

Bastrop Independent School District

Bastrop High

2018-2019 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:
Academic Achievement in Science
Academic Achievement in Social Studies



Mission Statement

As a leader in innovative, student-centered education, the mission of Bastrop ISD and Bastrop High School is to ignite passion for life-long learning and to successfully motivate and prepare all students to compete globally by ensuring they are engaged in diverse, rigorous, and relevant learning experiences that incorporate 21st Century skills.

Core Beliefs

A diverse and engaging environment contributes to successful learning.

Serving the individual needs of all learners is central to our mission.

Community collaboration directly results in the growth of our schools.

Education empowers everyone.

People feel valued when they are heard.

Involvement beyond the classroom contributes to student success.

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Comprehensive Needs Assessment

Revised/Approved: September 04, 2018

Demographics

Demographics Summary

Bastrop High School is located in Bastrop, Texas and is a rural- suburban school which is located east of Austin. Student and teacher information over the past three (3) years is as follows:

Students Population

Year	Student Enrollment
2015-16	1348
2016-17	1329
2017-18	1404

Student Demographics

Race/Ethnicity	2015-16	2016-17	2017-18
Hispanic/Latino	44.21%	46.95%	49.72%
American Indian/Alaskan Native	.37%	.38%	.36%
Asian	.30%	.53%	.64%
Black/African American	8.31%	7.98%	6.62%
Native Hawaiian/Pacific Islander	0%	.08%	.14%
White	43.77%	40.33%	38.82%

Student Program Information

Program	2015-16	2016-17	2017-18
Special Education	10.24%	10.68%	10.61%
ELL	5.12%	5.49%	8.33%
At-Risk	51.71%	47.93%	43.95%
Eco Disadvantaged	47.63%	47.78%	54.70%

Teacher Data (Numbers)

Years of Experience	2015-16	2016-17	2017-18
Beginning Teacher	5	10	5
1-5	25	25	26
6-10	19	15	15
11-20	26	30	32
Over 20	13	11	15

Demographics Strengths

Some of the most notable strengths of Bastrop HS are:

1. BHS is the legacy school in BISD with a long history of support from parents and the community.
2. Many families are moving into BISD because of the schools and location.
3. Majority of teaching staff has at least 6 years of experience.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase in the number of ELL students.

Problem Statement 2: Number of ELL newcomers (new to the country) has tripled within the last year.

Problem Statement 3: Increase in the overall student population.

Student Achievement

Student Achievement Summary

Bastrop High School maintained its rating of "Met Standard" based on the results from the 2017-18 State of Texas Assessments of Academic Readiness (STAAR). BHS had the following results on the 2018 STAAR Test for grades 9, 10 and 11.

Approaches Grade Level (Percentage) - Blanks indicate fewer than 5 students.

Spring 2018	Eng	Lang Arts	Algebra 1	Biology	US History
Eco Disadvantaged	44		57	84	93
American Indian/Native American					
Asian					
Black/African American	39		63	84	90
Hispanic	47		57	82	94
Native Hawaiian/Pacific Islander					
White	66		63	95	96
LEP	13		37	53	85
Special Ed	10		34	61	66

Meets Grade Level (Percentage)

Spring 2018	Eng	Lang Arts	Algebra 1	Biology	US History
Eco Disadvantaged	23		21	41	67
American Indian/Native American					
Asian					
Black/African American	18		20	31	71

Hispanic	25	19	40	67
Native Hawaiian/Pacific Islander				
White	48	28	71	87
LEP	1	7	16	31
Special Ed	4	7	20	28

Masters Grade Level (Percentage)

Spring 2018	Eng	Lang Arts	Algebra 1	Biology	US History
Eco Disadvantaged	1	6	10	32	
American Indian/Native American					
Asian					
Black/African American	3	7	3	19	
Hispanic	1	7	12	31	
Native Hawaiian/Pacific Islander					
White	8	12	28	61	
LEP	0	0	2	8	
Special Ed	1	1	6	9	

Did Not Meet (Percentage)

Spring 2018	Eng	Lang Arts	Algebra 1	Biology	US History
Eco Disadvantaged	66	43	16	7	

American Indian/Native American				
Asian				
Black/African American	61	37	16	10
Hispanic	53	43	18	6
Native Hawaiian/Pacific Islander				
White	34	37	5	4
LEP	87	63	47	15
Special Ed	90	66	39	34

TELPAS Composite Rating Level (Percentage) B=Beginner/I=Intermediate/A=Advanced/AH=Advanced High

Grade	Total Students	Listening B/I/A/AH	Speaking B/I/A/AH	Writing B/I/A/AH
9th Grade	45	13/22/56/9	20/36/40/4	4/22/38/33
10th grade	33	9/36/52/3	9/24/52/15	6/24/12/58
11th grade	15	7/20/67/7	13/13/60/13	0/7/40/53
12th Grade	1	0/0/0/100	0/0/100/0	0/0/0/100

Advanced Placement Exams 2017-18 BHS had 74 students take 340 exams. Results are listed below.

Studio Art 2D - 1 exam - 5.0 average

Studio Art Draw - 1 exam - 5.0 average

English Lang. - 46 exams - 2.3 average

English Lit - 23 exams - 2.4 average

Human Geo - 31 exams - 2.1 average

Macroecon - 22 exams - 2.2 average

Psych - 13 exams - 1.3 average

US Gov/Pol - 22 exams - 2.7 average

US History - 43 exams - 2.3 average

World History - 28 exams - 2.6 average

Calc AB - 12 exams - 2.8 average

Stats - 11 exams - 2.0 average

Biology - 20 exams - 2.4 average

Chemistry - 12 exams - 1.4 average

Env. Science - 33 exams - 2.6 average

Physics 1 - 8 exams - 1.6 average

Physics 2 - 5 exams - 2.6 average

Span. Lang - 7 exams - 4.1 average

Span Lit - 1 exams - 2.0 average

SAT/ACT Information (Class of 2017)

ACT - English 17.9 Math 18.6 Reading 19.8 Science 19.7 Composite Score 19.9

SAT - Reading Math Writing

Student Achievement Strengths

BHS student achievement strengths include:

1. Student performance on the Biology EOC.
2. Student performance on the US History EOC.
3. Student performance on the US History EOC - 77% At Grade Level or above and 43% Masters Grade Level.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: All student percentage for "approaches grade level or above" on all subjects of the STAAAR EOC is 68%.

Problem Statement 2: Students performance on English EOC is 53% combined.

Problem Statement 3: ELL students performed significantly lower (33%) on STAAR EOC exams all subject.

Problem Statement 4: Special Education students performed significantly lower (31%) on STAAR EOC exams all subjects.

Problem Statement 5: Students retaking STAAR EOC performed significantly lower than first time exam takers.

Problem Statement 6: Student 6 weeks failure rates above the 10% goal.

School Culture and Climate

School Culture and Climate Summary

The Bastrop High School motto is "Every student, every day." It is our goals as educators to reach each student on some level each and every day.

Bastrop High School has established the Bear Essentials to guide expectations and behaviours for students. They are:

Be responsible for your actions.

Exhibit excellent character at all times.

Activate your mind for learning.

Respect everyone you encounter.

Teachers are trained in and use the Model Classroom Project (MCP) to implement student engaged learning. The model consists of the following steps:

Greet students at the door

Interactive Warm-up

Three Part Objective (TPO)

Instruction (I do)

Guided practice (We do)

Independent practice (You do)

Closure/Reflection

Drop Out Information

2015-16 - 2% (5 students)

2016-17 - 2% (5 students)

2017-18 - < 1% (2 students)

Attendance Information 2017-18 - Attendance is taken every period at BHS. The official attendance reporting time is 10:15 am. The Campus Attendance Review Committee (CARC) is made up of the associate principal, attendance officer, alpha assistant principal and the alpha counselor. The committee meets at least every three weeks to discuss attendance and truancy issue of identified students.

Year	ADA %
2015-16	94.28
2016-17	93.70
2017-18	93.79

Discipline (Number of students placed in In School Suspension (ISS) and Out of School Suspension (OSS))

Year	ISS	OSS	DAEP	Placements
2015-16	359	92	70	
2016-17	260	107	56	
2017-18	401	112	62	

School Culture and Climate Strengths

Strengths in culture and climate include:

1. Established, consistent instructional model utilized from classroom to classroom.
2. Clear expectations for student behavior.
3. Focused faculty who works to reach every student, every day.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Attendance rate is below targeted goal of 95%.

Problem Statement 2: Number of out of school suspensions (OSS) increased from 2016-17 to 2017-18.

Problem Statement 3: Majority of OSS and ISS placements are 9th graders.

Problem Statement 4: Number of in school suspensions (ISS) increased from 2016-17 to 2017-18

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The Bastrop High School staff is a dedicated group of professionals who are committed to providing our students with the knowledge and skills they will need to be successful in their lives.

Administration - 5

Counselors - 3

Social Worker - 1

Instructional Coach - 1

Academic and Career Adviser - 1 plus a para professional who travels between the two comprehensive highs.

Teaching Staff:

English (ESL teacher included)-13

Career and Technology - 13

Credit Recovery - 1

Fine Arts - 8

Foreign Language - 5

MAPS - 1

Math - 10

PE/Health - 2

ROTC - 2

Science - 10

Social Studies - 13

Special Education - 15

All staff members meet NCLB Highly Qualified designation.

Teachers serve on the Instructional Leadership Team (ILT) , the Faculty Advisory Committee, and the Discipline Review Committee.

BHS has thirteen (13) department chairs.

The Instructional Leadership Team (ILT) is made up of the department chairs, the associate principal, lead counselor, librarian, and instructional coach.

BHS establishes a mentor for all 1st year teachers. BHS has implemented New Teacher Power Lunch Academy once a month for all 1st year teachers. Lunch is provided for the 1st year teachers. A topic of the month is discussed. Teachers have opportunities to ask any questions and/or provide input as to what topics they would like discussed each month.

Staff Quality, Recruitment, and Retention Strengths

Strengths of the BHS include:

1. A student centered philosophy.
2. A strong sense of community and collaboration.
3. A commitment to providing students with the tools they will need to be successful.
4. New Teacher Lunch Academy for 1st year teachers.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: BHS staff turnover rate (approx. 34%) was above the district rate (approx. 25%).

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Bastrop High School follows curriculum which is aligned to the state standards of the Texas Essential Knowledge and Skills (TEKS). BISD utilizes TEKS Resources System. The curriculum is online at bii.ly.

BHS offers a variety of courses on a variety of levels to meet the needs of all students. Advanced Placement (AP), dual credit (DC), regular academic, and modified curriculum courses are all selections our students may choose to take.

Advanced Placement (AP) and Pre-Advanced Placement (PAP) courses are offered at BHS. AP teachers are required to submit their syllabus to the College Board for approval. They are also required to attend at least one (1) AP Summer Institute.

Dual credit courses are offered on campus during the regular school day through Austin Community College. Courses are taught by BHS teachers who have the necessary credentials as established by the college as well as ACC staff. Dual credit opportunities are available English and Social Studies.

BHS offers a variety of regular and modified curriculum courses in all departments. Teachers all meet highly qualified designation.

Bastrop High School uses teacher developed Short Cycle Assessments (SCA) and district developed Academic Targets (AT) to assess student performance and progression through the curriculum.

BHS uses an advisory period called "Bear Time" for tutorials and interventions for students needing assistance with academics. Results of a staff survey indicate Bear Time adjustments need to be made in order to achieve expected results.

All teachers are trained in Sheltered Instruction strategies in an effort to improve instruction delivered to ELL students.

Curriculum, Instruction, and Assessment Strengths

Strengths include:

1. Teacher input into district curriculum and year at a glance.
2. Teacher use of data to identify strengths and needs of students.
3. Short cycle assessments and academic target assessments aide teachers in monitoring students progress as they move through the curriculum.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Bear Time intervention period is not getting the expected results and will be adjusted for the 2018-19 school year.

Parent and Community Engagement

Parent and Community Engagement Summary

Bastrop High School believes education is a partnership between school, home and community. We encourage communication with our excellent faculty and staff. We look forward to working with students, parents and the community to provide a great high school experience for every student.

The Bastrop High School Faculty is dedicated and committed to helping students succeed in high school so they can become successful, productive members of our society. Our teachers strive to plan and deliver rigorous, relevant lessons that engage and challenge students. We believe our students should be working hard and thinking daily. We take pride in working with every student, every day!

Bastrop High School is a comprehensive high school that is proud to serve a diverse student population in grades 9 through 12. Our students are proud of the legacy of excellence established by former BHS students. Current BHS students continue to build on the legacy by demonstrating leadership in the school and community. They work hard to make sure Bastrop High School stays a great place!

Bastrop HS enjoys the support of the Bastrop Education Foundation as well as the Bastrop Chamber of Commerce We Believe in BISS group. The BEF provides opportunities for teachers to apply for grants to fund innovative ideas that will help improve instruction for our students. The We Believe in BISS group provides positive support and encouragement through publicity and various activities during the year.

Parent and Community Engagement Strengths

Strengths of the BHS community include:

1. Being the legacy school in the Bastrop community.
2. Strong parent, community and local business support.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Volunteers during the school day have slowly declined over the past several years. **Root Cause:** Parent involvement in specific booster club organizations has slightly increased over the past several year.

School Context and Organization

School Context and Organization Summary

Bastrop High School is committed to providing students with a quality education that will provide a strong foundation for future success. It strives to maximize instructional time to meet this goal.

There are 79,650 minutes (177 days) in the Bastrop ISD school calendar for students. The school year is organized into two (2) semesters. There are three (3) six week grading periods in each semester for a total of six (6) six week grading periods in the year.

The school day for students is 8:40 am to 4:10 pm. (450 minutes per day)

Bastrop High School seeks to maximize instructional time by providing a schedule that includes as much time in class as possible. Students at Bastrop High School take seven (7) classes per day. The school day is organized into seven (7) periods which are 50 minutes in length. Students have five (5) minutes to pass between classes. There are two (2) 30 minute lunch periods for students to eat.

Bastrop High School offers a variety of clubs and organizations for student to be involved. BHS hosts a tutoring before and after school. Student attend Bear Time everyday between 2nd and 3rd periods. Each day during Bear Time students rotate to periods 1-7 depending on the schedule. Bear Time is another opportunity for students to attend tutorials or attend interventions sessions that provide students with help in passing state assessments.

BHS has identified multiple areas of improvement. These areas include student performance in ELA and Math. Improvements for student performance of ELL and Special Education populations are included as well.

Teachers make up a majority of the campus instructional leadership team.

Students are involved in the Principal's Advisory Committee as well as an active Student Council.

School Context and Organization Strengths

Strengths include:

1. Providing a large number of extracurricular opportunities of students.
2. Students opportunities for input into campus activities and campus life.
3. Teacher opportunities to provide input into campus operations and systems.

Technology

Technology Summary

The staff and students of Bastrop High School have access to a variety of technology available to them.

Students and teachers have access to at least one computer in every classroom. Teachers can reserve mobile laptop carts (Computers on Wheels or COWS) for use in their classroom.

Every teacher has a laptop assigned to them for their use. Laptops are equipped with the latest software. They are also equipped with video conferencing capability for meetings and staff development.

Classrooms have mounted digital projector for presentations of material. Document cameras are also available for teachers.

A variety of staff development opportunities are provided to teachers through the year. Teachers attend designated staff development sessions throughout the school year.

Google classroom is used by a majority of the teachers.

A large number of textbooks are available for student access on-line.

Technology Strengths

Strengths include:

1. Use of Google classroom by a majority of the teachers.
2. Teacher and student access to a variety of technology professional development opportunities.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- PBMAS 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
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- PSAT and/or ASPIRE
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

Goals

Revised/Approved: September 19, 2018

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.


Performance Objective 1:

By May 2019, BISD will reduce out-of-classroom (in-school suspension, out-of-school suspension, and DAEP) placements by at least 5% and reduce the campus failure rate to less than 10% each six weeks.

Evaluation Data Source(s) 1: Disciplinary placement data & Six weeks report cards and failure rates.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
1) Develop and implement Campus-Wide Behavior and Classroom Management practices including consistent expectations for common areas and classrooms utilizing the BISD Discipline Matrix, Consistency Guide & Positive Behavior Interventions & Supports (PBIS). (1B)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured through campus PBIS and RTI committee data collection and work. 2) Impact can be measured by PBIS data collection during Nov. & Mar. using Campus Reflection Sheets.				
2) Consistently implement and support a campus-wide Behavior Response to Intervention Program. (2D)	Leader: All admin Others involved: PBIS Committee, Behavior Interventionists, Counselor, teachers	1) Implementation can be measured by discipline data and the SEL surveys. 2) Impact can be measured by improved behavior and academic performance.				
Critical Success Factors CSF 6	Assistant Principals Counselors Bear Time Teachers	number of bullying complaints as compared to previous year.				
3) Implement anti-bullying program in an effort to create a bully free school. - Speaker will be brought in to discuss bullying prevention and resilience education with 9th grade students. (1C)	Problem Statements: Demographics 3					

Critical Success Factors CSF 1 4) Continue to support a campus behavior intervention committee to increase positive student behaviors. (1B, 2D)	Assistant Principals	Campus failure rate				
	Teacher members of the committee	Number of discipline referrals Attendance rate				
Problem Statements: School Culture and Climate 2, 3						
Critical Success Factors CSF 1 5) Teachers and Administrators will assign students to mandatory tutorials based upon failure reports. (2D)	Associate Principal	Campus failure rate				
	Assistant Principals Teachers	Tutorial logs				
Problem Statements: Student Achievement 6						
Critical Success Factors CSF 1 6) Implement credit recovery class during the school day, after school, and on Saturdays (as needed). (2D)	Administrators	Number of recovered credits				
	Counselors Credit Recovery teacher (s)					
Problem Statements: Student Achievement 6						
Funding Sources: 199-024 - State Compensatory Education - 63580.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 7) Implement Student Review Teams (SRT) for students in Special Education who are at-risk of not meeting IEP goals and objectives and ELL students who are at-risk of failing. (2C)	Administration	Student Review Team agendas and minutes				
	Special Education Teachers Classroom Teachers	Number of students meeting goals				
Problem Statements: Demographics 1 - Student Achievement 3, 4						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 8) Create and review every six weeks student data profiles in order to determine intervention needs for Bear Time, before school and after school tutoring.(2D)	Administrators	Student Data Profiles				
	Teachers	Short Cycle Assessment Data STAAR EOC Data				
Problem Statements: Student Achievement 1, 2, 5						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 9) Implement periodic work days and after school tutoring program for ELL students who are failing or in danger of failing. (2C)	Administration	Schedule of work days				
	ELL Teacher ELL Para	Tutorial log Grades of ELL students				
Problem Statements: Demographics 1, 2 - Student Achievement 3						
Funding Sources: 199-024 - State Compensatory Education - 66714.00						
						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Increase in the number of ELL students.
Problem Statement 2: Number of ELL newcomers (new to the country) has tripled within the last year.
Problem Statement 3: Increase in the overall student population.
Student Achievement
Problem Statement 1: All student percentage for "approaches grade level or above" on all subjects of the STAAAR EOC is 68%.
Problem Statement 2: Students performance on English EOC is 53% combined.
Problem Statement 3: ELL students performed significantly lower (33%) on STAAR EOC exams all subject.
Problem Statement 4: Special Education students performed significantly lower (31%) on STAAR EOC exams all subjects.
Problem Statement 5: Students retaking STAAR EOC performed significantly lower than first time exam takers.
Problem Statement 6: Student 6 weeks failure rates above the 10% goal.
School Culture and Climate
Problem Statement 2: Number of out of school suspensions (OSS) increased from 2016-17 to 2017-18.
Problem Statement 3: Majority of OSS and ISS placements are 9th graders.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 2: By May 2019, BHS will increase student performance on STAAR EOC exams by the following:

Math - increase meets 21% to 44% and increase masters 5% to 13%

ELA - increase meets 14% to 46% and increase masters 6% to 10%

Science - increase meets 10% to 60% and increase masters 13% to 30%

Social Studies - increase meets 5% to 82% and increase masters 5% to 48%

Evaluation Data Source(s) 2: STAAR EOC Results in June 2019

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Critical Success Factors CSF 1</p> <p>1) All students will read and write in specific content areas weekly. (2B)</p>	Administrators Instructional Coach Classroom teachers	Writing prompts Lesson plans Student writings				
Problem Statements: Student Achievement 2						
<p>Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2</p> <p>2) Implement EOC interventions for students who have not met standard on EOC exam(s). - BearTime - Push in or pull out tutoring (2D)</p>	Administration Instructional Coach Teachers	Intervention logs EOC Results				
Problem Statements: Student Achievement 1, 2, 3, 4, 5 Funding Sources: 199-024 - State Compensatory Education - 40436.00						
<p>Critical Success Factors CSF 1 CSF 2</p> <p>3) Improve implementation fidelity of Read 180 and System 44 through monitoring, teacher feedback, and implementation coaching/support. (2C)</p>	Administrators Instructional Coach Teachers	Class rosters Assessment results				
Problem Statements: Student Achievement 1, 4, 5 Funding Sources: 199-024 - State Compensatory Education - 37209.00						

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 7 4) Continue to implement and monitor Sheltered Instruction for ELL students in the classroom. (2C)	Administration ELL Teacher ELL Specialists	Lesson Plans Grades of ELL students TELPAS scores				
	Problem Statements: Student Achievement 3					
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 5) Implement EOC support classes for students who have not met standard on EOC exam (s). Specifically, Practical/Technical Writing Read 180 Algebraic Reasoning	Administration Instructional Coach Teachers Counselors	Class Rosters EOC Results				
	Funding Sources: 199-024 - State Compensatory Education - 38674.00					
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 6) Implement a "push in" tutoring for EOC area classes. (2D)	Administration Instructional Coach Tutors	Tutor schedule EOC Results				
	Funding Sources: 199-024 - State Compensatory Education - 18401.00					
Critical Success Factors CSF 1 CSF 2 CSF 4 7) Continue to create schedules that will provide accelerated instruction for all students in grades 9-12 targeting students performance levels in STARR/EOC at the Meets Grade Level and Masters Grade Level.	Administration Counselors Teachers	Schedule of acceleration classes Tutorial logs EOC Results				
	Problem Statements: Curriculum, Instruction, and Assessment 1					
Critical Success Factors CSF 1 8) Implement TSI Math and Reading classes. (2D)	Administration College and Career Adviser	TSI results				
	Problem Statements: Curriculum, Instruction, and Assessment 1					
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 9) Restructure Bear Time to included all class periods for tutoring, reteaching, and intervention. (2D)	Administration Instructional Coach 4 Core Department Chairs	6 Weeks Failure rate EOC STAAR Results				
	Problem Statements: Student Achievement 1, 5, 6 - Curriculum, Instruction, and Assessment 1					
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 10) Create and review every six weeks student data profiles in order to determine intervention needs for Bear Time, before school and after school tutoring.(2D)	Administrators Teachers	Student Data Profiles Short Cycle Assessment Data STAAR EOC Data				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: All student percentage for "approaches grade level or above" on all subjects of the STAAAR EOC is 68%.
Problem Statement 2: Students performance on English EOC is 53% combined.
Problem Statement 3: ELL students performed significantly lower (33%) on STAAR EOC exams all subject.
Problem Statement 4: Special Education students performed significantly lower (31%) on STAAR EOC exams all subjects.
Problem Statement 5: Students retaking STAAR EOC performed significantly lower than first time exam takers.
Problem Statement 6: Student 6 weeks failure rates above the 10% goal.
Curriculum, Instruction, and Assessment
Problem Statement 1: Bear Time intervention period is not getting the expected results and will be adjusted for the 2018-19 school year.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 3: Increase the attendance rate 1% from 94% to 95%

Evaluation Data Source(s) 3: End of the year attendance rate

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 2 CSF 4 1) Continue to implement and support the Campus Attendance Review Committee (CARC).	Administration Attendance Officer Counselors	CARC meeting agendas Attendance rate Problem Statements: School Culture and Climate 1				
Critical Success Factors CSF 4 2) Inform parents of every 3 weeks about attendance and grades. (3A)	Administration Registrar	Progress Reports Problem Statements: Student Achievement 6 - School Culture and Climate 1				

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 6: Student 6 weeks failure rates above the 10% goal.
School Culture and Climate
Problem Statement 1: Attendance rate is below targeted goal of 95%.

Goal 1: We will develop and maintain a system of instruction which differentiates for every student's individual needs.

Performance Objective 4: Increase participation and performance on AP, PSAT, SAT, ACT, and other college readiness exams by 5%.

Evaluation Data Source(s) 4: AP, PSAT, SAT, and ACT results
College readiness exam results

Summative Evaluation 4:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 1) Implement an Advanced Academics Review Team to review and evaluate Advanced Academics data (2A)	Administrators AP Teachers Dual Credit Teachers	AP results Dual credits earned PSAT data SAT data ACT data				
	Problem Statements: Curriculum, Instruction, and Assessment 1					
Critical Success Factors CSF 1 2) Provide SAT and ACT test prep opportunities.	Administration College and Career Advisor	SAT results ACT results				
	Problem Statements: Curriculum, Instruction, and Assessment 1					

Performance Objective 4 Problem Statements:

Curriculum, Instruction, and Assessment
Problem Statement 1: Bear Time intervention period is not getting the expected results and will be adjusted for the 2018-19 school year.

Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 1: Engage 100% of parents in active collaboration.

Evaluation Data Source(s) 1: Number of parents attending school events.
Calendar of events.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Survey parents to identify topics to increase parent involvement. (3A, 3C)</p>	Administrators	Survey results Parent involvement events				
Problem Statements: Parent and Community Engagement 1						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>2) Implement a series of community educational programs to increase parent education and involvement. (3A, 3C)</p>	Administration Counselors College and Career Advisor	Calendar of events				
Problem Statements: Parent and Community Engagement 1						
<p>Critical Success Factors CSF 5 CSF 6</p> <p>3) Identify and provide opportunities to support activities for LEP students and parents. (3A, 3C)</p>	ELL Specialist Administrators	Calendar of events Sign in logs				
Problem Statements: Parent and Community Engagement 1						

Performance Objective 1 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: Volunteers during the school day have slowly declined over the past several years. Root Cause 1: Parent involvement in specific booster club organizations has slightly increased over the past several year.</p>

Goal 2: We will increase the effectiveness of communication throughout the BISD community.

Performance Objective 2: Provide parents and staff with weekly communication about up coming events.

Evaluation Data Source(s) 2: Newsletters

Calendars

Email and phone messages

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5 CSF 6</p> <p>1) Continue to produce and distribute weekly newsletter informing parents and students about upcoming events at BHS. (3A, 3C)</p>	Administrators	The Edge Newsletter				
Problem Statements: Parent and Community Engagement 1						
<p>Critical Success Factors CSF 6</p> <p>2) Continue to produce and distribute a weekly newsletter informing staff about upcoming events. (3A, 3C)</p>	Principal	Bear Report Newsletter				
Problem Statements: Staff Quality, Recruitment, and Retention 1						
						

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
Problem Statement 1: BHS staff turnover rate (approx. 34%) was above the district rate (approx. 25%).
Parent and Community Engagement
Problem Statement 1: Volunteers during the school day have slowly declined over the past several years. Root Cause 1: Parent involvement in specific booster club organizations has slightly increased over the past several year.

Goal 3: We will recruit, equip, and retain staff to increase continuity and quality.

Performance Objective 1: 100% of BHS teachers will meet highly qualified status.

Evaluation Data Source(s) 1: Teacher certifications and the master schedule.

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 7</p> <p>1) Provide high quality, ongoing staff development based on a comprehensive needs assessment.</p>	Principal Associate Principal Instructional Coach Instructional Leadership Team	Professional Development Calendar Needs assessment				
Problem Statements: Student Achievement 1, 6 - Staff Quality, Recruitment, and Retention 1						
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Training for all staff on suicide prevention, conflict resolution, dating violence prevention, bullying, and physical and verbal aggression. (1C)</p>	Campus Counselors Campus Social Worker	Training sign in sheets. Agendas Number of interventions by counselors in each area.				
Problem Statements: Student Achievement 6 - School Culture and Climate 1 - Staff Quality, Recruitment, and Retention 1						
<p>Comprehensive Support Strategy Critical Success Factors CSF 7</p> <p>3) Provide specific professional development to all staff in the following areas: a. Special Education b. ELL (2C)</p>	Principal Special Education personnel ELL personnel	Training sign in sheets Agendas				
Problem Statements: Demographics 2 - Student Achievement 1, 3, 4, 6						
<p>Critical Success Factors CSF 7</p> <p>4) Assist all staff in maintaining and/or attaining certification through alternative programs. Specific areas to include: GT required hours ELL certification</p>	Principal Associate Principal	Teacher certifications				
Problem Statements: Demographics 1, 2 - Student Achievement 3 - Staff Quality, Recruitment, and Retention 1						

Comprehensive Support Strategy Critical Success Factors CSF 7 5) Provide EOC tested area teachers specific PD during PLC period at least one time per month.	Principal Associate Principal Instructional Coach	Meetings and agendas				
	Problem Statements: Student Achievement 1, 2, 3, 4					
6) Conduct monthly emergency drills with staff and students. (1A)	Administration District Police Teachers	Log of drills conducted.				
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue						

Performance Objective 1 Problem Statements:


Demographics
Problem Statement 1: Increase in the number of ELL students.
Problem Statement 2: Number of ELL newcomers (new to the country) has tripled within the last year.
Student Achievement
Problem Statement 1: All student percentage for "approaches grade level or above" on all subjects of the STAAAR EOC is 68%.
Problem Statement 2: Students performance on English EOC is 53% combined.
Problem Statement 3: ELL students performed significantly lower (33%) on STAAR EOC exams all subject.
Problem Statement 4: Special Education students performed significantly lower (31%) on STAAR EOC exams all subjects.
Problem Statement 6: Student 6 weeks failure rates above the 10% goal.
School Culture and Climate
Problem Statement 1: Attendance rate is below targeted goal of 95%.
Staff Quality, Recruitment, and Retention
Problem Statement 1: BHS staff turnover rate (approx. 34%) was above the district rate (approx. 25%).

Goal 3: We will recruit, equip, and retain staff to increase continuity and quality.

Performance Objective 2: At least 85% of teachers will be retained provided they meet district and campus expectations.

Evaluation Data Source(s) 2: Teacher resignations and job postings.

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6 CSF 7</p> <p>1) Continue Power Lunches one time per month for 1st year new to teaching teachers to address various topics and listen to concerns.</p>	Associate Principal Instructional Coach District personnel as needed	Meeting sign in sheets Agendas				
Problem Statements: Staff Quality, Recruitment, and Retention 1						
<p>Critical Success Factors CSF 6 CSF 7</p> <p>2) Continue to support the Best of the Bears (BOB) teacher recognition program.</p>	Campus administration	List of teachers recognized				
Problem Statements: Staff Quality, Recruitment, and Retention 1						
3) Implement monthly Teacher Appreciation events.	Administration	Schedule of events				
Problem Statements: Staff Quality, Recruitment, and Retention 1 - Parent and Community Engagement 1						
						

Performance Objective 2 Problem Statements:







Staff Quality, Recruitment, and Retention
Problem Statement 1: BHS staff turnover rate (approx. 34%) was above the district rate (approx. 25%).
Parent and Community Engagement
Problem Statement 1: Volunteers during the school day have slowly declined over the past several years. Root Cause 1: Parent involvement in specific booster club organizations has slightly increased over the past several year.

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 1: 100% of students will have an Individualized Graduation Plan

Evaluation Data Source(s) 1: IGP's
Advisory sessions with counselors

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 5</p> <p>1) Continue to provide individual counseling for all students grade 9-12 to help each student understand their educational needs and set future goals for post-secondary education. (1D)</p>	<p>Counselors College and Career Adviser (CCA)</p>	<p>Schedule of meetings Agendas IGP's</p>				
Problem Statements: Demographics 3 - School Culture and Climate 1, 3						
<p>Critical Success Factors CSF 5</p> <p>2) Provide opportunities for students to explore career/post graduation opportunities.</p>	<p>CCA Counselors</p>	<p>Student portfolios Student projects Service hours</p>				
Problem Statements: Demographics 3 - Student Achievement 6 - School Culture and Climate 1						
<p>Critical Success Factors CSF 5</p> <p>3) Host a variety of college and career speakers to provide information on a variety of opportunities for students.</p>	<p>CCA Counselors</p>	<p>Meeting agendas, fliers and speakers.</p>				
Problem Statements: Demographics 3 - School Culture and Climate 1						
<p>Critical Success Factors CSF 1</p> <p>4) Continue to provide rigorous course offerings at all grade levels to prepare all students for post-secondary success. (2A)</p>	<p>Administrators Counselors Teachers</p>	<p>Course Selection Guide Master Schedule</p>				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: Increase in the overall student population.

Student Achievement

Problem Statement 1: All student percentage for "approaches grade level or above" on all subjects of the STAAAR EOC is 68%.

Problem Statement 6: Student 6 weeks failure rates above the 10% goal.

School Culture and Climate

Problem Statement 1: Attendance rate is below targeted goal of 95%.

Problem Statement 3: Majority of OSS and ISS placements are 9th graders.

Curriculum, Instruction, and Assessment

Problem Statement 1: Bear Time intervention period is not getting the expected results and will be adjusted for the 2018-19 school year.

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.


Performance Objective 2: Create at least one (1) new partnership with a local business/community resource.

Evaluation Data Source(s) 2: Student service hours

Student Internships

Classroom speakers

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p>Critical Success Factors CSF 6</p> <p>1) Seek business/community partnerships for student internships and service. (3B)</p>	Administrators CTE Teachers	Partnerships Certifications Internships				
Problem Statements: Parent and Community Engagement 1						
<p>Critical Success Factors CSF 5</p> <p>2) Continue to recruit community members and BHS alumni to volunteer time to offer assistance in identified areas of need. (3B)</p>	Administrators Counselors	List of volunteers				
Problem Statements: Parent and Community Engagement 1						
						

Performance Objective 2 Problem Statements:

Parent and Community Engagement
<p>Problem Statement 1: Volunteers during the school day have slowly declined over the past several years. Root Cause 1: Parent involvement in specific booster club organizations has slightly increased over the past several year.</p>

Goal 4: We will strengthen and develop partnerships with students, parents, business and community members in order to empower learner success and productivity in a global society.

Performance Objective 3: 75% of students will participate in at least 1 extra curricular or community service event.

Evaluation Data Source(s) 3: Community service opportunities

Number of service hours

Enrollment numbers

Extra curricular organizations/groups

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
Critical Success Factors CSF 6 1) Continue to seek out new opportunities to encourage and grow student involvement in extra and co-curricular activities.	Administrators Teachers	List of activities				
Problem Statements: Demographics 3 - Student Achievement 6 - School Culture and Climate 1, 2, 3						
Critical Success Factors CSF 3 CSF 5 2) Monitor the documentation for students who have participated in the service opportunities and recognize students at the EOY ceremony.	Administrators	List of service opportunities				
Problem Statements: Demographics 3 - Student Achievement 6 - School Culture and Climate 1						
Critical Success Factors CSF 6 3) Continue the opportunity for students to earn a Service Cord by competing community service hours.	Administrators	Documented hours Service cords earned by students				
Problem Statements: Demographics 3 - Student Achievement 6						

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 3: Increase in the overall student population.
Student Achievement
Problem Statement 6: Student 6 weeks failure rates above the 10% goal.

School Culture and Climate

Problem Statement 1: Attendance rate is below targeted goal of 95%.
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Problem Statement 2: Number of out of school suspensions (OSS) increased from 2016-17 to 2017-18.
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Problem Statement 3: Majority of OSS and ISS placements are 9th graders.

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
1	1	7	Implement Student Review Teams (SRT) for students in Special Education who are at-risk of not meeting IEP goals and objectives and ELL students who are at-risk of failing. (2C)
1	1	8	Create and review every six weeks student data profiles in order to determine intervention needs for Bear Time, before school and after school tutoring.(2D)
1	1	9	Implement periodic work days and after school tutoring program for ELL students who are failing or in danger of failing. (2C)
1	2	1	All students will read and write in specific content areas weekly. (2B)
1	2	2	Implement EOC interventions for students who have not met standard on EOC exam(s). - BearTime - Push in or pull out tutoring (2D)
1	2	4	Continue to implement and monitor Sheltered Instruction for ELL students in the classroom. (2C)
1	2	5	Implement EOC support classes for students who have not met standard on EOC exam (s). Specifically, Practical/Technical Writing Read 180 Algebraic Reasoning
1	2	6	Implement a "push in" tutoring for EOC area classes. (2D)
1	2	9	Restructure Bear Time to included all class periods for tutoring, reteaching, and intervention. (2D)
1	2	10	Create and review every six weeks student data profiles in order to determine intervention needs for Bear Time, before school and after school tutoring.(2D)
3	1	3	Provide specific professional development to all staff in the following areas: a. Special Education b. ELL (2C)
3	1	5	Provide EOC tested area teachers specific PD during PLC period at least one time per month.

State Compensatory

Budget for Bastrop High:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
199-24	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$19,140.00
199-24	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$129,359.17
199-24	6126 Part Time Support Personnel - Locally Defined	\$13,350.00
199-24	6129 Salaries or Wages for Support Personnel	\$22,693.00
6100 Subtotal:		\$184,542.17

Personnel for Bastrop High:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bastrop High School		Instructional Support	2.69
Bastrop High School		Dyslexia	1.0

Plan Notes

State Compensatory Education

State Compensatory Education (SCE) budgets, FTEs, and strategy connections will be finalized in October 2016.

LASERS

LASERS is an acronym for the components of the State's literacy plan.

L - Leadership

A - Assessment

S - Standards-Based Instruction

E - Effective Instructional Framework

R - Reporting and Accountability

S - Sustainability

As we move toward sustainability in implementing strategies and programs from BISD's involvement in the Texas Literacy Initiative grant, specific connections to the LASERS are shown in this plan's literacy strategies to show alignment with the State's literacy plan. The numbers listed with the letter from LASERS corresponds to a specific action step within that component.

Comprehensive Needs Assessment Codes

Campus plan strategies are connected to strategies by using the following codes related to the Comprehensive Needs Assessment.

Demographics = DEM

Student Achievement = SA

School Culture and Climate = SCC

Staff Quality, Recruitment, and Retention = SQRR

Curriculum, Instruction, and Assessment = CIA

Family and Community Involvement = FCI

School Context and Organization - SCO

Technology = T

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Non-classroom Professional	Alisha Currie	Testing Coordinator
Classroom Teacher	Annette Harrison	CTE Teacher
Administrator	Brad Brown	Principal
Classroom Teacher	Caleb McCreary	Social St. Teacher
Classroom Teacher	Christpher Fletcher	ROTC Teacher
Classroom Teacher	Elizabeth Dollery	Science Teacher
Non-classroom Professional	Christin Siller	Instructional Coach
Classroom Teacher	Kathy D'Amico	ELA/ESL Teacher
Classroom Teacher	Lisa Hutchinson	LOTE Teacher
Administrator	Liz Wysocki	Associate Principal
Classroom Teacher	Steve Mayberry	PE Teacher
Classroom Teacher	Tiffany Jimenez	Fine Arts Teacher
Non-classroom Professional	Todd Patmon	Campus Athletic Coord.
Classroom Teacher	Kimberly Hamrick	Math Teacher
Non-classroom Professional	Christine Rector	Counselor

Campus Funding Summary

199-024 - State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$63,580.00
1	1	9			\$41,975.00
1	1	9			\$24,739.00
1	2	2			\$40,436.00
1	2	3			\$37,209.00
1	2	5			\$38,674.00
1	2	6			\$18,401.00
Sub-Total					\$265,014.00
Grand Total					\$265,014.00