.

8th grade math increased "approaching" by 12% points and reading increased both "approaches" and "meets" by 10% points.

8th grade social studies increased "approaching" by 21% percentage points.

Alg. I at the Junior High increased "approaches" by 27% points, for a perfect 100%, and increased "meets" 30% points.

Eng. II increased "approaches" by 19% points.

US History increased "approaches" by 15% points, "meets" by 20% points, and "masters" by 11% points.

Problem Statements Identifying Student Learning Needs

Problem Statement 1: There was about an approximate 10% drop in scores in 5th science, 6th math, and Eng. I. **Root Cause:** Gaps in learning and lack of foundational skills.

District Processes & Programs

District Processes & Programs Summary

The district uses a variety of resources for instructional purposes. The district utilizes the TEKS Resource System as a guide for scope and sequence to achieve the vertical and horizontal aligned curriculum. The teachers have access to a variety of resources for lesson planning. Eduphoria is used across the district to analyze assessment data. The district has implemented a well-organized, thorough RTI program that starts with screening/assessing students. Students are continuously progressed monitored using programs that are selected based upon individual needs. Each campus has a separate time built into the master schedule to allow for intervention and enrichment for students. Teachers across the district participate in vertical team meetings both on-campus and between campuses in order to give input and ensure alignment of curriculum. Leonard ISD is recruiting teachers through the local colleges/universities and by attending job/teacher/career fairs and partnering with ESCs. A variety of programs and clubs are offered to students including: Gifted and Talented, UIL, Honor Choir, Physical Education, Robotics, Coding, Fishing, Beta, Student Government, and Summer Enrichment. The administration and school board have evaluated the pay scale to be competitive within our area.

District Processes & Programs Strengths

-A competitive pay scale with schools our size in the area

-TEKS Resources System

-Eduphoria

-A new K-8 aligned Writing program that follows TEKS Resource System

-K-12 MAP Testing

-Master Schedule for each campus allows for intervention and enrichment time

-New Dyned ESL program

-Vertical curriculum meetings between all campuses and grade levels

Problem Statements Identifying District Processes & Programs Needs

Problem Statement 1: Additional time is needed for required intervention and reteaching of current grade-level TEKS. **Root Cause:** Gaps in student learning

Perceptions

Perceptions Summary

LISD believes that having a positive culture and climate across the district is an essential part of what makes Leonard a great place to be. Each campus offers a variety of activities from athletic events, band competitions, one-act play participation, and even a district viewing of a live wrestling match. The district has high parent participation in the PTL organization at the elementary, intermediate, and junior high campuses. One way campuses increase positive culture is to provide many different clubs and organizations for students to participate in both during and after school. Some of these include Beta, Student Government, UIL, Fishing Team, Robotics, and Honor Choir. LISD values feedback from families and community members and strive to communicate in many different ways. Communication has increased with all stakeholders through the local newspaper, school messenger, social media, Remind, and campus and district newsletters.

Perceptions Strengths

As COVID restrictions eased, the campuses have been able to provide more opportunities for parents, community, and business members to actively participate in school activities. Campuses are now functioning almost as they were before COVID. Communication has increased with all stakeholders through the local newspaper, school messenger, social media, Remind, and campus and district newsletters. We were able to re-hire several retired Leonard ISD teachers this year. This is a powerful fact that shows the positive impact LISD has on staff members.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SAT and/or ACT assessment data
- PSAT
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Dyslexia data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data

Employee Data

- Campus department and/or faculty meeting discussions and data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Leonard ISD will strive to receive a "B" on each campus and maintain a "B" or higher at the district level, measured by state accountability guidelines.

Performance Objective 1: By June 2023, 80% of all students will pass all portions of the state assessment.
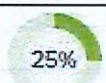
    Evaluation Data Sources: STAAR results, Eduphoria, Lesson plans, Professional Development

Strategy 1 Details		Reviews			
Strategy 1: Teachers will analyze and monitor student data using MAP scores.		Formative			Summative
Strategy's Expected Result/Impact: Teachers will be trained on the new MAP testing reports resulting in students' increased performance on the state assessment.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators, Teachers, Curriculum Director		25%	0%	0%	

Strategy 2 Details		Reviews			
Strategy 2: Teachers will receive training for the TEKS Resource System for all core teachers to align content for core subjects at all grade levels, with the exception of 2nd-5th grade math (who use Sharon Wells).		Formative			Summative
Strategy's Expected Result/Impact: Teachers will deliver improved lessons that will increase student achievement.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal, Teachers, Curriculum Director		25%	0%	0%	

Strategy 3 Details		Reviews			
Strategy 3: Teachers will use district assessment data and Eduphoria to analyze student data and adjust learning throughout the year.		Formative			Summative
Strategy's Expected Result/Impact: Increase student achievement		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Director		25%	0%	0%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue		

Goal 1: Leonard ISD will strive to receive a "B" on each campus and maintain a "B" or higher at the district level, measured by state accountability guidelines.

Performance Objective 2: By June 2023, our EL and SPED subgroups will have a 10% increase in state assessment scores.

    Evaluation Data Sources: STAAR results, Eduphoria

Strategy 1 Details				Reviews			
Strategy 1: ESL students will utilize online ESL program, Dyned, targeting listening, speaking, reading, and writing.				**Formative**			**Summative**
Strategy's Expected Result/Impact: ESL students will have opportunities to build their knowledge of the English language in order to close the achievement gap.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Principal, Assigned Intervention Teacher, Curriculum Director				25%	0%	0%	

Strategy 2 Details				Reviews			
Strategy 2: All teachers will receive differentiation training to improve instruction for at-risk students and those receiving ESL, GT, 504, and SPED services.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase teacher efficacy				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Teachers, Curriculum Director				25%	0%	0%	

Strategy 3 Details				Reviews			
Strategy 3: Each campus will implement targeted intervention time on their campus during the school day.				**Formative**			**Summative**
Strategy's Expected Result/Impact: Close the student achievement gap.				**Nov**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Administrators, Teachers, Interventionists				25%	0%	0%	

	0% No Progress		100% Accomplished		→ Continue/Modify		✗ Discontinue

Goal 1: Leonard ISD will strive to receive a "B" on each campus and maintain a "B" or higher at the district level, measured by state accountability guidelines.

Performance Objective 3: Teachers will deliver rigorous and relevant curriculum through innovative instructional strategies to engage all learners.

   Evaluation Data Sources: lesson plans, Professional Development, Eduphoria

Strategy 1 Details	Reviews			
Strategy 1: Consultants, Curriculum Director, or mentors will provide coaching and planning support for teachers in core classes for instructional strategies and alignment of TEKS.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will have more training in TEKS and instructional strategies resulting in improved student achievement.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principals, Curriculum Director	25%	0%	0%	

Strategy 2 Details	Reviews			
Strategy 2: Appraisers will utilize walk- through and observation forms through T-Tess to monitor teacher implementation of TEKS and TRS.	Formative			Summative
Strategy's Expected Result/Impact: Teachers will be evaluated on the use of TEKS and its impact on learning.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principals, Teachers	25%			

Strategy 3 Details	Reviews			
Strategy 3: Core content teachers across the district will participate in vertical alignment curriculum meetings.	Formative			Summative
Strategy's Expected Result/Impact: Vertically align expectations for rigor and content area strategies.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Teachers, Administrators, Curriculum Director	25%	0%	0%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 2: In Leonard ISD, 100% of core academic classes will be taught by state certified teachers that will deliver, thorough developed instructional strategies, high quality academic courses.

Performance Objective 1: LISD will hire staff that are state certified and highly effective in teaching students through best practice, research-based strategies.

    Evaluation Data Sources: Region Service Centers, Lesson plans

Strategy 1 Details		Reviews			
Strategy 1: Language Arts teachers will be certified as ESL teachers.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Students will receive instruction from teachers that have been trained and certified in ESL.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators, Curriculum Director		75%			

Strategy 2 Details		Reviews			
Strategy 2: Partner with local colleges/universities for graduating teachers.		**Formative**			**Summative**
Strategy's Expected Result/Impact: There will be an increase in the applicant pool for jobs within the district.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators, Curriculum Director		25%	0%	0%	

Strategy 3 Details		Reviews			
Strategy 3: Professional development for teachers will include student-centered, hands-on instruction to enhance mastery of the curriculum and higher levels of cognitive learning for all students.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Teachers will have professional development for instructional strategies that will increase student learning.		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principals, Curriculum Director		25%	0%	0%	

Strategy 4 Details		Reviews			
Strategy 4: LISD will partner with Region 10 to offer a "New Teacher Mentor Program" for all first year teachers and new to Leonard teachers.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Increase efficacy of new teachers Decrease the turn-over rate of new teachers Increase campus culture		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Curriculum Director, Administrators		25%	0%	0%	

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 3: Leonard ISD will support learning in environments that are safe, positive, drug free, and conducive to learning, according to discipline data.

Performance Objective 1: All students will be involved with activities to promote drug and bully free school environments.

    Evaluation Data Sources: Scheduled campus activities

Strategy 1 Details		Reviews			
Strategy 1: Campuses will participate in Red Ribbon week with activities to promote drug-free and bully-free zones. **Strategy's Expected Result/Impact:** Students will be educated in a drug-free and bully-free school environment. **Staff Responsible for Monitoring:** Administrators, Counselors		Formative			Summative
		Nov	Jan	Mar	June
		100%	0%	0%	
Strategy 2 Details		**Reviews**			
Strategy 2: Provide programs for cyber safety, drug prevention, suicide prevention, conflict resolution, and dating violence prevention to appropriate age levels. **Strategy's Expected Result/Impact:** Students will be able to make better choices which creates a more positive learning environment. **Staff Responsible for Monitoring:** Administrators, Counselors		Formative			Summative
		Nov	Jan	Mar	June
		25%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

Goal 3: Leonard ISD will support learning in environments that are safe, positive, drug free, and conducive to learning, according to discipline data.

Performance Objective 2: Each campus will support and promote a safe and positive learning environment.

Evaluation Data Sources: Incentives
PBIS
surveys
guidance lessons
drop-out rates

Strategy 1 Details	Reviews			
Strategy 1: Campuses will implement drills according to the Standard Protocol Response.	**Formative**			**Summative**
Strategy's Expected Result/Impact: The campus will be trained in procedures for drills.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principals, School Police Chief	25%			

Strategy 2 Details	Reviews			
Strategy 2: The SHAC committee will organize a parent and student education on health and wellness for the community.	**Formative**			**Summative**
Strategy's Expected Result/Impact: There will be increased opportunities for parents to participate and be involved with the school.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Nurse, Administrators, SHAC	0%			

Strategy 3 Details	Reviews			
Strategy 3: Provide CPI training and updates to campus teams annually.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus teams will be trained to help provide a more positive learning environment.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators	100%	0%	0%	

Strategy 4 Details	Reviews			
Strategy 4: Each campus will ensure weekly door checks.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Campus staff and students will be safe.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Administrators, LISD Police Officers	25%	0%	0%	

Strategy 5 Details	Reviews			
Strategy 5: District and campus staff will use the program "Alertus" to communicate safety concerns. **Strategy's Expected Result/Impact:** Increased time to implement safety protocol in the event of an emergency. **Staff Responsible for Monitoring:** Technology Director, LISD Police Officers, Administrators	Formative			Summative
	Nov	Jan	Mar	June
	75%			
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Goal 4: Parents and community will be partners in the education of students in Leonard ISD as shown by attendance and involvement in various school activities.

Performance Objective 1: Leonard ISD will strive to increase parent and community involvement through communication and school-sponsored activities.

    Evaluation Data Sources: Parent Surveys, parent attendance

Strategy 1 Details	Reviews			
Strategy 1: As COVID restrictions have eased, all campuses will host organized and functioning PTLs.	Formative			Summative
Strategy's Expected Result/Impact: Parents will be more involved with the school resulting in positive relationships.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principals	50%			

Strategy 2 Details	Reviews			
Strategy 2: Campuses will participate in college/career activities with regular activities on campus along with virtual and in-person College/Career Fairs.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: Parents, students, and community members will learn more about careers and college expectations, grant and financial aid opportunities, and/or career opportunities.	25%			
Staff Responsible for Monitoring: Administrators, Teachers, Counselors				

Strategy 3 Details	Reviews			
Strategy 3: Campuses will disseminate state assessment results in English and Spanish.	Formative			Summative
Strategy's Expected Result/Impact: Parents will be informed of student performance on state assessment resulting in better communication.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principals, Testing Coordinators	0%			

Strategy 4 Details	Reviews			
Strategy 4: Use letters, newsletters, local newspaper, staff meetings, faculty meetings, district marquee, board meetings, and student events to recognize achievements publicly.	Formative			Summative
	Nov	Jan	Mar	June
Strategy's Expected Result/Impact: LISD achievements will be recognized publicly which will result in positive communication with stakeholders.	25%			
Staff Responsible for Monitoring: Administrators, Technology department				

Strategy 5 Details	Reviews			
Strategy 5: LISD will provide parents and community members awareness of online and internet safety, including social media, and sexual abuse/ sex trafficking.	Formative			Summative
Strategy's Expected Result/Impact: LISD partners will be educated in technology safety and signs of maltreatment of children that will result in a safer environment for LISD students.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principals, Counselors	0%			

Strategy 6 Details	Reviews			
Strategy 6: LISD will partner with Region 10 and TEA to offer the Title 3 Engagement Series virtual events three times a year for our English Learner families.	Formative			Summative
Strategy's Expected Result/Impact: Increase communication and engagement with our English Learner families.	Nov	Jan	Mar	June
Staff Responsible for Monitoring: Curriculum Director and Administrators	25%			

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

District Improvement & Planning Committee

Committee Role	Name	Position
Superintendent	Brad Maxwell	Superintendent
District-level Professional	Lisa Jones	Curriculum Director
Classroom Teacher	Sarah Shearer	Elementary Teacher
Classroom Teacher	Misty Berry	Elementary Teacher
Classroom Teacher	Caroline Hale	Elementary Teacher
Support Staff	Deborah Mitchell	Librarian
Support Staff	Chris Elvington	Special Education
Support Staff	Judy Williams	Counselor
Administrator	Regina Blain	Elementary Principal
Classroom Teacher	Nicole Taylor	Intermediate Teacher
Support Staff	Emily McCarley	Interventionist
Paraprofessional	Justina Majeau	Paraprofessional
Administrator	Sarah Day	Intermediate Principal
Classroom Teacher	Michelle Scoggins	Junior High Teacher
Classroom Teacher	Debbie Powell	Junior High Teacher
Support Staff	Teresa Nixon	Librarian
Paraprofessional	Jessica Lewis	Paraprofessional
Support Staff	Terie Sutton	Counselor
Administrator	Bill Onley	Junior High Principal
Classroom Teacher	Corrie Evans	High School Teacher
Classroom Teacher	Erin McGill	High School Teacher
Paraprofessional	Sara Anderson	Paraprofessional
Paraprofessional	Carla Murandu	Paraprofessional
Support Staff	Kacie Littrell	Counselor
Administrator	Josh Recer	High School Principal
Business Representative	Blaine Alexander	Business Representative
Business Representative	Sheryl Stanley	Business Representative
Parent	Ashley Hartley	Parent

Committee Role	Name	Position
Community Representative	Mark Blackerby	Community Representative
Community Representative	Vicki McAngus	Community Representative
Parent	Amanda Songer	Parent

Addendums

Leonard ISD	GT	CTE	Special Ed	Comp Ed	ESL	Early Child	Dyslexia	CCMR	Title I	Title II	Title IV
2022-23	PIC 21	PIC 22	PIC 23	PIC 24,28	PIC 25	Pic 36	PIC 37	PIC 38			
Teachers	0.50	5.38	5.82	11.74	0.23	0.00	0.00	1.50	2.25	0.84	0.00
Teacher Aides	0.00	0.00	5.04	4.81	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Counselor	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL FTE	0.50	5.38	10.86	16.55	0.23	0.00	0.00	1.50	2.25	0.84	0.00
6100 (999)	$0.00	$0.00	$0.00	$1,400.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6200 (999)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6300 (999)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
6400 (999)	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Total	$0.00	$0.00	$0.00	$1,400.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Campus Totals	$8,211.70	$421,650.97	$663,730.15	$763,767.20	$21,880.91	$75,386.00	$69,675.55	$80,294.73	$166,626.00	$29,846.00	$10,770.00
Total	$8,211.70	$421,650.97	$663,730.15	$765,167.20	$21,880.91	$75,386.00	$69,675.55	$80,294.73	$166,626.00	$29,846.00	$10,770.00