

Angleton Independent School District
Rancho Isabella Elementary
2023-2024 Campus Improvement Plan



Mission Statement

Our mission is to educate and prepare each student academically and socially through supportive relationships to maintain our thriving community.

Vision

Angleton ISD

Achieving Excellence Because We're Wildcats

Core Beliefs

We believe:

All students can learn

The learning environment must be positive, genuine, caring and safe for students and staff to reach their potential

In clearly defined goals that set high expectations for student success

In the value of parents and families as involved decision-makers

In viable curriculum and future-oriented programs

In developing and retaining staff who positively affect student achievement

Actively engaging the community results in development of our children

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Rancho Isabella Elementary is a neighborhood school that serves four hundred sixty students in grades PreKindergarten through grade 5. The school is located in the Rancho Isabella subdivision on the north side of Angleton within close proximity to the Angleton High School and Angleton Junior High School. Freedom Park, city operated, separates Rancho Isabella and Angleton Wildcat Stadium.

Forty percent of all students live less than 2 miles from the school an sixty percent live between the school and the area of town known as Holiday Lakes. Buses are available to provide transportation to all distant locations for approximately **one hundred fifteen** students. Six different daycares pick up **forty eight** students and Boys and Girls Club is operated on campus and houses **fifty four** students. **Forty** students walk or ride bikes to and from school. **One hundred eighty** students are regular car riders. Five apartment complexes are zoned for this school. Two of those complexes are considered low income housing.

Demographics Strengths

Rancho Isabella Elementary School is tucked away in the back of the Rancho Isabella Subdivision. We are racially and socio economically diverse. We are a neighborhood school but our zone also extends far out into the Angleton ISD zone.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase in Emergent Bilingual students and insufficient amount of bilingual teachers. **Root Cause:** The pipe line of certified teachers is lacking teachers with one certification and getting an ESL or bilingual certification is more difficult.

Problem Statement 2: Increase in student enrollment but the budget has stayed flat. **Root Cause:** Funding sources have not extended or released funding.

Student Learning

Student Learning Summary

Rancho Isabella inspires academic, emotional, and social success. Grades Kindergarten through fifth grade will have a 45 to 60 minute intervention/enrichment time built into the school day to allow for acceleration and high intensity intervention and enrichment. As a school, we will have 23 homeroom classes. As we inspire academic success, all students need to work to their potential, not just pass at the minimum level. Teachers will receive additional training in MAPS. Students in special education will continue to follow the In-Class Support Model and receive real time help as needed. A renewed focus on attendance will raise community awareness of the importance of school and increase the attendance rate. For students with a low attendance rate, enrichment opportunities for parents will be offered. A weekly grade level newsletter will be sent home to students to encourage attendance. A campus newsletter will also be sent out to families and staff.

Rancho Isabella must continue to seek out strategies to improve student learning in order to maximize student achievement. A direct focus will be on MAP data to guide instruction. STAAR raw scores indicate that our students performed satisfactorily during the spring tests. All areas show improvement in accordance with standard deviation. More attention needs to be dedicated to increasing opportunities to expand learning through elevating the level of complexity. Significant curriculum and instructional efforts will be made in targeting student learning for all student groups. An additional title teacher (soft money) has been hired to aide in increasing reading literacy and math. Attendance tracking and incentives will continue to be a focal point in maintaining the student attendance rate. Attendance has been holding steady at the 97% mark with a slight dip last year. MAP data drives tutorials, reteaching, and blitzes. Eduphoria is utilized to provide immediate feedback of student progress and further analysis is stored and provided. Teachers meet to discuss curriculum during release days and student progress during data meetings PLC's. MAP testing is administered at the beginning, middle and end of year. Data is used to determine needs and necessary interventions.

Each student will be fully prepared to reach their potential for postsecondary education and employment opportunities through a personally challenging curriculum. 45 out of 50 students will meet passing standards on the STAAR per subject. Rancho Isabella will have a 98% attendance rate. Teachers will integrate the use of technology into all areas of the curriculum utilizing the technology TEKS and the Google certifications. Students will have opportunities to participate in activities that raise awareness and availability of post-graduate education. Students will have opportunities to participate in co-curricular activities. Curriculum, instruction and assessments will be aligned with the state standards.

We have Capturing Kids Hearts to ensure that teachers are better equipped to work through situations within the class while building community and relationships with students. We hope to see a decrease in discipline slips in the future after significant relationship building initiative through Capturing Kids Hearts.



MATH- % Growth				READING- % Growth			
Grade	20-21	21-22	22-23	Grade	20-21	21-22	22-23
Kinder	49	63	75	Kinder	55	63	62
1st	38	52	63	1st	45	29	36
2nd	74	83	40	2nd	56	69	57
3rd	79	70	71	3rd	55	78	78

4th	79	56	60	4th	63	42	28
5th	65	67	60	5th	49	53	64

Math				Reading			
Grades	18-19	20-21	21-22	Grades	18-19	20-21	21-22
3rd	40	37	44	3rd	47	45	58
4th	45	44	39	4th	52	48	57
5th	67	60	64	5th	53	56	

Student Learning Strengths

- 10 of the 12 grade levels, subjects tested - exceeded the district's MAP growth goal
- Improvements were noted in two of the three math tests on STAAR
- Improvements were noted in three of the three reading tests on STAAR.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): We need to increase our summarized masters percentage. **Root Cause:** Additional professional development for teachers is needed for writing.

Problem Statement 2 (Prioritized): 64% of Rancho Students demonstrated growth on STAAR. **Root Cause:** Additional professional development for teachers is needed for writing.

Problem Statement 3 (Prioritized): Hispanic student population failed to meet the growth target in math. **Root Cause:** Additional training is needed in how to support our emergent bilingual students.

School Processes & Programs

School Processes & Programs Summary

Rancho Isabella has Staff Development Needs. Teachers will need to continue to attend math, science, and reading conferences. Additional professional development to focus on MAPS, and MTSS. All staff members need to know more about our students and use our Capturing Kids Hearts initiative. We need to spend time in our staff meetings discussing inspiration and motivation of our students. The campus principal will need to attend the TEPSA convention workshops designed to help schools with similar populations and programs.

All teachers attend district curriculum planning meetings to adjust scope, sequence and assessments. Teachers will continue to seek professional development opportunities to stay current with curriculum and instruction. To increase STAAR performance, teachers will examine current strategies and identify curriculum and instruction needs to advance student performance. We created an intervention schedule in grades Kindergarten through 5th to increase opportunities to address instructional needs of the students. Our students, staff, parents, and community will work together to make sure our students are ready for college or a career.

Actions to consider as we start Fall 2023

- new arrival/dismissal protocols
- build our Special Education professionals into a strong, knowledgeable and cohesive team
- train our special education team in the Dyslexia resource program
- Focus on training, support and development in the Eureka Program
- Develop our Instructional Leadership Team
- Train staff with common academic language in writing.

School Processes & Programs Strengths

Programs implemented - year one of Eureka 22-23 and we saw strong gains in our math

Our academic and blitz plan lead to a dramatic increase in STAAR results based on the data from MOCK STAAR.

Our Leadership team has clearly defined roles and responsibilities.

Every teacher is assigned a coach.

The principal and assistant principal attend meetings with their assigned coaches.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Rancho had 11 staff members not return for the 23-24 school year. **Root Cause:** Rancho went through a change in leadership.

Problem Statement 2: Attendance is on the decline. **Root Cause:** Our campus is still feeling the effects of COVID on our attendance report.

Problem Statement 3: Masters percentages have declined from 2022 to 2023. **Root Cause:** Not a sufficient amount of supplemental resources for enrichment.

Perceptions

Perceptions Summary

Rancho Isabella teachers and administrators create an environment of belonging. Students are welcomed to school everyday. Their picture can be found displayed in classrooms along with examples of their work. Our leadership team met in the middle of summer to set the calendar. We are going to follow the Solution Tree PLC model for grade level meetings and vertical team meetings to increase productivity and to maintain goal focus. More regular faculty meetings are scheduled to increase communication between grade levels and as a campus. Capturing Kids Hearts will be the main way to make sure students feel connected to school and that school is important. Teachers continually have 3.1, 3.2, and 3.3 as their highest dimensions according T-TESS evaluations.

Perceptions Strengths

OHI staff survey shows a dramatic increase in 2023.

We are using the Capturing Kids Hearts Character Traits each month.

These are promoted in the hallways and on announcements. The counselor does lessons on them in the library.

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): The community is frustrated by the arrival and dismissal system. **Root Cause:** The higher enrollment has more students in the car rider line.

Problem Statement 2 (Prioritized): According to a student survey over 50% of students have trouble regulating their emotions. **Root Cause:** We haven't explicitly trained emotional regulation to a broad group of students.

Priority Problem Statements

Problem Statement 1: 64% of Rancho Students demonstrated growth on STAAR.

Root Cause 1: Additional professional development for teachers is needed for writing.

Problem Statement 1 Areas: Student Learning

Problem Statement 2: We need to increase our summarized masters percentage.

Root Cause 2: Additional professional development for teachers is needed for writing.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Rancho had 11 staff members not return for the 23-24 school year.

Root Cause 3: Rancho went through a change in leadership.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Hispanic student population failed to meet the growth target in math.

Root Cause 4: Additional training is needed in how to support our emergent bilingual students.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: According to a student survey over 50% of students have trouble regulating their emotions.

Root Cause 5: We haven't explicitly trained emotional regulation to a broad group of students.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: The community is frustrated by the arrival and dismissal system.

Root Cause 6: The higher enrollment has more students in the car rider line.

Problem Statement 6 Areas: Perceptions








Goals

Goal 1: The percent of Pre K students that score at or above in Gold assessment will increase from 50% to 65% by June 2025.

Performance Objective 1: By the end of the 2023 school year Rancho Prek Students will score 60% on the Gold assessment.



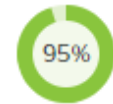





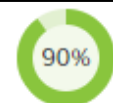
Evaluation Data Sources: Gold Results
MAP Assessment Results


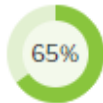








Summative Evaluation: Met Objective

Strategy 1 Details	Formative Reviews		
Strategy 1: Adding weekly PreK PLC meetings. Strategy's Expected Result/Impact: Increase in Gold results. Increase in classroom instruction effectiveness. More time spent in small group instruction and better utilization of paraprofessionals. Staff Responsible for Monitoring: Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
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Goal 2: The percent of K through 5 students demonstrating the expected growth in MAP Reading and Math will increase from 45% to 60% by June 2025.

Performance Objective 1: Domain one raw score will improve from 55 to 60.

Strategy 1 Details	Formative Reviews		
Strategy 1: Hire a GT specialist that comes to campus 2 days a week that accelerates instruction. Strategy's Expected Result/Impact: Students will receive accelerated instruction and enrichment. Staff Responsible for Monitoring: GT Specialist.	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: At least one teacher per grade level has obtained 30 hours of GT professional development to receive their GT certification. Strategy's Expected Result/Impact: Classroom instruction will be enhanced and opportunities for enrichment will be more prevalent. Staff Responsible for Monitoring: Classroom Teacher Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Weekly Planning and Data PLC meetings for PREK through 5th grade to discuss plans for reteach and enrichment. Strategy's Expected Result/Impact: Preparedness, collaboration, enhanced classroom instruction using best practices Staff Responsible for Monitoring: ILT and classroom teachers, interventionists Title I: 2.4, 2.5, 2.6 Problem Statements: Student Learning 1	Formative		
	Nov	Feb	May
			







Strategy 4 Details	Formative Reviews		
Strategy 4: All grade levels are using data trackers to track student progress and content mastery. Strategy's Expected Result/Impact: Teachers and Instructional Leadership Team will be able to monitor student progress and develop plans to intervene or extend learning as necessary. Staff Responsible for Monitoring: Teachers and ILT Title I: 2.4, 2.6, 4.1 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative		
	Nov	Feb	May
			
Strategy 5 Details	Formative Reviews		
Strategy 5: Intervention "WIN Time" is built into our daily schedule for grades Kinder through 5. Will hire a full time interventionists to meet the needs of the students. Strategy's Expected Result/Impact: Each grade level has time for instruction based on what the student needs. "What I Need = WIN Time" Staff Responsible for Monitoring: Teachers, Interventionists Title I: 2.4, 2.6, 4.1 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments Funding Sources: Interventionist - Title I - \$67,000	Formative		
	Nov	Feb	May
			
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






Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 1: We need to increase our summarized masters percentage. Root Cause: Additional professional development for teachers is needed for writing. Problem Statement 3: Hispanic student population failed to meet the growth target in math. Root Cause: Additional training is needed in how to support our emergent bilingual students.

Goal 2: The percent of K through 5 students demonstrating the expected growth in MAP Reading and Math will increase from 45% to 60% by June 2025.

Performance Objective 2: Domain 2 will increase from 64% to 90%.

Strategy 1 Details	Formative Reviews		
Strategy 1: Dyslexia Instructor will use the Reading By Design program. Strategy's Expected Result/Impact: Students with Dyslexia will show improvement. Staff Responsible for Monitoring: Dyslexia Instructor. Title I: 2.4, 2.6, 4.1 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Dyslexia Teacher - Title I - \$68,000	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: Hire an interventionist paraprofessional to aid with student tutoring groups. Strategy's Expected Result/Impact: This will decrease small group sizes. Staff Responsible for Monitoring: Interventionist. Title I: 2.4, 2.6, 4.1 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 2 Funding Sources: Interventionist Paraprofessional - Title I - \$28,000	Formative		
	Nov	Feb	May
			









Strategy 3 Details	Formative Reviews		
Strategy 3: Students will have access to supplemental web based programs such as IXL and Progress Learning, Education Galaxy and Writable. Strategy's Expected Result/Impact: Students will increase their writing abilities and have an opportunity to work above grade level. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.6, 4.1 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Web Based Programs - Title I - \$15,000	Formative		
	Nov	Feb	May
			
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>			

Performance Objective 2 Problem Statements:

Student Learning
Problem Statement 2: 64% of Rancho Students demonstrated growth on STAAR. Root Cause: Additional professional development for teachers is needed for writing.

Goal 2: The percent of K through 5 students demonstrating the expected growth in MAP Reading and Math will increase from 45% to 60% by June 2025.

Performance Objective 3: Domain 3 will increase from 44 points to 60 points.

Strategy 1 Details	Formative Reviews		
Strategy 1: Will hire tutors to aid in small group interventions in high need sub populations. Strategy's Expected Result/Impact: Increased scores in specific sub populations. Staff Responsible for Monitoring: Tutors, Principals Title I: 2.4, 2.6, 4.1 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Student Learning 3	Formative		
	Nov	Feb	May
	N/A		
Strategy 2 Details	Formative Reviews		
Strategy 2: Hired teachers to provide after school tutorials. Strategy's Expected Result/Impact: Teachers provided students with additional hours of high intensity instruction. Staff Responsible for Monitoring: Teachers Title I: 2.4, 2.6, 4.1 - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
	N/A		
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




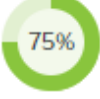
Performance Objective 3 Problem Statements:









Student Learning
Problem Statement 3: Hispanic student population failed to meet the growth target in math. Root Cause: Additional training is needed in how to support our emergent bilingual students.













Goal 3: The percentage of students with 5 or more discipline referrals will be reduced by 20% from 2020 to August 2025.

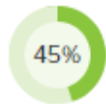
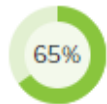











Performance Objective 1: Student attendance will improve by one point by the end of the 23-24 school year.

Evaluation Data Sources: PEIMS attendance records

Strategy 1 Details	Formative Reviews		
Strategy 1: Daily attendance calls. Strategy's Expected Result/Impact: Try and get students to school by 9:30. Staff Responsible for Monitoring: Principal's secretary. Title I: 2.4, 2.5, 2.6, 4.1	Formative		
	Nov	Feb	May
			
Strategy 2 Details	Formative Reviews		
Strategy 2: We will provide attendance incentives to encourage students to attend school each day. Strategy's Expected Result/Impact: Higher daily attendance and drop out prevention. Staff Responsible for Monitoring: Principals Title I: 2.4, 2.5, 2.6, 4.1	Formative		
	Nov	Feb	May
			
Strategy 3 Details	Formative Reviews		
Strategy 3: Will communicate with parents through various methods including social media, class dojo, email, newsletter, marquee and in multiple languages to increase meaningful parent involvement and improve academics and behavior. Strategy's Expected Result/Impact: Have more parent involvement Staff Responsible for Monitoring: principals/teachers Title I: 2.4, 2.5, 2.6, 4.1, 4.2 - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			

Strategy 4 Details	Formative Reviews		
Strategy 4: Fifth grade students will visit with Angleton Junior High Counselors and explore elective options. Strategy's Expected Result/Impact: Students will be more knowledgeable about career opportunities. Staff Responsible for Monitoring: Fifth grade teachers/counselors TEA Priorities: Connect high school to career and college	Formative		
	Nov	Feb	May
	N/A		
Strategy 5 Details	Formative Reviews		
Strategy 5: Students will participate in activities to raise awareness of the importance and availability of post-secondary education, career endorsement and certification programs, and military options. Strategy's Expected Result/Impact: Increase knowledge of post secondary options. Staff Responsible for Monitoring: Principal/counselor Title I: 2.4, 2.6, 4.1 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 6 Details	Formative Reviews		
Strategy 6: Students in Grade 3-5 will participate in the FitnessGram Strategy's Expected Result/Impact: Students will understand the importance of fitness in their daily live and will practice. Staff Responsible for Monitoring: PE Teacher. Title I: 2.4, 2.5, 2.6	Formative		
	Nov	Feb	May
			

Strategy 7 Details	Formative Reviews		
Strategy 7: Students will have the opportunity to participate in clubs and organizations such as Student Counsel, PALs, Art Club, Board Game Club, Robotics and Track Team. Strategy's Expected Result/Impact: Students will experience being a part of a team and learn to do something they enjoy. Staff Responsible for Monitoring: Teachers/Principals Title I: 2.4, 2.5, 2.6 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative		
	Nov	Feb	May
			
Strategy 8 Details	Formative Reviews		
Strategy 8: Staff will implement restorative practices procedures including developing a Relationship Agreement with the class, reinforcing a weekly class goal based on the Relationship Agreement, and conducting weekly classroom circles. Strategy's Expected Result/Impact: Students will be able to maintain emotional capacity and build emotional intelligence. Staff Responsible for Monitoring: Staff ESF Levers: Lever 3: Positive School Culture Problem Statements: Perceptions 2	Formative		
	Nov	Feb	May
			
Strategy 9 Details	Formative Reviews		
Strategy 9: Violence prevention activities will be conducted to build awareness and tolerance among our students. Strategy's Expected Result/Impact: Referrals will decrease. Bully reports and investigations will decrease along with threat assessments. Staff Responsible for Monitoring: All rancho Staff	Formative		
	Nov	Feb	May
			
Strategy 10 Details	Formative Reviews		
Strategy 10: A comprehensive bullying program will continue to address student concerns to foster a safe learning environment for students. Strategy's Expected Result/Impact: A decrease in Bully reports and investigations. Staff Responsible for Monitoring: All staff	Formative		
	Nov	Feb	May
			

Strategy 11 Details	Formative Reviews		
Strategy 11: The school counselor, behavior coach, social worker, and licensed professional counselor (LPC) will address the mental health needs of students in order to foster emotional well-being and increase students' success in school. Strategy's Expected Result/Impact: Students will be able to maintain their emotions and build emotional capacity. Problem Statements: Perceptions 2	Formative		
	Nov	Feb	May
			
Strategy 12 Details	Formative Reviews		
Strategy 12: We are training teachers and using the Real Time Coaching model in an effort to retain teachers. Strategy's Expected Result/Impact: This will train teachers to be effective in classroom management. Once they have a managed classroom they will feel comfortable and confident and will stay in the classroom in AISD. Staff Responsible for Monitoring: ILT Problem Statements: School Processes & Programs 1	Formative		
	Nov	Feb	May
			
Strategy 13 Details	Formative Reviews		
Strategy 13: Develop a campus driven weekly professional development delivery to address campus needs and goals. Strategy's Expected Result/Impact: Stronger, more confident teachers using research based strategies. Teachers that are vertically aligned and are collaborating and working together, creating common academic language. Staff Responsible for Monitoring: ILT and staff. Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative		
	Nov	Feb	May
			
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Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Rancho had 11 staff members not return for the 23-24 school year. Root Cause: Rancho went through a change in leadership.
Perceptions
Problem Statement 2: According to a student survey over 50% of students have trouble regulating their emotions. Root Cause: We haven't explicitly trained emotional regulation to a broad group of students.

State Compensatory

Budget for Rancho Isabella Elementary

Total SCE Funds: \$0.00
Total FTEs Funded by SCE: 4.67
Brief Description of SCE Services and/or Programs

Personnel for Rancho Isabella Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Bradshaw, Kelley	Interventionist/MTSS	1
Damian, Sandra	Instructional Assistant	1
Lebouef, Miranda	Kindergarten Teacher	0.5
Mancuso, Shelley	Kindergarten Teacher	0.5
Martinez, Francis	Social Worker	0.17
Peltier, Jennifer	Dyslexia Interventionist	1
Valdez, Patricia	Kindergarten Teacher	0.5

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Arias, Jessica	Instructional Assistant	Title I	1

Campus Funding Summary

Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	Interventionist		\$67,000.00
2	2	1	Dyslexia Teacher		\$68,000.00
2	2	2	Interventionist Paraprofessional		\$28,000.00
2	2	3	Web Based Programs		\$15,000.00
Sub-Total					\$178,000.00