

Life School
Life School Red Oak Elementary
Campus Improvement Plan
2020-2021



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

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Comprehensive Needs Assessment

Close the Opportunity Gap - Elementary

Close the Opportunity Gap - Elementary Summary

Reading on grade level by the end of 2nd 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 and we need our students to be ready for their required course content.

Close the Opportunity Gap - Elementary Strengths

- Phonics Curriculum that is vertical from K-2nd
- We moved from 66% to 79% of 3rd graders on grade level from January 2019
- Each year we work to grow our classroom libraries and guided reading bookroom
- Having a 45 Day of Tutor for K-2nd starting in the fall

Problem Statements Identifying Close the Opportunity Gap - Elementary Needs

Problem Statement 1 (Prioritized): As of January 2020, 75% of kindergarten students are reading on grade level (based on campus reporting). **Root Cause:** Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.

Problem Statement 2 (Prioritized): As of January 2020, 47% of 1st grade students are reading on grade level (based on campus reporting). **Root Cause:** Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.

Problem Statement 3 (Prioritized): As of January 2020, 54% of 2nd grade students are reading on grade level (based on campus reporting). **Root Cause:** Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.

Problem Statement 4 (Prioritized): As of January 2020, 62% of LSRO students are reading on grade level. (based on campus reporting) **Root Cause:** Students are unable to access enough books across genre and reading level according to the Units of Study Curriculum. There is a lack of on level books of different genres available for all students on all reading levels.

Problem Statement 5 (Prioritized): 45% of LSRO staff answered below a 4 on the question, "I have the materials and equipment I need to do my work right." on the 2019-2020 Life School Gallup Survey **Root Cause:** With a limited budget, it is difficult to build an inventory of needed materials and equipment throughout the school year.

Problem Statement 6 (Prioritized): 67% of 6th graders did not make a year's growth on the 2019 Math STAAR test. **Root Cause:** Limited class time and increased amount of new TEKS doesn't allow mastery of all TEKS.

Problem Statement 7 (Prioritized): In 2019, 76% of 5th grade students got Approaches on the Science STAAR test. This is a decrease of 2% from 2018, and below the state average. . **Root Cause:** Limited class time doesn't allow mastery of all TEKS or consistent small group instruction.

Close the Opportunity Gap - Secondary

Close the Opportunity Gap - Secondary Summary

Employer of Choice

Employer of Choice Summary

An excellent employee experience will increase our retention, assist our recruiting efforts, and increase our student academic achievement.

Our goal is to keep highly qualified and experienced teachers. This will ultimately decrease a higher turnover rate. While our campus turnover rate is low, we have lost many experienced teachers.

Employer of Choice Strengths

- Medical benefits
- Family feel
- Fall break for '19-'20
- Kinder Roundup
- Freedom for grade levels to implement different activities for grade specific instruction/learning
- Parent involvement
- Fall Festival Fundraiser– letting teachers use money for classroom supplies
- Jean Days
- Admin support
- Counselor being able to come in classrooms and implement character lessons
- Parent nights
- Instructional coaches and their job titles
- Quality teachers/grade level teams
- Mentor/Mentee program
- Mustang Club
- 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

Problem Statements Identifying Employer of Choice Needs

Problem Statement 1 (Prioritized): Per 2019 HR Report, the LSRO teacher turnover rate was 8.9%. **Root Cause:** A need exists for differentiated professional support and strategic, targeted development. Higher needs (students and teachers) with a lack of experience in training, therefore leading to higher turnover and harder to recruit Principals don't have training in management (individual meetings, processes, working with/spending time with people, conversations)-time to build relationships/trust Strategic placement/movement of effective teachers to higher need campuses

Problem Statement 2 (Prioritized): Per Q2 Survey Data, "I have the materials and equipment I need to do my work right.", it has been identified that teachers have a difficult

time accessing and using online lesson resources. **Root Cause:** Technology equipment is in need of being replaced/updated.

Problem Statement 3 (Prioritized): Per the Texas Academic Progress Report (TAPR), the number of experienced teachers at LSRO has decreased from 91% in 2017 to 85% in 2019. **Root Cause:** Overwhelming amount of clerical work required, Lack of comparable support for behavior and sped, limited supplies and outdated technology.

Problem Statement 4 (Prioritized): On a scale of 1-5, with 5 being strongly agree, 45% of LSRO staff answered below a 4 on the question, "I have the materials and equipment I need to do my work right." on the 2019-2020 Life School Gallup Survey **Root Cause:** With a limited budget, it is difficult to build an inventory of needed materials and equipment throughout the school year.

Problem Statement 5 (Prioritized): 56% of LSRO staff answered below a 4 when asked, "At work, my opinions seem to count." on the 2019 Life School Gallup Survey. **Root Cause:** There has not been time set aside for staff to share their opinions and ideas.

Problem Statement 6 (Prioritized): 22% of LSRO staff answered "strongly agree" when asked, Q4, "In the last seven days, I have received recognition or praise for doing good work." on the 2019 Life School Gallup Survey. **Root Cause:** Staff do not realize that praise and recognition can come from all stakeholders.

School of Choice

School of Choice Summary

Families and their students have a variety of available education options. 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 Life Leader attributes, exceptional customer service and SAFE and clean buildings and classrooms for students and staff to reach their full potential. Providing excellent customer experiences create 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

- As a campus, we have around 85% re-enrollment of students.
- Each teacher is required to provide a LIFE leadership lesson once per 9 weeks.

Problem Statements Identifying School of Choice Needs

Problem Statement 1 (Prioritized): The 2019-2020 student retention rate is 85% . As of week 22 we are 21 students under capacity. **Root Cause:** Lack of enough summer communication. -Lack of enough summer events -Leadership/teacher turnover -Discipline in schools -Local Competition (many new charters). -Dallas ISD's attempt to recruit Dallas kids (Door to door). -School ratings (great schools/athletic /academic) -Do not offer transportation for students -lack of personalized communication* (email blasts, personal videos, hand written cards, phone calls)

Problem Statement 2 (Prioritized): Per the 2019-2020 enrollment report, LSRO enrollment is 98.67%, however, we experience 6% student turnover throughout the year. **Root Cause:** -Transportation, -Discipline Issues -Relocation

Problem Statement 3 (Prioritized): Less than 50% of parents answered they receive communication from the campus Thursday Exchange on the 2019-2020 Parent Engagement Survey. **Root Cause:** Parents are unaware of the different ways to access the campus Thursday Exchange

LifeLeader

LifeLeader Summary

The Life School charter 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 Red Oak, students learn each day about our LifeLeader attributes during Mustang Club, at the start of each day. Staff use 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

- Daily Mustang Club time where students learn about the LifeLeader attributes
- Guidance Lessons in classrooms
- REACH Groups for students
- Positive Office Referrals for students
- Mustang of the Month Student Recognitions
- Staff Shout Outs at monthly staff meetings

Problem Statements Identifying LifeLeader Needs

Problem Statement 1 (Prioritized): Per the February 2020 LifeLeader survey, 29% of LSRO staff answered "Often" to incorporating LifeLeader into classroom/work activities they are responsible for planning. **Root Cause:** Time constraints and no set curriculum to follow

Problem Statement 2: Per the February 2020 LifeLeader survey, 26% of LSRO staff answered "Strongly Agree" to understanding how to integrate LifeLeader into daily activities. **Root Cause:** Time constraints for planning, not enough resources, not enough guidance

Growth and Development

Growth and Development Summary

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

Growth and Development Strengths

- Improved PLC's, individualized growth and campus-wide development
- Instructional Rounds Fall and Spring
- Assistant Principal of the Day Opportunities
- Instructional Coaching Model
- New Teacher Academy
- Mentor Program
- Professional Development Opportunities (Cast, Camt, Cadre, New York, Region 10, Roberts Roads)
- Coaches are more available for direct teacher support
- More time allocated for analyzation of staff strengths

Problem Statements Identifying Growth and Development Needs

Problem Statement 1 (Prioritized): Per 2019 Accountability scores, 59% of special education students did not score approaches or higher on their state assessment (STAAR).

Root Cause: Instructional Coaches do not have knowledge of special education curriculum and resources. Instructional Coaches have not had specialized training in special education for instructional support in these classrooms.

Problem Statement 2 (Prioritized): Per the Fall 2019 Q12 Survey, 38% of LSRO staff answered "strongly agree" to Q06: There is someone at work who encourages my development. **Root Cause:** Teachers need on-going on-campus support in planning for instruction, using strategies, implementing best practices, and analyzing data.. With new curriculum and TEKS, teachers need instructional coach support to develop and grow them as teachers.

Problem Statement 3 (Prioritized): Per 2019 Accountability scores, 28% of EL (English Learner) students did not score approaches or higher on their state assessment (STAAR). **Root Cause:**

There is a lack of on-going professional development and/or tutoring support for ELs. Most professional development is specifically focused on content-area instruction or

strategies rather than support for this subpop.

Problem Statement 4 (Prioritized): Per the 2019 Texas Academic Growth Report, the campus growth score was a 67. **Root Cause:** Aides work directly with students but do not always know the best practices with regards to supporting these students in specific curricular areas. Aides need to receive professional development on appropriate instructional strategies.

Problem Statement 5 (Prioritized): 56% of LSRO staff answered below a 4 when asked, "At work, my opinions seem to count." on the 2019 Life School Gallup Survey. **Root Cause:** There has not been time set aside for staff to share their opinions and ideas.

Problem Statement 6 (Prioritized): Per the Fall 2019 Q12 Survey, 45% of LSRO staff answered "strongly agree" to Q12: "This last year, I have had opportunities at work to learn and grow." **Root Cause:** Non-Instructional staff have not had as many opportunities for professional development.

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 child. Parent engagement improves student outcomes, increases student knowledge, and enhances word-of-mouth marketing. Parents are Life School's greatest advocate in the education of their child.

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.)

Parent Engagement Strengths

- Parent led Staff Appreciation Committee that recognizes the staff as a whole throughout the year
- We have parents who want to be involved and show interest in being involved on campus.
- Over 80% of parents respond that they attend Parent Nights at Life School Red Oak.
- On the 2019 Parent Engagement Survey, 66% of parents strongly agree/agree that they are well informed of how they can be involved on our campus.

Problem Statements Identifying Parent Engagement Needs

Problem Statement 1 (Prioritized): Per the 2019 Parent Engagement Survey, 51% of parents responded they do receive their campus information from the weekly campus newsletter. **Root Cause:** Parents do not receive/read the Thursday Exchange campus newsletters, grade level newsletters, and/or subscribe to electronic communications with the school.

Problem Statement 2 (Prioritized): 60% of parents report on the 2019 Parent Engagement Survey that they don't attend Parent Nights due to the times offered. **Root Cause:** There are conflicting responses on the Parent Engagement Survey on times for Parent Nights that would fit most families.

Problem Statement 3 (Prioritized): Per the May 21, 2020 School Messenger Report for LSRO, 65% of parents opened the email. **Root Cause:** Parents' email addresses may not be updated in the Life School Parent Portal.

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. Engaging the community provides benefits to individual community members and to our students and to our 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 other schools within and/or out of our district to benefit students. We believe in partnering with the community to help all who are involved to become the best they can be.

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

Community Engagement Strengths

- We engage in family nights at restaurants in the community.
- Growth in community volunteers (career & college week, transportation day, fall festival etc..)
- We support different community organizations such as NECO, Common Grounds Ministry, Toy drive, & Operation Christmas Child.
- Partnering with The Oaks Church for our reading with children program.
- Students and staff volunteering in the community

Problem Statements Identifying Community Engagement Needs

Problem Statement 1 (Prioritized): LSRO participated in less than 10 community events during the 2019-2020 school year. **Root Cause:** Lack of volunteer opportunities for a campus our size. Lack of organization to partner with to provide volunteer opportunities.

Problem Statement 2 (Prioritized): LSRO did not fill 100% of volunteer opportunities provided during the 2019-2020 school year. **Root Cause:** Parents and community members are often unaware of volunteer or community engagement opportunities. The current method of communications that Life School Red Oak uses may not reach all stakeholders and community members interested in volunteering.

Corporate and University Partnerships

Corporate and University Partnerships Summary

Building corporate and university partnerships will improve student outcomes by providing resources, expertise, and closing student opportunity gaps, especially for low-income students. Corporate and university partners help students develop a global perspective and social awareness, learn collaboration and effective communication skills, and experience ethical leadership in action.

Corporate partners support development projects, provide access to grants and resources, provide access to individual donors (particularly potential donors with large capacities to give), become mentors, communicate career readiness needs to inform academic instruction, and provide necessary expertise.

University partners provide opportunities to increase the employment pipeline for both teaching and administrative candidates, subject area and pedagogical expertise, research opportunities, learning opportunities for students (field trips, etc), communicate college readiness needs to inform academic instruction, access to enrollment options for our students, preferred partnership opportunities for increased financial aid through scholarships and discounted tuition.

Adding value to organizations we partner with will create synergy for both organizations.

Corporate and University Partnerships Strengths

- Once we partner with people, those partnerships continue to occur.
- We make strategic choices with whom we want to partner with, because we do incorporate character building.
- We build great relationships with our student teachers and observers.
- Student teachers come from multiple universities around the area.
- High School students in the Ready, Set, Teach program.
- Vouchers for uniforms.
- NTFB - providing food for students in need.

Problem Statements Identifying Corporate and University Partnerships Needs

Problem Statement 1 (Prioritized): We need to grow in our corporate sponsors/partnerships so that students can be exposed to more than just the typical job opportunities and 4 year college bound professions. **Root Cause:** We are currently not focusing enough resources on career paths for our students that may not attend college. There is a lack of interest from the corporate world to share their career and alternative education path with elementary students.

Problem Statement 2 (Prioritized): The district focuses attention and resources on all students attending college when not all students college bound. **Root Cause:** Currently not focusing some resources on the students that may not have a college path. Getting speakers to come in to speak to students at our campus.

Problem Statement 3 (Prioritized): We need to grow our corporation ties to be able to expose our students to extra curricular activities and services that are available in their community. **Root Cause:** There has not been exposure to corporate extra curricular opportunities.

Priority Problem Statements

Problem Statement 1: Per 2019 HR Report, the LSRO teacher turnover rate was 8.9%.

Root Cause 1: A need exists for differentiated professional support and strategic, targeted development. Higher needs (students and teachers) with a lack of experience in training, therefore leading to higher turnover and harder to recruit Principals don't have training in management (individual meetings, processes, working with/spending time with people, conversations)-time to build relationships/trust Strategic placement/movement of effective teachers to higher need campuses

Problem Statement 1 Areas: Employer of Choice

Problem Statement 2: Per the Texas Academic Progress Report (TAPR), the number of experienced teachers at LSRO has decreased from 91% in 2017 to 85% in 2019.

Root Cause 2: Overwhelming amount of clerical work required, Lack of comparable support for behavior and sped, limited supplies and outdated technology.

Problem Statement 2 Areas: Employer of Choice

Problem Statement 3: The 2019-2020 student retention rate is 85% . As of week 22 we are 21 students under capacity.

Root Cause 3: Lack of enough summer communication. -Lack of enough summer events -Leadership/teacher turnover -Discipline in schools -Local Competition (many new charters). -Dallas ISD's attempt to recruit Dallas kids (Door to door). -School ratings (great schools/athletic /academic) -Do not offer transportation for students -lack of personalized communication* (email blasts, personal videos, hand written cards, phone calls)

Problem Statement 3 Areas: School of Choice

Problem Statement 4: LSRO participated in less than 10 community events during the 2019-2020 school year.

Root Cause 4: Lack of volunteer opportunities for a campus our size. Lack of organization to partner with to provide volunteer opportunities.

Problem Statement 4 Areas: Community Engagement

Problem Statement 6: Per 2019 Accountability scores, 59% of special education students did not score approaches or higher on their state assessment (STAAR).

Root Cause 6: Instructional Coaches do not have knowledge of special education curriculum and resources. Instructional Coaches have not had specialized training in special education for instructional support in these classrooms.

Problem Statement 6 Areas: Growth and Development

Problem Statement 7: As of January 2020, 75% of kindergarten students are reading on grade level (based on campus reporting).

Root Cause 7: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.

Problem Statement 7 Areas: Close the Opportunity Gap - Elementary

Problem Statement 8: As of January 2020, 47% of 1st grade students are reading on grade level (based on campus reporting).

Root Cause 8: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.

Problem Statement 8 Areas: Close the Opportunity Gap - Elementary

Problem Statement 9: As of January 2020, 54% of 2nd grade students are reading on grade level (based on campus reporting).

Root Cause 9: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.

Problem Statement 9 Areas: Close the Opportunity Gap - Elementary

Problem Statement 10: As of January 2020, 62% of LSRO students are reading on grade level. (based on campus reporting)

Root Cause 10: Students are unable to access enough books across genre and reading level according to the Units of Study Curriculum. There is a lack of on level books of different genres available for all students on all reading levels.

Problem Statement 10 Areas: Close the Opportunity Gap - Elementary

Problem Statement 11: Per Q2 Survey Data, "I have the materials and equipment I need to do my work right.", it has been identified that teachers have a difficult time accessing and using online lesson resources.

Root Cause 11: Technology equipment is in need of being replaced/updated.

Problem Statement 11 Areas: Employer of Choice

Problem Statement 12: Per the 2019-2020 enrollment report, LSRO enrollment is 98.67%, however, we experience 6% student turnover throughout the year.

Root Cause 12: -Transportation, -Discipline Issues -Relocation

Problem Statement 12 Areas: School of Choice

Problem Statement 13: Per the February 2020 LifeLeader survey, 29% of LSRO staff answered "Often" to incorporating LifeLeader into classroom/work activities they are responsible for planning.

Root Cause 13: Time constraints and no set curriculum to follow

Problem Statement 13 Areas: LifeLeader

Problem Statement 14: Per the 2019 Parent Engagement Survey, 51% of parents responded they do receive their campus information from the weekly campus newsletter.

Root Cause 14: Parents do not receive/read the Thursday Exchange campus newsletters, grade level newsletters, and/or subscribe to electronic communications with the school.

Problem Statement 14 Areas: Parent Engagement

Problem Statement 15: 60% of parents report on the 2019 Parent Engagement Survey that they don't attend Parent Nights due to the times offered.

Root Cause 15: There are conflicting responses on the Parent Engagement Survey on times for Parent Nights that would fit most families.

Problem Statement 15 Areas: Parent Engagement

Problem Statement 16: LSRO did not fill 100% of volunteer opportunities provided during the 2019-2020 school year.

Root Cause 16: Parents and community members are often unaware of volunteer or community engagement opportunities. The current method of communications that Life School Red Oak uses may not reach all stakeholders and community members interested in volunteering.

Problem Statement 16 Areas: Community Engagement

Problem Statement 17: We need to grow in our corporate sponsors/partnerships so that students can be exposed to more than just the typical job opportunities and 4 year college bound professions.

Root Cause 17: We are currently not focusing enough resources on career paths for our students that may not attend college. There is a lack of interest from the corporate world to share their career and alternative education path with elementary students.

Problem Statement 17 Areas: Corporate and University Partnerships

Problem Statement 18: We need to grow our corporation ties to be able to expose our students to extra curricular activities and services that are available in their community.

Root Cause 18: There has not been exposure to corporate extra curricular opportunities.

Problem Statement 18 Areas: Corporate and University Partnerships

Problem Statement 19: Per the Fall 2019 Q12 Survey, 38% of LSRO staff answered "strongly agree" to Q06: There is someone at work who encourages my development.

Root Cause 19: Teachers need on-going on-campus support in planning for instruction, using strategies, implementing best practices, and analyzing data.. With new curriculum and TEKS, teachers need instructional coach support to develop and grow them as teachers.

Problem Statement 19 Areas: Growth and Development

Problem Statement 20: The district focuses attention and resources on all students attending college when not all students college bound.

Root Cause 20: Currently not focusing some resources on the students that may not have a college path. Getting speakers to come in to speak to students at our campus.

Problem Statement 20 Areas: Corporate and University Partnerships

Problem Statement 21: Per 2019 Accountability scores, 28% of EL (English Learner) students did not score approaches or higher on their state assessment (STAAR).

Root Cause 21: There is a lack of on-going professional development and/or tutoring support for ELs. Most professional development is specifically focused on content-area instruction or strategies rather than support for this subpop.

Problem Statement 21 Areas: Growth and Development

Problem Statement 22: Per the 2019 Texas Academic Growth Report, the campus growth score was a 67.

Root Cause 22: Aides work directly with students but do not always know the best practices with regards to supporting these students in specific curricular areas. Aides need to receive professional development on appropriate instructional strategies.

Problem Statement 22 Areas: Growth and Development

Problem Statement 23: 56% of LSRO staff answered below a 4 when asked, "At work, my opinions seem to count." on the 2019 Life School Gallup Survey.

Root Cause 23: There has not been time set aside for staff to share their opinions and ideas.

Problem Statement 23 Areas: Employer of Choice - Growth and Development

Problem Statement 24: On a scale of 1-5, with 5 being strongly agree, 45% of LSRO staff answered below a 4 on the question, "I have the materials and equipment I need to do my work right." on the 2019-2020 Life School Gallup Survey

Root Cause 24: With a limited budget, it is difficult to build an inventory of needed materials and equipment throughout the school year.

Problem Statement 24 Areas: Employer of Choice

Problem Statement 25: 45% of LSRO staff answered below a 4 on the question, "I have the materials and equipment I need to do my work right." on the 2019-2020 Life School Gallup Survey

Root Cause 25: With a limited budget, it is difficult to build an inventory of needed materials and equipment throughout the school year.

Problem Statement 25 Areas: Close the Opportunity Gap - Elementary

Problem Statement 26: 67% of 6th graders did not make a year's growth on the 2019 Math STAAR test.

Root Cause 26: Limited class time and increased amount of new TEKS doesn't allow mastery of all TEKS.

Problem Statement 26 Areas: Close the Opportunity Gap - Elementary

Problem Statement 27: In 2019, 76% of 5th grade students got Approaches on the Science STAAR test. This is a decrease of 2% from 2018, and below the state average. .

Root Cause 27: Limited class time doesn't allow mastery of all TEKS or consistent small group instruction.

Problem Statement 27 Areas: Close the Opportunity Gap - Elementary

Problem Statement 28: 22% of LSRO staff answered "strongly agree" when asked, Q4, "In the last seven days, I have received recognition or praise for doing good work." on the 2019 Life School Gallup Survey.

Root Cause 28: Staff do not realize that praise and recognition can come from all stakeholders.

Problem Statement 28 Areas: Employer of Choice

Problem Statement 29: Less than 50% of parents answered they receive communication from the campus Thursday Exchange on the 2019-2020 Parent Engagement Survey.

Root Cause 29: Parents are unaware of the different ways to access the campus Thursday Exchange

Problem Statement 29 Areas: School of Choice

Problem Statement 30: Per the Fall 2019 Q12 Survey, 45% of LSRO staff answered "strongly agree" to Q12: "This last year, I have had opportunities at work to learn and grow."

Root Cause 30: Non-Instructional staff have not had as many opportunities for professional development.

Problem Statement 30 Areas: Growth and Development

Problem Statement 31: Per the May 21, 2020 School Messenger Report for LSRO, 65% of parents opened the email.

Root Cause 31: Parents' email addresses may not be updated in the Life School Parent Portal.

Problem Statement 31 Areas: Parent Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Strong Academics

Performance Objective 1: Close the Opportunity Gap (Elementary) [***80% of Life School Red Oak students will show growth.]

Targeted or ESF High Priority

Evaluation Data Sources: Campus DRA (Developmental Reading Assessment) Scores for grades K-2
Student Reading Logs => Students know reading level => Increased DRA/STAAR Scores
Student Benchmark Results

Summative Evaluation: None

<p>Strategy 1: Conduct focused PD sessions relating to teacher need in specific areas of math and literacy development. Teachers will demonstrate the transfer of curriculum and training during their core instruction that will support the incorporation of small group instruction into their daily practice.</p> <p>Strategy's Expected Result/Impact: Lead: Goal-Oriented- 100% of new K-2 Teachers trained on phonics by September.</p> <p>100% of returning K-2 teachers using phonics in classroom instruction by August</p> <p>100% of teachers will incorporate reading and math small groups into their daily practices by October.</p> <p>Lag: 80% of 2nd graders on reading level (On 3 By 3) 80% of students will show growth in math scores during the year.</p> <p>Staff Responsible for Monitoring: Assistant Principals will obtain sign-in sheets from coordinators and/or coaches to verify.</p> <p>Administrators and Instructional Coaches will monitor the transfer of training to instruction through weekly conversations at our Admin Team Meeting.</p> <p>Dashboards: New K-2 Phonics Trained - PD Sign-in sheets K-2 Phonics Observed - Walkthroughs Small Group Observations Spreadsheets/Walk-through Documentation Admin Meeting Agendas</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2, 3, 6</p> <p>Funding Sources: Professional Development for Teachers - 461 - Campus Activity Fund - 461-13-6411-060-101E-99-00-000 - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

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.

Strategy's Expected Result/Impact: Lead:

Goal-Oriented-

100% of campus reading teachers will send home student book bags/books weekly.

Increase the book/resource inventory for the various reading levels

Lag:

Increase in student reading scores (On 3 By 3)

Staff Responsible for Monitoring: Teachers will create and maintain a book inventory.

Principals and Instructional Coaches will monitor teacher book inventory.

Dashboards:

Principal:

Walkthroughs/Formal Evaluations

Instructional Coaches:

Book resource inventory

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:**

Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Close the Opportunity Gap - Elementary 4

Funding Sources: Reading Resources and Leveled Books - 211 - Title I - 211-11-6399-000-101E-30-00-000 - \$5,500

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Strategy 3: Focus on vocabulary development through intentional instruction using models including but not limited to: interactive read-alouds, FlipGrid video presentations, Brain Pop, and Flocabulary.
 Increase 5th grade science class time to allow for an extra focus on science vocabulary and small group instruction.

Strategy's Expected Result/Impact: Lead:

Information Literacy-

80% of lesson plans will indicate the planning of vocabulary instruction. Walk-throughs, instructional rounds, and Campus Support Team walk-throughs will show the use of vocabulary building instruction techniques/models.

Lag:

Increase in student reading scores (On 3 By 3)

Staff Responsible for Monitoring: Administrators will document the incorporation of vocabulary models and science small groups on their lesson plan spreadsheets.

Dashboards:

Admin Lesson Plan Spreadsheets

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Close the Opportunity Gap - Elementary 1, 2, 3, 7

Funding Sources: Vocabulary Resources - 211 - Title I - 211-11-6399-000-101E-30-00-000 - \$2,383, Flocabulary - None - 11-6395-000-101E-11-00-000 - \$2,500, Brain Pop (subscription must start after July 1 and ends June 30) - None - 11-6395-000-101E-11-00-000 - \$2,550

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<p>Strategy 4: Support K-6 students in ELAR and Math, through use of Instructional Tutors throughout the school year, professional development opportunities, as well as through the use of science and math resources.</p> <p>Strategy's Expected Result/Impact: Lead: Goal-Oriented- Identified students will work with the 45-day tutors according to a schedule for ELAR and Math, to increase their small group instruction time in these areas.</p> <p>Lag: Increase student reading and math scores</p> <p>Staff Responsible for Monitoring: Teachers will communicate weekly with the tutors to monitor the effectiveness of the time with the tutors.</p> <p>Dashboard: Instructional Tutor Schedules</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2, 3, 6</p> <p>Funding Sources: 3 Title 1 Tutors - 211 - Title I - 211-11-6118-011-101E-30-00-000 - \$16,355.16, Math and Science Resources - 211 - Title I - 211-11-6399-000-101E-30-00-000 - \$5,500, Stem Lab Materials - 461 - Campus Activity Fund - 461-11-6399-060-101E-11-00-000 - \$200</p>	Reviews			
	Formative			Summative
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<p>Strategy 5: Continue mentoring opportunities for grades 4-6 students to work with grades K-2 students in ELAR and math.</p> <p>Strategy's Expected Result/Impact: Lead: Ethical Leadership-- Students in grades K-2 will have an older grade level student mentor them in ELAR and math during the school year.</p> <p>Lag: Increase reading and math scores</p> <p>Staff Responsible for Monitoring: Teachers will schedule days and times for older grade level students to mentor lower grade level students in ELAR and math.</p> <p>Dashboard: Teacher schedules</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2, 3, 6</p>	Reviews			
	Formative			Summative
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<p>Strategy 6: Scheduled designated PLC sessions to incorporate vertical alignment discussions over curriculum.</p> <p>Strategy's Expected Result/Impact: Lead: Collaborative-Teachers will collaborate with grade-level teachers above or below their grade level to vertically align lessons and activities at least once a nine weeks.</p> <p>Lag: 85% of students score approaches on the 2020-2021 STAAR assessment.</p> <p>Staff Responsible for Monitoring: Administrators and Instructional Coaches will schedule and participate in grade level vertical alignment PLC meetings.</p> <p>Dashboards: Grade Level PLC schedules</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2, 3, 4, 6, 7 - Growth and Development 1, 3, 4</p>	Reviews			
	Formative			Summative
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Close the Opportunity Gap - Elementary
Problem Statement 1: As of January 2020, 75% of kindergarten students are reading on grade level (based on campus reporting). Root Cause: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.
Problem Statement 2: As of January 2020, 47% of 1st grade students are reading on grade level (based on campus reporting). Root Cause: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.
Problem Statement 3: As of January 2020, 54% of 2nd grade students are reading on grade level (based on campus reporting). Root Cause: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.
Problem Statement 4: As of January 2020, 62% of LSRO students are reading on grade level. (based on campus reporting) Root Cause: Students are unable to access enough books across genre and reading level according to the Units of Study Curriculum. There is a lack of on level books of different genres available for all students on all reading levels.
Problem Statement 6: 67% of 6th graders did not make a year's growth on the 2019 Math STAAR test. Root Cause: Limited class time and increased amount of new TEKS doesn't allow mastery of all TEKS.
Problem Statement 7: In 2019, 76% of 5th grade students got Approaches on the Science STAAR test. This is a decrease of 2% from 2018, and below the state average. Root Cause: Limited class time doesn't allow mastery of all TEKS or consistent small group instruction.
Growth and Development
Problem Statement 1: Per 2019 Accountability scores, 59% of special education students did not score approaches or higher on their state assessment (STAAR). Root Cause: Instructional Coaches do not have knowledge of special education curriculum and resources. Instructional Coaches have not had specialized training in special education for instructional support in these classrooms.
Problem Statement 3: Per 2019 Accountability scores, 28% of EL (English Learner) students did not score approaches or higher on their state assessment (STAAR). Root

Cause: There is a lack of on-going professional development and/or tutoring support for ELs. Most professional development is specifically focused on content-area instruction or strategies rather than support for this subpop.

Problem Statement 4: Per the 2019 Texas Academic Growth Report, the campus growth score was a 67. **Root Cause:** Aides work directly with students but do not always know the best practices with regards to supporting these students in specific curricular areas. Aides need to receive professional development on appropriate instructional strategies.

Goal 1: Strong Academics

Performance Objective 2: Close the Opportunity Gap (Secondary)

Evaluation Data Sources: Intentionally left blank

Summative Evaluation: None

Goal 1: Strong Academics

Performance Objective 3: Employer of Choice [90% of Life School Red Oak staff will be retained for the 2021-2022 school year.]

Evaluation Data Sources: Staff Lists

Letters of Intent

Staff Spreadsheets

Summative Evaluation: None

<p>Strategy 1: Continue to enhance the classroom experience for students and teachers through an increase in and improvements to classroom technology. (Classroom technology is needed to support students' learning with Education Galaxy, FlipGrid, subject area presentations and class work.)</p> <p>Strategy's Expected Result/Impact: Lead: Information Literacy--All students will have access to technology in the form of Ipads, Chromebooks, Chrometables, computer labs, and/or interactive whiteboards.</p> <p>Lag: Increase Q2 survey scores.</p> <p>Staff Responsible for Monitoring: Campus Technology Support will maintain a classroom technology inventory. Principal will consider new purchases to improve technology on campus.</p> <p>Dashboard: Classroom Technology Inventory</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Employer of Choice 2, 4</p> <p>Funding Sources: Updates to Technology and New Technology for the Classroom - 461 - Campus Activity Fund - 461-11-6395-060-101E-11-00-000 - \$15,355.16</p>	Reviews			
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Strategy 2: Continue staff retention strategies through maintaining a positive campus morale; including but not limited to: staff/teacher of the month, monthly celebrations, theme/spirit days, jean days, staff perfect attendance, LifeLeader peer recognition, LifeLeader Shout Outs, etc.

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 members will be recognized monthly for perfect attendance with a certificate and a treat.

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.

Staff Responsible for Monitoring: Administrators will 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

Staff Celebration Flyers and emails

LifeLeader Peer Recognition Log





LifeLeader Shout Out Log

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 3: Positive School Culture

Problem Statements: Employer of Choice 6

Funding Sources: Staff Awards--perfect attendance and incentives - None - 23-6499-000-101E-99-00-000 - \$500

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<p>Strategy 3: Recruit, support, retain teachers and principals.</p> <p>Continue New Teacher and campus mentor program to support first year and new to Life School teachers.</p> <p>Strategy's Expected Result/Impact: Lead: Critical Thinking--New teachers will engage in New Teacher academies at least twice during the 20-21 school year.</p> <p>Collaborative--Mentors will meet monthly with their assigned teacher.</p> <p>Lag: Increase teacher retention of first-year/new to Life School teachers</p> <p>Staff Responsible for Monitoring: Administrators will assign mentor/mentee partners during the 20-21 school year. Instructional Coaches will schedule New Teacher Academies during the 20-21 school year.</p> <p>Dashboards: Instructional Coaches Calendar, Monthly Mentor Checklist</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Employer of Choice 1</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: Create opportunities for staff to share their ideas and opinions. (Q07 of Gallup Survey)</p> <p>Strategy's Expected Result/Impact: Lead: Global Perspective: The admin team will review questions and reports each month during our Admin meeting.</p> <p>Lag: 55% of Life School Red Oak staff will answer with a score of a 4 or 5 when asked, "At work, my opinions seem to count."</p> <p>Staff Responsible for Monitoring: Team Leaders and Administrators will monitor through weekly questions in their team meetings and monthly reports in Team Leader Meetings.</p> <p>Dashboard: Q07 Google Form and Spreadsheet with Q07 questions</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Employer of Choice 5 - Growth and Development 5</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Employer of Choice
<p>Problem Statement 1: Per 2019 HR Report, the LSRO teacher turnover rate was 8.9%. Root Cause: A need exists for differentiated professional support and strategic, targeted development. Higher needs (students and teachers) with a lack of experience in training, therefore leading to higher turnover and harder to recruit Principals don't have training</p>

in management (individual meetings, processes, working with/spending time with people, conversations)-time to build relationships/trust Strategic placement/movement of effective teachers to higher need campuses

Problem Statement 2: Per Q2 Survey Data, "I have the materials and equipment I need to do my work right.", it has been identified that teachers have a difficult time accessing and using online lesson resources. **Root Cause:** Technology equipment is in need of being replaced/updated.

Problem Statement 4: On a scale of 1-5, with 5 being strongly agree, 45% of LSRO staff answered below a 4 on the question, "I have the materials and equipment I need to do my work right." on the 2019-2020 Life School Gallup Survey **Root Cause:** With a limited budget, it is difficult to build an inventory of needed materials and equipment throughout the school year.

Problem Statement 5: 56% of LSRO staff answered below a 4 when asked, "At work, my opinions seem to count." on the 2019 Life School Gallup Survey. **Root Cause:** There has not been time set aside for staff to share their opinions and ideas.

Problem Statement 6: 22% of LSRO staff answered "strongly agree" when asked, Q4, "In the last seven days, I have received recognition or praise for doing good work." on the 2019 Life School Gallup Survey. **Root Cause:** Staff do not realize that praise and recognition can come from all stakeholders.

Growth and Development

Problem Statement 5: 56% of LSRO staff answered below a 4 when asked, "At work, my opinions seem to count." on the 2019 Life School Gallup Survey. **Root Cause:** There has not been time set aside for staff to share their opinions and ideas.

Goal 1: Strong Academics





Performance Objective 4: School of Choice [95% of Life School Red Oak students will re-enroll for the 2021-2022 school year.]

Evaluation Data Sources: District prepared Re-enrollment spreadsheets

Summative Evaluation: None

<p>Strategy 1: Equip campus with adequate security measures by continuing SAFE at Life, including but not limited to safety drills, Raptor background checks for all visitors, an on duty officer on campus at all times, and training over emergency scenarios and procedures.</p> <p>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.</p> <p>Global Perspective--All new staff will attend active shooter training. All staff will attend any required safety trainings during the school year.</p> <p>*Lag: Parent survey question on safety [add problem statement with 2019-2020 parent survey result on this question]</p> <p>Staff Responsible for Monitoring: Administrators will schedule safety drills each month.</p> <p>Teachers will attend trainings on active shooter scenarios and procedures when available and have a SAFE at Life sign in their classroom.</p> <p>Office staff will give every visitor that enters the building a raptor or visitor badge.</p> <p>Dashboards: Campus Drill Spreadsheet Raptor Reports</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
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<p>Strategy 2: Continue to communicate effectively by using School Messenger, daily announcements, Thursday Exchange, school webpage, and grade level newsletters.</p> <p>Strategy's Expected Result/Impact: Lead: Effective Communicator--100% of grade level teachers will communicate weekly with parents.</p> <p>Lag: More than 60% of parents will report on the 20-21 Parent Survey that they have received communication from the campus Thursday Exchange.</p> <p>Staff Responsible for Monitoring: Teachers will communicate weekly with parents.</p> <p>Assistant Principals will approve teacher's weekly newsletter.</p> <p>Principal and Office staff will create a Thursday Exchange newsletter with campus events.</p> <p>Dashboards: Newsletter Spreadsheets Thursday Exchange Newsletters</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School of Choice 1 - Parent Engagement 1</p>	Reviews			
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<p>Strategy 3: Continue to identify opportunities for growth by providing Kinder Round-up and Open House Spring events on campus for potential families interested in attending Life School Red Oak.</p> <p>Strategy's Expected Result/Impact: Lead: Effective Communicator--100% of accepted/enrolled kinder parents and students will be invited to Kinder Round-Up through School Mint.</p> <p>Lag: 80% of incoming kinder students and families will be in attendance at Kinder Round-Up. 30 Families will attend LSRO's Spring Open House.</p> <p>Staff Responsible for Monitoring: Campus Liaison will create a report that will indicate all parents have been sent an invite.</p> <p>Dashboard: School Mint Report</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School of Choice 1</p> <p>Funding Sources: Kinder Round Up Shirts - 461 - Campus Activity Fund - 461-61-6499-060-101E-99-00-000 - \$900</p>	Reviews			
	Formative			Summative
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<p>Strategy 4: Enhance college awareness and readiness by promoting a post-secondary education mindset by including college references and by promoting a college of the week on morning announcements each week. Include a section on our weekly campus newsletter on CCMR, providing parents with information on local colleges, universities, trade schools, and military academies.</p> <p>Strategy's Expected Result/Impact: Lead: Goal Oriented- 100% of students will be exposed to post secondary education such as college, trade school, or military options.</p> <p>*Lag: Q19 from the 2019-2020 Parent Engagement Survey</p> <p>Staff Responsible for Monitoring: Admin will promote colleges during morning announcements.</p> <p>Dashboard: Morning Announcement Log and Thursday Exchange college list</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Corporate and University Partnerships 1, 2</p>	Reviews			
	Formative			Summative
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<p>Strategy 5: Enhance college awareness and readiness by providing an Annual College and Career Week.</p> <p>Strategy's Expected Result/Impact: Lead: Goal Oriented- 100% of students will be exposed to post secondary education such as college, trade school, or military options.</p> <p>Lag: Teachers will have at least 30 guest speakers to education the students on post secondary education and careers.</p> <p>Staff Responsible for Monitoring: The campus will participate in College and Career week.</p> <p>The counselor will create a College and Career Week schedule.</p> <p>Dashboard: College and Career Week campus schedule</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
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 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

School of Choice
<p>Problem Statement 1: The 2019-2020 student retention rate is 85% . As of week 22 we are 21 students under capacity. Root Cause: Lack of enough summer communication. -Lack of enough summer events -Leadership/teacher turnover -Discipline in schools -Local Competition (many new charters). -Dallas ISD's attempt to recruit Dallas kids (Door to door). -School ratings (great schools/athletic /academic) -Do not offer transportation for students -lack of personalized communication* (email blasts, personal videos, hand written cards, phone calls)</p>
Parent Engagement

Problem Statement 1: Per the 2019 Parent Engagement Survey, 51% of parents responded they do receive their campus information from the weekly campus newsletter. **Root Cause:** Parents do not receive/read the Thursday Exchange campus newsletters, grade level newsletters, and/or subscribe to electronic communications with the school.

Corporate and University Partnerships

Problem Statement 1: We need to grow in our corporate sponsors/partnerships so that students can be exposed to more than just the typical job opportunities and 4 year college bound professions. **Root Cause:** We are currently not focusing enough resources on career paths for our students that may not attend college. There is a lack of interest from the corporate world to share their career and alternative education path with elementary students.

Problem Statement 2: The district focuses attention and resources on all students attending college when not all students college bound. **Root Cause:** Currently not focusing some resources on the students that may not have a college path. Getting speakers to come in to speak to students at our campus.

Goal 2: Character Training

Performance Objective 1: LifeLeader - [80% of Life School Red Oak staff will use LifeLeader on a daily basis for personal learning, with their team, and/or in classroom activities]

Evaluation Data Sources: LifeLeader Survey

Summative Evaluation: None

<p>Strategy 1: Schedule teacher-led PLC meetings to discuss LifeLeader attributes and how to implement them effectively in classroom lessons. Teachers and students will learn more about the Life Leader attributes, outside of the classroom or in Mustang Club.</p> <p>Strategy's Expected Result/Impact: Lead: Information Literacy--At least two PLCs per school year will include how to implement LifeLeader in classroom lessons.</p> <p>Lag: Increase staff who answer "Often" to incorporating LifeLeader into classroom/work activities on the annual LifeLeader survey.</p> <p>Staff Responsible for Monitoring: Administrators and Grade level teams will create a PLC schedule.</p> <p>Dashboard: Grade Level PLC Schedules</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: LifeLeader 1</p>	Reviews			
	Formative			Summative
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Strategy 2: Continue student Mustangs of the Month, where teachers recognize students for demonstrating LifeLeader attributes.

Strategy's Expected Result/Impact: Lead:

Citizenship--One student from each grade level will be recognized as a student of the month each month, based on at least one Life Leader Attribute.

Each student that is recognized will receive a yard sign in recognition of their good work.

Lag:

All staff will answer "yes" to I provide recognition to students/staff using LifeLeader attributes

Staff Responsible for Monitoring: One Teacher per grade level will fill out a Mustang of the Month Form for a student in their grade level.

Principal will call the parents of the Mustangs of the Month and recognize them on Morning Announcements and on our campus Facebook page.

Dashboards:

Mustang of the Month Forms (Google Folder)

ESF Levers: Lever 3: Positive School Culture

Funding Sources: Student Shirts for Students of the Month - None - 11-6499-000-101E-11-00-000 - \$1,000

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Strategy 3: Continue the integration of Life Leader attributes into daily announcements by focusing on one attribute every 2-3 weeks, and continue the integration of the Life Leader attributes into the daily activities of the campus through Mustang Club character lessons.

Strategy's Expected Result/Impact: Lead:

Information Literacy--Students will receive lessons on the characteristics of the LifeLeader attributes, and 2nd-6th grade students will complete a project on one LifeLeader attribute during the last 5 weeks of school. Students will recite the I will statements that are focused on our LifeLeader attributes. Teachers will incorporate at least 2 Life Leader lessons in their classrooms, outside of Mustang Club and counselor led lessons.

Lag:

Increase staff who answer "Often" to incorporating LifeLeader into classroom/work activities

Staff Responsible for Monitoring: Counselor will create weekly I will statements based on the LifeLeader attributes.

Specials Teachers will plan and implement LifeLeader lessons weekly with each grade level, 2nd-6th.

The Counselor will plan and implement LifeLeader lessons with each grade level.

The Counselor will maintain LifeLeader resource folder in Google Drive for teachers to use as a resource for classroom-based LifeLeader lessons.

Dashboards:

I will Statements in Morning Announcements Folder

LifeLeader lessons in campus Google Drive

Teacher LifeLeader Lessons

ESF Levers: Lever 3: Positive School Culture

Problem Statements: LifeLeader 1

Funding Sources: Books for LifeLeader Library - None - 11-6329-000-101E-11-00-000 - \$500

Reviews			
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Strategy 4: Provide character development opportunities by educating students on bullying by reviewing anti-bullying procedures.

Strategy's Expected Result/Impact: Lead:

Self-Managed--Students will be provided with anti-bullying and kindness lessons throughout the year and participate in an anti-bullying week.

*Lag:

Increase Parent satisfaction survey response regarding bullying

Staff Responsible for Monitoring: Counselor will plan a campus Anti-Bullying Week.

Dashboard: Anti-Bullying Week Schedule

ESF Levers: Lever 3: Positive School Culture

Reviews			
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Strategy 5: Incorporate LifeLeader attributes into Positive Behavior and Intervention Supports (PBIS) by continuing Positive Office Referrals and our Student Expectations Posters.

Strategy's Expected Result/Impact: Lead:

Each grade level/team will submit at least 5 office referrals per month.

Lag:

A decrease in the number of discipline referrals by 10%

Staff Responsible for Monitoring: Teachers will monitor through monthly updates to compelling scoreboards.

Assistant Principals will monitor through comparing discipline data from 19-20 to 20-21.

ESF Levers: Lever 3: Positive School Culture

Reviews			
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No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

LifeLeader

Problem Statement 1: Per the February 2020 LifeLeader survey, 29% of LSRO staff answered "Often" to incorporating LifeLeader into classroom/work activities they are responsible for planning. **Root Cause:** Time constraints and no set curriculum to follow

Goal 2: Character Training

Performance Objective 2: Growth and Development - [70% of Life School Red Oak employees will answer agree or strongly agree to questions 2 and 7 on the Life School Gallup Survey]

Evaluation Data Sources: Gallup Q12 Survey

Summative Evaluation: None

<p>Strategy 1: Continue a student club opportunity for all students, where students are involved in clubs during school hours. This could include Challenge Lab activities for selected students.</p> <p>Strategy's Expected Result/Impact: Lead: Collaborative--100% of students will participate in a student club during the 20-21 school year.</p> <p>Assigned staff will run a club during the 20-21 school year.</p> <p>*Lag: Parent survey response</p> <p>Staff Responsible for Monitoring: Administrators will schedule club times.</p> <p>Staff will plan their individual clubs and guide students through the activities.</p> <p>Dashboards: Club Spreadsheet Club Powerpoint</p> <p>Title I Schoolwide Elements: 2.5 - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Student Club Supplies - 461 - Campus Activity Fund - 461-11-6399-060-101E-11-00-000 - \$2,000</p>	Reviews			
	Formative			Summative
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Strategy 2: Continue providing specialized support through Professional Development opportunities including, but not limited to PLC (Professional Learning Community) work, instruction, alignment, team planning, assessment, annual compliance trainings, data disaggregation, Units of Study, PBIS, book studies, Special Education support, GT, and Gallup Strengths.

Strategy's Expected Result/Impact: Lead:

Collaborative-

All K-6 Teachers will spend an hour a week in grade level PLC work.

100% of certified teaching staff will receive ongoing staff development throughout the 2020-2021 school year.

100% of campus teachers will complete either their 30 hour GT training or 6 Hour Refresher.

Lag:

60% or more of staff will respond Strongly Agree to Q12, "In the past year, I have had opportunities at work to learn and grow."

Staff Responsible for Monitoring: Teachers will maintain weekly PLC agendas.

Instructional Coaches and/or Coordinators will gather

Sign In Sheets for professional development sessions.

Principal will maintain Compliance Training Google Folder.

Dashboards:

PLC Agendas

Sign In Sheets

Compliance Training Spreadsheet

TEA Priorities: Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Funding Sources: CAMT (Conference for the Advancement of Mathematics Teaching) - 461 - Campus Activity Fund - 461-13-6411-060-101E-99-00-000 - \$2,000, CAST (Conference for the Advancement of Science Teaching) - 461 - Campus Activity Fund - 461-13-6411-060-101E-99-00-000 - \$1,000

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<p>Strategy 3: Continue to incorporate instructional coaches to model, co-teach, coach, and work with teachers to improve and grow Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Lead: Collaborative and Problem Solver--Each of our two instructional coaches will meet with teachers a minimum of 3 times per week.</p> <p>Lag: 60% or more of staff will respond strongly agree on the Q12 Staff Survey, "There is someone at work who encourages my development."</p> <p>Staff Responsible for Monitoring: Instructional Coaches will maintain a calendar of co-teaching and modeling.</p> <p>Dashboards: Instructional Coaches calendars</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Growth and Development 2</p> <p>Funding Sources: 2 Campus Instructional Coaches - 211 - Title I - 211-13-6119-000-101E-30-00-000 - \$138,934</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 4: Continue providing specialized support through training for staff, resources, and/or intervention/tutoring for EL students.</p> <p>Strategy's Expected Result/Impact: Lead: Information Literacy- 100% of EL students, that need support, will receive a 45 day tutor.</p> <p>Lag: EL performances scores will show that 80% of EL students scored approaches or higher on their state assessment (STAAR).</p> <p>Staff Responsible for Monitoring: Teachers will create student lists for tutoring.</p> <p>Assistant Principals will create tutor schedules.</p> <p>Instructional Coaches will provide of at least 1 PD opportunity focusing on EL support.</p> <p>Dashboard: tutor schedules, IC academy</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Growth and Development 3</p> <p>Funding Sources: 1 Title 3 Tutor - 263 - Title III - 263-11-6118-011-101E-30-00-000 - \$5,500</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 5: Develop instructional coaches through specific special education training for instructional support in special education classrooms and with special education students.</p> <p>Strategy's Expected Result/Impact: Lead: Global Perspective - Coaches will receive training to provide on-campus support directly correlated to support new SpEd teachers. They will attend a minimum of 2 SpEd trainings during the 20-21 school year.</p> <p>Lag: SPED performance scores will show that 50% of special education students scored approaches or higher on their state assessment (STAAR).</p> <p>Staff Responsible for Monitoring: Instructional Coaches will keep a log of special education trainings attended and turn it into the Principal by March 2021.</p> <p>Dashboard: Instructional Coach Log</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Growth and Development 1</p> <p>Funding Sources: Professional Development for Instructional Coaches in the area of Special Education - 461 - Campus Activity Fund - 461-23-6411-060-101E-99-00-000 - \$2,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 6: Provide professional development opportunities for our instructional paraprofessionals to learn best instructional practices to support in the classroom.</p> <p>Strategy's Expected Result/Impact: Lead: Goal Oriented: Instructional paraprofessionals will support instruction through monitoring students, pulling small groups, and working with students, 4 out of 5 days of the week, in their assigned classrooms.</p> <p>Lag: 85% of students score approaches on the 2020-2021 STAAR assessment.</p> <p>Staff Responsible for Monitoring: Administrators will maintain PD schedules to show relevant trainings for our paraprofessionals.</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Growth and Development 4</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 7: Create opportunities for professional development sessions during staff meetings that benefit different staff groups across the campus.</p> <p>Strategy's Expected Result/Impact: Lead: Critical Thinking-Teachers will engage in professional development sessions during staff meetings at least twice during the 20-21 school year.</p> <p>Lag: 60% or more of staff will respond strongly agree on the Q12 Staff Survey, "There is someone at work who encourages my development."</p> <p>Staff Responsible for Monitoring: Administrators will assign dates throughout the year for professional development sessions during staff meetings.</p> <p>Dashboard: Staff Meeting Agenda</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Employer of Choice 1 - Growth and Development 6</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Employer of Choice
<p>Problem Statement 1: Per 2019 HR Report, the LSRO teacher turnover rate was 8.9%. Root Cause: A need exists for differentiated professional support and strategic, targeted development. Higher needs (students and teachers) with a lack of experience in training, therefore leading to higher turnover and harder to recruit Principals don't have training in management (individual meetings, processes, working with/spending time with people, conversations)-time to build relationships/trust Strategic placement/movement of effective teachers to higher need campuses</p>
Growth and Development
<p>Problem Statement 1: Per 2019 Accountability scores, 59% of special education students did not score approaches or higher on their state assessment (STAAR). Root Cause: Instructional Coaches do not have knowledge of special education curriculum and resources. Instructional Coaches have not had specialized training in special education for instructional support in these classrooms.</p>
<p>Problem Statement 2: Per the Fall 2019 Q12 Survey, 38% of LSRO staff answered "strongly agree" to Q06: There is someone at work who encourages my development. Root Cause: Teachers need on-going on-campus support in planning for instruction, using strategies, implementing best practices, and analyzing data.. With new curriculum and TEKS, teachers need instructional coach support to develop and grow them as teachers.</p>
<p>Problem Statement 3: Per 2019 Accountability scores, 28% of EL (English Learner) students did not score approaches or higher on their state assessment (STAAR). Root Cause: There is a lack of on-going professional development and/or tutoring support for ELs. Most professional development is specifically focused on content-area instruction or strategies rather than support for this subpop.</p>
<p>Problem Statement 4: Per the 2019 Texas Academic Growth Report, the campus growth score was a 67. Root Cause: Aides work directly with students but do not always know the best practices with regards to supporting these students in specific curricular areas. Aides need to receive professional development on appropriate instructional strategies.</p>
<p>Problem Statement 6: Per the Fall 2019 Q12 Survey, 45% of LSRO staff answered "strongly agree" to Q12: "This last year, I have had opportunities at work to learn and</p>

grow." **Root Cause:** Non-Instructional staff have not had as many opportunities for professional development.





Goal 3: Partnerships with Parents and the Community

Performance Objective 1: Parent Engagement - [**85% of Life School Red Oak parents will respond strongly agree/agree that they have the opportunity to be involved in making important school decisions and in our classrooms on the annual parent survey.]

Evaluation Data Sources: Parent Survey results

Summative Evaluation: None

<p>Strategy 1: Align parenting nights to district/campus goals by collaborating with other campuses and district community relations team to coordinate parent nights (Closing the Opportunity Gap, Parent Engagement , LifeLeader, etc.)</p> <p>Strategy's Expected Result/Impact: Lead: Collaborative--At least 2 out of 4 Parent Nights will align to Closing the Opportunity Gap, Parent Engagement, and LifeLeader.</p> <p>Lag: 60% of parents will answer that Preparing for College and LifeLeader are valuable content for parent nights on the 2020-2021 Parent Engagement Survey.</p> <p>Staff Responsible for Monitoring: Administrators will plan parent nights aligned with district goals. Teachers and staff will participate in parent nights to promote district goals.</p> <p>Dashboard: Parent Night information in TE and on social media.</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent Engagement 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 2: Provide opportunities for parents to connect through classroom volunteer opportunities (copy mom and Thursday Exchange), fundraising, parent member of the campus planning teams, substitute teaching, Coffee and Conversation with the Principal, etc.</p> <p>Strategy's Expected Result/Impact: Lead: Collaborative--Each grade level will invite parents to volunteer throughout the school year.</p> <p>Lag: Every grade level will have at least X volunteers throughout the year [Joy-our new volunteer software will be able to track this]</p> <p>Staff Responsible for Monitoring: Teachers will reach out to parents to invite them to volunteer on campus. Administrators will invite parents to participate in creating the CNA in the spring. Principal will invite parents to a Coffee and Conversation with the Principal each month.</p> <p>Dashboard: Raptorware sign-in system/Zoom attendance</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 3: Continue monthly Coffee and Conversation with the Principal sessions for stakeholders to learn about LifeLeader attributes.</p> <p>Strategy's Expected Result/Impact: Lead: Coffee and Conversation will be held at least 7 times per year</p> <p>Lag: At least 10 parents will attend at least one session.</p> <p>Staff Responsible for Monitoring: Principal will schedule and hold monthly meetings with parents.</p> <p>Dashboard: Calendar Invites for Meetings Smore Newsletter with information regarding the meetings</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Parent Engagement
<p>Problem Statement 2: 60% of parents report on the 2019 Parent Engagement Survey that they don't attend Parent Nights due to the times offered. Root Cause: There are conflicting responses on the Parent Engagement Survey on times for Parent Nights that would fit most families.</p>

Goal 3: Partnerships with Parents and the Community

Performance Objective 2: Community Engagement - [100% of Life School Red Oak students will given the opportunity to participate in a community event during the 2020-2021 school year]

Evaluation Data Sources: Sign In Sheets from Community Events

Summative Evaluation: None

<p>Strategy 1: Provide opportunities for stakeholders to volunteer and participate in community events including but not limited to Ellis County Spelling Bee, Down Syndrome Buddy Walk, Special Olympics, Operation Christmas Child and The Oaks Church Angel Tree.</p> <p>Strategy's Expected Result/Impact: Humility--Volunteer opportunities will be provided for staff, parents, and students to participate in various community events during the 20-21 school year.</p> <p>Staff Responsible for Monitoring: Administrators will provide at least one opportunity for stakeholders to volunteer.</p> <p>Counselor will work with The Oaks Church to help families in need at Christmas time.</p> <p>Dashboards: Pictures of staff participation Counselor's Angel Tree spreadsheet</p> <p>Title I Schoolwide Elements: 2.5, 3.1 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Community Engagement 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 2: Implement a Volunteer Reading Program with The Oaks Church, where volunteers come to read with students in a small group setting throughout the school year.</p> <p>Strategy's Expected Result/Impact: Humility--Members from The Oaks Church will volunteer to read with students in K-2 during the 20-21 school year.</p> <p>Staff Responsible for Monitoring: Principal will create a shared spreadsheet with The Oaks to schedule volunteer readers.</p> <p>Dashboard: Volunteer Reading Spreadsheet</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 3: Create formalized opportunities for corporations to partner with Life School through volunteer and/or community service activities; including but not limited to, North Ellis County Outreach (NECO), Common Ground Ministry, Red Oak Fire Department, Operation Christmas Child, etc.</p> <p>Strategy's Expected Result/Impact: Citizenship--LSRO will partner with at least 2 community organizations during the 20-21 school year.</p> <p>Staff Responsible for Monitoring: Campus Staff will work with various corporations to schedule community service opportunities during the 20-21 school year.</p> <p>Dashboard: Google Folder with: Campus calendar, Newsletters, TE, Community Service Spreadsheet, RO Fire Department Visit Schedule</p> <p>Title I Schoolwide Elements: 2.5, 3.1 - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Community Engagement 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:





Community Engagement
<p>Problem Statement 2: LSRO did not fill 100% of volunteer opportunities provided during the 2019-2020 school year. Root Cause: Parents and community members are often unaware of volunteer or community engagement opportunities. The current method of communications that Life School Red Oak uses may not reach all stakeholders and community members interested in volunteering.</p>

Goal 3: Partnerships with Parents and the Community

Performance Objective 3: Corporate and University Partnerships [Life School Red Oak will raise \$30,000 during the 2020-2021 school year through corporate partnerships]

Evaluation Data Sources: Campus Financial Deposit Forms

Summative Evaluation: None

<p>Strategy 1: Provide opportunities for college-level education students to be able to do classroom observations and/or student teaching.</p> <p>Strategy's Expected Result/Impact: Goal-Oriented--At least one student from a college or university will conduct classroom observations and/or student teaching during the 20-21 school year</p> <p>Staff Responsible for Monitoring: Administrators will assign education students to classroom teachers where they will observe and/or student teach.</p> <p>Teachers will welcome education students into their classroom for observations and mentor education students for student teaching opportunities.</p> <p>Dashboard: Observer/Student Teacher Campus Spreadsheet</p> <p>TEA Priorities: Connect high school to career and college</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 2: Continue to establish additional revenue streams by partnering with corporate businesses to raise funds for the campus; including but not limited to, Panda Express nights, Scholastic Book Fairs, Life Touch, Big Kahuna, school spirit shirt sales, etc.</p> <p>Strategy's Expected Result/Impact: Problem Solver--The campus will schedule at least 5 fundraising opportunities throughout the school year.</p> <p>Staff Responsible for Monitoring: Admin support will schedule a variety of fund raising nights throughout the school year.</p> <p>Administrators will partner with fund raising businesses to establish opportunities to raise funds through services they provide.</p> <p>Dashboard: Campus Calendar</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Reading Resources and Leveled Books	211-11-6399-000-101E-30-00-000	\$5,500.00
1	1	3	Vocabulary Resources	211-11-6399-000-101E-30-00-000	\$2,383.00
1	1	4	3 Title 1 Tutors	211-11-6118-011-101E-30-00-000	\$16,355.16
1	1	4	Math and Science Resources	211-11-6399-000-101E-30-00-000	\$5,500.00
2	2	3	2 Campus Instructional Coaches	211-13-6119-000-101E-30-00-000	\$138,934.00
Sub-Total					\$168,672.16
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	4	1 Title 3 Tutor	263-11-6118-011-101E-30-00-000	\$5,500.00
Sub-Total					\$5,500.00
None					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Flocabulary	11-6395-000-101E-11-00-000	\$2,500.00
1	1	3	Brain Pop (subscription must start after July 1 and ends June 30)	11-6395-000-101E-11-00-000	\$2,550.00
1	3	2	Staff Awards--perfect attendance and incentives	23-6499-000-101E-99-00-000	\$500.00
2	1	2	Student Shirts for Students of the Month	11-6499-000-101E-11-00-000	\$1,000.00
2	1	3	Books for LifeLeader Library	11-6329-000-101E-11-00-000	\$500.00
Sub-Total					\$7,050.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development for Teachers	461-13-6411-060-101E-99-00-000	\$2,000.00
1	1	4	Stem Lab Materials	461-11-6399-060-101E-11-00-000	\$200.00
1	3	1	Updates to Technology and New Technology for the Classroom	461-11-6395-060-101E-11-00-000	\$15,355.16
1	4	3	Kinder Round Up Shirts	461-61-6499-060-101E-99-00-000	\$900.00
2	2	1	Student Club Supplies	461-11-6399-060-101E-11-00-000	\$2,000.00
2	2	2	CAMT (Conference for the Advancement of Mathematics Teaching)	461-13-6411-060-101E-99-00-000	\$2,000.00

461 - Campus Activity Fund

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	CAST (Conference for the Advancement of Science Teaching)	461-13-6411-060-101E-99-00-000	\$1,000.00
2	2	5	Professional Development for Instructional Coaches in the area of Special Education	461-23-6411-060-101E-99-00-000	\$2,000.00
Sub-Total					\$25,455.16
Grand Total					\$206,677.32

Addendums