# Denver City Independent School District

# Dodson Primary

# 2025-2026 Campus Improvement Plan



# Mission Statement

Dodson Primary will provide a school environment that supports all students ability to grow socially, emotionally, and academically according to their individual needs.

# Vision

Denver City ISD will foster a respectful, safe, and challenging environment that provides all students opportunities to discover their full potential and become lifelong learners in a global world.

# Value Statement

Dodson Primary is driven by the belief that every child has the ability to learn at his/her own rate to be "college success ready".

Dodson Primary is driven by the belief that children learn best when school and parents partner through open communication and mutual respect for diversity for the growth of students.

Every child matters.

# Table of Contents


Comprehensive Needs Assessment ..... 4
- Demographics ..... 4
- Student Learning ..... 5
- School Processes & Programs ..... 7
- Perceptions ..... 8

Priority Problem Statements ..... 9
Comprehensive Needs Assessment Data Documentation ..... 10
Goals ..... 12
- Goal 1: The District shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards. ..... 12
- Goal 2: The District shall maintain a safe and orderly learning environment. ..... 16
- Goal 3: Parents and members of the community shall have meaningful opportunities to communicate and participate in the educational processes of the District. ..... 18
- Goal 4: The District shall recruit, hire, train, and retain a highly qualified staff. ..... 20
- Goal 5: The District shall exhibit excellence in financial and facility planning, management, and stewardship. ..... 21

Title I Personnel ..... 22
Campus Funding Summary ..... 23

# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

Dodson Primary is a PreK-2nd grade Title 1 campus with 345 students enrolled as of 10/1/2025. At this time we are 90% Hispanic with a large percentage of students qualifying for bilingual/ESL services. For the 25/26 school year we have an ESL teacher in Pre-K, a Bilingual teacher and an ESL with push in Bilingual services in Kindergarten, a Bilingual teacher and ESL in 1st Grade and a Bilingual and ESL teacher in 2nd grade. We currently have 14 students enrolled in the ESCE/TLC special education self-contained classroom. We have a resource teacher who services Kindergarten, 1st, and 2nd grade students for Reading and Math Special Education Resource.

We will utilize our parent advisory committee for community input. We host events throughout the school year to foster parent involvement as well as to provide training for families as to how to best help their children continue to learn at home.

**Demographics Strengths**

Our campus attributes achievement to a strong partnership between parents who foster a focus on high quality education and an administration and school board who are committed to quality education for all students.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Dodson Primary has had shortage of certified Bilingual teachers and had to file a Bilingual Waiver every year to support our English Learners.
**Root Cause:** Obtaining a Bilingual Certification is a rigorous process beyond the teacher license requirements. Additionally, the teacher has to be fluent/bilingual in another language other than English including speaking and writing.

**Problem Statement 2:** Low attendance in grades PK/K.
**Root Cause:** Parents do not understand the instructional value students receive at the foundational level in PK/K.

# Student Learning

**Student Learning Summary**

During an intensive comparison of iStation, mCLASS, and HMH assessment data, Mrs. Horton identified consistent patterns across grade levels indicating a need to strengthen on-grade-level instruction during the reading block and within small group rotations. Beginning-of-Year (BOY) NWEA scores supported this analysis, showing overall student performance in the 31st percentile, which aligns with identified instructional gaps and the need for a stronger Tier 1 focus. This data highlights the importance of ensuring that on-grade-level instruction remains rigorous, aligned to grade-level TEKS, and implemented with fidelity across classrooms.

Teachers have received targeted guidance during PLCs focused on planning and delivering high-quality Tier 1 ELAR instruction using the state-adopted HMH curriculum. This work will continue throughout the 2025–2026 school year through ongoing PLC support and instructional coaching to ensure that small group instruction is intentionally designed to reinforce and extend grade-level standards.

During RTI, students receive intervention tailored to their individual needs and identified skill gaps. Two full-time reading interventionists and one part-time interventionist continue to provide targeted Tier 2–3 instruction and collaborate with teachers to monitor progress and refine classroom interventions.

Through these focused efforts, Dodson Primary aims to ensure that all students receive strong core instruction supported by data-driven small group instruction and individualized interventions to promote growth and reading proficiency.

Students are in the 50th percentile on NWEA BOY in Mathematics in grades K-2.  This is the first year of LASO implementation of Bluebonnet curriculum. Throughout this process our campus will have guided PLC's through ESC 17 on our campus.  These processes will also be carried through PLC's and walkthroughs on campus.

Intervention is provided by a Bilingual Certified interventionist to all EL newcomer students as well as Tier 3 students who are not served through SPED or 504 Dyslexia.

Small group instruction and RTI are an emphasis for instruction for the 25/25 SY. The Master Schedule has been created to identify intentional times for RTI and small group instruction in order to allow for students to receive intervention outside of the ON-GRADE LEVEL instructional times.

Teachers  all have laptop computers to better access the district approved online curriculum (HMH Into Reading, TEKS Resource System, Bluebonnet Math, NWEA, mClass, IXL) and each classroom has an updated Promethean board to help enhance student learning.

For the 2025-2026 SY, in order to meet the requirements for the Commissioner's List of Approved Prekindergarten Assessment Instruments, DCISD will use CIRCLE as the tool to evaluate student progress and learning to guide instruction and remediation in multiple domains of development including reading, writing, math, health-wellness and language communication. This will mark the baseline year for HB3 Early Literacy progress measures. Additionally, to meet the requirement for Kindergarten assessment, mClass will be administered and utilized in conjunction with NWEA Reading Fluency for Kindergarten literacy.

**Student Learning Strengths**

Dodson Primary is a 1:1 Chromebook campus for grades K-2. We are 1:1 with iPads in Pk.

65% of K-2 Students were on grade level in ELAR as evidenced by Istation assessments at EOY 2024-25

**Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** 46% of students in grades K-2 are not on grade level in math as evidenced through NWEA BOY.
**Root Cause:** Eureka led to the RIGOR that has increased over the last three years. Intentional instruction K-2 with Fidelity has been lacking in math instruction prior to Eureka and now Bluebonnet.

**Problem Statement 2 (Prioritized):** Grade levels K-2 are below 70% Tier 1 in Reading based on NWEA.
**Root Cause:** Ineffective RTI small group instruction Small group instruction is not Tier 1 instruction with supports. PLC's not frequent enough focused on ELAR high-yield strategies.

**Problem Statement 3:** The current K-2 ELAR curriculum contains gaps in TEKS coverage and lacks sufficient emphasis on writing instruction. As a result, teachers must rely on supplemental materials to address required standards and provide students with comprehensive literacy instruction
**Root Cause:** Adopted instructional resources were not fully aligned to all K-2 ELAR TEKS, particularly those addressing the writing process and composition skills. Limited integration of writing within daily reading instruction has contributed to uneven implementation and student outcomes.

# School Processes & Programs

### School Processes & Programs Summary

Dodson Primary implements a variety of programs and processes designed to support student learning, professional growth, and collaborative decision-making across the campus. Professional development is aligned to Bluebonnet priorities and focuses on equipping teachers with effective instructional strategies to support Emergent Bilingual (EB) students, ensuring that Biliteracy (BIL) goals are achieved through purposeful planning and targeted instruction.

Leadership and decision-making processes are guided by the Campus Leadership Team (CLT), the Educational Improvement Committee (EIC), and the school board. These groups collaborate to analyze data, review instructional practices, and make informed decisions that align with district goals and campus needs.

Student support services are provided through classroom-based RTI and targeted intervention. Highly qualified reading interventionists deliver pull-out and small-group support for students identified as Tier 2 or Tier 3, addressing specific academic gaps. Additionally, highly qualified paraprofessionals provide in-class assistance through small group instruction to reinforce learning and promote student success.

Through these coordinated efforts, Dodson Primary ensures that curriculum, instruction, and professional learning are aligned to student needs, with leadership structures and support systems in place to promote continuous improvement and academic growth.

### School Processes & Programs Strengths

- Strong collaboration among teachers, interventionists, and leadership to support data-driven instruction.
- Two full-time reading interventionists providing targeted Tier 2 and Tier 3 interventions.
- Dedicated time in the daily schedule for small group instruction in ELAR to address student needs.
- Professional development aligned to Bluebonnet priorities and focused on instructional strategies for Emergent Bilingual (EB) and Biliteracy (BIL) students.
- Consistent leadership and decision-making through the Campus Leadership Team (CLT), Educational Improvement Council (EIC), and school board collaboration.
- Effective RTI processes and highly qualified paraprofessionals providing additional small group and in-class support.
- Multiple communication systems for families (Facebook, Remind, daily folders) provided in both English and Spanish.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Current school processes for communication, professional development, and data-driven decision-making are not fully aligned or consistently implemented across all grade levels. This has led to inconsistencies in instructional support, staff collaboration, and family engagement, limiting the school's ability to maximize student growth and maintain a cohesive, campus-wide approach to improvement.
**Root Cause:** Lack of fully coordinated systems and protocols across grade levels and departments. Without structured processes for collaboration, data analysis, and family engagement, implementation varies among staff, limiting the effectiveness of campus-wide initiatives and student support.

# Perceptions

**Perceptions Summary**

Dodson Primary values continuous feedback from families, staff, and students to guide improvement and strengthen the campus community. Parent engagement is promoted through a variety of opportunities, including the Parent Advisory Committee, Pre-K parent meetings, and parent surveys that gather feedback on communication, school culture, and academic support. These surveys provide valuable insight into parent perceptions and help guide campus decision-making to better meet family and student needs.

Staff feedback is collected at the end of each six-week grading period through surveys focused on identifying what is going well and areas for improvement. This ongoing feedback loop fosters a culture of collaboration and continuous reflection among faculty and administration.

Communication with families is provided through multiple platforms to ensure accessibility and inclusivity. Information is shared in both English and Spanish via Facebook, Remind, and daily take-home folders. Teachers and staff receive regular updates and campus information through weekly newsletters and Remind messages from administration.

Through these consistent communication efforts, structured feedback systems, and collaborative parent partnerships, Dodson Primary maintains a positive campus culture focused on shared values, open communication, and a commitment to student success.

**Perceptions Strengths**

- Active Parent Advisory Committee and regular Pre-K parent meetings promoting engagement and feedback.
- Ongoing staff feedback collected every six weeks to support continuous improvement and positive campus climate.
- Strong culture of collaboration, communication, and commitment to student success.

**Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** While interventions and small group instruction are in place, gaps remain in foundational reading skills and strategies. Strengthening Tier 1 instruction and providing targeted support for Emergent Bilingual (EB) and Biliteracy (BIL) students is essential to ensure all learners meet grade-level standards.
**Root Cause:** A need for consistent, rigorous Tier 1 instruction during the reading block, coupled with targeted small group support aligned to individual student needs. Gaps in teacher implementation of grade-level strategies, along with limited differentiation for Emergent Bilingual (EB) and Biliteracy (BIL) students, contribute to persistent skill deficits and slower growth in foundational reading skills.

# Priority Problem Statements

**Problem Statement 1**: 46% of students in grades K-2 are not on grade level in math as evidenced through NWEA BOY.

**Root Cause 1**: Eureka led to the RIGOR that has increased over the last three years. Intentional instruction K-2 with Fidelity has been lacking in math instruction prior to Eureka and now Bluebonnet.

**Problem Statement 1 Areas**: Student Learning

**Problem Statement 2**: Grade levels K-2 are below 70% Tier 1 in Reading based on NWEA.

**Root Cause 2**: Ineffective RTI small group instruction Small group instruction is not Tier 1 instruction with supports. PLC's not frequent enough focused on ELAR high-yield strategies.

**Problem Statement 2 Areas**: Student Learning

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

**Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Effective Schools Framework data

**Student Data: Assessments**

- State and federally required assessment information
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

**Student Data: Student Groups**

- Response to Intervention (RtI) student achievement data

**Student Data: Behavior and Other Indicators**

- Discipline records
- Class size averages by grade and subject

**Employee Data**

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Campus leadership data
- T-TESS data

**Parent/Community Data**

- Parent engagement rate

**Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation
- Communications data

# Goals

**Goal 1:** The District shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards.

**Performance Objective 1:** READING AND WRITING SKILLS: Through the consistent use of HMH Into Reading, and Fundations phonics curriculum we will increase percentage of on grade level K-2 students by end of year to 80% as evidenced by EOY NWEA MAP assessment.

**HB3 Goal**

**Evaluation Data Sources:** NWEA Reading Fluency Assessments BOY, MOY, EOY and Progress Monitoring
HMH /Unit Assessments
Fundations Unit Tests
mClass Assessments BOY, MOY, EOY

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Weekly assessments delivered in Kindergarten at the teacher table based on TEKS/Skills taught for the week.<br>**Strategy's Expected Result/Impact:** Teachers will have current data weekly to better create groups for appropriate differentiated instruction to ensure that there are no gaps in instruction, providing on grade-level instruction with supports.<br>**Staff Responsible for Monitoring:** Principal<br>Teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Through the use of weekly PLC's each grade level will work collaboratively to look at student progress and determine how best to implement techniques and TEKS based activities.<br>**Strategy's Expected Result/Impact:** Student mastery of ELAR TEKS will improve<br>Teachers will become more adept at diagnosing student deficits correctly and efficiently<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>Interventionists | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** The District shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards.

**Performance Objective 2:** MATH SKILLS: Through the consistent implementation, Bluebonnet Learning , we will increase the percentage of on grade level students in grades K-2 by end of year to 65%.

**Evaluation Data Sources:** Bluebonnet Learning Mid-Module and Module Assessments
IXL-progress monitoring aligned with NWEA Map Growth

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Participate in the LASO Grant with support from ESC 17. Utilizing internalization of the Bluebonnet Learning materials and developing high quality lessons for all students.<br>**Strategy's Expected Result/Impact:** Teachers and admin will gain a greater understanding of the curriculum and as a result be able to implement it with fidelity.<br>**Staff Responsible for Monitoring:** Principal<br>Teachers | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** 1st and 2nd grade will implement Bluebonnet assessments in the Eduphoria platform to ensure accurate data collection, and to better inform teachers of gaps in student learning.<br>**Strategy's Expected Result/Impact:** 1st and 2nd grade students will take assessments on the Chromebook for Bluebonnet Learning Assessments in Eduphoria. Teachers will use the data collected to address gaps and patterns in students learning.<br>**Staff Responsible for Monitoring:** Teachers<br>Principal | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** The District shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards.

**Performance Objective 3:** PRE-KINDERGARTEN: PreK students will participate in full day PreK and 75% of students will demonstrate mastery of Texas PK Guidelines as evidenced by CIRCLE assessment results, and SAAVAS Unit Assessments using 24-25 as a baseline year.

**HB3 Goal**

**Evaluation Data Sources:** SAAVAS unit assessments
CIRCLE Assessments

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Provide PreK instruction for students meeting eligibility requirements through a balanced instructional curriculum.<br>**Strategy's Expected Result/Impact:** Encourage active involvement and experiences in learning through a variety of activities, materials, and authentic field trip experiences.<br>**Staff Responsible for Monitoring:** Principal<br>PreK Teachers<br>Paraprofessional Support | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Parent involvement<br>**Strategy's Expected Result/Impact:** Increase parental involvement through a variety of activities that are intentional in purpose such as teaching appropriate read aloud strategies, demonstration of phonics instruction, importance of daily attendance, appropriate structured play<br>**Staff Responsible for Monitoring:** Principal<br>PreK Teachers<br>Paraprofessional Support | | | | |

No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 1:** The District shall provide an aligned, rigorous curriculum, preparing students to meet or exceed educational standards.

**Performance Objective 4:** Dodson Primary will monitor the progress of all at risk students (Emergent Bilingual, low performance on reading assessment, retainees-except those by parent request, children of incarcerated parents, children placed in foster care by CPS) each grading period and will provide interventions as necessary for academics and social emotional well being. Monitoring will be at 4-5 week intervals.

**Evaluation Data Sources:** mCLASS Assessment
CIRCLE Assessment

**Goal 2:** The District shall maintain a safe and orderly learning environment.

**Performance Objective 1:** Dodson Primary will participate in safety drills concurrent with state regulations as evidenced by campus drill calendar. We will provide continuous training as legislation is updated.

**Evaluation Data Sources:** School Resource Officers
Principals
Assistant Superintendent of Maintenance and Transportation

**Goal 2:** The District shall maintain a safe and orderly learning environment.

**Performance Objective 2:** Dodson Primary will have systems in place to efficiently and effectively communicate emergency information to staff

**Evaluation Data Sources:** School Resource Officers
Principals
Assistant Superintendent of Maintenance and Transportation

**Goal 3:** Parents and members of the community shall have meaningful opportunities to communicate and participate in the educational processes of the District.

**Performance Objective 1:** Dodson Primary will create intentional, authentic opportunities for parents and families to participate in their children's education. These events will focus on the importance of early education and school attendance. Dodson will host no fewer than 2 events per semester.

**Evaluation Data Sources:** PreK Parent Academy
Fundations Information Night
Family Reading Events
Family Math Events
Holiday celebrations
Parent Advisory committee

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Promote student successes, schedules, positive school activities and celebrations through Facebook, Skyward emails, notes home in English and Spanish and home visits<br>**Strategy's Expected Result/Impact:** Increase parental involvement and participation as partners in student success.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>All Staff Members | | | | |

| Strategy 2 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 2:** Provide opportunities for parents as partners through Lunch and Learn, Title 1 meeting, Back to School Bash, Family Christmas Reading Night, Thanksgiving Meal, Splash Day, and classroom parties/celebrations.<br>**Strategy's Expected Result/Impact:** Increase positive relationships between school and parents in the educational process while increasing the importance of attendance, participation and support.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>All Staff Members | | | | |

| Strategy 3 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 3:** Phone calls to parents and home visits.<br>**Strategy's Expected Result/Impact:** Decrease excessive absences by positively informing parents of the importance of attendance and alerting parents with phone calls and/or home visits when absences become excessive.<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>All Staff Members | | | | |

| Strategy 4 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 4:** Title I parent/teacher conferences with School/Home Compact.<br>**Strategy's Expected Result/Impact:** Parents will understand the student achievements goals being set in Istation and Eureka Math<br>**Staff Responsible for Monitoring:** Principal<br>Assistant Principal<br>All Staff Members | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 4:** The District shall recruit, hire, train, and retain a highly qualified staff.

**Performance Objective 1:** In an effort to certify teachers in the areas of Bilingual and ESL the district has implemented an initiative to include practice software for educator certification, compensation for teacher time, and reimbursement for testing attempts.

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Teachers having a waiver filed will pursue the Bilingual/ESL certification program. In addition, all bilingual teachers and teachers of ESL will be ELPS trained.<br>**Strategy's Expected Result/Impact:** One newly certified Bilingual teacher a year.<br>**Staff Responsible for Monitoring:** Principal<br>Chief Academic Officer<br><br>**Funding Sources:** Bilingual - Certify Teacher -Software, testing attempt reimbursement - Title III - $2,000 | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

**Goal 5:** The District shall exhibit excellence in financial and facility planning, management, and stewardship.

**Performance Objective 1:** Dodson Primary will work to provide education for parents in regard to student attendance and it's impact on district finance by implementing attendance communication systems, letters sent to parents at 3, 5,7, and 10 absences for both excused and unexcused. As well as, utilizing a program for encouraging attendance from School Life.

**Evaluation Data Sources:** Principal
Assistant Principal

| Strategy 1 Details | Reviews | | | |
|---|---|---|---|---|
| | Formative | | | Summative |
| | Nov | Jan | Mar | June |
| **Strategy 1:** Dodson Primary will host PK & Kindergarten Parent Academy meetings monthly to address many components of parent involvement. Attendance and it's importance will be on every agenda.<br>**Strategy's Expected Result/Impact:** Parents will understand when students should miss school for illness, the importance of being here as often as possible, and attendance time for the campus.<br>**Staff Responsible for Monitoring:** PEIMS Clerk/Attendance Secretary<br>Principal<br>Assistant Principal | | | | |

 No Progress  Accomplished  Continue/Modify  Discontinue

# Title I Personnel

| Name | Position | Program | FTE |
|---|---|---|---|
| Marisela Franco | Title I Reading Interventionist | Title I | Full Time |
| Michelle Mull | Title I Reading Interventionist | Title I | Full Time |
| Stephanie Cavasos | Bilingual/ESL Aide | Title III | Full Time |

# Campus Funding Summary

| Title III | | | | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 4 | 1 | 1 | Bilingual - Certify Teacher -Software, testing attempt reimbursement | | $2,000.00 |
| | | | | **Sub-Total** | $2,000.00 |