

Brock Independent School District
Brock Elementary
2017-2018 Campus Improvement Plan

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Comprehensive Needs Assessment

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failures
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals



Goal 1: ACADEMICS AND ACCOUNTABILITY











Provide effective future-ready teaching and learning that results in student mastery for graduation and post-secondary success.

Performance Objective 1: Focus on maximizing growth by creating future ready classrooms that promote higher order thinking, problem solving and student engagement.

Evaluation Data Source(s) 1: Increased technology usage by students- T-TESS, walk through, and lesson plans.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 1) Refine campus intervention and extension program. Adjust 3rd and 4th grade tier three intervention for increased critical thinking. Use TEKs Resources to align both interventions and extensions to student learning objectives. Each grade level will have 1 hour of targeted intervention and extension 4 days a week.	1, 2, 3, 9, 10	Erin Griffith, Principal Jill Blanton, Intervention Spec. Classroom Teachers Eagle Intervention Team	10% increase in student benchmark scores. Students show appropriate growth in Eagle Binder Assessment tracking.				
System Safeguard Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 2) Provide an instructional support specialist to work with at risk in small groups or in classrooms and teachers in their classrooms.	1, 2, 3, 4	Erin Griffith Andy Hudson Jill Blanton	T-TESS Evaluation Student Data RtI documentation of planned intervention/teacher schedule				
Funding Sources: 211 - Title I, Part A - \$66,000.00							

Critical Success Factors CSF 1 CSF 2 CSF 4 3) Increase student access to Devices so teachers can authentically extend lessons and provide intervention opportunities in the classrooms which supports future ready instruction. ***Campus will purchase Devices with Title 1 Funds.	1, 9	Erin Griffith Andy Hudson Charlie King Shelia McLaughlin Classroom Teachers	Walk Through Data Increase access to student data. Alternate activities to worksheets. More students have access to iPads iPad purchase & inventory Increased student growth (RtI documentation)				
	Funding Sources: 211 - Title I, Part A - \$15,000.00						
4) In grades K-2, teachers will implement Foundations Word Study and Phonics program.	1, 2	Pre-K-2 Teachers Erin Griffith Andy Hudson	Students will show an increased understanding of phonics and word formation.				
	Funding Sources: 199 - General Fund: Local - \$8,000.00						
5) We will add ESL vocabulary building and support during Eagle Period.	1, 10	Stacy Jerrett	Students will show improvement on the TELPAS testing.				
Critical Success Factors CSF 5 CSF 6 6) An outdoor learning center committee has been formed to encourage exploration outside of the classroom. They will develop and implement a vision both short term and long term for cross-curricular exploration.		Outdoor Learning Team	Increase in inquiry based learning for all students.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 1: ACADEMICS AND ACCOUNTABILITY








Provide effective future-ready teaching and learning that results in student mastery for graduation and post-secondary success.

Performance Objective 2: Campus level III percentages in all tested areas grades 3-4 will achieve the required percentage for Quartile 1 or, improvement from the prior year to earn campus level distinctions.

Evaluation Data Source(s) 2: State Accountability System, TAPR reports

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Provide an instructional support program for students performing at or below 70% as indicated on the STAAR, IStation, and classroom performance.</p>	1, 8	Classroom Teachers Eagle Intervention Team Erin Griffith	Student performance Lesson Plans T-TESS Doc.				
Funding Sources: 199 - General Fund: Local - \$6,800.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>2) We will provide students that are at or above grade level tutoring opportunities to deepen their understanding of the topic.</p>		Erin Griffith Andy Hudson Mary Kay Davis Lead Teachers	Increased number of students performing at met standards or above.				
<p>Critical Success Factors CSF 2 CSF 4</p> <p>3) Involve parents in early reading partnerships by initiating Child/Parent Reading (CPR) in which parents commit to reading nightly with kg 1 & 2, weekly with 3-5 students with teacher assigned accountability.</p>		Classroom teachers Parents	Parent Reading Logs Classroom Doc. AR reading tests Eagle Binders				
<p>Critical Success Factors CSF 4</p> <p>4) Provide instructional support systems: after school tutorials with teachers, NHS Group, Volunteer tutoring, PTC, Mentor Program</p>		Principal Assistant Principal Counselor					

<p>Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>5) Staff will attend an ELL extension training for the Units of Study at the Teachers College. Staff will present on material when they return.</p>	1, 2, 4, 10	Carri Moore Erin Griffith	<p>Increased rating performance for our ELL students in the Spring.</p> <p>Increased Benchmark and STAAR scores.</p> <p>Walk through Data</p>				
<p>Funding Sources: 199 - General Fund: State Compensatory Ed - \$1,700.00</p>							
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							



Goal 2: PARENT AND COMMUNITY INVOLVEMENT











Strive to increase parental involvement so that parents, students and staff can participate fully in the educational courses of action for the district.

Performance Objective 1: Improve public understanding and support of Brock elementary: Parents and community will be partners in the education of all students in Brock ISD.

Evaluation Data Source(s) 1: Sign in sheets, teacher documentation that indicates at least 90% of students' parents/family members participated in partnership in educational opportunities.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Provide opportunities for parents to be actively involved in their child() academic process: Welcome Bus (Great Students In the Community), Bi-annual Parent conferences, curriculum nights, Meet the Teacher, Volunteer program, Assignment sheets/parent newsletters, Bring your Parent to School Day, Daddy Daughter Dances, Watch D.O.G.S., Movie nights, curriculum events, Inventors Fair...</p>		Principal Assistant Principal Counselor Teachers	Parent Feedback Survey Sign In Sheets				
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Provide parents with various outlets for communication. a. Email b. Website. c. Marquee d. Text messaging e. Social media f. Paper copies of newsletters g. School Reach notification h. Phone i. Conferences</p>	1, 6	Principal Assistant Principal Classroom Teachers Campus Secretary	Parent Survey Documentation Provided by Staff				
Funding Sources: 199 - General Fund: Local - \$500.00							

3) Restructure curriculum night so that the time frames are better suited for parents, students are included in the event to increase attendance, and sessions are informative and engaging for parents. We hope to create an academic partnership between parents and teachers to increase student success.	2, 6	Professional Staff Administration	At least a 50% increase in parent attendance for the event. Positive feedback from parents, students, and teachers.				
4) Improve communication about academic programs and expectations through the use of our new website. Sections have been added with resources for Eagle Binders, Eagle Period, Clubs, Standards Based Grading and Core Content Information.	1, 2, 6	Principal Assistant Principal Pam Cox	-Tracking data from the website shows increased usage. - Parent Surveys				
5) Teachers will implement See Saw school wide to provide parents with real time access to their students work and classroom experiences. Students will create digital artifacts to reflect on their current level of mastery.	1, 2, 6	Classroom Teachers Erin Griffith	Increased parent understanding of classroom expectations. Parent Surveys				
Funding Sources: 199 - General Fund: Local - \$2,750.00							
6) Increase ELL parent involvement during LPACS, parent conferences and other school related events.	1, 2	Stacy Jerrett Erin Griffith	-Increased parent attendance - Increase in ELL student performance measures				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							



Goal 3: PERSONNEL



Provide personnel salaries and incentives reflective of the District's commitment to recruit, retain and reward the best qualified individuals for each staff position.

Performance Objective 1: Ensure highly qualified personnel in all positions related campus goals: hire and retain individuals in all positions that demonstrate knowledge and commitment to serving students.

Evaluation Data Source(s) 1: : 100% of classes will be taught by Highly Qualified teachers and paraprofessionals in Brock ISD will be highly qualified.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>1) Staff will attend professional development opportunities to stay up to date on current trends: poolside PD and other online opportunities.</p> <p>Targeted PD: Technology in the classroom, Instruction & TEKS Reading & Writing Units of Study</p> <p>Para Training: Special Ed support in the gen ed. classroom, behavioral management</p>		Principal Assistant Principal	<p>Certificates of completion, book study documentation, prof. development log (Nov. 1-Oct. 31)</p> <p>Books Study with Special Ed paraprofessionals: The Paraprofessional's Handbook for Effective Support in the Inclusion Classroom.</p>				
<p>System Safeguard Strategy</p> <p>Critical Success Factors CSF 1 CSF 7</p> <p>2) Staff will attend ELA Training with Donnalyn Miller to connect reading and writing instruction.</p> <p>Staff will read the Book Whisperer or Reading in the Wild</p>	1, 4	Principal Assistant Principal	<p>PD Surveys</p> <p>Walk Through Data</p> <p>Book Study feedback</p>				
Funding Sources: 199 - General Fund: State Compensatory Ed - \$2,500.00							

<p align="center">Critical Success Factors CSF 6</p> <p>3) Campus Academic Team will be selected to consult, train, and lead grade levels in planning. Stipend will be given to each Lead.</p>	1, 2	Principal Assistant Principal	Agendas Planning Documents Teacher Surveys				
<p align="center">Critical Success Factors CSF 7</p> <p>4) 1. Staff will be highly qualified per state regulations: report filed on time</p> <p>2. Title I Principal Attestation to HQ status</p>	4	Erin Griffith	Certifications/Transcripts HQ documentation kept in personnel files HQ Report				
<p>5) ELA teachers will attend targeted writing training and coaching through Empowering Writers.</p>	1, 9	Erin Griffith Teachers	Walk Through Data Increase writing STAAR writing scores by 10%				
Funding Sources: 255 - Title II, Part A TPTR - \$2,300.00							

 = Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue




Goal 4: SCHOOL CLIMATE








Provide a safe, healthy, secure educational environment.

Performance Objective 1: Provide a school learning environment that supports learning.

Evaluation Data Source(s) 1: The principal will collect feedback from students and parents about the climate of the school.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Assistant Principal will sponsor a Leadership team that will support & educate all students & community through various activities: bully intervention plays/programs, red ribbon week activities, Eagle Greeters, and various charitable programs.</p>	10	Assistant Principal Counselor	Parent Surveys Student surveys Lesson Planning				
<p>Critical Success Factors CSF 3 CSF 5 CSF 6</p> <p>2) Provide intervention programs addressing safety and emotional needs of students through various prevention opportunities: Red Ribbon Week, Character Counts (six weeks drawings), lessons supporting kindness in all classrooms utilizing Capturing Kids Hearts Training, Individual and Group Counseling, conflict resolution</p>	9	Counselor Principal Classroom Teachers Assistant Principal	Lesson Plans, Staff & Student surveys, Lesson Plans, Curriculum Documentation SHAC minutes Students names displayed on wall for representing a Character Counts trait				
Funding Sources: 255 - Title II, Part A TPTR - \$939.84							
<p>Critical Success Factors CSF 1</p> <p>3) Provide transition services: Coordinate ECI services for 3yr olds transitioning to PreK/EE. Pre-K and Kindergarten Round Up 5th Grade Transition Day</p>	7, 10	Parker County Co Op Pre-K Teacher Principal Counselor	Special Ed Records Registration attendance				

<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 6</p> <p>4) A campus PBIS committee will be formed. They will identify areas of need on the campus and develop positive behavior incentives to improve them.</p> <p>- EAGLE Cards at lunch to incentivise organization, respect, attendance, promptness and hard work.</p> <p>- Brock Bucks- recognize model behavior throughout the school.</p> <p>- Kindergarten reports to and eats breakfast in the library in the AM to ease transition to class.</p> <p>- Pre-k reports to their classroom in the AM and all students eat in the classroom.</p>		<p>PBIS Team Andy Hudson Erin Griffith Pre-K teacher</p>	<p>-Less behavior that requires removal from class in the morning.</p> <p>-Less incomplete assignments</p> <p>- Fewer tardies and absences</p> <p>- decrease in office referrals</p>				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	1	Refine campus intervention and extension program. Adjust 3rd and 4th grade tier three intervention for increased critical thinking. Use TEKS Resources to align both interventions and extensions to student learning objectives. Each grade level will have 1 hour of targeted intervention and extension 4 days a week.
1	1	2	Provide an instructional support specialist to work with at risk in small groups or in classrooms and teachers in their classrooms.
3	1	1	Staff will attend professional development opportunities to stay up to date on current trends: poolside PD and other online opportunities. Targeted PD: Technology in the classroom, Instruction & TEKS Reading & Writing Units of Study Para Training: Special Ed support in the gen ed. classroom, behavioral management
3	1	2	Staff will attend ELA Training with Donnalyn Miller to connect reading and writing instruction. Staff will read the Book Whisperer or Reading in the Wild

Title I

Schoolwide Program Plan

Brock Elementary campus population as of September 14 2016 is 537 students serving EE-5.

The student population is: 537 is September enrollment

Special Education enrollment: 45 students

PBMAS ICR: Hispanic population in Special Ed it too high. Currently 12.20 of total sped population and .91% of total enrollment

GT enrollment: 24

LEP enrollment: 19-

Migrant: 0

Homeless: .0

Title I Part A: 622

Economically Disadvantage: 18% ^5%

100% of the staff, including paraprofessionals, is highly qualified.

The average attendance rate per grade level is 92% in EE to 98% in grade 2. Avg. Attendance 97

In 2010 the first day enrollment for EE-5 was 420 students. Enrollment as of Sept. 2016 is 622. The campus is experiencing a rapid growth rate at 10%-12% the previous three years.

Data Source: Current Enrollment Information and PEIMS Fall submission report PRF5c044; PEIMS June submission reports, PBMAS Fall 2015 reports

This information is from the 2015-2016 school year.- Brock Elementary met all requirements in state accountability. 87% of students passed all tests. This is a 6% decrease from the previous 93%. According to the TAPR report our Economically Disadvantaged students performed 20% lower in terms of overall passing rate campus wide. The focus at Brock Elementary is to decrease the performance gap between our Economically Disadvantaged students and all other student populations and increase the Level III % of all students, including Hispanic, and Economically Disadvantage. This would assure both subpopulations meet system safeguards of 87% required this year. Continued support efforts designed to address individual student gains will help support campus goals. Brock Elementary School's comparison groups consists of one other 3-A school and various 5A-6A elementary schools. The campus has a goal of earning distinctions in ELA, Math, and Science for the 2016-2017 school year. No distinctions were earned this year. 4th grade writing dropped from 23% level III to 7% Level III's in 2015. However, 5th grade Reading and Math Level III performance increased; 3rd and 4th grade reading and math maintained %'s with a goal of increased Level III performance for both grade levels in reading and math. *** Scores and Accountability ratings for the current school year have not been released. We will review this information at the October board meeting.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

A comprehensive needs assessment was conducted throughout the school year and reviewed in June of 2016 and reviewed again in Oct. 2016.

Data Sources Used:

- AEIS
- PBMAS
- Student attendance data from PEIMS
- Benchmark data
- Referral's % for Special Ed
- Discipline referrals
- IStation data
- Local data: report cards, retention,
- Campus parent participation records
- Teacher surveys
- Parent surveys
- Campus demographics: growth rate 10% - 12%
- Title I fund sources

- State Compensatory fund sources
- Technology inventory (added 30 iPads in 2016-2107)

2: Schoolwide Reform Strategies

Schoolwide reform strategy goals and strategies are bulleted below. See goals for more details on each strategy.

- Implement campus intervention program to support all students to perform on or above grade level.
- Extra PLC time through Fly Friday
- Instructional Support/ Intervention Teacher through Title 1A
- Master Schedule that provides intentional time for PBL
- Campus Academic Team will lead planning and support campus teachers.

3: Instruction by highly qualified professional teachers

Instruction by highly qualified teachers goals and strategies are bulleted below. See goals for more details on each strategy.

- A committee was formed to assess our current phonics program, make adjustments and plan appropriate support and PD for all staff.
- Provide instructional support materials and training correlated to TEKS and best practice.

4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff

Goals and strategies are bulleted below. See goals for more details on each strategy.

- Staff will attend a variety of PD opportunities to stay current on trends, research and certifications.
- Phonics Evaluation Committee
- All teachers will be highly qualified

5: Strategies to attract highly qualified teachers

Goals and strategies are bulleted below. See goals for more details on each strategy.

- - Staff will attend a variety of PD opportunities to stay current on trends, research and certifications.

6: Strategies to increase parental involvement

Goals and strategies are bulleted below. See goals for more details on each strategy.

- Involve parents in early reading partnerships by initiating Child/Parent Reading in which parents committ to reading nightly with their students
- Involve parents in their child(ren's) academic process:Bi-annual Parent conferences, curriculum nights, Meet the Teacher, Volunteer program, Assignment sheets/parent newsletters, Bring your Parent to School Day, Daddy Daughter Dances, Watch D.O.G.S., Movie nights, curriculum events, Inventors Fair...
- Provide parents with various outlets for communication.

7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs

- - Goals and strategies are bulleted below. See goals for more details on each strategy.
 - A committee was formed to assess our current phonics program, make adjustments, align and plan appropriate support and PD for all staff.
 - Provide transition services : Coordinate ECIservices for 3yro transitioning to PR-K/ EE
 - Pre-K and kinder Round Up
 - Staffings
 - Meet the Teacher before school.
 - 5th grade Transition Day

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Goals and strategies are bulleted below. See goals for more details on each strategy.

- Provide instructional support programs for students performing at or above 70% as indicated on the STAAR, IStation, and classroom performance
- A committee was formed to assess our current phonics program, make adjustments, align and plan appropriate support and PD for all staff.

9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards

Goals and strategies are bulleted below. See goals for more details on each strategy.

- - A committee was formed to assess our current phonics program, make adjustments, align and plan appropriate support and PD for all staff.
 - Eagle Period is a fluid intervention and extension program to help all students show growth academically.

10: Coordination and integration of federal, state and local services and programs

Goals and strategies are bulleted below. See goals for more details on each strategy.

- - Provide transition services : Coordinate ECI services for 3yro transitioning to PRE-K/ EE
 - Pre-K and kinder Round Up
 - Staffings

- Meet the Teacher before school.
- 4th to 5th grade Transition Day

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jill Blanton	Intervention Teacher	Title 1 A Intervention	

Campus Funding Summary

199 - General Fund: Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$8,000.00
1	2	1	IStation		\$6,800.00
2	1	2	Poll Everywhere		\$500.00
2	1	5		19911639900101611000	\$2,750.00
Sub-Total					\$18,050.00
199 - General Fund: State Compensatory Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5		1991163990010124000	\$1,700.00
3	1	2			\$2,500.00
Sub-Total					\$4,200.00
211 - Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2			\$66,000.00
1	1	3	IPads (30)		\$15,000.00
Sub-Total					\$81,000.00
255 - Title II, Part A TPTR					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	5			\$2,300.00
4	1	2	Capturing Kids Hearts Training		\$939.84
Sub-Total					\$3,239.84
Grand Total					\$106,489.84