

Allen Independent School District
Chandler Elementary
2018-2019 Campus Improvement Plan



Mission Statement

The mission of Chandler Elementary is to inspire life-long learners by respecting and nurturing individual strengths and needs, and by providing engaging and meaningful learning experiences.

Vision

Every child educated at the highest level leading to academic success and unparalleled personal growth

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Chandler Elementary enjoys a diverse ethnic community of students and families who contribute and enrich the environment by participating and supporting the students and staff.

Chandler Elementary has a total enrollment of 679 students. The student population is nearly equal in gender with 50.44% female and 49.56% male. The ethnic population is comprised of the following:

Caucasian	47.79%
African American	17.40%
Hispanic-Latino	7.52%
Asian	21%

Overall, enrollment numbers remain steady, however, there is an increase in new students. This is usually offset by the number of students relocating. Mobility rates are overall unchanged; however, for new students moving in, Chandler has a robust testing and intervention staff to assist integrating them into their new campus.

Chandler has zero migrant students and very few students withdraw for homeschool and/or private school. Several students have returned to Chandler from homeschool and private schools this year.

The number of students being served in special populations are:

ESL	47
Gifted and Talented	64
Special Education	98
Dyslexia	25

Demographics Strengths

Chandler Elementary has a reputation for strong academic intervention and student focused programs to support the whole child and to meet the individual needs of all students. Overall, attendance rates remain high, however, a temporary increase in absences was due to the flu outbreak.

ELL (English Language Learners) students are supported by the ELL teacher during intervention block and all classroom teachers are ESL certified to meet the cognitive, linguistic and effective needs of ELL students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: While students are assessed and placed in the needed intervention group right away, systems to ensure students are receiving tutoring and other support as soon as possible need to be considered. **Root Cause:** Many students come from different states and districts with achievement and learning gaps.

Student Achievement

Student Achievement Summary

Individual student needs are identified by analyzing multiple sources of data, teacher observation and parent input. Student specific services and interventions determined, implemented, monitored, adjusted and evaluated occur through support during intervention block, small group instruction within the classroom, and tutoring. Additional evaluation may be considered.

Student Achievement Strengths

Chandler Elementary implements a solid RTI Process: analyzing data, identifying weaknesses, determining intervention groups and strategies, and progress monitoring.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: While the RTI Process is effective, it can sometimes slow down the referral process for students suspected of having significant academic deficiencies. There is a concern about the rising number of students that do not get their work completed during the allotted amount of time. This includes students with disabilities as well as non-disabled students. **Root Cause:** Many students come from different states and districts with achievement and learning gaps, thereby posing a need for creating a school-wide system for re-teach, catch-up, and make-up. Some students may need additional time due to lack of organizational skills or focus.

School Culture and Climate

School Culture and Climate Summary

The Chandler Community shares common values and enjoys a high level of parent participation and support. Academic success, as well as social health and emotional growth are priorities that include programs provided by the Chandler Parent Teacher Association as well as other numerous student activities and initiatives implemented at the campus level.

Many people have difficulty describing "the difference" but report that they enjoy coming to Chandler and always feel well received and appreciated. The staff works to maintain positive attitudes and exhibit servant leadership.

School Culture and Climate Strengths

Students describe Chandler Elementary as a safe place where there are trusted adults they can go to if they ever have a problem. This aligns with teacher and community descriptions of Chandler being a friendly, happy place to work and learn.

96% of our fifth and sixth grade students know exactly what to do in the event of an emergency.

Data from teacher evaluations (T-TESS) reflect a safe, organized, inviting place to learn and correlates with classroom student achievement data.

Student discipline referral data reflects that office referrals continue to decline each year. Chandler has implemented PBIS (Positive Behavior Intervention and Supports)

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: With many students transferring to Chandler throughout the year, it would be helpful to have an orientation process as well as an orientation packet, once the enrollment is complete. Have procedures in place to invite parent input. **Root Cause:** When students enroll at Chandler throughout the year, they have missed the orientation process at the beginning of the year.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers at Chandler meet the criteria as highly qualified, however, several teachers have acquired their master's degree and others are pursuing their advanced degree. Because Chandler is an outstanding school and Allen ISD is a premier district, finding the most talented and qualified staff does not present a challenge.

Strategies and structures to build capacity include Professional Learning Communities, PD sessions, work with Instructional Coaches, and staff development provided by teacher leaders.

There are many structures in place to ensure that teachers and others implement what they learn and strive to accomplish such as instructional strategies in lesson plans, walk-throughs, observations and SLO goals.

Staff Quality, Recruitment, and Retention Strengths

There are many training opportunities for teachers and student scores provide the evidence that professional development and instructional support result in student success. District and community support are reflected through the AISD Convocation and Dr. Niven's leadership. The mentor program is strong and provides support for new teachers. The organizational health survey for Chandler Elementary reflects that employees see strong values at work and feel genuinely appreciated. They feel they are part of something meaningful and believe the organization is going the right direction.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: There is a need for more support for teachers who serve low performing students and/or students not showing growth. The need exists for the most effective teachers to share and collaborate with not only their team, but with others within the campus to help bridge the gap. **Root Cause:** Time is a scarce commodity for teachers and staff.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers at Chandler Elementary follow a guaranteed and viable curriculum developed by Allen ISD using instructional strategies that are scientifically based on research and best practices. Local assessments that are aligned with the curriculum are provided, as well as state based assessments to measure student progress.

Data that is used for instructional planning includes common formative assessments, district developed and purchased assessments, and benchmark and simulations. Progress is tracked through the RTI process as well as by the district to identify gaps, trends, and isolated skills at the campus and district level.

Curriculum, Instruction, and Assessment Strengths

Chandler Elementary follows the Allen ISD pacing calendar and curriculum which is evident through the Campus' Accountability summary. Chandler earned two distinctions with increased enrollment during 2016-2017. Chandler earned distinction designations for Comparative Academic Growth and Comparative Closing the Gaps for the 2017-2018 school year.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Learning more about instructional strategies to use with students during intervention block would be helpful. **Root Cause:** Students on different levels need differentiated instructional strategies.

Parent and Community Engagement

Parent and Community Engagement Summary

The Chandler PTA has won numerous awards and Chandler Elementary has a high level of parent participation and support. There is typically a very high turnout at events such as Cultural Night, Family Fun Night, and other school-wide events.

Parent representatives serve on various committees to provide input and work closely with our office staff to support students and staff. Members of the PTA Board are comfortable coming to and working at school, and Watch D.O.G.s volunteer regularly throughout the school year.

Chandler also partners with local organizations and businesses to bring programs and activities to Chandler to provide learning opportunities and experiences our students would otherwise not have.

Parent and Community Engagement Strengths

Chandler Elementary's strengths include: consistent and accurate communication, a welcoming atmosphere from entering Kindergarten students on up, and a variety of ways for parents to become involved and volunteer. Another strength is that of building relationships. Our PTA offers child-friendly, parent-useful activities and the campus initiates many programs and opportunities to support the whole child.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Translation assistance is sometimes needed to continue to foster communication and teamwork between teachers and parents. **Root Cause:** Sometimes parents have not yet acquired the English Language skills that enable them to understand or communicate their student's needs.

School Context and Organization

School Context and Organization Summary

Chandler Elementary teachers and staff work with the campus based Instructional Coaches and have experienced increased collaboration through Professional Learning Communities. Teachers work in teams to create and implement two common formative assessments each semester. Teachers on each grade level share a common planning time to maximize opportunities for instructional planning and support continuous learning as mindset. Staff are involved in scheduling, operations, and determining professional development based on learning needs.

School Context and Organization Strengths

Organizational structures and processes are efficient and effective, maximizing student learning and success. Teachers and staff feel genuinely appreciated and supported by their administrators. The 2017-2018 Organization Health Survey reveals a strong belief that administrators help them do their job well and they are overall satisfied with their work environment.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Strategies to improve communication at the campus level and Allen ISD will be incorporated based on the 2018-2019 campus organizational health survey.

Technology

Technology Summary

Chandler has 11 iPad and laptop carts with 5 student devices and 2 teacher workstations per classroom. Teachers can reserve the carts for their classrooms or use one of the two computer labs or library for their class. Teachers also have access to many applications for instruction and assessment and use technology abundantly to provide engaging lessons.

Technology at Chandler is used to support learning in a variety of ways such as:

- viewing media clips and engaging in classroom discussion or debate
- as a tool to support foundational concepts with visuals
- interactive tool to increase engagement
- reinforcing concepts for practice and review
- research and presentations

Our librarian/media specialist and lab technician provides instructional support as well as professional development to increase teacher capacity in the area of technology.

Technology Strengths

Teachers utilize technology daily in their lessons to increase engagement and rigor and students use it to enhance their academic growth. Chandler Elementary has a wide range of technology devices provided by Allen ISD such as computers, laptops, iPads, and chromebooks. There are two fully equipped computer labs and a library with media stations on campus.

Problem Statements Identifying Technology Needs

Problem Statement 1: Students and staff could benefit from having training about acceptable use guidelines and proper use of equipment to increase the longevity and efficiency of devices.

Comprehensive Needs Assessment Data Documentation

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

Goals

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 1: Performance Objective 1: Increase academic achievement for all students while closing the gap between student populations in pursuit of advanced performance using research-based best practices.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Create classroom systems providing time for catch-up and make-up work.	Cindy Blair Chelsea Abboud	Increased student achievement				
2) Teachers will provide targeted intervention in the content area they teach during "Cheetah Challenge" intervention block.	Cindy Blair Chelsea Abboud Ri Trotter	Increased student achievement				
3) Teachers will provide academic support by tutoring before or after school with instruction driven by skill deficits.	Cindy Blair Chelsea Abboud	Increased student achievement				
4) Provide supplemental learning experiences and services for identified at-risk students promoting academic achievement progressing towards high school graduation.	Elizabeth Williams Jenny Capehart Cindy Blair Chelsea Abboud	Increased student achievement				
Funding Sources: School Excellence Initiative - 7150.00						
5) Provide supplemental learning experiences for gifted learners supporting enrichment opportunities to promote critical and creative thinking.	Diane Moore Cindy Blair Chelsea Abboud	Increased "mastery" level on STAAR and increased student achievement				
Funding Sources: Gifted/Talented - 77000.00						

6) Provide supplemental learning experiences and services for special education students to support individual learning needs.	Shayne Williams Erica Ahedo Cindy Blair Chelsea Abboud	Achieving "Met Standard" and increased student achievement				
	Funding Sources: Special Education - 759000.00					
7) Teachers will utilize data to incorporate small group instruction.	Cindy Blair Chelsea Abboud	Increased student achievement				
8) Newsletter articles and messages will stress the importance of regular daily attendance.	Cindy Blair	Increased student achievement				
= Accomplished = Continue/Modify = No Progress = Discontinue						








Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 2: Develop program initiatives and activities that reflect a commitment to preparing students for post-high school educational and/or career pursuits

Evaluation Data Source(s) 2:

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Implement a school-wide focus on "College and Career Week" with activities that promote college and career awareness.	Dawn Horton Cindy Blair Chelsea Abboud	Student awareness and affiliation with college and career opportunities and pathways				
2) Challenge and inspire students to explore science, technology and engineering using Makerspace.	Stephanie Harris Diane Moore Cindy Blair Chelsea Abboud	Student interest and participation resulting in increased interest and involvement				
3) Reinforce the power of a "Growth Mindset" through guidance lessons, staff development, and student assemblies that focus on the relationship between persistence and achieving goals.	Dawn Horton Cindy Blair Chelsea Abboud	Improved stamina, resilience, and positive motivation to overcome obstacles and challenges				
Funding Sources: Local Funds - 900.00						
4) Teachers will utilize data, assessment resources and tools to identify areas of focus for instructional planning.	Jenny Capehart Ri Trotter Kelli Brasher Aimee Hilton Cindy Blair Chelsea Abboud	Increased student achievement				
Funding Sources: Local Funds - 2851.00						
5) Students will participate in learning experiences at the STEAM center to inspire, challenge, and foster their knowledge and understanding in the areas of Science, Technology, Engineering and Math.	Cindy Blair Chelsea Abboud	Increased "hands on" experiences to deepen student knowledge and interest in the field of Science, Technology, Engineering and Math				
6) After school programs (Bricks, Bots and Beakers and Little Medical School of North Texas) promote engineering, technology, design and other STEM based experiences to inspire the future leaders of tomorrow.	Cindy Blair	High interest after school programs leading to interest and pursuit of career pathways				

<p>7) The Chandler Coordinated School Health Program is implemented to help keep students healthy during and beyond their elementary years and will use the following criteria: Student fitness assessment data Student participation in moderate to vigorous physical activity</p>	<p>Cindy Blair Sarah Wolford</p>	<p>Improved student health</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Goal 1: Cultivate innovation and increase student success by engaging students in rigorous and relevant learning experiences that will prepare them for graduation and post-secondary success.

Performance Objective 3: STAAR Third Grade Reading met standard of 59% will increase to 64% during the 2018-2019 school year.

Evaluation Data Source(s) 3: State of Texas Assessments of Academic Readiness, Spring Results

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Common formative assessments, as well as other assessments will be developed with a process to track progress of each student.	Cindy Blair Chelsea Abboud Ri Trotter Jenny Capehart	Increased student achievement				
2) Reading levels for small group instruction will be identified to target specific skill deficits.	Cindy Blair Chelsea Abboud Ri Trotter Jenny Capehart	Small group instruction will increase student achievement				
3) An emphasis will be placed on students reaching "mastery" level to increase the "met standard" level by using district and campus resources.	Diane Moore Aimee Hilton Kelli Brasher	Increased student achievement				
Funding Sources: Comp Ed - 137000.00						
4) Teachers for Tier 2 and Tier 3 students will use supplemental resources to meet the needs of at-risk students.	Jenny Capehart Julie Miller Gilbert Garza AMI and ARI tutors	Increased student achievement				
Funding Sources: Comp Ed - 137000.00						
5) Instructional planning resources for intervention, as well as curriculum support, will be utilized to help students reach "met standard" level.	Cindy Blair Kelli Brasher Aimee Hilton	Increased student achievement				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Promote and nurture collaborative relationships essential for successful students and schools

Performance Objective 1: Welcome, inform and engage students, parents, and the community regarding the educational priorities, processes, initiatives, and challenges of the District.

Evaluation Data Source(s) 1: Locally developed staff and community survey

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Utilize PTA meetings to give brief announcements and/or campus/district updates.	Cindy Blair	Community understanding and support				
2) Utilize the Campus Improvement Team to inform and engage parents and the community.	Cindy Blair	Increased student achievement and organized, efficient procedures.				
3) Utilize both the weekly staff and school newsletter to keep staff and parents informed regarding district priorities and initiatives.	Cindy Blair	Students, staff, parents and community members are informed and engaged regarding district priorities, processes, initiatives, and challenges				
4) Utilize PTA Board meetings to provide campus and district updates.	Cindy Blair	Increased communication to promote engagement and support				
5) Involve teachers, staff, and parents on the School Health Advisory Committee.	Sarah Wolford	Staff and parent engagement regarding district and campus health initiatives.				
6) Involve teachers, staff and parents on the Counseling Advisory Committee.	Dawn Horton	Increased staff and parent engagement regarding the social and emotional development of students				
7) Create an orientation process and welcome bag for students new to Chandler during the school year.	Cindy Blair Chelsea Abboud	Students have a positive first experience when attending Chandler Elementary.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Promote and nurture collaborative relationships essential for successful students and schools

Performance Objective 2: Recruit, hire, develop, and retain the highest quality faculty and staff.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Implement systems to increase communication and strengthen formal and informal leadership within the campus.	Cindy Blair	Staff empowerment and growth				
2) Provide opportunities for additional training for teachers of low performing students (SSI) as well as regular classroom teachers.	Cindy Blair	Retention of high quality staff				
3) Provide administrative support during instructional planning meetings.	Cindy Blair Chelsea Abboud	Retention of high quality staff				
4) Provide training and/or leadership opportunities to develop faculty and staff capacity.	Cindy Blair Chelsea Abboud Trainer of Trainers (Teachers)	Teacher development and retention of high quality staff				
Funding Sources: Local Funds - 2474.00						
5) Utilize district and local resources to recruit the most highly effective teachers.	Cindy Blair	Improvement of student learning and educational opportunities				
6) Create incentives and activities to maintain staff morale.	Cindy Blair Chelsea Abboud	Reduced attrition rate				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Promote and nurture collaborative relationships essential for successful students and schools

Performance Objective 3: Staff development will incorporate research-based, data driven best practices for integration into professional practice in order to meet the individual needs of students

Evaluation Data Source(s) 3:

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Schedule after school PLC meetings for instructional planning to support low performing students and help bridge the learning gap.	Cindy Blair Chelsea Abboud Kelli Brasher Aimee Hilton	Increased student achievement				
2) In addition to meeting with grade level teams weekly, instructional coaches will plan and collaborate with student support teachers.	Cindy Blair Chelsea Abboud Kelli Brasher Aimee Hilton	Increased student achievement				
3) Utilize Instructional Coaches and Technology Specialist to support, plan, and implement engaging lessons with teachers.	Cindy Blair Chelsea Abboud Stephanie Harris Alexis Peterson	Increased rigor, student engagement and achievement				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff

Performance Objective 1: At all campuses and District facilities, provide an educational environment that reflects a commitment to safety, security, orderliness, service, integrity and high standards of citizenship among students, staff, community, and visitors.

Evaluation Data Source(s) 1:

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Provide ongoing training and information to students and staff regarding safety and security.	Cindy Blair Chelsea Abboud	Students will be trained and knowledgeable regarding safety drills and expectations				
2) Implement routines and procedures that promote orderliness.	Cindy Blair Chelsea Abboud	All routines and procedures reflect orderliness				
3) Create systems through PBIS (Positive Behavior Intervention Supports) and school wide expectations that promote orderliness.	Cindy Blair PBIS Team	Operations are organized and orderly				
4) Implement programs and initiatives that recognize good character traits and high standards of citizenship.	Cindy Blair Chelsea Abboud Dawn Horton	High standards of citizenship are exhibited				
5) Students, staff and community members participate in a service project called Kids Against Hunger. They work together as a team to prepare food packets that feed hundreds of malnourished children in South America.	Dawn Horton	Students, staff, and community members provide a service that builds service leadership capacity and enhances their social and emotional growth				
6) The Watch D.O.G.S. program provides the service of supporting students. safety, and leadership.	Dawn Horton	The program reflects a commitment to safety and security and provides emotional support to students				
7) Character Education and intervention for students and professional development for staff is implemented to prevent violence	Cindy Blair Chelsea Abboud Dawn Horton	Reduced discipline referrals and student survey results indicating increased feelings of safety among students				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Ensure efficient, effective processes to support management of operations and utilization of resources to maximize learning for all students and staff

Performance Objective 2: Implement systems to increase communication and strengthen formal and informal leadership.

Evaluation Data Source(s) 2:

Summative Evaluation 2: Some progress made toward meeting Performance Objective

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Sept	Dec	Mar	May
1) Implement systems (surveys, informal input) that solicit faculty and staff input.	Cindy Blair Chelsea Abboud	Increased communication and development of leadership capacity				
2) Create opportunities for formal and informal leadership that include, but are not limited to: Grade Level Chairs Team/Committee Chairs Activity Sponsors Teachers Teaching Teachers Student Teacher Sponsor Student Observer Sponsor	Cindy Blair Chelsea Abboud	Develop leadership capacity				
3) Establish consistent, leadership team meetings to increase communication, empower staff, and strengthen leadership capacity through training and development.	Cindy Blair	Increased communication and input from stakeholders, development of leadership capacity				
= Accomplished = Continue/Modify = No Progress = Discontinue						

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Tori Whitfield	Teacher
Classroom Teacher	Erica Ahedo	Teacher
Classroom Teacher	Shari Sawyers	Teacher
Classroom Teacher	Teri Stepanic	Teacher
Classroom Teacher	Lisa Crabtree	Teacher
Classroom Teacher	Caitlin Richards	Teacher
Administrator	Chelsea Abboud	Asst. Principal
Administrator	Cindy Blair	Principal
Non-classroom Professional	Michelle Patterson	Nurse
District-level Professional	Kim Gorham	SPED Coordinator
Parent	Bright Ogbogu	Parent
Business Representative	Little Jamee	Business Leader

Campus Funding Summary

School Excellence Initiative					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$7,150.00
Sub-Total					\$7,150.00
Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3			\$137,000.00
1	3	4			\$137,000.00
Sub-Total					\$274,000.00
Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$900.00
1	2	4			\$2,851.00
2	2	4			\$2,474.00
Sub-Total					\$6,225.00
Gifted/Talented					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$77,000.00
Sub-Total					\$77,000.00
Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$759,000.00
Sub-Total					\$759,000.00
Grand Total					\$1,123,375.00