



Learning Recovery and Extended Learning Plan

District Name:	Monroe Preparatory Academy
District Address:	328 E. Monroe St. Sandusky, Ohio 44035
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Beginning in March 2020, education in the United States, and the world, changed dramatically due to the COVID-10 pandemic. During the remaining months of the 2019-2020 school year, our students worked at home using paper packets carefully curated to meet the remaining standards not covered during classroom instruction. Communication to families and students was constant to ensure not only the continued learning for our students, but also to stay apprised of their well-being and support families.

As the school year ended it was apparent that the crisis would continue, and we needed to think differently about the 2020-2021 school year. As a result of this thoughtful planning, Monroe Preparatory Academy offered three learning options for families to choose from that were implemented on the first day of school, regardless of the student's grade level. These three options allowed families to consider their student's health, their comfort with the current COVID-19 status in our community, their ability or interest in facilitating learning at home and many other important factors. Families were asked to make a choice prior to the start of school and continue with that modality until the end of the 1st semester. Our school leadership team had the discretion to accommodate a family's request for an option change at any point. In the event health conditions at the school change, or the Governor enacts a closure order, all students were able to pivot to Option 3 immediately.

Option 1: Full time in school

Students come to the school building each day for a full instructional day based on the Board approved calendar. Teachers facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Specials, electives and other regularly scheduled academic experiences will occur in the building on these days. Based on the grade level of the student, their academic needs and the teacher's discretion, additional work may be sent home for additional practice or enrichment. Students with Special Education needs will receive these services as specified in their IEP during their time in the school building. Regular communication will occur with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through phone calls, text messages, video conferencing or other means dependent on health and safety considerations. Extensive health protocols ensuring the safety of students and staff are followed daily and monitored by the Regional Vice President.

Option 2: Hybrid

Students come to the school building on two specified days per week. Teachers facilitate standards-based instruction using materials that are aligned with the Ohio standards for content and rigor. Specials, electives and other regularly scheduled academic experiences will occur in the building on these days. Based on the grade level of the student, their academic needs and the teacher's discretion, additional work may be sent

home for additional practice or enrichment. Students with Special Education needs will receive these services as specified in their IEP during their time in the school building. Regular communication will occur with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through phone calls, text messages, video conferencing or other means dependent on health and safety considerations. Extensive health protocols ensuring the safety of students and staff are followed daily and monitored by the Regional Vice President. Monroe Preparatory Academy's hybrid schedule: Grades K-3 come to school on Mondays and Tuesdays and then attend a virtual curriculum, including live sessions the remainder of the school week. Grades 4-8 come to school on Thursdays and Fridays and attend a virtual curriculum, including live sessions throughout the beginning of the school week.

Option 3: Full time at home

Students learn from home every day school is in session as delineated in the school's Board approved calendar. Students were provided a Chromebook and internet reimbursement if needed based on participation and eligibility guidelines. Teachers facilitate standards-based instruction using the ACCEL curriculum which is aligned to Ohio standards for content and rigor. Teachers can modify the activities within each lesson to provide additional practice opportunities, an alternative approach, or add opportunities to engage with tools such as iXL, iReady or other programs to differentiate for student learning needs around a given standard. Teachers also use the assessments within the virtual curriculum, or they can add their own formative and summative measures. Opportunities to engage in special subjects and electives such as Art, Music or PE, as defined by the school's instructional schedule, are also offered to virtual students. Each day instruction is a mix of teacher-led, synchronous sessions and student-led practice activities. Expectations were set for the number of hours students should be expected to engage in learning, and how the family should be prepared to support their child's learning at home. There is a mix of online learning that requires a computer and other offline activities that require solving math problems, collaborating with peers, exercising, etc. Students with Special Education needs will receive these services as specified in their IEP virtually within Canvas, our learning management platform. The Big Blue Button feature inside our closed Canvas platform is HIPPA and FERPA compliant, thus providing a safe environment for our specialists to work directly with students on their caseload to provide the necessary services. This feature is also to be used by our Title I teachers and those that support our English Learners. Regular communication occurs with the family regarding the child's academic progress and their social emotional well-being. Communications may occur through the Canvas platform, phone calls, text messages, video conferencing or other means.

While other schools predetermined the learning scenario for their students, Monroe Preparatory Academy was prepared to meet the complexities of giving families choice. Organization, communication, and coordination were paramount to our student's success. As such, we decided that all students, regardless of their modality, would receive standards-based instruction in a defined sequence for each course. This allowed all students in the same grade or course within the school to receive instruction around the same sequence of standards, for approximately the same amount of time, dependent on student need. This coordination allowed for the seamless integration for a student who needs to change from one modality to another due to extenuating circumstances. It also allowed regular assessment data in all three modalities to be used to assess students for supports throughout the RTI process.

While maximizing educational options for families, the school minimized risk of exposure to COVID-19 by aligning with the guidance provided by National, State, and local health officials. Mitigation efforts included facial coverings, health monitoring, cleaning, and sanitizing measures, limiting guests, and implementing social distancing and one-way foot traffic. Careful consideration was given to the emotional well-being of students as the Academy worked to provide an equitable and safe learning environment for all students, regardless of their modality.

Identifying and Meeting Students' Academic Needs

Identifying Impacted Students

Spring 2021

For the 2020-2021 school year, the Academy utilized the i-Ready comprehensive assessment system for our students in grades K-12. This online assessment, given in the fall, winter and spring to all students, regardless of their modality, allows us to measure the academic growth of our students in both mathematics and reading. Reports within the system allow us to see which students are on track for meeting grade level goals, which ones are exceeding the expected pace for growth and which ones are not meeting the growth targets. This crucial information forms the basis for the supports we provide students.

In addition to i-Ready, the Academy has also monitored our students using the following data:

- The use of short-cycle assessments in the areas of Math and Reading that are given bi-weekly. TBT teams analyze and utilize the data to implement instruction.
- All teachers/students have IXL in all 4 core subjects which enables teachers to monitor student progress in these areas. Data is analyzed and teachers have the capability to utilize IXL to differentiate student learning on an individual basis, small groups, or for whole group review/reteach of concepts.
- We also employ the use of district wide assessments that the Academy refers to as 'Mocks' which are intended to mimic end-of-the-year State testing. These assessments are given to each grade level 5 times throughout the year. At the beginning of the year, as a pre-assessment tool. Then students are assessed Fall, Winter and Spring. Then a post-assessment is given to gauge individual and classroom growth.
- Monroe Preparatory Academy utilizes the data it receives from the State for our 3rd graders from taking their fall reading AIR tests. This helps us, in particular, to identify which students appear to be on-track and to help identify areas of strengths and weaknesses for students that are not on-track.
- Teachers identify students that are not succeeding in the same manners as their same age/grade classroom peers and will place those students into the RTI process. Teachers zero-in on very specific, limited areas of needs for those students, then track their success when a variety of interventions are given. As a team, the school determines whether those students are garnering (more success); if so, which strategies/interventions are most effective – if not, the school continues to implement different interventions and continue to examine the amount of success the student is achieving. If the Academy finds that the

	<p>student is not experiencing success or minimal success then we move students up, through the tiers, and then determine whether or not it is in the best interest of the child to refer them for a multi-factored evaluation.</p> <ul style="list-style-type: none"> • The school employs PBIS. The PBIS team has regular bi-monthly meetings. Teachers are able to utilize PBIS for behaviors, much the same way that RTI is used for academics. Teachers obtain baseline data, then employ a variety of strategies and gauge and track their success. Ultimately students may need to have FBA (Functional Behavioral Assessment) which is conducted by the PBIS team – which determines if a student is to be placed on a BIP (Behavioral Intervention Plan). <p>Overall, data shows a gap between where the Academy would expect students to be and where students are performing.</p> <p>Summer 2021</p> <ul style="list-style-type: none"> • For continuity of data, the Academy will continue to utilize the assessments in place, and described above, to monitor individuals and groups of students for progress. <p>2021-2022</p> <p>The Academy will continue to use the i-Ready comprehensive assessment system for our students in grades K-12. For students enrolled at the school last year, the school will have two years' worth of data to continue to identify students' learning needs and put structures and programs in place to support those academic needs. The school will also be able to evaluate the effectiveness of our initial approaches and adjust as needed.</p> <p>In addition, the Academy will continue to utilize data from DIBELS in grades K-4, Phonemic Awareness Screener in grades K-2, local assessments, and State Testing Data from the Fall Third Grade ELA Administration.</p> <p>2022-2023</p> <p>Individual student data will be used in the identification of students in need of tiered supports and help the team to identify root causes and appropriate support and intervention strategies. The school will be able to identify trends among student groups that allow for focused peer groups gauged towards the acquisition of specific necessary skills in achieving the mastery of state standards.</p> <p>School wide data will be analyzed by the building leadership team to determine progress towards goals, identify root causes, and plan action steps in accordance with the school's aligned Improvement Plans.</p>
<p>Approaches to Support Impacted Students</p>	<p>Spring 2021</p> <p>The school's RTI/MTSS team meets bi-weekly with each grade level team to analyze data and identify appropriate supports and interventions for students who are struggling. The team collaborates on classroom based interventions, Title 1 support, small group instruction, parent resources, etc. Data points are monitored to ensure that supports and interventions are sufficient and successful</p> <p>Summer 2021</p> <p>During the summer of 2021, the Academy is planning for a summer learning program to help close the learning gap for any student who is interested. The program will focus on fun learning opportunities in grade level phonics, fluency, comprehension and foundational math skills utilizing curriculum designed to help close learning gaps and ensure that grade level foundational skills in reading and math have been mastered.</p> <p>2021-2022</p> <p>The school plans to increase intervention staff for the 2021-2022 Academic Year, allowing staff to spend more targeted time with students in small groups and 1:1 instructional opportunities. The Academy will also expand teacher's access to curricular resources across tiers of support through the purchase of researched programs with high rates of effectiveness in similar populations in reading and math. After school and summer learning options will be offered to any student who would benefit from the additional instructional support. The school will monitor the program with</p>

	<p>fidelity and student achievement data to drive decisions for continued improvement.</p> <p>2022-2023 Plans for the 2021-2022 Academic Year will continue into 2022-2023 with the school closely monitoring school wide progress as well as the progress of individual students and targeted groups of students.</p>
Professional Learning Needs	<p>Spring 2021 Through 2021, professional learning has focused on best practices for in person and remote learning, trauma informed practices, and creating a culture of support.</p>
	<p>Summer 2021 During the summer of 2021, prior to the start of the school year, professional learning will continue to focus on best practices for teaching in multiple learning environments and trauma informed practices. The Academy will also focus on professional development in the science of reading and identification of students in need of support and the utilization of curricular resources across support tiers.</p>
	<p>2021-2022 Throughout 2021-2022 learning will continue to focus on best practices for teaching in multiple learning environments and trauma informed practices. The Academy will also focus on professional development in the science of reading and the identification of students in need of support and the utilization of curricular resources across support tiers. Targeted book studies will offer opportunities for staff to improve in areas that meet their personal goals as well as the school's goals for improvement.</p>
	<p>2022-2023 Professional learning for the 2022-2023 Academic Year will be driven by data obtained regarding program fidelity, student success, teacher efficacy, and other factors.</p>
Partnerships	<p>Spring 2021 The school partners with several daycare providers, including Double Sweet Daycare and Erie County Head Start. Monroe Preparatory Academy has also worked with the local Boys' and Girls' Club and the Erie County Health Department to foster meaningful engagement with the school environment for students and extend learning into the community.</p>
	<p>Summer 2021 Monroe Preparatory Academy will continue to expand upon the partnerships currently in place and expand our partnership program to include other organizations working within the community to assist students and families.</p>
	<p>2021-2022 Monroe Preparatory Academy will continue to expand upon the partnerships currently in place and expand our partnership program to include other organizations working within the community to assist students and families</p>
	<p>2022-2023 Monroe Preparatory Academy will continue to expand upon the partnerships currently in place and expand our partnership program to include other organizations working within the community to assist students and families</p>
Alignment	<p>Spring 2021 In accordance with the Remote Learning Plan, the school has put the choice of learning modality in the hands of the family. With universal screening measures and biweekly short cycle assessments, the Academy continues to identify students in need of support through the RTI process. Utilizing standardized curricular resources, The Academy has allowed students to transition between learning modalities as needed. This plan aligns to the work in our School Improvement Plan to identify and close achievement gaps in reading and math and to ensure at minimum, grade level proficiency for all students. Our school's Reading Achievement Plan goals are:</p> <ul style="list-style-type: none"> ● To close the achievement gaps in reading by increasing each student's, grades 3-8, Ohio State Test performance level. ● To analyze and monitor student data and implement data driven instruction and intervention through weekly TBT meetings. ● To train staff and implement UDL practices in the areas of reading and writing.

	<ul style="list-style-type: none"> • To increase students' writing proficiency through the use of rubrics, exemplar student examples and through the use of peer reviews. • To increase instructional practices in the area of phonics and fluency. <p>Our school was able to hire a full-time on-site school counselor towards the end of the 2019-2020 school year through the use of our Wellness funds. The school has been focusing on student wellness and SEL (social emotional learning) through:</p> <ul style="list-style-type: none"> • Small group and individual meetings with our school counselor • Through bi-weekly classroom instruction from our school counselor • Through monthly PBIS character trait • Partnership with local counseling programs – including Family Solutions – who come to the school on a weekly basis to counsel individuals • Through PDs focusing on TIC, positive speak, and de-escalation techniques
	<p>Summer 2021</p> <p>Expanding opportunities for summer learning, aligns with goals in all other pertinent plans in place at the school. The Academy continues to focus on literacy and math across tiers of support. The school continues to increase the capacity of our staff to utilize data to identify and instruct students in multiple tiers of support while increasing our ability to identify trends and assess root cause and course of action.</p>
	<p>2021-2022</p> <p>Monroe Preparatory Academy has been working for several years to increase our capacity for research based instructional strategies across tiers of support. The school has worked to strengthen the fidelity in our tier I instructional programs and increased our effectiveness in identifying and meeting the needs of students requiring Tier II and Tier III interventions and supports.</p> <p>In accordance with the Remote Learning Plan, the school has put the choice of learning modality in the hands of the family. With universal screening measures and biweekly short cycle assessments, the Academy continues to identify students in need of support through the RTI process. Utilizing standardized curricular resources, the school has allowed students to transition between learning modalities as needed.</p> <p>This plan aligns to the work in our School Improvement Plan to identify and close achievement gaps in reading and math and to ensure at minimum, grade level proficiency for all students. The teachers have the knowledge and the resources to provide high quality, science based reading instruction and intervention at all grade and ability levels. These areas are in direct alignment with our goals for learning recovery and extended learning. Student Wellness and Success Plans focus on Social Emotional Learning, Behavioral and Mental Health supports, and overall wellness of the whole child. The school continues to make these areas a priority in response to the pandemic and student learning, as described later in this document.</p>
	<p>2022-2023</p> <p>With the knowledge that the Academy is just beginning to see the effects of the pandemic on our students and that our knowledge of the gaps and areas of need will become clearer in the coming year, the school will build upon existing plans and adapt to current data and root cause analysis to target areas of support and improvement. In alignment with our school improvement goal to increase the capacity of teacher based teams and the school leadership team to analyze data and identify root causes and targeted solutions, the school will continue to build upon existing systems and adjust to the needs of our students and community.</p>
<p>Resources and Budget</p>	<p>The school will need additional staff in Title 1 and Intervention Specialist roles to decrease caseloads and allow for increased capacity to meet the needs of targeted groups and individual students. The Academy is also in need of high quality, research based curriculum across tiers of support. Professional development aimed at utilizing curriculum resources and strategies with skill and fidelity as well as being mindful of levels of trauma and social emotional needs will be essential for the staff. The ability to compensate teachers for additional work outside of contracted hours for programs in the summer and after call hours will be needed as well as additional transportation costs to ensure equitable access to programs.</p> <p>Title I, Title IIA, Title IV, IDEA-Part B, ESSER I, ESSER II, Student Wellness, General Funds</p>

	<p>The Academy will coordinate the use of Title I, IIA, IV, IDEA, ESSER I, II, ARP ESSER and state funds to meet the needs of the students and close the gaps.</p> <p>Title I - Funds will be used to hire additional intervention teachers for students through tutoring, after school and summer school extended learning.</p> <p>ESSER II funds will be used to hire additional intervention teachers who will target instruction to help student's fill any academic gaps. Additional funds will be used to retain properly licensed teachers and purchase supplemental curriculum and progress monitoring tools. \$370,000</p>
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Approaches to Identify and Address Students' Social & Emotional Needs

Identifying Impacted Students	<p>Spring 2021 There are a variety of ways that communication is being established with families:</p> <ul style="list-style-type: none"> • Teachers may call, email, text or even in person at pick-up or video (Zoom) conference families in regards to students SEL needs • Admin, teachers and families may communicate directly with our school counselor in regards to a specific student and their SEL needs • Families may first reach out to teachers or admin, who may then direct questions and information to our school counselor • Our school counselor goes into classrooms for bi-weekly classroom instruction • Our school counselor has had periotic whole group classroom instruction for distance learners • Our school counselor meets with individual distance learning students via video chats • Teachers may also bring concerns to PBIS bi-weekly meetings. <hr/> <p>Summer 2021 Our community counseling partnerships, such as Family Solutions, continues their individual counseling throughout the summer months with students</p> <ul style="list-style-type: none"> • The Academy is known and has lines of open communication with various community programs: i.e. boys and girls club, etc. • The Academy facilitates communication and connections to a myriad of community assistive programs, i.e. housing, juvenile support, etc. • Families can participate in regularly held social events. • Teachers engage with families throughout the summer inviting students to participate in different events. <hr/> <p>2021-2022 The PBIS committee meets bi-monthly in regards to addressing and tracking student behaviors</p> <ul style="list-style-type: none"> • The school uses Kickboard – when a student received multiple referrals for the same thing, the application alerts our school counselor, who then meets with the individual • Our RTI committee meets bi-monthly in regards to addressing and tracking academic progress • The school counselor addresses/instructs classrooms on a bi-weekly basis • Any specific SEL concerns that come up during PBIS or RTI are referred directly to our school counselor <hr/> <p>2022-2023 Throughout the 2022-2023, Monroe Preparatory Academy will continue to build on the skills that are learned and continue to grow knowledge base for identifying students.</p>
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Approaches for Impacted Students	<p>Spring 2021</p> <ul style="list-style-type: none"> • The school counselor goes into classrooms for bi-weekly classroom instruction • The school counselor has had periodic whole group classroom instruction for distance learners • Teachers may also bring concerns to PBIS bi-weekly meetings. • Our community counseling partnerships, such as Family Solutions, continues their individual counseling throughout the summer months with students • The Academy has lines of open communication with various community programs: i.e. boys and girls club, etc. • The Academy facilitates communication and connections to a myriad of community assistive programs, i.e. housing, juvenile support, etc. • The PBIS committee meets bi-monthly in regards to addressing and tracking student behaviors. • Monroe Preparatory Academy uses Kickboard – when a student received multiple referrals for the same thing, the application alerts our school counselor, who then meets with the individual • Our RTI committee meets bi-monthly in regards to addressing and tracking academic progress • Any specific SEL concerns that come up during PBIS or RTI are referred directly to our school counselor
	<p>Summer 2021</p> <p>During the summer of 2021, the school is planning to continue to reach out to impacted families and provide support for families as needed. The school will also provide relief in the area of school supply and other necessities.</p>
	<p>2021-2022</p> <p>Throughout the 2021-2022 Academic Year, the focus will continue to be supporting students who have been identified as impacted students and will continue to provide support based on best practices. Identifying and supporting impacted students will be priority, as well as, academics.</p>
	<p>2022-2023</p> <p>Plans for the 2021-2022 approach will continue into 2022-2023 with the school closely monitoring school wide progress, as well as, the progress of individual students and targeted groups of students. Identifying and supporting impacted students will continue to be a priority, as well as, academics.</p>
Professional Learning Needs	<p>Spring 2021</p> <p>Through 2021, professional learning has focused on best practices for in person and remote learning, trauma informed practices, and creating a culture of support.</p>
	<p>Summer 2021</p> <p>During the summer of 2021, prior to the start of the school year, professional learning will continue to focus on best practices for teaching in multiple learning environments and trauma informed practices. The Academy will also focus on professional development in the science of reading and the identification of students in need of support and the utilization of curricular resources across support tiers.</p>
	<p>2021-2022</p> <p>Throughout 2021-2022, learning will continue to focus on best practices for teaching in multiple learning environments and trauma informed practices. The Academy will also focus on professional development in the science of reading and the identification of students in need of support and the utilization of curricular resources across support tiers. Targeted book studies will offer opportunities for staff to improve in areas that meet their personal goals, as well as, the school's goals for improvement.</p>
	<p>2022-2023</p> <p>Professional learning for the 2022-2023 Academic Year will be driven by data obtained regarding program fidelity, student success, teacher efficacy, and other factors.</p>

Partnerships	Spring 2021 <ul style="list-style-type: none"> ● Our community counseling partnerships, such as Family Solutions, continues their individual counseling throughout the summer months with students ● The Academy has lines of open communication with various community programs: i.e. boys and girls club, etc. ● The Academy facilitates communication and connections to a myriad of community assistive programs, i.e. housing, juvenile support, etc. ● Our school counselor is our homeless liaison and attends monthly virtual meet-ups
	Summer 2021 Monroe Preparatory Academy will continue and expand upon the partnerships currently in place and expand our partnership program to include other organizations working within the community to assist students and families.
	2021-2022 The Academy will continue and expand upon the partnerships currently in place and expand our partnership program to include other organizations working within the community to assist students and families.
	2022-2023 Monroe Preparatory Academy will continue and expand upon the partnerships currently in place and expand our partnership program to include other organizations working within the community to assist students and families.
Alignment	Spring 2021 The school has been working to increase our capacity for research based instructional strategies across all tiers of support. The Academy has worked to strengthen the fidelity in our tier I instructional programs and increase our effectiveness in identifying and meeting the needs of students requiring Tier II and Tier III interventions and supports. The school will use its educational support plan in conjunction with the Social and Emotional evaluations. This plan aligns to the work in our School Improvement Plan to identify and close achievement gaps in reading and math and to ensure at minimum, grade level proficiency for all students. The school's Reading Improvement Plan focuses on increasing program fidelity and ensuring our teachers have the knowledge and the resources to provide high quality, science based reading instruction and intervention at all grade and ability levels. These areas are in direct alignment with our goals for learning recovery and extended learning. Student Wellness and Success Plans focus on Social Emotional Learning, Behavioral and Mental Health supports, and overall wellness of the whole child. The school continues to make these areas a priority in response to the pandemic and student learning.
	Summer 2021 Expanding opportunities for summer learning, aligns with goals in all other pertinent plans in place at the school. The Academy continues to focus on literacy and math across tiers of support. The school continues to increase the capacity of our staff to utilize data to identify and instruct students in multiple tiers of support while increasing our ability to identify trends and assess root cause and course of action.
	2021-2022 This plan aligns to the work in our School Improvement Plan to identify and close achievement gaps in reading and math and to ensure at minimum, grade level proficiency for all students. The school's Reading Improvement Plan focuses on increasing program fidelity and ensuring our teachers have the knowledge and the resources to provide high quality, science based reading instruction and intervention at all grade and ability levels. These areas are in direct alignment with our goals for learning recovery and extended learning. Student Wellness and Success Plans focus on Social Emotional Learning, Behavioral and Mental Health supports, and overall wellness of the whole child. The school continues to make these areas a priority in response to the pandemic and student learning, as described later in this document.
	2022-2023 With the knowledge that the Academy is just beginning to see the effects of the pandemic on our students and that our knowledge of the gaps and areas of need will become clearer in the coming year. The school will build upon existing plans and adapt to current data and root cause analysis to target areas of support and improvement. In alignment with our school improvement goal to

	increase the capacity of teacher based teams and the school leadership team to analyze data and identify root causes and targeted solutions, the school will continue to build upon existing systems and adjust to the needs of our students and community.
Resources and Budget	<p>The school will need additional staff in Title I, Instructional Aides, and Intervention Specialist rolls to decrease caseloads and allow for increased capacity to meet the needs of targeted groups of individual students. The school will also need high quality, research based curriculum across tiers of support. Professional development aimed at utilizing curriculum resources and strategies with skill and fidelity, as well as, being mindful of levels of trauma and social emotional needs will be essential for the staff. The ability to compensate teachers for additional work outside of contracted hours for programs in the summer and after call hours will be needed as well as additional transportation costs to ensure equitable access to programs.</p> <p>Budget: The Academy will use Student Wellness to hire a position to support student mental health. \$50,000</p>