Life School

Life School Cedar Hill

2023-2024 Campus Improvement Plan

Mission Statement

The mission of Life School is to develop leaders with life skills through strong academics, character training, and partnerships with parents and the community.

Vision

Every student is Ready to Learn, Ready to Lead, and Ready for Life.

Values

Build Trust

Value People

Continuous Improvement

Table of Contents

Comprehensive Needs Assessment

Close the Opportunity Gap - Elementary

Close the Opportunity Gap - Elementary Summary

Reading on grade level by the end of 3rd grade has been shown to be a predictor of improved learning and life outcomes. Reading on grade level is essential for closing the opportunity gap for our students. At this age, students are transitioning from learning to read to reading to learn.

Close the Opportunity Gap - Elementary Strengths

Leveled libraries in the classroom

Sending teachers to the Teacher's college

Phonics K-1 training

Providing additional 45-day instructional tutors

Heggerty interventions

After school tutoring

FLI (daily tutoring)

Small group instruction

Problem Statements Identifying Close the Opportunity Gap - Elementary Needs

Problem Statement 1 (Prioritized): As of January 2021, 57% of students in K-2nd grade are reading at or above MOY DRA expectations. **Root Cause:** Due to inconsistency and inequity of instruction due to COVID, all students did not receive adequate reading instruction. Teachers are not moving students in levels throughout the year. Reading levels don't match grade levels, unrealistic expectations between reading levels. Master Scheduling and Curriculum does not allow appropriate times for small groups and class intervention.

Problem Statement 2 (Prioritized): Per the 2020-2021 Accountability Rating, LSCH students are not showing growth in reading in all grade levels STAAR-tested subjects. **Root Cause:** Students need more small group instruction and differentiated lessons. More focus and training for teachers to implement small group instruction. Teachers are not using assessment data to drive classroom instruction and small group intervention due to lack of training. Master Scheduling and Curriculum does not allow appropriate times for small groups and class intervention.

Problem Statement 3: Per 2019-2021 Growth Reports and STAAR reports, 35% of LSCH students are showing growth in STAAR Math. **Root Cause:** - Students need more small

group instruction and differentiated lessons. - Minimal instructional support staff for small groups to help increase students academic growth. - Math Vocabulary is not aligned across grade levels which causes a lack of math comprehension. - Lack of student's reading level growth and comprehension students struggle with Math comprehension with word problems.

Close the Opportunity Gap - Secondary

Close the Opportunity Gap - Secondary Summary

We want to graduate students who are not limited in their choice of career or ongoing education. Access to all options is essential to Close the Opportunity Gap for our students. The state definition of College Career and Military Readiness is a heavily weighted component of the accountability system. Successful completion of college entrance exams, like the SAT and ACT, opens the door for students to have more options of colleges they can attend. Successful completion of TSI, community college entrance exam, opens the door for students to get an Associates degree or begin their Bachelor's degree. Students who complete, as shown on their transcript, an English or Math College Prep class can begin at a community college without qualifying TSI scores for one year before taking the TSI. Special Education students graduate with employability skills with or without supports from an outside agency. Students should be more exposed at the elementary level in all career choices available regardless of their family backgrounds.

Close the Opportunity Gap - Secondary Strengths

- Career Day

- Veterans Speakers Day

- College banners up in gym

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Employer of Choice

Employer of Choice Summary

Our staff has the greatest influence on improving student outcomes. We cannot be successful without quality staff. An excellent employee experience will increase our retention, assist our recruiting efforts, and increase our student academic achievement. To be employer of choice, teachers need to have available and updated technology that works for the design of the lesson. To be an employer of choice, we must go above and beyond for our teachers and staff. Teachers want to be listened to and heard. Teachers want clear communication, and expectations in every area of school life- from attendance, dress code, to academic expectations. Teachers and staff want to feel valued. Teachers need effective follow-through on expectations.

Employer of Choice Strengths

- Supporting Staff Callings/Interests
- Developing Systems for teaching support and success
- Instructional Coach available to staff
- Coordinators and district coaches are available
- Medical benefits
- FMLA & family leave
- Supports staff during maturnity leave
- Fall break
- Kinder Roundup
- Freedom for grade levels to implement different activities for grade-specific instruction/learning
- Parent involvement
- Fall Festival Fundraiser– letting teachers use the money for classroom supplies
- Jean Days
- Admin support
- Counselors being able to come in classrooms and implement character lessons
- Parent nights
- Quality teachers/grade-level teams
- Mentor/Mentee program
- Extra support from aides (coming to classes to make copies etc.)
- High school student helpers (Ready, Set, Teach; Special events)
- Guided library all the books available to teachers
- RTI forms/meetings
- Different Committees led by staff
- Teacher PBIS and attendance incentive program

Problem Statements Identifying Employer of Choice Needs

Problem Statement 1: *Per 2020 HR Report, the LSCH school turnover rate was 14.9%. Teacher turnover rate had "not provided" on spreadsheet. *Per the 2020-21 District HR Report, XX% of LSCH teachers have less than 3 years of experience. (combined problem statements 1 and 3) added 1/5/2022   **Root Cause:** Higher needs from teachers. Lack of training leads to turnover. Principals do not have the time to meet the higher needs of teachers. Additional support is needed for teachers of higher needs. (added 1/5/2022) Edit Associated Areas

Problem Statement 2 (Prioritized): *On a scale of 1-5, with 5 being strongly agree, XX% of LSCH staff answered below a 4 on the question, "I have the materials and equipment I need to do my work right." on the 2020-21 Life School Gallup Survey   **Root Cause:** Technology has been updated but more training is needed on new items. (new smart boards/over head projector/pen) Student technology to be updated or traded out when things break - (kids chrome books, ipads updated) Tech. HDMI cable hook up not near boards for easy access/teach.

Problem Statement 3: Student to teacher ratio for the 20-21 school year is too high according to the 5 Year Enrollment Comparison Chart.   **Root Cause:** The root cause was the transfer of teachers at the end of the 19-20 school year before receiving the final student count for the upcoming school year.

Problem Statement 4: According to the Fall 2021 Q12 Gallup Poll Question 00 " How satisfied are you to work with your company as a place to work?" This went down 0.48. **Root Cause:** The root cause is due to lack of consistency, planning, and follow through. Expectations of teachers are not clear and often reactive instead of proactive. Admin support w/ overall conflict (parents/students/staff/district)

School of Choice

School of Choice Summary

Families and their students have a variety of available education options. We have a focus on strong academics, which include reading, math, writing, science, and social studies. Life School aims to meet the needs of families and students by providing a great educational opportunity, preparing students, parents, and stakeholders for Life through the intentional focus on LifeLeader attributes, exceptional customer service, and SAFE and clean buildings and classrooms for students and staff to reach their full potential. Providing excellent customer experiences creating a positive culture and working/learning environments which will improve student retention and increase our desirability as an educational solution for families. By executing these qualities, student retention, as well as the waitlist, will increase allowing opportunities to serve new families as spaces become available.

School of Choice Strengths

Family Oriented -- When siblings and/or family members are enrolled all students have a tendency to stay. Even as 6th graders.

Opportunities for parents and grandparents to be involved --- Partners for Life, Book Fair, Black History Program, Career Day, Veterans Day, fundraisers, and donations.

Open campus that allows for parent classroom observations and lunch visits.

Campus appearance is excellent - facilities and furnishings are updated.

Great staff with student success as the top priority.

Discounted uniform sales for families in need.

School supply sales to provide parents with a convenient option.

Bus transportation to the middle school has been a great contributing factor for continued student enrollment and retention.

Highly qualified teachers with continual professional development.

SEL and leadership education are provided through our LifeLeader programs.

1 to 1 technology provided to every Life School student.

Problem Statements Identifying School of Choice Needs

Problem Statement 1 (Prioritized): In researching surrounding schools through google, there is an overabundance of charter schools that have Pre-K through 12th grade in our area. **Root Cause:** We have no Pre-K available and the closest Life middle and high school campuses are Oak Cliff and Waxahachie. The availability of bus transportation has helped.

Problem Statement 2 (Prioritized): According to word of mouth from our current parents and community leaders, many people in the area do not know that Life School Cedar Hill exists. **Root Cause:** We believe that this is due to our location in the middle of a neighborhood, rather than on a major road or highway. Marketing needs to list all locations and transportation availability is an option.

LifeLeader

LifeLeader Summary

Life School was founded on the belief that character is an essential part of developing the whole individual. We believe that emphasizing character development for our staff, students and parents will improve student outcomes. Soft skills are important in the ever-changing labor market. The Life Leader Profile includes 15 attributes that represent skills and knowledge necessary to be Ready to Learn, Ready to Lead, and Ready for Life. At Life School Cedar Hill, students learn each day about our LifeLeader attributes. Staff uses our LifeLeader attributes throughout the year to recognize students and fellow staff members for jobs well done. Parents are beginning to learn more about LifeLeader through Principal-led "Coffee and Conversation with the Principal" monthly sessions, as well as during parent nights.

LifeLeader Strengths

- Mission statement (district and campus)

- Teacher and student PBIS

- Students of the Month

- Shout outs

- GT

- Guidance Lesson from a counselor
- Character lessons are given by the Specials teachers.

Staff Recognition -- At LSCH, we recognize a staff member and teacher of the month based on LifeLeader attributes.

Student Recognition -- We have LifeLeader All-Stars where students from each section are recognized for good character based on LifeLeader attributes. This recognition happens twice monthly for each class section.

LifeLeader Support -- Our counselor speaks about a specific LifeLeader attribute during the daily announcements. Also, the weekly LifeLeader attribute is shared on our Facebook page and in our parent newsletter.

Problem Statements Identifying LifeLeader Needs

Problem Statement 1 (Prioritized): Per the February 2020 LifeLeader survey, 46% of LSCH staff answered "Often" to using LifeLeader attributes to reinforce positive behavior.
Root Cause: There is not a defined expectation of integration our students of the month do not include the LifeLeader Attributes. The nomination form does not address the

attributes.

Problem Statement 2 (Prioritized): Per the February 2020 LifeLeader survey, 40% of LSCH staff answered "Often" to incorporating LifeLeader into classroom/work activities they are responsible for planning.   **Root Cause:** No defined curriculum for teachers. Clarity on how to show value to students and teachers

Problem Statement 3 (Prioritized): Per the February 2020 LifeLeader survey, 26% of LSCH staff answered "strongly agree" to understanding how to integrate LifeLeader into daily activities.   **Root Cause:** Not user friendly for everyday use, especially for younger grades. The language is not friendly for grades K-2. There are no pictures to go with the attributes.

Problem Statement 4: As a campus, we are not consistently integrating Life Leader attributes into our professional development and our daily classroom activities.   **Root Cause:** As a campus, we lack the training and time schedule to integrate Life Leader lessons into our daily classroom activities and our professional development.

Growth and Development

Growth and Development Summary

Life School believes in valuing and investing in people. Continual growth and development improve engagement, satisfaction, retention, and outcomes. It is important as an organization that we are committed to developing ourselves and others.

Growth and Development Strengths

- Collaborative Meetings (Leadership, COM, Counselor, Instructional Coaches, Special Program Specialist, AP, etc.)

- StrengthsFinder Training/Coaching

- Positive Coaching Alliance

- Student Clubs- limited due to covid

- Life Skills Program-

- Conferences for Math and Science

- Incorporate character/leadership training in Extra-curricular activities

- Instructional Coaching Model for staff

- Partnering with Gallup for Q12 Survey

- Evaluations by admin, staff, and/or surveys

- Hands-on manipulatives

- Aspiring Administrators

- We DO have coordinators and the addition of k-2 AND 3-6 ELAR coordinator is a strength
- Weekly PLC's
- Monthly All staff and Team lead meetings

- Weekly admin meetings

Problem Statements Identifying Growth and Development Needs

Problem Statement 1: The statement in the Q12 of Teachers feeling like that can do their best everyday went down from 43% (in Fall 2019) to 31% (in Fall 2020), and down 44 in 2021   **Root Cause:** The increased demand to be flexible during times of uncertainty, causing frequent changes in a short amount of time.

Problem Statement 2: Per Fall 2020 Q12 Report, 23% of staff agree that their opinions matter. Went down another 4 in 2021.   **Root Cause:** Higher need of support for staff.Teachers feel like their input isn't valued, or when they express their opinion, it doesn't seem to acknowledged. How Q12 replaced the WDYT survey- staff have no outlet to express specific opinions anywhere. (judgement free)

Parent Engagement

Parent Engagement Summary

Life School believes that the parent is the primary educator of a child. We invite and encourage parents to participate in the education of their children. Parent engagement improves student outcomes, increases student retention, and enhances word-of-mouth marketing. Parents are Life School's greatest advocate in both the education of their child and at the state level.

Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school. (National Coalition for Parent Involvement in education. 2006. *Research Review and Resources*. Retrieved September 16, 2011, from www.ncpie.org/WhatsHappening/researchJanuary2006.cfm.)

No changes to summary needed.

No data available to update parent engagement survey strengths.

Parent Engagement Strengths

- Our Partners 4 Life organization allows parents and staff to work together to create opportunities on campus.

- Partners 4 Life holds at least one meeting and one event quarterly.

- Campus-wide Parent Survey -- We have a parent survey that we send to all parents to gain feedback twice each year. In Dec. 2020, 70 parents participated in the online survey

- Parent Communication -- Parents receive communication through a weekly school-wide newsletter and through our campus's Facebook page. Teachers also use grade-level newsletters and electronic means such as Class Dojo.

- Parent and student nights on campus. STEM Night, Literacy night, fall carnival, etc.

- Effective communication through electronic means (Bloomz, Dojo, SMORE Friday Flash, Remind)

- Many parent volunteers (book fairs, PAP,)

No data available to update parent engagement survey strengths.

Problem Statements Identifying Parent Engagement Needs

Problem Statement 1 (Prioritized): Per the Fall 2020 Parent Engagement Survey, 43.9% of parents report that they don't attend Parent Nights due to the times offered.   **Root Cause:** Prior to the 2020 parent survey, LSCH would schedule parent meetings around 5:00 so it was closer to the end of the school day. We have found out through parent surveys and open communication with parents starting at 6:00 or after is preferable to parents. The fall 2020 parent survey shows 76% of parents prefer after 6:00.

Problem Statement 2 (Prioritized): Per the fall 2020 Parent Survey, 41% of parents were not aware of parent nights due to a lack of communication. According to the survey, 88% of parents get communication through email. If parent's emails are not correct, they would not receive any campus communication.   **Root Cause:** LSCH has many forms of communication, but they have been inconsistent and not much follow-through. Parents are not part of all the different communication tools that are available, therefore not getting all campus communication.

Problem Statement 3: Parents are unsure of ways to volunteer and support their students and teachers at school.   **Root Cause:** Life School and LSCH haven't had a communication tool that has allowed campuses to formally inform parents of all the volunteer opportunities on the campus. With the Galaxy digital platform, now that is available.

Problem Statement 4: LSCH does not have an accurate count of the number of family groups in our school. If we can figure out how many family groups attend LSCH we can narrow our focus to find the families that have low engagement and offer ways to become more involved.   **Root Cause:** LSCH has over 500 students, many students have multiple siblings that attend LSCH. Parents are unsure of ways to volunteer and support their students and teachers at school.

Community Engagement

Community Engagement Summary

Life School believes in making a positive impact in the community. We seek to bring value to the communities we serve. By engaging the community provides benefits to individual community members and to our students and helps fund development projects. Engaged community members become supporters, volunteers, and mentors.

Core Belief: We are a complement to what is happening in the community. We should influence others by sharing operational best practices. We should collaborate with all school models to benefit students within and outside of our system. A high tide raises all boats. We believe in helping others become the best they can be.

Community engagement activities are aligned to the Life School mission and goals.

Life School believes in making a positive impact in the community. We seek to bring value to the community we serve. By engaging the community, we provide a benefit to the individual community members, to our students, and this helps fund development projects. Engaged community members become supporters, volunteers, and mentors.

Core Belief: We are a compliment to what is happening in the community. We should influence others by sharing operational best practices. By collaborating with the community, within and outside of our system, it will benefit our students and families that we serve. A high tide raises all boats. We believe in helping the community become the best it can be.

Community engagement activities are aligned to the Life School mission and goals.

Community Engagement Strengths

Community volunteers in our college and career week.

Partner with the Cedar Hill Fire Department for the fire prevention assemblies.

Cedar Hill Police Department/Life School Security Department

Staff volunteers in the community.

Backpacks for kids- North Texas Food Bank

Thanksgiving give a thon canned food drive

Christmas Angel Tree

Penny Wars

Lockheed Martin-engineers/STEM

Special Olympics

Kids Heart Challenge (jump rope, basketball)

Problem Statements Identifying Community Engagement Needs

Problem Statement 1 (Prioritized): LSCH did not fill 100% of volunteer opportunities provided during the 2020-2021 school year due to Covid and other reasons provided below. (Due to the uncertainty of COVID, we can foresee this being a problem for the 2021-2022 school year as well.)   **Root Cause:** The community does not know that we are here due to our location. Not enough marketing tools to allow the community to know where we are located or what events we offer. Covid prevented the campus from having campus events during the 2020-2021 school year. (COVID could cause this to happen again for the 2021-2022 school year.)

Problem Statement 2 (Prioritized): During the 2020-2021 school year LSCH invited community members to participate in very limited events due to Covid.   **Root Cause:** We do not have systems in place to maintain volunteer information in order to easily invite them to events and Covid hampered being able to hold many events.

Problem Statement 3: LSCH does not have enough community involvement.   **Root Cause:** Low socio-economic status of parents/student population. Also, lack of organization.

Problem Statement 4: Lack of volunteers to keep programs running.   **Root Cause:** Lack of community exposure.

Priority Problem Statements

Problem Statement 1: As of January 2021, 57% of students in K-2nd grade are reading at or above MOY DRA expectations.

Root Cause 1: Due to inconsistency and inequity of instruction due to COVID, all students did not receive adequate reading instruction. Teachers are not moving students in levels throughout the year. Reading levels don't match grade levels, unrealistic expectations between reading levels. Master Scheduling and Curriculum does not allow appropriate times for small groups and class intervention.

Problem Statement 1 Areas: Close the Opportunity Gap - Elementary

Problem Statement 2: Per the February 2020 LifeLeader survey, 46% of LSCH staff answered "Often" to using LifeLeader attributes to reinforce positive behavior.

Root Cause 2: There is not a defined expectation of integration our students of the month do not include the LifeLeader Attributes. The nomination form does not address the attributes.

Problem Statement 2 Areas: LifeLeader

Problem Statement 3: Per the February 2020 LifeLeader survey, 40% of LSCH staff answered "Often" to incorporating LifeLeader into classroom/work activities they are responsible for planning.

Root Cause 3: No defined curriculum for teachers. Clarity on how to show value to students and teachers

Problem Statement 3 Areas: LifeLeader

Problem Statement 4: Per the February 2020 LifeLeader survey, 26% of LSCH staff answered "strongly agree" to understanding how to integrate LifeLeader into daily activities.

Root Cause 4: Not user friendly for everyday use, especially for younger grades. The language is not friendly for grades K-2. There are no pictures to go with the attributes.

Problem Statement 4 Areas: LifeLeader

Problem Statement 5: In researching surrounding schools through google, there is an overabundance of charter schools that have Pre-K through 12th grade in our area.

Root Cause 5: We have no Pre-K available and the closest Life middle and high school campuses are Oak Cliff and Waxahachie. The availability of bus transportation has helped.

Problem Statement 5 Areas: School of Choice

Problem Statement 6: Per the Fall 2020 Parent Engagement Survey, 43.9% of parents report that they don't attend Parent Nights due to the times offered.

Root Cause 6: Prior to the 2020 parent survey, LSCH would schedule parent meetings around 5:00 so it was closer to the end of the school day. We have found out through parent surveys and open communication with parents starting at 6:00 or after is preferable to parents. The fall 2020 parent survey shows 76% of parents prefer after 6:00.

Problem Statement 6 Areas: Parent Engagement

Problem Statement 7: Per the fall 2020 Parent Survey, 41% of parents were not aware of parent nights due to a lack of communication. According to the survey, 88% of parents get communication through email. If parent's emails are not correct, they would not receive any campus communication.

Root Cause 7: LSCH has many forms of communication, but they have been inconsistent and not much follow-through. Parents are not part of all the different communication tools that are available, therefore not getting all campus communication.

Problem Statement 7 Areas: Parent Engagement

Problem Statement 8: During the 2020-2021 school year LSCH invited community members to participate in very limited events due to Covid.

Root Cause 8: We do not have systems in place to maintain volunteer information in order to easily invite them to events and Covid hampered being able to hold many events.

Problem Statement 8 Areas: Community Engagement

Problem Statement 9: LSCH did not fill 100% of volunteer opportunities provided during the 2020-2021 school year due to Covid and other reasons provided below. (Due to the uncertainty of COVID, we can foresee this being a problem for the 2021-2022 school year as well.)

Root Cause 9: The community does not know that we are here due to our location. Not enough marketing tools to allow the community to know where we are located or what events we offer. Covid prevented the campus from having campus events during the 2020-2021 school year. (COVID could cause this to happen again for the 2021-2022 school year.)

Problem Statement 9 Areas: Community Engagement

Problem Statement 10: According to word of mouth from our current parents and community leaders, many people in the area do not know that Life School Cedar Hill exists.

Root Cause 10: We believe that this is due to our location in the middle of a neighborhood, rather than on a major road or highway. Marketing needs to list all locations and transportation availability is an option.

Problem Statement 10 Areas: School of Choice

Problem Statement 11: Per the 2020-2021 Accountability Rating, LSCH students are not showing growth in reading in all grade levels STAAR-tested subjects.

Root Cause 11: Students need more small group instruction and differentiated lessons. More focus and training for teachers to implement small group instruction. Teachers are not using assessment data to drive classroom instruction and small group intervention due to lack of training. Master Scheduling and Curriculum does not allow appropriate times for small groups and class intervention.

Problem Statement 11 Areas: Close the Opportunity Gap - Elementary

Problem Statement 12: *On a scale of 1-5, with 5 being strongly agree, XX% of LSCH staff answered below a 4 on the question, "I have the materials and equipment I need to do my work right." on the 2020-21 Life School Gallup Survey

Root Cause 12: Technology has been updated but more training is needed on new items. (new smart boards/over head projector/pen) Student technology to be updated or traded out when things break - (kids chrome books, ipads updated) Tech. HDMI cable hook up not near boards for easy access/teach.

Problem Statement 12 Areas: Employer of Choice

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

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Strong Academics

Performance Objective 1: Close the Opportunity Gap for Elementary Students [Life School Cedar Hill students will show growth on STAAR Scores]

High Priority

HB3 Goal

Evaluation Data Sources: Campus DRA
Student reading logs
Increased DRA/STAAR Scores
BOY/MOY/EOY Map Data
Benchmark Data

Strategy 1 Details	Reviews			
Strategy 1: Provide professional development for staff to improve balanced literacy, math, and science in the classroom by attending CAMT, CAST, Teacher's College, reading academies Cohort 2, and other training that supports our curriculum.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**July**

Strategy's Expected Result/Impact: Lead:
Goal-Oriented-
100% of teachers are onboarded and trained properly on strategies and use of the curriculum
100% of teachers complete the Small Group Instruction Self Report
100% of teachers will incorporate reading and math, small groups, into their daily practices and report on the LSCH Compelling Scoreboard
100% of lesson plans reflect small group instruction, including group specifics
Maintain campus book inventories and set book goals for 100% of elementary campus classrooms
50% of K-3 teachers will attend The Reading Academy, Cohort 2 through Region 10.
100% of teachers K-2 trained in phonics by September.
100% of returning teachers using phonics in their room by August.

Lag:
Increase percent of students on grade level
Improve growth scores on STAAR
80% of 3rd graders on reading level (On 3 By 3)
80% of students will show growth in math scores during the year.

Staff Responsible for Monitoring: Admin and IC will verify attendance with coordinators for PD
Administrators and Instructional Coaches will monitor the transfer of training to instruction through weekly conversations at our Admin Team Meeting and walk-throughs
Admin and ICs will observe small groups for all K-6 classes and report on the LSCH Walk-Through Scoreboard

Dashboards:
Small-Group Observations Spreadsheets/Walk-through Documentation
Admin Meeting Agendas
LSCH Compelling Scoreboard

TEA Priorities:
Recruit, support, retain teachers and principals, Build a foundation of reading and math
 - **ESF Levers:**
Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction

Funding Sources: Professional Development (CAST, CAMT, Teachers College) - 211 - Title I - 211-13-6411-000-104E-30-00-000 - $6,500, 22-23 Reading Academy - 211 - Title I - 211-13-6239-000-104E-3 - $1,667

Strategy 2 Details	Reviews			
Strategy 2: Provide access to books through, including but not limited to: weekly book bags, library partnerships, mentor reading programs, grants, book fairs, guided reading books, visuals, writer's workshop resources, TX KEA/NWEA MAP, Words Their Way, Units of Study Reading and Phonics, and Developmental Reading Assessment (DRA) and Running Record materials.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**July**

Strategy's Expected Result/Impact: Lead:
Goal-Oriented-
100% of campus reading teachers will send home student book bags/books weekly.
100% of campus k-3 reading teachers will use guided reading books in their reading small groups.
Maintain campus book inventories and set book goals for 100% of elementary campus classrooms
Increase the book/resource inventory for the various reading levels

Lag:
Increase in student reading scores (On 3 By 3)
Increase Q02 score
Staff Responsible for Monitoring: ICs will maintain a book inventory.

Principals and Instructional Coaches will monitor teacher book inventory, and order leveled books as needed.
Principals and ICs will observe guided reading groups in classrooms.

Dashboards:
Principal:
   Walkthroughs/Formal Evaluations
   LSCH Compelling Scoreboard
Instructional Coaches:
   Book resource inventory

TEA Priorities:
Build a foundation of reading and math
Funding Sources: Leveled Books - 211 - Title I - 211-11-6329-000-104E-30-00-000 - $5,000

Strategy 3 Details	Reviews			
Strategy 3: Focus on vocabulary development through intentional instruction using models including but not limited to: interactive read-aloud, interactive word walls, student journals, Education Galaxy, BrainPop, and Flocabulary. Continue Science Small Groups for 3rd-5th.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**July**
Strategy's Expected Result/Impact: Lead: Information Literacy- 80% of lesson plans will indicate the planning of vocabulary instruction and science small group instruction. Walk-throughs and lessons will reflect the use of vocabulary building instruction techniques/models and interactive word walls. Walk-Throughs and observations will reflect small group instruction within classrooms, especially 3rd-6th grade science classes, with daily small groups and interactive word walls Lag: Increase in student reading scores (On 3 By 3) Increase in student science scores **Staff Responsible for Monitoring:** Administrators will document the incorporation of vocabulary models, interactive word walls, and science small groups on their lesson plan spreadsheets. Dashboards: Admin Lesson Plan Spreadsheets Walk-Throughs in Strive LSCH Compelling Scoreboard **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Brainpop, Flocabulary - 211 - Title I - $5,000				

Strategy 4 Details		Reviews			
Strategy 4: Support K-6 students in ELAR, math, and science through the use of instructional tutors throughout the school year.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**July**
Strategy's Expected Result/Impact: Lead: Teachers will work with 45 day tutors according to a schedule for ELAR and Math by pulling small groups, it will help close the gaps in learning and level up in DRA. Lag: Student growth **Staff Responsible for Monitoring:** Teachers, instructional coach, Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Funding Sources:** Instructional Tutors K-6 - 211 - Title I - 211-11-6118-011-104E-30-00-000 - $20,000					

Strategy 5 Details		Reviews			
Strategy 5: Support K-6 student's growth by offering and holding small group instruction daily.		**Formative**			**Summative**
		Nov	**Feb**	**May**	**July**
Strategy's Expected Result/Impact: All teachers, instructional aides/permanent sub will hold small group instruction daily based on formative and informative assessments. These assessments include but not limited to DRA, district benchmarks, Map Testing, TX-KEA, etc. Collaboration with district curriculum coordinators and coaches in developing a schedule that allows time for small group and interventions. Instructional Aides/Permanent Sub will support student's growth by supporting the classroom teacher by holding some of the small group instruction. **Staff Responsible for Monitoring:** Principal., AP, Instructional coach **Title I:** 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 2: Strategic Staffing, Lever 5: Effective Instruction - **Targeted Support Strategy - Additional Targeted Support Strategy** **Funding Sources:** Permanent Sub - 211 - Title I - $25,000					

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

Goal 1: Strong Academics

Performance Objective 2: Close the Opportunity Gap for Secondary Students [Intentionally left blank]

Goal 1: Strong Academics

Performance Objective 3: Employer of Choice- 90% of Life School Cedar Hill staff will return for the 2022-2023 school year.

Evaluation Data Sources: Staff Lists
Letters of Intent
Staff Spreadsheets

Strategy 1 Details	Reviews			
Strategy 1: Provide supportive and collaborative environment for teachers with an instructional coach to help guide, teach, and model classroom strategies and lessons.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**July**
Information Literacy- the instructional coach will be able to help teachers grow in their craft and content area. **Strategy's Expected Result/Impact:** Lead: Instructional Coach meets with teachers once/week according to schedule Teachers are implementing coaching strategies Lag: Student Growth **Staff Responsible for Monitoring:** Principal Instructional Coach Complete spreadsheet of teachers and implementation of strategies **Funding Sources:** Instructional Coach - 211 - Title I - 211-13-6119-000-104E-30-00-000 - $71,995				

Strategy 2 Details	Reviews			
Strategy 2: Create a culture of listening by receiving and acting on feedback for improvement	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lead: Hold monthly staff and team lead meetings. This will include best practices from the Q7 manager resource guide. Lag: Increase the Q7 scores.	**Nov**	**Feb**	**May**	**July**

Strategy 3 Details	Reviews			
Strategy 3: Continue staff retention strategies through maintaining positive campus morale; including but not limited to: staff/teacher of the month, monthly celebrations, theme/spirit days, jean days, LifeLeader peer recognition, LifeLeader Shout Outs, etc.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**July**
Strategy's Expected Result/Impact: Lead: Citizenship--One teacher and one staff member will be recognized monthly as our teacher/staff member of the month. Collaboration--Principals will provide at least 4 opportunities for staff to participate in dress-up days and activities. Citizenship--Staff will recognize each other at our staff meetings monthly. Lag: Increase percent of staff who answer strongly agree to Q04: In the last seven days, I have received recognition or praise for doing good work. Increase Q07 results **Staff Responsible for Monitoring:** Teachers will nominate staff and teachers for monthly recognition. Administrators will read nominations and select a teacher and staff member to recognize each month from staff nominations. Administrators will create special celebrations throughout the school year. Dashboards: Teacher/Staff Member of the Month Spreadsheet Cougar Courier Parent Newsletter Cougar Courier Staff Newsletter Staff Celebration Flyers and emails LifeLeader Shout Out Log **Funding Sources:** Staff Recognition Items (Treats, drinks, etc.) - 461 - Campus Activity Fund - $1,000				

Strategy 4 Details	Reviews			
Strategy 4: Recruit, support, retain teachers and principals. Continue New Teacher and campus mentor program to support first-year and new to Life School teachers.	Formative			Summative
	Nov	Feb	May	July
Strategy's Expected Result/Impact: Lead: Critical Thinking--New teachers will engage in New Teacher academies at least twice during the 22-23 school year. Collaborative--Mentors will meet monthly with their assigned teacher. Lag: Increase teacher retention of first-year/new Life School teachers **Staff Responsible for Monitoring:** Administrators will assign mentor/mentee partners during the 22-23 school year. Instructional Coache will schedule New Teacher Academies during the 22-23 school year. Dashboards: Instructional Coach Calendar, Monthly Mentor Checklist				

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

Goal 1: Strong Academics

Performance Objective 4: School of Choice- 92% of Life School Cedar Hill students will re-enroll for the 2022-2023 school year.

    Evaluation Data Sources: District prepared re-enrollment spreadsheets

Strategy 1 Details	Reviews			
Strategy 1: Provide a supportive and collaborative environment by hosting current and new student events throughout the year. Including, but not limited to:	**Formative**			**Summative**
	Nov	**Feb**	**May**	**July**

Orientation
Kinder Round-up
Literacy Night
Summer Open House
Fall Carnival
Partners For Life
Campus tours when requested
Book Fairs
Fundraisers and donation drives
 	
    Strategy's Expected Result/Impact: Lead:
    Events held per schedule
 	
    Lag:
    Meet Event Attendance goal
    Staff Responsible for Monitoring: Administrators
    Teachers
    Staff
 	
    TEA Priorities:
    Improve low-performing schools
    - **ESF Levers:**
    Lever 3: Positive School Culture
    Funding Sources: Parent Meetings Refreshments & Event Supplies - 420 - State Comp Ed - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Equip campus with security measures by continuing SAFE at Life. Including but not limited to safety drills, Raptor background checks for all visitors. An officer is on campus while students are present. Cameras on front door entrances and between building A to building B. Card readers on all outside doors. Car hangtags for student dismissal.	Formative			Summative
	Nov	Feb	May	July
Strategy's Expected Result/Impact: Lead: Citizenship--All visitors will be checked in at the front office, fire drills will occur each month, and tornado and lockdown drills will occur each semester. Lag: Increase percent of parents who strongly agree to safety on the parent survey. SRO is not currently on campus for the full day. **Staff Responsible for Monitoring:** Administrators Teachers Staff				

Strategy 3 Details	Reviews			
Strategy 3: Continue communication with stakeholders through School Messenger, Remind, announcements, Cougar Courier, webpage, and social media outlets.	Formative			Summative
	Nov	Feb	May	July
Strategy's Expected Result/Impact: Lead: Effective Communicator- Each teacher sends home a weekly newsletter and communicates with parents. Admin will send out a weekly parent and staff newsletter - Cougar Courier. Lag: Increase percent of parents who strongly agree to effective communication on the parent survey. "As a parent, I feel well informed about the many ways I can be involved on my student's campus.". **Staff Responsible for Monitoring:** Teachers will communicate weekly with parents through grade-level newsletters and class dojo. Assistant Principal will approve the teacher's weekly newsletter. The principal and Office staff will create and deliver on Friday's the weekly Cougar Courier parent newsletter with campus events. The principal and AP will create a post of the Facebook post with information to parents and families. Dashboards: Newsletter Spreadsheets Courgar Courier Newsletters Facebook Posts **Funding Sources:** Smore newsletter subscription - 420 - State Comp Ed - $250				

Strategy 4 Details	Reviews			
Strategy 4: Continue to enhance the classroom experience for students and teachers through improvements in classroom technology, increasing technology including but not limited to projectors, ipads, document cameras, and Chromebooks and carts.	Formative			Summative
	Nov	**Feb**	**May**	**July**
Strategy's Expected Result/Impact: Lead: Information Literacy- Teachers will use technology in the form of ipads, Chromebooks, computer labs, and interactive whiteboards. Lag: Student Growth Q2 Results **Staff Responsible for Monitoring:** Administrators Teachers Instructional Coaches Technology teacher maintains and records usage of technology by google sign in sheets. **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction **Funding Sources:** Teachnology - 420 - State Comp Ed - $2,000				

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

Goal 2: Character Training

Performance Objective 1: LifeLeader-95% of Life School Cedar Hill staff will use Life Leader on a daily basis for personal learning with their team or class activities.

    Evaluation Data Sources: Life Leader Survey

Strategy 1 Details	Reviews			
Strategy 1: Provide resources for Specials teachers to integrate LifeLeader lessons weekly.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lead: Self-Managed-80% of teachers are using an anchor chart or bulletin board that highlights a LifeLeader attribute. Students will nominate peers who show this attribute and describe why they chose this peer and how the peer demonstrated the attribute. Lag: Increase percent of teachers who incorporate LifeLeader into classroom activities **Staff Responsible for Monitoring:** Administration PBIS Committee Teachers Walk throughs / teacher observations	**Nov**	**Feb**	**May**	**July**

Strategy 2 Details	Reviews			
Strategy 2: Create awareness by including LifeLeader language in campus-wide bulletin board in front hallways of buildings.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lead: Social Awareness- 100% of teachers will participate in adding students to a "Wall of Fame" based on students who were nominated by their peers for demonstrating LifeLeader attributes Lag: Increase % of teachers who use LifeLeader to reinforce positive behavior **Staff Responsible for Monitoring:** Administration PBIS Committee	**Nov**	**Feb**	**May**	**July**

Strategy 3 Details	Reviews			
Strategy 3: Recognize students for exhibiting the LifeLeader attributes using Cougar Pride Coupons. Coupons are based on students exhibiting LifeLeader attributes. One boy and one girl will be nominated for Students of the Month from each grade level.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**July**
Strategy's Expected Result/Impact: Lead: Citizenship--Two students, one boy, and one girl from each grade level will be recognized as a student of the month each month, based on at least one LifeLeader Attribute. Each student that is recognized will receive a student of the month certificate, pin, and free dress for 1 week in recognition of their good work. Social Awareness-100% of teachers will distribute 2 Cougar Pride Coupons to students who show LifeLeader attributes and 100% of students will add their Cougar Pride Coupons to a data tracking bulletin board. Coupons are based on students exhibiting LifeLeader attributes. Lag: Increase % of teachers who use LifeLeader to reinforce positive behavior All staff will answer "yes" to I provide recognition to students/staff using LifeLeader attributes **Staff Responsible for Monitoring:** Teachers - Will nominate one boy and one girl for Students of the Month from each grade level. Administration: Will give each student a certificate, pin, 1-week free dress, and call home to parents. **Funding Sources:** Certificates and Pins - 420 - State Comp Ed - $500				

Strategy 4 Details	Reviews			
Strategy 4: Gain resources for character curriculum such as but not limited to Project Wisdom, Second Steps, counselor lessons, parent lunch and learn	**Formative**			**Summative**
	Nov	**Feb**	**May**	**July**
Strategy's Expected Result/Impact: Lead: Information Literacy- The counselor will use a viable character lesson and integrate the LifeLeader attributes Lag: Increase percent of staff who understand how to integrate LifeLeader into daily activities **Staff Responsible for Monitoring:** Counselor				

Strategy 5 Details	Reviews			
Strategy 5: Continued implementation of PBIS including but not limited to CHAMPS, voice levels, behavior matrix, and training in strategies for discipline.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**July**
Strategy's Expected Result/Impact: Lead: Staff will remind students daily of the campus and classroom expectations through visual and verbal reminders. Lag: Discipline referrals down by 8%. **Staff Responsible for Monitoring:** The assistant principal and PBIS committee Assistant principal records positive communication in a spreadsheet. **TEA Priorities:** Recruit, support, retain teachers and principals **Funding Sources:** Resources for PBIS - 420 - State Comp Ed - $2,500				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Goal 2: Character Training

Performance Objective 2: Growth and Development - 85% of employees answer agree or strongly agree to Q3 (At work, I have the opportunity to do what I do best every day) on the Spring 2022 Gallup Q12 engagement survey

    Evaluation Data Sources: Gallup Q12 Survey

| Strategy 1 Details	Reviews			
Strategy 1: Create student clubs and committees for students. Examples of clubs will be the Art club, step team club, music club, drama Club, NEHS club, etc.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lead: Number of clubs offered during the 2022-2023 school year Lag: Collaborative- 50% of our students to participate in clubs in the 2022-2023 school year. **Staff Responsible for Monitoring:** Assigned staff will schedule club times. Staff will plan their individual clubs and guide students through the activities. Dashboards: Club Spreadsheet Club Powerpoint **Funding Sources:** Club Supplies - 461 - Campus Activity Fund - $2,000	**Nov**	**Feb**	**May**	**July**
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for students to belong by offering student clubs that align to teacher and student interest.	**Formative**			**Summative**
Strategy's Expected Result/Impact: Lead: Collaborative-70% of teachers are participating in leading clubs. Lag: 50% of students are participating in a student club Increase percent of staff who answer strongly agree to Q03: At work, I have the opportunity to do what I do best. [add problem statement that includes Fall 2020 survey results] **Staff Responsible for Monitoring:** Admin	**Nov**	**Feb**	**May**	**July**

Strategy 3 Details	Reviews			
Strategy 3: Provide individualized personal/professional development and growth opportunities for staff through PLC's, instructional coaching, strengths coaching/training, social and emotional training, academics and workshops.	Formative			Summative
	Nov	Feb	May	July
Strategy's Expected Result/Impact: Lead: Collaborative, Critical thinking- 100% of staff members wiill participate in at least 5 personalized learning opportunities by May 31, 2023. Lag: Increase student scores Increase staff scores on Q06: someone at work encourages my development **Staff Responsible for Monitoring:** admin/instructional coach **Additional Targeted Support Strategy**				

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

Goal 3: Partnerships with Parents and the Community

Performance Objective 1: Parent Engagement - 85% of Life School Cedar Hill parents will respond strongly agree /agree that they have the opportunity to be involved in making important school decisions in our parent survey.

Evaluation Data Sources: 50% of parents respond to Parent Engagement Survey
50% respond positively to recommending Life School to a family or friend.

Strategy 1 Details	Reviews			
Strategy 1: Parent classes for content, information, behavior, such as but not limited to parent nights, lunch and learn, conferences.	**Formative**			**Summative**
	Nov	**Feb**	**May**	**July**
Strategy's Expected Result/Impact: Lead: Effective Communicator- 2 parent meetings a semester and one lunch and learn per 9 week period. Lag: Increase parent attendance **Staff Responsible for Monitoring:** Administration Teachers Counselor **Funding Sources:** Parent Nights/lunch and learns - 461 - Campus Activity Fund - $500, Parent Lunch and Learns - 211 - Title I - 211-61-6399-000-104E-30-00-000 - $200				

Strategy 2 Details	Reviews			
Strategy 2: Create a committee that will organize events for parents and families to attend. Such as but not limited to Fall Carnival, Literacy Night, Math Night, Talent Show, Christmas Program. Partners for Life	**Formative**			**Summative**
	Nov	**Feb**	**May**	**July**
Strategy's Expected Result/Impact: Lead: Global Perspective-1 family event per semester. Lag: Increase parent attendance **Staff Responsible for Monitoring:** Parent Committee, admin team				

Strategy 3 Details					Reviews			
Strategy 3: Teachers will include information about upcoming events and ways to volunteer, including Galaxy Digital, in their grade level newsletters.					**Formative**			**Summative**
Strategy's Expected Result/Impact: Lead: Teachers will include directions on how to become a "Fan" using Galaxy Digital.					**Nov**	**Feb**	**May**	**July**
Lag: Increase parent knowledge of volunteer opportunities. **Staff Responsible for Monitoring:** Teachers								

Strategy 4 Details					Reviews			
Strategy 4: PEIMS will create a family/sibling report to get an accurate count of the number of family groups that attend LSCH.					**Formative**			**Summative**
Strategy's Expected Result/Impact: Lead:					**Nov**	**Feb**	**May**	**July**
Teachers will determine level of engagement and label each child as yes/no based on data collected through emails, phone calls (answered/returned), attendance of parent nights. Once data is collected, administrators and teachers will determine families' status of involvement and determine which families are a priority status of increasing outreach. Teachers and administrators will reach out through phone calls, emails, letters sent home, discussions during dismissal if possible. Lag: Increase parent involvement with teachers and school **Staff Responsible for Monitoring:** Teachers, PEIMs Clerk, Administration								

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

Goal 3: Partnerships with Parents and the Community

Performance Objective 2: Community Engagement

Evaluation Data Sources: Sign In Sheets from Community Events

Strategy 1 Details		Reviews			
Strategy 1: Provide opportunities for stakeholders to volunteer in the community.		**Formative**			**Summative**
Strategy's Expected Result/Impact: Lead: Humility--Volunteer opportunities will be provided for staff, parents, and students within the community. Lag: Increase community volunteers **Staff Responsible for Monitoring:** Administrators Teachers Staff		**Nov**	**Feb**	**May**	**July**
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

2023-2024 Needs Assessment Team

Committee Role	Name	Position
Administrator	Chris Carter	Principal
Administrator	Andrea Roberson	Assistant Principal
Special Programs Specialist	Malissa Allen	Special Programs Specialist
Counselor	Kandace Montgomery	Counselor
Instructional Coach	Amy Johnson	Instructional Coach
Registrar	Sherrill Orcutt	Registrar
Classroom Teacher	Pat Jones	Teacher
Classroom Teacher	Emily Little	Teacher
Classroom Teacher	Amy Sweatt	Teacher
Classroom Teacher	Tiffany Smith	Teacher
Administrative Assistant	Lfe Edwards	Peims Clerk
Administrative Assistant	Krystin Brown	Front Desk Receptionist
Classroom Teacher	Shatoya Paris	Teacher
Classroom Teacher	Melanie Canady	Teacher
Classroom Teacher	Tiffany Nylund	Teacher
Classroom Teacher	Mary Gish	Teacher
Classroom Teacher	Joannne Lopez	Teacher
Classroom Teacher	Ebonii Burdett	Teacher
Classroom Teacher	Gabrielle Williams	Teacher
Classroom Teacher	Victoria McDowell	Teacher
Classroom Teacher	Michelle Garrett	Teacher
Classroom Teacher	Tansy Twombly	Teacher
Classroom Teacher	Lauren Crawford	Teacher
Classroom Teacher	Shawna Grubbs	Teacher
Classroom Teacher	Evelyn Derrick	Teacher
Classroom Teacher	Randi Stanfield	Teacher
Classroom Teacher	Leslie Hill	Teacher
Classroom Teacher	Jeremy Dula	Teacher

Committee Role	Name	Position
Classroom Teacher	Bethany Worthington	Teacher
Paraprofessional	Linda Reid	Instructional Aide
Paraprofessional	Candice Bowman	Instructional Aide
Paraprofessional	Belinda Rodarte	Instructional Aide
Paraprofessional	Abigail Reynolds	Instructional Aide
Paraprofessional	Rosemary Gonzalez	Sped Aide
Paraprofessional	Jemese Smith	Sped Aide
Paraprofessional	Sharyladrian Murray	Sped Aide
Classroom Teacher	Andrea Glasco	Teacher
Classroom Teacher	Tracey Deleon	Teacher
Classroom Teacher	Jason Davis	Teacher
Classroom Teacher	Kingsley Heidelberg	Teacher
Classroom Teacher	Amy Knight	Teacher
Classroom Teacher	Rochelle Luebke	Teacher
Classroom Teacher	William Glasco	Teacher
Non-classroom Professional	Christine Thorpe	Nurse

Campus Funding Summary

420 - State Comp Ed

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Parent Meetings Refreshments & Event Supplies		$2,000.00
1	4	3	Smore newsletter subscription		$250.00
1	4	4	Teachnology		$2,000.00
2	1	3	Certificates and Pins		$500.00
2	1	5	Resources for PBIS		$2,500.00
				Sub-Total	$7,250.00

461 - Campus Activity Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	Staff Recognition Items (Treats, drinks, etc.)		$1,000.00
2	2	1	Club Supplies		$2,000.00
3	1	1	Parent Nights/lunch and learns		$500.00
				Sub-Total	$3,500.00

211 - Title I

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	22-23 Reading Academy	211-13-6239-000-104E-3	$1,667.00
1	1	1	Professional Development (CAST, CAMT, Teachers College)	211-13-6411-000-104E-30-00-000	$6,500.00
1	1	2	Leveled Books	211-11-6329-000-104E-30-00-000	$5,000.00
1	1	3	Brainpop, Flocabulary		$5,000.00
1	1	4	Instructional Tutors K-6	211-11-6118-011-104E-30-00-000	$20,000.00
1	1	5	Permanent Sub		$25,000.00
1	3	1	Instructional Coach	211-13-6119-000-104E-30-00-000	$71,995.00
3	1	1	Parent Lunch and Learns	211-61-6399-000-104E-30-00-000	$200.00
				Sub-Total	$135,362.00