# Eagle Mountain-Saginaw Independent School District

# Watson High School/Alternative Discipline Center

# 2022-2023 Campus Improvement Plan

# Mission Statement

*Watson High School strives to be a community in which all students are inspired to embrace life-long learning and become productive citizens.*

# Vision

*Every student has unique potential regardless of his or her life experiences.*

# Core Beliefs

1. Every student has unique potential regardless of his or her life experiences.

2. Teamwork is essential to create a culture that empowers students to attain the highest level of their potential.

3. Expectations must be clearly communicated to facilitate success.

4. Accountability is essential to success.

5. Relationship building is critical for student success.

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# Comprehensive Needs Assessment

## Demographics

**Demographics Summary**

- White – 50/102 (49%)
- African American -  22/102 (22%)
- Hispanic - 20/102 (20%)
- Multi-race -10/102 (9%)
- Low SES -64/102 (64%)
- Special Education - 13/102 (13%)

**Demographics Strengths**

The campus demographics mirror the District demographics.

# Student Achievement

**Student Achievement Summary**

The campus met the alternative accountability standard from Texas Education Agency.  We graduated 129 students for the 2021-2022 school year.

A.   **STAAR EOC Data – Fall 2021 and Spring 2022**

|  | English I | English II | Algebra I | Biology | U.S.  History |
|---|---|---|---|---|---|
| **Number of Students** | 14/23 | 22/42 | 13/25 | 9/18 | 66/74 |
| **Percent** | 61% | 52% | 52% | 50% | 90% |

**Based on the data above, we will continue EOC prep courses for Algebra, English I and II, U.S. History, and Biology.**

B.   **Attendance**

| 2018 | 2019 | 2020 | 2021 | 2022 |
|---|---|---|---|---|
| 85% | 88% | 87% | 85% | 78% |

C.   **Completion Rate**

| 2019 | | 2020 | | 2021 | | 2022 | |
|---|---|---|---|---|---|---|---|
| Drop Out | Graduate | Drop Out | Graduate | Drop Out | Graduate | Drop Out | Graduate |
| 7% | 89% | 3% | 95% | 2% | 99% | 3% | 96% |

# School Culture and Climate

**School Culture and Climate Summary**

Established in 1998, Watson High School is a non-traditional high school and an alternative disciplinary campus.  The campus serves a variety of students with varying backgrounds.  Some students attend because they are behind on their credits, while others attend because of life circumstances such as pregnancy, parenting, financial hardships, or the need for acceleration for graduation.  In most cases, students who are behind due to failing courses have also not been successful on state assessments.  The Watson staff closely monitors student progress and provides support not only for the courses they teach but for the state assessments as well.  The students who attend the ADC part of the campus are assigned for a variety of reasons.  Our campus is designed to have a low student to teacher ratio and individualizes students' schedules based on the credits they need to complete to graduate.The Watson staff will provide students with opportunities to develop positive decision-making skills by using a myriad of resources including PBIS, CHAMPS, Josten's Renaissance, Why Try, Lion's Quest and other resources as needed. The staff will utilize proactive measures to ensure that students feel safe and accepted at school in an effort to keep students in school for graduation and to help the ADC students transition back to their home campus as quickly as possible.  We are implementing The Harbor and Social Emotional training throughout the campus.  We are also using Lion's Quest in the Teen Leadership Course and through advisory.  Through our data analysis, we need to find more ways to celebrate and recognize staff.

**School Culture and Climate Strengths**

Based on the Climate Survey conducted in the spring semester of the 2021-2022 school year, the students feel like the teachers and other students accept students of different races and feel like students are treated fairly. (92%)  Students are assigned an academic advisor who guides them on their coursework and graduation plan.  They also work with their advisory group on social emotional learning that incorporate life lessons to help guide their decisions and choices.  Students set weekly goals with each teacher to monitor their own progress.  Each week, students and staff participate in a credit celebration assembly in which those who earn credits for the week are celebrated by the entire student body.

# Staff Quality, Recruitment, and Retention

**Staff Quality, Recruitment, and Retention Summary**

Watson High School will employ and retain high-performing, dynamic educators with character and conviction to improve themselves and their students through effective strategies by innovative, targeted continuing education, freedom and flexibility to teach beyond established assessments, all with District support.  All Watson's staff meets Highly Qualified status according to NCLB.

# Comprehensive Needs Assessment Data Documentation

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

**Improvement Planning Data**

- District goals
- State and federal planning requirements

**Accountability Data**

- Comprehensive, Targeted, and/or Additional Targeted Support Identification data

**Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR released test questions

**Student Data: Student Groups**

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia data
- Pregnancy and related services 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
- School safety data

**Employee Data**

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

**Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate

**Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

# Goals

**Goal 1:** EXCELLENCE IN ACADEMICS:  We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

**Performance Objective 1:** There will be a 2% or more gain in STAAR/EOC growth in English, Algebra, U.S. History, and Biology by providing targeted interventions for all students.

    **Evaluation Data Sources:** STAAR, MTSS implementation,  SLO progress monitoring

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** EOC intervention classes will be implemented for English, Biology, U.S. History, and Algebra and additional intervention time is built into the schedule on Tuesdays, Wednesdays, and Thursdays.  This will address HB 4545 for accelerated instruction requirements.<br>    **Strategy's Expected Result/Impact:** An increase in the number of students passing the EOC exams and being able to graduate.<br>    **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators<br><br>    **TEA Priorities:**<br>Build a foundation of reading and math, Improve low-performing schools<br>    **Funding Sources:**  - 199 - General Fund | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| | | | |
| **Strategy 2 Details** | **Formative Reviews** | | |
| **Strategy 2:** We will embed test taking strategies into  English, Biology, Algebra, and U.S. History.<br>    **Strategy's Expected Result/Impact:** An increase in the number of students passing the EOC exams and being able to graduate.<br>    **Staff Responsible for Monitoring:** Teachers<br><br>    **Funding Sources:**  - 199 - General Fund | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✖ Discontinue | | | |

**Goal 1:** EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

**Performance Objective 2:** We will increase the number of graduates and promote awareness of credits needed to all students through personal education plans.

    **Evaluation Data Sources:** Individual Education plans, Commit to Graduate Forms, and graduation rates

| Strategy 1 Details | | Formative Reviews | | |
|---|---|---|---|---|
| **Strategy 1:** 100% of students will set weekly goals and have a PEP based on the credits they have earned and credits they need to complete the requirements for graduation. | | **Formative** | | |
| | | **Dec** | **Mar** | **June** |
|     **Strategy's Expected Result/Impact:** The number of students completing the graduation requirements.<br>    **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators<br><br>    **TEA Priorities:**<br>Connect high school to career and college<br>    **Funding Sources:** - 199 - General Fund | | | | |
| Strategy 2 Details | | Formative Reviews | | |
| **Strategy 2:** 100% of students will complete a Commit to Graduate Form and set short term and long term goals. | | **Formative** | | |
|     **Strategy's Expected Result/Impact:** The number of student completing the graduation requirement. | | **Dec** | **Mar** | **June** |
|     **Staff Responsible for Monitoring:** Teacher, Counselors, Administrators<br><br>    **Funding Sources:** - 199 - General Fund | | | | |
| 0% No Progress     100% Accomplished     ➡ Continue/Modify     ✖ Discontinue | | | | |

**Goal 1:** EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

**Performance Objective 3:** Our CCMR Readiness goal is 18% as measured by the State and Federal accountability system.

    **Evaluation Data Sources:** TEA Report Card and Targeted Report

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** We will have representatives from TCC, UTI, Lincoln Tech, Armed Forces, and other outside agencies come speak to our students about their future as well as provide them scholarship and financial aid information. | Formative | | |
|     **Strategy's Expected Result/Impact:** More students will continue their education after graduation.<br>    **Staff Responsible for Monitoring:** Counselor<br><br>    **TEA Priorities:**<br>Connect high school to career and college, Improve low-performing schools<br> **- Additional Targeted Support Strategy** | Dec | Mar | June |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Administer TSI on campus to student multiple times a year and embed TSI prep into English 4 and Algebraic Reasoning. | Formative | | |
|     **Strategy's Expected Result/Impact:** Increase number of students taking and passing the TSI<br>    **Staff Responsible for Monitoring:** Counselor, Administrators<br><br>    **TEA Priorities:**<br>Connect high school to career and college<br>    **Funding Sources:** - 199 - General Fund | Dec | Mar | June |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Offer coursework and prep for Microsoft Office and Excel certification through the BIM elective course. | Formative | | |
|     **Strategy's Expected Result/Impact:** Students gaining the necessary credit to start on level at community college.<br>    **Staff Responsible for Monitoring:** Counselor, Administrators<br><br>    **TEA Priorities:**<br>Connect high school to career and college | Dec | Mar | June |
| | | | |
| 0% No Progress    100% Accomplished    → Continue/Modify    ✗ Discontinue | | | |

**Goal 1:** EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

**Performance Objective 4:** 100% of staff will participate in PLC's and RTI meetings to monitor student progress, behavior, and attendance and develop plans using MTSS if needed.

    **Evaluation Data Sources:** Progress reports, graduation rates, attendance reports

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Progress reports will be used to monitor student progress and plans for interventions will be developed and an email sent every three weeks instructing parents on how to check progress in Edgenuity. | **Formative** | | |
| | Dec | Mar | June |
|     **Strategy's Expected Result/Impact:** More student's completing credits | | | |
|     **Staff Responsible for Monitoring:** Teachers, Counselors, Principal | | | |
|     **Funding Sources:** - 199 - General Fund | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** RTI meetings will be held weekly discuss student behaviors and plans for interventions will be developed if needed. | **Formative** | | |
|     **Strategy's Expected Result/Impact:** Decrease in office referrals | Dec | Mar | June |
|     **Staff Responsible for Monitoring:** Teachers, Counselor, Administrators | | | |
|     **Funding Sources:** - 199 - General Fund | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Parent contact and conferences will be used to discuss academic and/or behavior concerns to meet the needs of each student. | **Formative** | | |
|     **Strategy's Expected Result/Impact:** An increase in the number of parent contacts and conferences | Dec | Mar | June |
|     **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators | | | |
|     **Funding Sources:** - 199 - General Fund | | | |

| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue |
|---|---|---|---|

**Goal 1:** EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

**Performance Objective 5:** We will celebrate staff and student successes through PBIS, CHAMPS, and credit celebrations 100% of the time.

**Evaluation Data Sources:** Surveys, drops, PBIS (choice tickets), point sheets, number of credit beads

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** 1) Weekly attendance incentives and PBIS tickets will be used to motivate students to attend school and earn credits. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Higher attendance rate will increase the number of credits earned and the number of graduates<br>**Staff Responsible for Monitoring:** Teachers, Counselors, Administrators | **Dec** | **Mar** | **June** |
| | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✕ Discontinue | | | |

**Goal 1:** EXCELLENCE IN ACADEMICS: We will provide quality tiered instruction and systematic intervention in a positive, engaging learning environment to ensure high levels of achievement for every student.

**Performance Objective 6:** Each student will be assigned an advisor that will assist students in tracking their credits, address personal concerns, and build positive relationships to decrease the number of students that drop out.

**Evaluation Data Sources:** Drop out rate

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Advisors will build positive relationships with students and monitor their progress to provide the needed support to prevent them from dropping out and ensure they update their grad plans weekly. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Decrease in drop-outs<br>**Staff Responsible for Monitoring:** Teachers, Counselors, Administrators<br><br>**Funding Sources:**  - 199 - General Fund | | | |
| 0% No Progress         100% Accomplished         → Continue/Modify         ✖ Discontinue | | | |

**Goal 2:** EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

**Performance Objective 1:** 100% of staff will participate in PLC's and RTI meetings to monitor student progress, behavior, and attendance and develop plans using MTSS if needed.

 **Evaluation Data Sources:** Progress reports, graduation rates, attendance reports

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Progress reports will be used to monitor student progress and plans for interventions will be developed and an email sent every three weeks instructing parents on how to check progress in Edgenuity. | **Formative** | | |
|  **Strategy's Expected Result/Impact:** More students completing credits<br> **Staff Responsible for Monitoring:** Teachers, Counselors, Principal<br><br> **Funding Sources:** - 199 - General Fund | Dec | Mar | June |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** RTI meetings will be held weekly discuss student behaviors and plans for interventions will be developed if needed. | **Formative** | | |
|  **Strategy's Expected Result/Impact:** Decrease in office referrals<br> **Staff Responsible for Monitoring:** Teachers, Counselor, Administrators<br><br> **Funding Sources:** - 199 - General Fund | Dec | Mar | June |
| | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Parent contact and conferences will be used to discuss academic and/or behavior concerns to meet the needs of each student resulting in student success. | **Formative** | | |
|  **Strategy's Expected Result/Impact:** An increase in the number of parent contacts and conferences<br> **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators<br><br> **Funding Sources:** - 199 - General Fund | Dec | Mar | June |
| | | | |

| | | | |
|---|---|---|---|
| 0% No Progress | 100% Accomplished | ➡ Continue/Modify | ✖ Discontinue |

**Goal 2:** EXCELLENCE IN PERSONALIZED OPPORTUNITIES: We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

**Performance Objective 2:** We will maintain an attendance rate of 85% or higher.

**Evaluation Data Sources:** Attendance reports

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Weekly attendance incentives and PBIS tickets will be used to motivate students to attend school. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Higher attendance rate will increase the number of credits earned and the number of graduates | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Teachers, Counselors, Administrators | | | |
| **Funding Sources:** - 199 - General Fund | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** Personal phone calls will be made daily for any student that is absent. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Higher attendance rates | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Secretaries, Administrators | | | |
| **Funding Sources:** - 199 - General Fund | | | |

| Strategy 3 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 3:** Positive office referrals , positive teacher notes, and phone calls will be used to improve the school to home communication. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Building a stronger community relationship with families | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Teachers, Administrators | | | |
| **TEA Priorities:** Improve low-performing schools | | | |

| Strategy 4 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 4:** We will provide pregnancy related support for students who are parenting or expecting. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Students will complete the needed graduation requirements. | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Teachers, Administrators | | | |

**TEA Priorities:**
Improve low-performing schools

0% No Progress     100% Accomplished     → Continue/Modify     ✕ Discontinue

**Goal 2:** EXCELLENCE IN PERSONALIZED OPPORTUNITIES:  We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

**Performance Objective 3:** All staff will participate in relative professional learning to enhance their daily instruction to meet the needs of every student.

    **Evaluation Data Sources:** Eduphoria portfolios, Walk-throughs

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Professional learning will be determined based on the staff's appraisals and areas of refinement identified. | **Formative** | | |
|     **Strategy's Expected Result/Impact:** Improvement in Tier I instruction and professional growth of each employee | **Dec** | **Mar** | **June** |
|     **Staff Responsible for Monitoring:** Staff, Administrators <br><br>     **Funding Sources:**  - 199 - General Fund | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✕ Discontinue | | | |

**Goal 2:** EXCELLENCE IN PERSONALIZED OPPORTUNITIES:  We will support a culture of trust and growth through personalized opportunities and collaborative experiences for staff, students, and community members to achieve desired results.

**Performance Objective 4:** All staff will be highly qualified.

**Evaluation Data Sources:** Certifications

| Strategy 1 Details | | | Formative Reviews | | |
|---|---|---|---|---|---|
| **Strategy 1:** We will hire and support staff that meet TEA guidelines and communicate expectations to reduce staff turnover. | | | **Formative** | | |
| **Strategy's Expected Result/Impact:** Low staff turn over | | | **Dec** | **Mar** | **June** |
| **Staff Responsible for Monitoring:** Administrators | | | | | |
| | | | | | |
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✕ Discontinue | | |

**Goal 3:** EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff, and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated.

**Performance Objective 1:** We will implement the Standard Response Protocols 100% of the time when completing drills to ensure student and staff safety.

    **Evaluation Data Sources:** Drill logs

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** All staff will be trained in the Standard Response Protocols and utilize these techniques for all safety drills. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Staff and students will be prepared for emergency situations.<br>**Staff Responsible for Monitoring:** Teachers, Counselors, Administrators<br><br>**Funding Sources:** - 199 - General Fund | Dec | Mar | June |
| | | | |

| Strategy 2 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 2:** All students will be trained in the Standard Response Protocols and utilize these techniques for all safety drills. | **Formative** | | |
| **Strategy's Expected Result/Impact:** Staff and students will be prepared for emergency situations.<br>**Staff Responsible for Monitoring:** Teachers, Counselors, Administrators<br><br>**Funding Sources:** - 199 - General Fund | Dec | Mar | June |
| | | | |

| | | | |
|---|---|---|---|
| 0% No Progress | 100% Accomplished | → Continue/Modify | ✗ Discontinue |

**Goal 3:** EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff, and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated.

**Performance Objective 2:** We will provide bullying information to students, train staff in suicide warning signs, provide workshops to students to prevent dating violence, safe use of electronics, and provide support in making better choices through Recovery Resource.

**Evaluation Data Sources:** Student surveys, bullying reports, feedback from staff

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** Staff will provide the training and workshops to address bullying, suicide prevention, dating violence, and safe use of electronics throughout the school year. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| **Strategy's Expected Result/Impact:** Decrease in bullying and an increase in safe behaviors from students <br> **Staff Responsible for Monitoring:** Counselors <br> Administrators | | | |
| 0% No Progress      100% Accomplished      → Continue/Modify      ✗ Discontinue | | | |

**Goal 3:** EXCELLENCE IN ORGANIZATIONAL IMPROVEMENT: We will provide safe and structured environments for students, staff, and community based on systemic process and procedures that are clearly communicated, monitored, and evaluated.

**Performance Objective 3:** We will continually evaluate our safety and security measures as well as other campus processes and procedures.

    **Evaluation Data Sources:** Best practice meetings, feedback from staff

| Strategy 1 Details | Formative Reviews | | |
|---|---|---|---|
| **Strategy 1:** We will use the PDSA model to continually improve our campus processes and procedures. | **Formative** | | |
| | **Dec** | **Mar** | **June** |
| | | | |
| 0% No Progress     100% Accomplished     → Continue/Modify     ✕ Discontinue | | | |

# Campus Funding Summary

| | | | 199 - General Fund | | |
|---|---|---|---|---|---|
| **Goal** | **Objective** | **Strategy** | **Resources Needed** | **Account Code** | **Amount** |
| 1 | 1 | 1 | | | $0.00 |
| 1 | 1 | 2 | | | $0.00 |
| 1 | 2 | 1 | | | $0.00 |
| 1 | 2 | 2 | | | $0.00 |
| 1 | 3 | 2 | | | $0.00 |
| 1 | 4 | 1 | | | $0.00 |
| 1 | 4 | 2 | | | $0.00 |
| 1 | 4 | 3 | | | $0.00 |
| 1 | 6 | 1 | | | $0.00 |
| 2 | 1 | 1 | | | $0.00 |
| 2 | 1 | 2 | | | $0.00 |
| 2 | 1 | 3 | | | $0.00 |
| 2 | 2 | 1 | | | $0.00 |
| 2 | 2 | 2 | | | $0.00 |
| 2 | 3 | 1 | | | $0.00 |
| 3 | 1 | 1 | | | $0.00 |
| 3 | 1 | 2 | | | $0.00 |
| | | | | **Sub-Total** | $0.00 |