

**Life Schools**  
**Life School Cedar Hill**  
**2018-2019 Campus Improvement Plan**



# Mission Statement

The mission of Life School is to train leaders with life skills for the 21st century, by establishing strong academics, character training, and a parenting program.

## Vision

Be Authentic

Become Best Educational Institution in the World

Be Employer of Choice

Be Focused on the Mission

## Quality Standards

**Safety**

**Integrity**

**Professional**

**Data Informed**

**Innovative**

# **Title 1 Components**

- 1. Comprehensive Needs Assessment**
- 2. Schoolwide Reform Strategies**
- 3. Instruction by highly qualified professional teachers**
- 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5. Strategies to attract highly qualified teachers**
- 6. Strategies to increase parental involvement**
- 7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**
- 9. Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10. Coordination and integration of federal, state and local services and programs**

# Table of Contents

Comprehensive Needs Assessment .....	5
Needs Assessment Overview .....	5
Demographics .....	6
Student Achievement .....	9
School Culture and Climate .....	12
Staff Quality, Recruitment, and Retention .....	14
Curriculum, Instruction, and Assessment .....	15
Parent and Community Engagement .....	18
School Context and Organization .....	19
Technology .....	20
Comprehensive Needs Assessment Data Documentation .....	21
Goals .....	23
Goal 1: Prepare Students for Life .....	23
Goal 2: Enhance Organizational Capacity .....	28
Goal 3: Cultivate Partnerships .....	31
Goal 4: Develop Leaders .....	34
Title I Schoolwide Elements .....	36
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) .....	36
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) .....	36
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) .....	36
Campus Funding Summary .....	37

# Comprehensive Needs Assessment

## Needs Assessment Overview

Life School Cedar Hill is implementing the following Schoolwide Reform Strategies for 2018-2019

- provide additional staffing to ensure that teachers are being supported to provide a classroom environment that sets high expectations for all students while providing support to those struggling students so they are prepared to meet the expectations.
- provide additional supplemental resources to teachers to use to expand the learning experience for students.
- provide technology resources to actively engage students and ensure they are equipped for the digital environment in which they are immersed in.
- provide a supportive school environment where both parents and students have the opportunity to be actively engaged.

# Demographics

## Demographics Summary

Life School Cedar Hill opened in the fall of 2010. Our campus is located in Dallas County, in the city of Cedar Hill. Life School Cedar Hill is a Title 1 campus, and will continue to be Title 1 for the 2018-2019 school year. According to the TSDA PEIMS Disaggregation of PEIMS Student Data 2017-2018 Fall Collection, First Submission the following demographics are represented at this campus: 57.57% African American, 29.50% Hispanic, 5.99% White, .47% American Indian, .63% Asian, .16% Pacific Islander, 5.68% two or more races.

After analyzing the demographics of Life School Cedar Hill, there are several strengths identified for our campus. These include its diverse student population, special programs that adequately reflect the overall student population and the fact that our campus is a representation of the surrounding area (Cedar Hill, Duncanville, and Desoto). We have math and reading specialists to support our teachers.

The needs we identified include the need for a secondary campus in the Cedar Hill area to allow growth for our student population. A need was also identified for smaller class sizes and also more teachers/aides for our students. Our campus has grown so much during these eight years, and our demographics reflect that growth.

## Demographics Strengths

Strengths for Demographics are:

- Various special programs that adequately reflect the overall student population
- Diverse campus/student population
- Student population is representative of our surrounding area--Duncanville, Cedar Hill, and De Soto
- Attendance rate for 2017-2018 as of week 33 was 96.2%

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** We had fifth grade students from Cedar Hill that did not return from 2016-2017 to 2017-2018. Of the students currently enrolled in sixth grade, 48% did not reenroll for seventh grade at Life School. **Root Cause:** Life School does not have a middle or high school located in the geographic area to serve these students. Parents are not able to transport them to either our Life School Oak Cliff or Life School Waxahachie campuses.

**Problem Statement 2:** Life School Cedar Hill English Learners (EL) students are performing 11% lower than all student in all subjects when compared to campus average. They are 19% lower in Reading and 10% lower in Math. **Root Cause:** All staff need to be aware of cultural differences, eliminate biases,

maintain positive caring relationships with all stakeholders. English Learner (EL) students need to be monitored to ensure they are making academic progress. We need to provide training for staff on best practices for ELL students.

**Problem Statement 3:** Our at-risk population rose from 194 students to 255 students. **Root Cause:** More at-risk students are not meeting standard on the STAAR assessment. We need smaller class sizes and more resources.

**Problem Statement 4:** Our SPED scores are down by 13% in all subjects from the 15-16 to 16-17 school years according to the TAPR report. **Root Cause:** Our SPED teachers need to be trained with general education so that the curriculum is aligned. We need professional development for general education teachers.

**Problem Statement 5:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 67% of African American students met "Approaching Grade Level or Above" in reading which is 24% points less than their white classmates average of 91%.

**Problem Statement 6:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 75% of Hispanic students met "Approaching Grade Level or Above" in reading which is 16% points less than their white classmates average of 91%.

**Problem Statement 7:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 53% of English Learner students met "Approaching Grade Level or above in reading which is 19% points less than the campus average of 72%. **Root Cause:** All staff need to be aware of cultural differences, eliminate biases, maintain positive caring relationships with all stakeholders. English Learner (EL) students need to be monitored to ensure they are making academic progress. We need to provide training for staff on best practices for ELL students.

**Problem Statement 8:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 40% of Special Education students met "Approaching Grade Level or Above" in reading which is 32% points less than the campus average of 72%. **Root Cause:** Our SPED teachers need to be trained with general education so that the curriculum is aligned. We need professional development for general education teachers.

**Problem Statement 9:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 64% of African American students met "Approaching Grade Level or Above" in math which is 15% points less than their white classmates average of 79%. **Root Cause:** The percentage of white students to African American is not comparable. White students only make up 5.99% to African American at 57.57%

**Problem Statement 10:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 70% of Hispanic students met "Approaching Grade Level or Above" in math which is 9% points less than their white classmates average of 79%. **Root Cause:** he percentage of white students to African American is not comparable. White students only make up 5.99% to African American at 57.57%

**Problem Statement 11:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 58% of English Learner (EL) students met "Approaching Grade Level or Above" in math which is 10% points less than the campus average of 68%. **Root Cause:** All staff need to be aware of cultural differences, eliminate biases, maintain positive caring relationships with all stakeholders. English Learner (EL) students need to be monitored to ensure they are making academic progress. We need to provide training for staff on best practices for ELL students.

**Problem Statement 12:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 35% of Special Education students met

"Approaching Grade Level or Above" in math which is 33% points less than the campus average of 68%. **Root Cause:** Our SPED teachers need to be trained with general education so that the curriculum is aligned. We need professional development for general education teachers.

**Problem Statement 13:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 57% of African American students met "Approaching Grade Level or Above" in writing which is 33% points less than their white classmates average of 90%. **Root Cause:** the percentage of white students to African American is not comparable. White students only make up 5.99% to African American at 57.57%

**Problem Statement 14:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 70% of African American students met "Approaching Grade Level or Above" in writing which is 20% points less than their white classmates average of 90%. **Root Cause:** the percentage of white students to African American is not comparable. White students only make up 5.99% to African American at 57.57%



# Student Achievement

## Student Achievement Summary

Life School Cedar Hill received a Met Standard rating for 2016-2017, as a result of STAAR scores for grades 3-6. Data considered is the TAPR report, benchmarks, common forms of assessments, and RTI (Response to Intervention) discussions. Scores in all subjects dropped, so we feel that the students would benefit from more help during Focused Learning Intervention (FLI) so that "small groups" could be smaller. Beginning in kindergarten, students also need more work with word problems and figuring out what information they need to get out of the problem. Life School Cedar Hill will continue to work hard to see quality student achievement on our campus.

## Student Achievement Strengths

Strengths for Student Achievement are:

- High quality teachers giving quality instruction
- Life School Cedar Hill employees a math and reading specialist to work with at-risk students to close the learning gaps
- Continue the 30 minute FLI (Focus Learning Intervention)
- Showing improvement each year in all/most areas
  - In 2016-2017, our third grade scores increased by 4% points from prior year in the area of math
  - In 2016-2017, our fourth grade students scored 1% point higher than the state in writing.
  - In 2016-2017, our sixth grade students outperformed the state by 14% points in reading.
  - In 2016-2017, our sixth grade students outperformed the stat by 11% points in Math, and increased performance from 2015-2016 to 2016-2017 by 4% point.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 69% of third grade students met "Approaching Grade Level or Above" in reading which is 4% points less than the state average of 73%. **Root Cause:** Teachers need to be held accountable for teaching TEK based workshops with modeling for K-3. We need more help during FLI to allow for smaller intervention groups for targeted interventions. Teacher retention is needed for the growth of students.

**Problem Statement 2:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 69% of third grade students met "Approaching Grade Level or Above" in reading which is 8% points less than the campus average in 2015-2016 of 77%. **Root Cause:** Teachers need to be held accountable for teaching TEK based workshops with modeling for K-3. We need more help during FLI to allow for smaller intervention groups for

targeted interventions. Teacher retention is needed for the growth of students.

**Problem Statement 3:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 66% of third grade students met "Approaching Grade Level or Above" in math which is 12% points less than the state average of 78%. **Root Cause:** Many students struggle in math because of the extra information in math problems, it causes confusion. We need intervention materials that will provide practice in decoding math problems and being able to extract the information needed to successfully solve the problems. We need more help during FLI to allow for smaller intervention groups. We aligned grade level lessons.

**Problem Statement 4:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 63% of fourth grade students met "Approaching Grade Level or Above" in reading which is 7% points less than the state average of 70%. **Root Cause:** Many students struggle in math because of the extra information in math problems, it causes confusion. We need intervention materials that will provide practice in decoding math problems and being able to extract the information needed to successfully solve the problems. We need more help during FLI to allow for smaller intervention groups.

**Problem Statement 5:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 63% of fourth grade students met "Approaching Grade Level or Above" in reading which is 19% points less than the campus average in 2015-2016 of 82%. **Root Cause:** The state average went down. Teachers need to be trained in the areas that the averages went down by going to conferences. We need intervention materials to help provide practice in reading.

**Problem Statement 6:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 49% of fourth grade students met "Approaching Grade Level or Above" in math which is 27% points less than the state average of 76%. **Root Cause:** Many students struggle in math because of the extra information in math problems, it causes confusion. We need intervention materials that will provide practice in decoding math problems and being able to extract the information needed to successfully solve the problems. We need more help during FLI to allow for smaller intervention groups.

**Problem Statement 7:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 49% of fourth grade students met "Approaching Grade Level or Above" in math which is 24% points less than the campus average in 2015-2016 of 73%. **Root Cause:** Many students struggle in math because of the extra information in math problems, it causes confusion. We need intervention materials that will provide practice in decoding math problems and being able to extract the information needed to successfully solve the problems. We need more help during FLI to allow for smaller intervention groups.

**Problem Statement 8:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 76% of fifth grade students met "Approaching Grade Level or Above" in reading which is 6% points less than the state average of 82%. **Root Cause:** Teachers need to be held accountable for teaching TEK based workshops with modeling for K-3. We need more help during FLI to allow for smaller intervention groups for targeted interventions. Teacher retention is needed for the growth of students.

**Problem Statement 9:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 76% of fifth grade students met "Approaching Grade Level or Above" in reading which is 13% points less than the campus average in 2015-2016 of 89%. **Root Cause:** Teachers need to be held accountable for teaching TEK based workshops with modeling for K-3. We need more help during FLI to allow for smaller intervention groups for targeted interventions. Teacher retention is needed for the growth of students.

**Problem Statement 10:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 74% of fifth grade students met "Approaching Grade Level or Above" in math which is 13% points less than the state average of 87%. **Root Cause:** Teachers need to be held accountable for teaching TEK based workshops with modeling for K-3. We need more help during FLI to allow for smaller intervention groups for targeted interventions. Teacher retention is needed for the growth of students.

**Problem Statement 11:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 74% of fifth grade students met "Approaching Grade Level or Above" in math which is 16% points less than the campus average in 2015-2016 of 90%. **Root Cause:** Many students struggle in math because of the extra information in math problems, it causes confusion. We need intervention materials that will provide practice in decoding math problems and being able to extract the information needed to successfully solve the problems. We need more help during FLI to allow for smaller intervention groups.

**Problem Statement 12:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 83% of sixth grade students met "Approaching Grade Level or Above" in reading which is 3% points less than the campus average in 2015-2016 of 86%. **Root Cause:** Teachers need assistance from instructional coach with strategies to ensure academic success. Teachers need more resources to provide enrichment activities . We need more materials to help with interventions.

**Problem Statement 13:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 66% of fourth grade students met "Approaching Grade Level or Above" in writing which is 11% points less than the campus average in 2015-2016 of 77%. **Root Cause:** Teachers need better training in writing. We need more help during FLI to allow for smaller groups and materials to help during interventions. Teachers at the third grade level need to have students writing more.

**Problem Statement 14:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 67% of fifth grade students met "Approaching Grade Level or Above" in science which is 7% points less than the state average of 74%. **Root Cause:** This is the first year students take a Science STAAR test. We need more help for interventions along with materials to support the FLI time.

**Problem Statement 15:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 67% of fifth grade students met "Approaching Grade Level or Above" in science which is 12% points less than the campus average in 2015-2016 of 79%. **Root Cause:** This is the first year students take a Science STAAR test. We need more help for interventions along with materials to support the FLI time.

# School Culture and Climate

## School Culture and Climate Summary

Data reflects that Life School Cedar Hill continues to foster a culture and climate of being a warm and welcoming, family environment. Staff, students, and parents work hard to promote a campus culture inclusive of learning, collaborating, and staying positive. Our campus is a team/family orientated group.

Having high expectations for our students, keeping our campus well maintained and presentable, offering a good selection of extra-curricular options for students and opportunities for family activities on campus are considered to be among the top strengths identified for our campus when considering school culture and climate. The Watch DOG program continues to be successful in building relationships with family and community, but it does need improvement in terms of the number of dads involved in the program throughout the year. Our campus continues to have high expectations for students and staff. Our Cedar Hill campus continues to work towards consistency with rules and policies, systems to eliminate early student drop off, and more parental involvement in the classrooms throughout campus. School culture and climate is a vital part of continuing to make Life School Cedar Hill a success!

## School Culture and Climate Strengths

Strengths identified for School Culture and Climate are:

- Family and Team Orientated Campus
- Implemented more Positive Behavioral Intervention and Supports (PBIS) opportunities
- High expectations for staff and students
- Our campus is clean and well-maintained
- Staff supports each other
- A variety of family activities that lead to more involvement

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** The MVP program does not provide enough grade level recognition. **Root Cause:** Create more opportunities for students to be recognized.

**Problem Statement 2:** Having two separate buildings, makes it difficult to lock down effectively. **Root Cause:** A safety audit, and safety walkthroughs are needed weekly to determine which doors are being unlocked.

**Problem Statement 3:** Parent nights are not effective. **Root Cause:** A parent survey needs to determine parent wants and needs of parent nights.

**Problem Statement 4:** We need to decrease the number of students receiving referrals. **Root Cause:** Teachers are not trained in alternative discipline such as mindfulness, PBIS, restorative discipline.

# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

Life School Cedar Hill actively recruits staff with a heart and passion for teaching and serving students. LSCH seeks to find high quality teachers who are certified in their content area. We have also worked on increasing the number of teachers who are English as a Second Language (ESL) certified. There are many opportunities for staff to participate in staff development through curriculum planning, staff meetings, district trainings, and Region 10 trainings. A campus mentorship program for new and new to campus teachers is in place which utilizes peer mentors. Campus needs, strengths, and suggestions are identified by input from staff through "What Do You Think?". Campus leadership encourages open collaboration and discussion to help continuously improve the campus. LSCH has focused on building staff spirit and strong relationships in order to promote quality staff and retention. Positive parent program, and peer and administrative support is evident on campus.

## Staff Quality, Recruitment, and Retention Strengths

Staff Quality, Recruitment, and Retention strengths are:

- Positive parent program--influences retention of teachers
- Peer support is positive across all grade levels and disciplines
- Support of Instructional Coach
- Strong Mentor/Mentee Relationships
- Administrative support

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Life School Cedar Hill STAAR reading scores went down in every grade. **Root Cause:** Teachers lack the proper resources to support ELA Curriculum. We need more resources for interventions and FLI time to meet the individual needs of students when providing support services. We need more help during FLI to allow for smaller intervention groups for targeted interventions.

**Problem Statement 2:** Our ESL population has grown from 33 students to 44. **Root Cause:** Teachers need more training in ESL strategies.

**Problem Statement 3:** Additional support is needed in high need academic areas. **Root Cause:** We do not have a pre-kindergarten program. We also need the support of Title I interventionists to provide tutoring services and interventions.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Curriculum, instruction, and assessment play a vital role on the Life School Cedar Hill campus. Data meetings have been identified as a strength this year because they are more specific and streamlined. Also, Response to Intervention (RTI) expectations have been more clear and precise. Campus wide our Focused Learning Intervention (FLI) time is improving from year to year. 45 day interventionists have been more effective in getting our students ready for the STAAR test. Campus specialists have helped with teachers, as well students. Watch lists and behavior discussions in data meetings have been a great support for teachers that need it. We identified the campus needs include an interventionist for K-2, so that our current specialists can meet with upper grade levels. The data is collected by using Developmental Reading Assessment (DRA), Dreambox, common formative assessments, and benchmark testing.

We need to continue to use universal screeners since we have students who are constantly moving into the district. We feel that our district-wide benchmarks need to be made by professionals outside of the district. Reading curriculum needs to be more engaging for students to help them be more successful in all areas.

## Curriculum, Instruction, and Assessment Strengths

Strengths for Curriculum, Instruction, and Assessment are:

- Meetings to support student achievement and growth such as:
  1. Data Meetings
  2. RTI Meetings
  3. Behavior discussion during data meetings
- Campus Focused Learning Intervention Time is improving
- Guided Reading Library
- 45 Day Interventionists continue to support student academics
- Instructional Coach

Technology resources ensure that students are prepared for the digital environment in which they are exposed to a global marketplace.

- Each room has 5 Ipads, 2-3 classroom computers
- One Ipad cart of 30
- One Chromebook cart of 30

- Online math software programs

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Students performed 14% at the advanced level on the STAAR in all subjects. It was 6% lower than the state average. **Root Cause:** Teachers need assistance from instructional coach with strategies to ensure academic success. Teachers need more resources to provide enrichment activities .

**Problem Statement 2:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 69% of third grade students met "Approaching Grade Level or Above" in reading which is 4% points less than the state average of 73%. **Root Cause:** Teachers need assistance from instructional coach with strategies to ensure academic success.

**Problem Statement 3:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 69% of third grade students met "Approaching Grade Level or Above" in reading which is 8% points less than the campus average in 2015-2016 of 77%. **Root Cause:** Teachers need to be held accountable for teaching TEK based workshops with modeling for K-3. We need more help during FLI to allow for smaller intervention groups for targeted interventions. Teacher retention is needed for the growth of students.

**Problem Statement 4:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 66% of third grade students met "Approaching Grade Level or Above" in math which is 12% points less than the state average of 78%. **Root Cause:** Teachers need assistance from instructional coach with strategies to ensure academic success.

**Problem Statement 5:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 63% of fourth grade students met "Approaching Grade Level or Above" in reading which is 7% points less than the state average of 70%.

**Problem Statement 6:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 63% of fourth grade students met "Approaching Grade Level or Above" in reading which is 19% points less than the campus average in 2015-2016 of 82%.

**Problem Statement 7:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 49% of fourth grade students met "Approaching Grade Level or Above" in math which is 27% points less than the state average of 76%. **Root Cause:** Classroom teachers need assistance from instructional coaches to ensure they are implementing strong instructional strategies and provide effective interventions.

**Problem Statement 8:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 49% of fourth grade students met "Approaching Grade Level or Above" in math which is 24% points less than the campus average in 2015-2016 of 73%.

**Problem Statement 9:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 66% of fourth grade students met "Approaching Grade Level or Above" in writing which is 11% points less than the campus average in 2015-2016 of 77%.

**Problem Statement 10:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 76% of fifth grade students met



"Approaching Grade Level or Above" in reading which is 6% points less than the state average of 82%.

**Problem Statement 11:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 76% of fifth grade students met "Approaching Grade Level or Above" in reading which is 13% points less than the campus average in 2015-2016 of 89%.

**Problem Statement 12:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 74% of fifth grade students met "Approaching Grade Level or Above" in math which is 13% points less than the state average of 87%. **Root Cause:** Classroom teachers need assistance from instructional coaches to ensure they are implementing strong instructional strategies and provide effective interventions.

**Problem Statement 13:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 74% of fifth grade students met "Approaching Grade Level or Above" in math which is 16% points less than the campus average in 2015-2016 of 90%.

**Problem Statement 14:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 83% of sixth grade students met "Approaching Grade Level or Above" in reading which is 3% points less than the campus average in 2015-2016 of 86%.

**Problem Statement 15:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 67% of fifth grade students met "Approaching Grade Level or Above" in science which is 7% points less than the state average of 74%.

**Problem Statement 16:** According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 67% of fifth grade students met "Approaching Grade Level or Above" in science which is 12% points less than the campus average in 2015-2016 of 79%. **Root Cause:** Need to provide stronger vertical alignment in 1st-4th grade science to support 5th grade.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Family and community involvement plays an important role at Life School Cedar Hill. Parent involvement is a vital part of our mission and vision as a campus. Life School Cedar Hill continues to involve stakeholders through after school clubs, donations to the community, assemblies and programs during the year, fundraisers involving our community, and through our weekly communication with our stakeholders. Watch Dogs and Parents as Partners are campus organizations through which parents can become more involved. Student Council, Art Club, National Honors Society are just some of the important clubs that our students can become involved in during their time on campus. Our music department puts on several grade level performances and productions throughout the school year. We have also had the opportunity to involve our community through special speakers, including the Cedar Hill Fire Department and local businesses.

## Parent and Community Engagement Strengths

Family and Community Involvement strengths are:

- Events that encourage families to attend--including Fall Carnival, Black History Program, Parent Update Nights, Kindergarten Round Up, Leadership Breakfasts, Literacy and Math nights, Talent Show etc.
- Good communication with parents
- Parent Volunteers
- Grandparents Day
- Book Fairs
- Food Drives

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1:** Life School Cedar Hill has 6.8% of students who are ELLs, we need to provide consistent communication in their home language.

**Root Cause:** We do not have bilingual interpreters and/or staff that can translate the materials on campus.

**Problem Statement 2:** Less than 50% of parents participate in parent nights. **Root Cause:** We need to provide topics for parenting nights that will engage the parents.

**Problem Statement 3:** We need to increase the number of parents attending parenting events at school. **Root Cause:** Parents are more involved when there is a theme vs just parenting training. If we focus on theme nights more parents attend. More marketing for activities during parent nights.

# School Context and Organization

## School Context and Organization Summary

Life School Cedar Hill considers the processes, structures, methods of communication, and overall aspects of the organization when making decisions that impact teaching and learning. Our campus works to create strong stakeholder relationships.

We need a better curriculum for Social Studies and support from the coordinator. Students need more leadership and character training at the elementary level. The reading and math curriculum provide teachers with great resources.

## School Context and Organization Strengths

School Context and Organization Strengths are:

- Having high academic expectations for students
- Continuing to build our stakeholder relationships
- Excellent communication to parents from our school

## Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** More leadership opportunities are needed for students on campus, as well as training in leadership skills. **Root Cause:** Staff willingness to host clubs. No curriculum for teaching these skills.

# Technology

## Technology Summary

Technology plays an important role at Life School Cedar Hill, as we are committed to promoting academic excellence in the 21st century. Within the last year, we have added one ipad to each class' ipad library.

In looking forward, the Campus Needs Assessment (CNA) Technology committee determined that one of the largest needs we have as a campus is the need for a stronger wi-fi system or increased bandwidth for greater wifi stability as we add new software for teachers to use for video purposes like TORSCH. The need for a Life School issued iPad in each classroom and an additional iPad Cart and Chromebooks were mentioned as well.

## Technology Strengths

Technology strengths are:

- Two computer labs--one specifically for teachers to sign up and bring classes
- Mimeo boards in each classroom
- IT person housed on our campus for the majority of the week
- 3 student laptops in each classroom
- K-6th Grades were issued 1 ipad per classroom
- Chromebook cart

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Lack of professional development opportunities throughout the year with a focus on technology. **Root Cause:** More training in classroom use of technology

**Problem Statement 2:** We have a limited amount of iPad carts available. **Root Cause:** A higher student-technology ratio is needed to support student use of technology.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- 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

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data

- Homeless data
- Gifted and talented data
- Dyslexia Data

#### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

#### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

#### **Parent/Community Data**

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

#### **Support Systems and Other Data**

- Organizational structure data
- Communications data


# Goals

## Goal 1: Prepare Students for Life

**Performance Objective 1:** Create and Implement Strategic Plan for Life School Students

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Continue campus intervention and enrichment plan (FLI time)	Instructional Coach Administrators Coordinators	FLI time will occur in at least 150 school days and teachers will have FLI planned out in lesson plans 100% of the time.				
<b>Problem Statements:</b> Student Achievement 2						
2) Conduct a College and Career Week	Assistant Principal College and Career Week Committee Principal	All grade levels will participate in college and career week activities				
<b>Problem Statements:</b> School Culture and Climate 2						
3) Continue student clubs/organizations such as but not limited to art, sports club, step team, Challenge Lab, UIL, etc.	Administrators Teachers	Provide at least 4 clubs or organization activities for students during the year.				
<b>Funding Sources:</b> 199 - General Fund - 500.00						
4) Continue to build PBIS program, offer staff development for discipline, positive rewards	Administrators Teachers Counselor	Decrease in the number of tallies and office referrals being written.				
<b>Problem Statements:</b> School Culture and Climate 1						
5) Continue yearly Kinder Round Up to assess students and orient parents to LSCH.	Administrators Teachers	At least 50 out of 88 incoming kindergarten students will attend Kinder Round Up in May				
<b>Problem Statements:</b> School Culture and Climate 2						
						

**Performance Objective 1 Problem Statements:**

<b>Student Achievement</b>
<b>Problem Statement 2:</b> According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 69% of third grade students met "Approaching Grade Level or Above" in reading which is 8% points less than the campus average in 2015-2016 of 77%. <b>Root Cause 2:</b> Teachers need to be held accountable for teaching TEK based workshops with modeling for K-3. We need more help during FLI to allow for smaller intervention groups for targeted interventions. Teacher retention is needed for the growth of students.
<b>School Culture and Climate</b>
<b>Problem Statement 2:</b> Having two separate buildings, makes it difficult to lock down effectively. <b>Root Cause 2:</b> A safety audit, and safety walkthroughs are needed weekly to determine which doors are being unlocked.
<b>Problem Statement 1:</b> The MVP program does not provide enough grade level recognition. <b>Root Cause 1:</b> Create more opportunities for students to be recognized.



**Goal 1:** Prepare Students for Life

**Performance Objective 2:** Maintain a Guaranteed Viable Curriculum for Students

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Continued support in Standards Based Grading with training, assessments, and resources	Administrators Instructional Coach Coordinators Teachers	100% of K-2 teachers will participate in trainings/staff development on SBG.				
<b>Problem Statements:</b> Student Achievement 2						
2) Provide student support to students who have not demonstrated mastery in English Language Arts/Reading by providing supplemental materials.	Administrators Teachers Instructional Coach	100% of teachers that use these programs will participate in trainings and staff development on these programs. Walk-throughs will show use of these programs in the classroom.				
<b>Problem Statements:</b> Demographics 1						
<b>Funding Sources:</b> 211 - Title I - 4000.00, 199 - General Fund - 0.00						
3) Continue implementing a guided reading program for grades K-6	K-6 Reading Teachers Instructional Coach ELA District coach/Coordinator Administrators	100% of K-6 teachers will participate in trainings/staff development on the new phonics program. Walk-throughs will show use of this program in the classroom.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 1						
<b>Funding Sources:</b> 211 - Title I - 0.00						
4) Continue to develop and improve data meetings and data conversations	Administrators Instructional Coach Teachers	Administrator visits and conversations will show evidence of successful meetings. Data forms will be turned in each week through a digital format.				
<b>Problem Statements:</b> Staff Quality, Recruitment, and Retention 2						
5) Continue Common Formative Assessments, benchmarks, and other testing	Administrators Instructional and District coaches Coordinators	Increase in student passing rate from fall assessments to spring assessments by 10%				

6) Offer accelerated instruction for 5th grade students that do not pass the STAAR assessment.	Administrators Campus Specialists Counselor	50% of students that failed the first round of STAAR will pass the second or third administration				
	<b>Problem Statements:</b> Student Achievement 2 <b>Funding Sources:</b> 211 - Title I - 2000.00					
7) Provide student support to students who have not demonstrated mastery in mathematics, reading, and science by providing supplemental materials. In addition, provide staff development to teachers to ensure they are well versed on best practices and how to reach struggling students. Not limited to using workbooks, technology,	Administrators, Instructional Coach	Increase in passing percentage of student scores on CFA's, benchmarks, and STAAR scores from one assessment to the next				
	<b>Problem Statements:</b> Demographics 1 - Student Achievement 2 <b>Funding Sources:</b> 211 - Title I - 3000.00, 199 - General Fund - 2000.00					
8) Hire 45 day Interventionists to help prepare students for STAAR testing/Linguistic Support	Administrators	Increase in STAAR and TELPAS scores				
	<b>Problem Statements:</b> Student Achievement 2 <b>Funding Sources:</b> 211 - Title I - 9822.00, 263 - Title III - 4911.00					

**Performance Objective 2 Problem Statements:**





<b>Demographics</b>
<b>Problem Statement 1:</b> We had fifth grade students from Cedar Hill that did not return from 2016-2017 to 2017-2018. Of the students currently enrolled in sixth grade, 48% did not reenroll for seventh grade at Life School. <b>Root Cause 1:</b> Life School does not have a middle or high school located in the geographic area to serve these students. Parents are not able to transport them to either our Life School Oak Cliff or Life School Waxahachie campuses.
<b>Student Achievement</b>
<b>Problem Statement 2:</b> According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 69% of third grade students met "Approaching Grade Level or Above" in reading which is 8% points less than the campus average in 2015-2016 of 77%. <b>Root Cause 2:</b> Teachers need to be held accountable for teaching TEK based workshops with modeling for K-3. We need more help during FLI to allow for smaller intervention groups for targeted interventions. Teacher retention is needed for the growth of students.
<b>Staff Quality, Recruitment, and Retention</b>
<b>Problem Statement 1:</b> Life School Cedar Hill STAAR reading scores went down in every grade. <b>Root Cause 1:</b> Teachers lack the proper resources to support ELA Curriculum. We need more resources for interventions and FLI time to meet the individual needs of students when providing support services. We need more help during FLI to allow for smaller intervention groups for targeted interventions.
<b>Problem Statement 2:</b> Our ESL population has grown from 33 students to 44. <b>Root Cause 2:</b> Teachers need more training in ESL strategies.

**Goal 1:** Prepare Students for Life

**Performance Objective 3:** Ensure Character and Leadership Training and Development for Students

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Continue to develop Leadership Class, offer leadership opportunities for students such as but not limited to student council, student mentors	6th Grade Teachers Counselors Administrators Club Sponsors	Decrease in the number of office referrals by 10% Counselor and 6th grade Teacher discussions				
<b>Funding Sources:</b> 461 - Campus Activity Fund - 1000.00						
2) Continue character talks and I will statements during morning announcements. Include Words of Wisdom Program	Administrators Counselor	Decrease in the number of office referrals and tallies from one nine weeks to the next throughout the school year.				
<b>Funding Sources:</b> 461 - Campus Activity Fund - 1000.00						
3) Continued implementation of student clubs to train student leaders	Administrators Teachers/Club Leaders	Campus will offer at least 4 opportunities for student involvement in a club or organization				
4) Continued implementation of PBIS to promote character and leadership growth with students	Teachers Administrators Counselor	Decrease in the number of office referrals and issued tallies from one nine weeks to the next throughout the school year. Increase by 2 events for positive behavior reports.				
<b>Funding Sources:</b> 211 - Title I - 1390.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

## Goal 2: Enhance Organizational Capacity

### Performance Objective 1: Provide a Safe and Orderly Environment

#### Evaluation Data Source(s) 1:

#### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Continued required safety drills, including fire, tornado, and lock down	Administrators Facilities Supervisor	Drill Log submitted monthly with all times and dates of drills conducted.				
2) Continued use of police officers as security on campus--during the day and during morning arrival and dismissal--to support campus safety	Administrators	All incidents are resolved through administration and the security officers.				
3) Continued implementation and growth in PBIS	Administrators Teachers Counselor	Decrease in the number of office referrals and tallies from one nine weeks to the next throughout the school year.				
<b>Problem Statements:</b> School Culture and Climate 1, 2						
						

#### Performance Objective 1 Problem Statements:

School Culture and Climate
<b>Problem Statement 1:</b> The MVP program does not provide enough grade level recognition. <b>Root Cause 1:</b> Create more opportunities for students to be recognized.
<b>Problem Statement 2:</b> Having two separate buildings, makes it difficult to lock down effectively. <b>Root Cause 2:</b> A safety audit, and safety walkthroughs are needed weekly to determine which doors are being unlocked.

**Goal 2:** Enhance Organizational Capacity

**Performance Objective 2:** Prepare for Expansion

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Increase available technology and software for student and teacher use including but not limited to computers, ipads, ipad cart, Dreambox software, projectors, Chromebooks etc.	Administrators IT Department	70% of classroom walk-throughs show evidence of technology being used by students and/or staff. Scores and reports from Dreambox.				
	<b>Problem Statements:</b> Technology 1 <b>Funding Sources:</b> 211 - Title I - 15000.00					
2) Continue use of Instructional Coach to further academic growth in students and teachers.	Administrators	Increase in passing percentage of scores on CFA's, benchmarks and STAAR scores				
	<b>Funding Sources:</b> 211 - Title I - 64399.00					

**Performance Objective 2 Problem Statements:**


<b>Technology</b>
<b>Problem Statement 1:</b> Lack of professional development opportunities throughout the year with a focus on technology. <b>Root Cause 1:</b> More training in classroom use of technology

**Goal 2:** Enhance Organizational Capacity

**Performance Objective 3:** Promote a High Performance Culture

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Continue to have End of the Year Awards assemblies to encourage quality academics, character and leadership among students.	Teachers Administrators	100% of students will receive an award during the EOY assemblies				
2) Continued participation in UIL	Teachers UIL Committee Leader Administrators	Increase student participation in UIL for the school year by 10%				
<b>Funding Sources:</b> 199 - General Fund - 500.00						
3) Targeted Professional Development in areas needed for growth on campus	Administrators Counselor Campus Specialists Coordinators	Teachers will participate in at least 60 hours of professional development				
4) Continue to promote and reward positive student behavior through Class Dojo, Cougar Paws, Cougar/Lady Cougar, Recognition on Morning Announcements, Student of the Month etc.	Administrators Teachers	90% of students on campus will have no more than 2 detentions in a semester.				
						

# Goal 3: Cultivate Partnerships

## Performance Objective 1: Expand Mission Advancement Capability

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Continue Parent Update Nights on campus twice a semester, and have a math and literacy night at least once in the school year.	Teachers Campus Specialists Administrators Coordinators	Parent Sign In Sheets will be used to determine participation. 100% of teachers will participate in Parent Update Nights				
2) Continue Parents as Partners to encourage parental involvement and training of parents by having parents volunteer and events such as but not limited to donuts with dads, muffins with moms, etc.	Administrators	Increase in the number of parent volunteers and participation in Parents As Partners				
3) Continue to have campus events, such as, Dances, Fall Carnival, Talent Show, Black History Program etc.	Committee Leaders, Administrators	Increase in the number of participants in these campus events				
<b>Funding Sources:</b> 199 - General Fund - 500.00						
4) Continue Cedar Hill community partnerships and involvement, through volunteering and participation in community events.	Committee Leaders Administrators	80% of staff will participate in volunteering or participating in a community event or organization				


**Goal 3: Cultivate Partnerships**

**Performance Objective 2: Establish and Foster University and Corporate Partnerships**


**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Continued partnerships such as but not limited to Cedar Hill businesses--Hal Trucking, Chocolate Mint Foundation, and the CH Fire Department,	Administrators Club Leaders	At least one volunteer opportunity with Chocolate Mint, and at least one visit from the CH Fire Department during the school year.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue



**Goal 3: Cultivate Partnerships**

**Performance Objective 3: Form and Nurture Parent Partnerships**

**Evaluation Data Source(s) 3:**

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Continue Parents as Partners as our campus parent organization	Administrators	At least 50 parents will sign up to be a part of Parents as Partners.				
2) Continue our Campus Planning Team to help with campus needs and planning. Involve parents, staff members, and community members	Administrators	CPT Sign In Sheets and Agendas will be used to determine success. CPT will meet at least 4 times during the school year.				
3) Continue our Watch DOGs program to increase parental volunteering and involvement on campus	Administrators Committee Leaders	Increase in the number of dads participating in the Watch DOG program				
4) Create a method of positive parental communication such as but not limited to Positive Referrals, surveys, shout outs.	Principal	Use of Remind, My School Way, Smores				

= Accomplished
 

 = Continue/Modify
 

 = No Progress
 


 = Discontinue

# Goal 4: Develop Leaders

## Performance Objective 1: Provide Professional Development for Staff

### Evaluation Data Source(s) 1:

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Continue our campus mentor program for all first year teachers and teachers that are new to Life School, as well as new campus staff	Assistant Principal Principal Mentors	100% of first year teachers will participate in the mentor program				
2) Continue Team Leader Development through monthly Team Leader Meetings, and summer team leader workshop	Administrators Team Leaders	100% of team leaders will participate in these meetings and trainings				
3) Continue campus book studies--examples include Team Leader and campus staff	Administrators	Instructional strategies learned from the book studies will be shown in at least one walk-through from each teacher.				
<b>Funding Sources:</b> 199 - General Fund - 500.00						
4) Conduct targeted professional development to develop and train staff according to needed areas such as CAST, Teachers College, and CMST.	Adminstration	100% of teaching staff will aquire at least 60 hours of staff development during the 2016-2017 school year.				
<b>Funding Sources:</b> 211 - Title I - 2000.00						
5) Continue Peer Learning Walks among teachers to observe fellow teachers during the year, using TORSCH	Administrators	100% of teachers will participate in a set of Peer Learning Walks during fall and in the spring semesters				
						

**Goal 4:** Develop Leaders



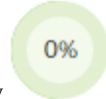

**Performance Objective 2:** Initiate Foundational Training Mechanism for Staff

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Continue participation in Life Leadership Academy and conducting AP's for the day during the school year to continue to grow leaders among staff	Administrators	At least 2 teachers and campus AP will participate in the Life Leadership Academy during the school year.				
2) Use our Instructional Coach to model and coach teachers on a regular	Administrators Instructional Coach	50% of teachers will use the campus specialists to model and coach in their classrooms				

	= Accomplished		= Continue/Modify		= No Progress		= Discontinue
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# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

# Campus Funding Summary

<b>199 - General Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3			\$500.00
1	2	2	Leveled Libraries - ELAR		\$0.00
1	2	7	Conferences for teachers/Instructional Coach		\$2,000.00
2	3	2			\$500.00
3	1	3			\$500.00
4	1	3			\$500.00
<b>Sub-Total</b>					<b>\$4,000.00</b>
<b>211 - Title I</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	2	Units of Study - ELAR	211-11-6399-000-104E-30-00-000	\$0.00
1	2	2	Words their Way - ELAR	211-11-6399-000-104E-30-00-000	\$0.00
1	2	2	Intervention Materials for FLI - ELAR	211-11-6399-000-104E-30-00-000	\$1,000.00
1	2	2	STAAR Prep Materials - ELAR	211-11-6399-000-104E-30-00-000	\$3,000.00
1	2	3	Phonics Program	211-11-6399-000-104E-30-00-000	\$0.00
1	2	6	STAAR Prep materials for 5th grade accelerated instruction	211-11-6399-000-104E-30-00-000	\$2,000.00
1	2	7	Supplemental Materials for Classrooms	211-11-6399-000-104E-30-00-000	\$1,000.00
1	2	7	Conferences		\$2,000.00
1	2	8	Title 1 Interventionist	211-11-6118-011-104E-30-00-000	\$9,822.00
1	3	4	Professional Development for staff in PBIS	211-23-6411-30-104E-00-00-000	\$695.00
1	3	4	Professional Development for staff in PBIS	211-13-6411-30-104E-00-00-000	\$695.00
2	2	1	iPads/Cart	211-11-6395-000-104E-30-00-000	\$15,000.00
2	2	2	Title I - Math Instructional Specialist	211-13-6119-000-104E-30-00-000	\$64,399.00
4	1	4	Professional Development: CAST, CMST, Teachers College	211-13-6411-000-104E-30-00-000	\$2,000.00
<b>Sub-Total</b>					<b>\$101,611.00</b>

<b>263 - Title III</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	8	Title 3 Interventionist for ELL's	263-11-6118-011-104E-30-00-000	\$4,911.00
<b>Sub-Total</b>					\$4,911.00
<b>461 - Campus Activity Fund</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1			\$1,000.00
1	3	2			\$1,000.00
<b>Sub-Total</b>					\$2,000.00
<b>Grand Total</b>					\$112,522.00