

## Campus Turnaround Plan

District Name:	Superintendent:	DCSI:	Board President:
Lumin Education	Terry N. Ford	Terry N. Ford	Michael Giles
Campus Name:	Campus Number:	Principal:	Principal Supervisor:
Lumiin Lindsley Park Community School	057-805 101	Becki Hardie and Sylvie Fitzgerald	Terry N. Ford
School Year Plan was Developed:	ESF Diagnostic Date:	ESF Facilitator:	Date of Board Approval:
2019-2020	9/17/2019	Chris Garcia	12/11/2019

### Turnaround Method

*Select the turnaround method your campus is pursuing. See the Description of Methods guidance document for more information.*

Method	Description	Check one
School Improvement	Improve foundational practices at the campus by working with a vetted improvement program and/or developing an internal capacity building plan.	<input checked="" type="checkbox"/>
School Action-Reassign	Close the low-performing campus and reassign students to higher performing (A or B rated) campuses or new campuses.	<input type="checkbox"/>
School Action-Restart: District Managed	Restart a school by implementing the Accelerating Campus Excellence model or ACE-like model (including Accelerating Campus Excellence (ACE) turnaround plans).	<input type="checkbox"/>
School Action-Restart: Partner Managed	Restart a school with a Texas Partnership with an existing operator with a track record of success	<input type="checkbox"/>
School Action-New School: District-Managed	Create or phase in a new school managed by the district at a new or existing facility	<input type="checkbox"/>
School Action-New School: Partner Managed	Create or phase in a new school with a Texas Partnership at a new or existing facility	<input type="checkbox"/>

### Outcomes

*For each essential action, describe the **current implementation level** on the campus (using the ESF Diagnostic Summary Report) and what **full implementation** will look like on this campus. Reference the Key Practices in the Effective Schools Framework to develop the vision. Campuses should strive to be at or near full implementation within two years after implementing this Turnaround Plan for two years.*

<b>1.1 Develop campus instructional leaders with clear roles and responsibilities.</b>	<b><u>Current Implementation: Summary</u></b>	
	Implementation Level At Diagnostic	<p>Teachers are assigned for supervision. We have job descriptions, but they do not include a comprehensive list of responsibilities. At the district level, Lumin has set aside time each week for instructional leaders to conduct observations/feedback of classroom instruction. There is a lack of written protocols. Performance evaluations are inconsistent. Protocols and processes for instructional leaders are not written. Instructional leaders meet less than weekly to analyze data and monitor progress. We lack job embedded feedback loops. Teachers now are clear about what is expected at PLCs.</p>
	<b>Beginning Implementation</b>	
	Prioritized Focus Area from ESF Diagnostic?	
	<b>No</b>	
	<b><u>Full Implementation: Vision</u></b>	
<p>Instructional leaders have a comprehensive list of responsibilities, including teachers being assigned for supervision. Calendars show scheduled time for observations/feedback of classroom instruction, PLCs, and key data meetings. Performance expectations are clear, written, and measurable and they match job responsibilities. Instructional leaders use agendas and tracking tools for observation/feedback cycles, PLCs, and data meetings. Instructional leaders' meetings include written agendas and action items. Instructional leaders' job-embedded professional development and development opportunities are consistent with best practices for adult learning. Instructional Leaders will use the NCMPs form for observing classroom teachers biweekly. Instructional Leaders use the DERS as an observation tool for observing primary (preK3 &amp; 4 and K). School Directors use Lumin's tool for annual teacher evaluations. Lumin instructional leaders will do daily walk-throughs of all classrooms and weekly or biweekly observations in classrooms. School directors facilitate data meetings 2 to 4 times a month. School directors review lesson plans biweekly and provide feedback as needed. The school director supervisor monitors key practices through the Instructional Leaders Chart, which is on the Common Drive. School directors receive coaching regarding their supervision/coaching of teachers and leadership of data meetings.</p>		

2.1 Recruit, select, assign, induct and retain a full staff of highly qualified educators.

<u>Current Implementation: Summary</u>	
Implementation Level At Diagnostic	Teacher placements are based on teacher certification and student needs. Leadership also takes into account the following: genders in classroom, sampling of minority students, ESL and SPED, parent requests, etc. Leadership has a system of recruiting and training teachers through a rigorous process. The campus implements recruitment strategies that include many sources for high-quality candidates. Clear selection criteria and hiring processes are in place and align with the school’s vision, mission, values, and goals. Effective substitutes are identified and prioritized in short-term placement/deployment. Ineffective substitutes are identified and de-prioritized/prohibited.
<b>Partial Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>No</b>	
<u>Full Implementation: Vision</u>	
Lumin develops and strategically deploys marketing materials that present the school as an attractive place to work. Criteria is established prior to selection activities and includes demonstration of content knowledge, belief in the potential of all students, and willingness to learn and develop. The interview process includes interviews with current high-performing teachers to ensure alignment to vision, mission, values, and goals. High-performing teachers are identified based on improving student outcomes and willingness to learn and develop. The supervisors of teachers, intervention specialists and the special education instructor develop and implement Individualized professional development plans to support staff. Personalized strategies are employed to retain high performing staff including leadership opportunities, recognition, and/or financial reward. Teacher grade-level placements are strategic based on teacher training for that grade-level, student need and teacher strengths. Selection and assignment of teacher leaders is based on demonstrated track record of student achievement and adult leadership skills. Preferred substitutes are recruited and retained. Leaders support teachers in developing their competencies through feedback on lesson plans, observation and feedback on lessons given, and collaborative group meetings to review data and model re-teach lessons. Staff are hired using multiple interviews, involving multiple staff. When candidates are interviewed by more than one Lumin leader, the Novak matrix will be used in order to identify strengths and areas for development. When possible, finalists are observed conducting a lesson and managing a class in their current school. Background checks and references are used in order to screen for behaviors that align with Lumin values. Educators are offered professional development opportunities through universities and Montessori certification organizations. Teachers' classroom placements are in alignment with their Montessori certification.	

**3.1 Compelling and aligned vision, mission, goals, values focused on a safe environment and high expectations.**

<u>Current Implementation: Summary</u>	
Implementation Level At Diagnostic	Lumin's school culture continues to be a strength. Campus practices and policies demonstrate high expectations and shared ownership for student success, independence. There is an emphasis among all adults to teach the whole child and on building relationships to ensure that students are thriving socially and emotionally in class and around campus. Mission, Vision and Values are clear and inspirational, and permeate the actions of the team. Teachers were involved in the original creation of the mission, vision and values. Refining of the mission, vision, and values happens on an as needed basis. Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. Climate surveys are not administered annually.
<b>Partial Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
<b>No</b>	
<u>Full Implementation: Vision</u>	
Lumin leaders continue to look for opportunities to reinforce Lumin's mission, vision, and values and are open to feedback regarding any need to refine. Decisions are made based on Lumin's mission, vision, and values. Lumin leaders refer to Lumin values during times of stability and during times of organizational change, at All Staff meetings, and when communicating the rationale for practices, procedures, and evolving infrastructure. Campus practices and policies continue to demonstrate high expectations and shared ownership for student success, with focus on in-depth understanding of academic concepts, emotional/social wellbeing, and strong executive function skills which lay the foundation for college and career readiness and postsecondary success. Campus practices and policies continue to demonstrate a deep respect for the role of parents, a welcoming attitude and environment conducive to parent involvement and parent leadership, and the creation of opportunities for staff to learn from parents and for parents to learn from staff. Campus practices and policies continue to demonstrate a welcoming and inclusive community for all. Staff members share a common understanding of the mission, vision, and values in practice and can explain how they are present in the daily life of the school. Regular campus climate surveys assess and measure progress on staff and families' experiences.B48	

4.1 Curriculum and assessments aligned to TEKS with a year-long scope and sequence.

<b>Current Implementation: Summary</b>	
Implementation Level At Diagnostic	Leaders have a scope and sequence that aligns to TEKS with an emphasis on readiness standards (weight is not indicated in standards) for 3rd grade math and language. Time to reteach is integrated as part of each classroom day. Teachers regularly utilize the Montessori curricular albums. Assessments aligned to the state standards and at the appropriate level of rigor are beginning to be administered. The team is administering MAP for the first time this year. Teachers receive intensive Montessori training and leadership provides support to new teachers as needed. Teachers meet in PLCs to discuss a variety of topics every other week. Teachers are beginning to plan reteach lessons that are specifically geared toward TEKS. Staff are developing clarity regarding the purpose of PLCs and the expected preparation. Leadership is using PLCs to foster collaboration. A standardized way to do test prep and homework has not been established.
<b>Beginning Implementation</b>	
Prioritized Focus Area from ESF Diagnostic?	
Yes	
<b>Full Implementation: Vision</b>	
Lumin's scope and sequence and assessments are aligned to the TEKS standards for K, 1st, and 2nd, 3rd grade math and reading with an emphasis on readiness standards. The pacing guide includes time for teaching, assessment, and re-teaching. Assessments are aligned to state standards and are administered at least three times per year to determine if students learned what was taught. Assessments reflect the format and type of questions found in STAAR. Instructional materials and lessons include key ideas, essential questions, and recommended follow-up materials, and are used across classrooms. The instructional materials include resources that meet the needs of students with disabilities and English learners among other student groups. Teachers, interventionists, and our special education instructor implement lessons for English learners that reflect the different levels of EL instruction and the research-based best practices in reading instruction. Students identified as benefitting from computer based software, such as Lexia, meet 80% to 100% of their usage goal. Campuses implement high fidelity professional development for teachers that provides introductory and ongoing content-focused, job-embedded training linked to high-quality curricular resources for early childhood through grade 3, in all core subjects. Instructional materials are implemented with fidelity in all classrooms. PLC agendas include time to make connections between data analysis, reteach plans, and appropriate instructional materials. Leaders support teachers, interventionists, and our special education instructor in being familiar with TEKS, the format and type of questions found in STAAR, and how TEKS are aligned with the Montessori lessons. By maintaining a high fidelity Montessori approach and aligning that approach with the TEKS objectives, students will strengthen their capacity to pass the STAAR test.	

5.1 Objective-driven daily lesson plans with formative assessments.	<b>Current Implementation: Summary</b>	
	Implementation Level At Diagnostic	Teachers are expected to submit lesson plans biweekly. Teachers are expected to use an approved template. Components of a daily lesson plan have not been identified. Teachers plan daily lesson plans for each individual student based on teacher's prior observations of student work and homework. Teachers have internalized the lessons to be given and may refer to their curriculum albums during lessons as needed.
	<b>Planning for Implementation</b>	Teachers use formative assessments, including targeted observations, conferences with students, and review with students at the end of practice sessions on a daily basis as a means of tracking progress on specific skills and identifying gaps. School Directors are using PLCs to develop a consistent system to analyze and plan reteach lessons based on recurring student assessment results. PLCs/data meetings are now being held biweekly. This time is being utilized to create/rehearse lesson plans and review and respond to student assessment data.
	Prioritized Focus Area from ESF Diagnostic?	
	Yes	
<b>Full Implementation: Vision</b>		
All teachers create and submit biweekly the lesson plans that reflect daily learning objectives. Lesson plans include objectives from their teacher training, instructional activities (with differentiation for different children), and a formative assessment. Lesson plans are driven by the Montessori curriculum, aligned to the scope and sequence, with objectives that are aligned to the TEKS standard and written as a measurable student learning output. Assessments and learning activities are aligned to the objective. Lessons are data-driven, informed by student data, and include frequent checks for understanding aligned to the objective. Lessons are given in alignment with the lesson plan. School Directors review lesson plans frequently for alignment to learning objectives and the expected level of rigor, and provide teachers with feedback and lesson planning support. School directors provide timely feedback to teachers in order to support teachers' in making recommended changes to lesson delivery that will have the greatest positive impact on student learning. Leaders provide support and training for teachers in developing their ability to give lessons that meet the needs of English learners and students who learn in diverse ways. Teachers plan activities within their weekly lesson plans based on the pacing document, their curriculum albums, their observations of students strengths and needs, and data from assessments.		

<b>5.3 Data-driven instruction.</b>	<b><u>Current Implementation: Summary</u></b>	
	Implementation Level At Diagnostic	Lumin School Directors are receiving training from Region 10 on how to conduct data meetings that are focused on supporting teachers in providing data-driven instruction. Teachers are beginning to administer common assessments. School directors are learning to analyze the data and identify trends in student misconceptions that determine a root cause as to why students have not mastered the concept. During data meetings, teachers are sharing ideas and modeling the creation of a reteach plan.
	<b>Planning for Implementation</b>	
	Prioritized Focus Area from ESF Diagnostic?	
	<b>Yes</b>	
	<b><u>Full Implementation: Vision</u></b>	
<p>Instructional leaders meet after each relevant assessment period to disaggregate and review data in order to make data informed decisions. Coaching and support of teachers, interventionists, and the Special Education instructors are informed by data from the common assessments. Teacher teams meet two to four times each month for in-depth conversations. Teacher team meeting agendas are developed utilizing a common protocol. Teachers have a 2-hour block each week to review student assesment data, plan lessons, write parent conference reports, and meet with administrators, interventionists, and other teachers. Teachers use a corrective instruction action planning process in PLCs to analyze student data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery. Instructional leaders and teachers review STAAR data by discussing specific questions that students got wrong and what they would do to teach it differently. Data meetings utilize the following:</p> <ul style="list-style-type: none"> <li>o Protocol</li> <li>o Norms</li> <li>o Roles/responsibilities</li> <li>o Clear outcomes</li> <li>o Next steps</li> <li>o Follow-Up plan</li> </ul>		

After completing the Turnaround Foundations tab, only complete one Turnaround Method tab.

## School Improvement Turnaround Plan

### District Commitment Theory of Action

In this section, describe the District Theory of Action and the District Commitments that will support the campus' essential actions found in the plan. The District Theory Commitment Theory of Action should address each of the Foundational Essential Actions and DDI.

> If Lumin provides opportunities for ongoing support and coaching of the campus leaders, and engaging families (i.e. translation services, parent surveys, online communication structures, and of the school's improvement plan and high-quality instruction to meet students' learning needs, and meeting its accountability goals of Domain 1: 70; Domain 2: 70; and Domain 3: 70.

> if Lumin effectively recruits adequate numbers of qualified candidates, and > if Lumin provides campuses with best practice resources and tools for > if Lumin provides the campus with adequate funding and sufficient control over their budget to ensure access to necessary resources for implementation > if Lumin supports principals by protecting their time dedicated for school instructional leadership, and >> then Lumin will be successful in

### System and Capacity Building

In this section, describe the efforts the campus and district will make to build systems and capacity so that the campus can achieve and sustain the vision for each Essential Action shared on the Turnaround Foundations tab. You do not have to complete all rows in this section, but all of the six Essential Actions reviewed during the diagnostic must be included.

Describe areas in which you will build systems, skills, and capacity in district and campus staff.	What potential program or partners will the campus/district work with in this area?	When will this be a focus?	Describe the scope and sequence of training and ongoing coaching efforts, including who receives the training/coaching.	List the Essential Action(s) that this capacity building impacts.
<p>Data Driven Instruction: School Directors and other Instructional Leaders will participate in training regarding coaching educators, disaggregating and reviewing data, developing meeting protocols, and leading PLCs.</p>	<p>Our partner is the Educational Service Center Region 10, Texas Instructional Leadership</p>	<p>2020, 2021</p>	<p>The scope and sequence provided by the Region 10 Service Center will include 3 cycles. Each cycle includes face to face training on content and implementation coaching that includes coaching for teachers, interventionists, and instructional leaders. This year-long cohort will provide professional development focused on improving one of the essential actions of the Effective School Framework. (Lumin will choose to focus on Data Driven Instruction.) The cohort will include monthly face-to-face professional development and bi-weekly coaching support in person and/or virtually.</p>	<p>1.1, 2.1, 5.1, 5.3</p>
<p>Curriculum and assessments aligned to TEKS with a year-long scope and sequence: Instructional Leaders and Educators will participate in training on the alignment of Montessori and TEKS, implementation of lesson plans and instructional materials, and appropriate accommodations to support students with disabilities and English learners.</p>	<p>Our partner is the Montessori Institute of North Texas (MINT), a teacher training center affiliated with the Association Montessori Internationale (AMI). MINT's teacher training courses are nationally accredited by MACTE (Montessori Accreditation Council for Teacher Education). The two MINT trainers who are working with Lumin have over 30 years of experience collectively in public Montessori programs, including teaching, administration, consulting, and coaching. MINT has been training Montessori public school educators for the past fifteen years and is currently providing teacher training, professional development, and consulting services for school districts including Austin ISD, Cedar Hill ISD, Dallas ISD, Grand Prairie ISD, and the Kansas City Public Schools, as well as public Montessori charter schools such as Lumin Education, Goodwater Montessori (Georgetown, TX), and Magnolia Montessori (Austin, TX).</p>	<p>2020, 2021</p>	<p>During the 2019-2020 school year MINT has provided consulting for Lumin's instructional leaders, along with classroom observations and consultations for teachers, two full-day workshops on planning and record-keeping for teachers and specialists in October 2019, a full-day workshop in January 2020 on the incorporation and tracking of TEKS standards, and a webinar for teachers in February 2020 on implementation of planning and record-keeping systems. A webinar is planned for the first week of March 2020 to introduce an alignment document for record-keeping that will reflect how Montessori activities align with specific TEKS standards for Elementary (grades 1-3). Additional coaching session webinars will take place at intervals during the spring semester. The scope and sequence provided by MINT will include support throughout the 2020-21 school year, including two professional development face-to-face workshops (one in the fall and one in the spring) that include on campus support, a workshop for Lumin's in-house coaches who provide support for teachers in their classrooms, as well as virtual coaching sessions for teachers four times a year.</p>	<p>1.1, 2.1, 4.1, 5.1</p>

<p>Compelling and Aligned Vision, Mission, Goals, Values focused on a safe environment and high expectations:  School directors will conduct regular campus climate surveys that assess and measure progress on staff and families' experiences.</p>	<p>This will be an internal capacity building effort, using Survey Monkey as the survey platform and using Boston Consulting Group for training Lumin leaders in implementation training.</p>	<p>2021, 2022</p>	<p>District and campus leaders will participate in pre-implementation training regarding the most effective creation and implementation of an annual staff and families survey. District and campus leaders will participate in post-implementation training regarding effective methods of analysis of survey results and response to those results.</p>	<p>1.1, 2.1, 3.1</p>

### Critical Implementation Milestones

*In this section, describe the critical implementation milestones (high-level description of actions that will be completed) that the campus and/or district will meet in each year of implementation in order to achieve the vision of full implementation of each Essential Action shared on the Turnaround Foundations tab. **Milestones for the 2-3 high leverage focus areas identified in the ESF Diagnostic must be addressed first**, as these are the campus' largest gaps in practice and systems (and will have the greatest impact on the implementation of other Essential Actions). **The milestones listed here must be included in each year's Targeted Improvement Plan.** Add rows as needed.*

#### Pre-Implementation

#### Essential Action

(Essential Action 5.3) Lumin leaders will identify and finalize commitments with our partner for working on Data Driven Instruction by August 31, 2020. Prior to the first day of school, teachers will receive training regarding ESL best practices. (NOTE: I am unable to save info in any of the cells in the the Essential Action columns L & M., so I have listed the Essential Action at the beginning of this cell.)

(Essential Action 4.1) Lumin has finalized an agreement with MINT regarding training to be provided related to alignment of Montessori and TEKS by August 31, 2020.

(Essential Action 5.1) Lumin has finalized an agreement with MINT regarding training to be provided related to implementation of lesson plans and use of instructional materials by August 31, 2020.

#### Implementation Year 1

#### Essential Action

(Essential Action 5.3) By the end of Year 1, Instructional leaders are proficient at disaggregating and reviewing data, coaching teachers, interventionists, and the Special Education instructors, using a common protocol to lead in-depth conversations with educator teams in order to design re-teach plans and increase student achievement.

(Essential Action 4.1) By the end of Year 1, Lumin's scope and sequence and assessments are aligned to the TEKS standards for K, 1st, and 2nd, 3rd grade math and reading. The pacing guide includes time for teaching, assessment, and re-teaching.

(Essential Action 5.1) By the end of Year 1, all teachers are submitting biweekly their lesson plans. Lesson plans include an objective, instructional activities (with differentiation), and a formative assessment. Lesson plans are aligned to the TEKS scope and sequence and are driven by the Montessori curriculum, which includes measurable student learning outcomes (meaning that at the end of the lesson you can measure what a student has learned). Lessons are data-informed, and include frequent checks for understanding. Lessons are given in alignment with the lesson plan.

#### Implementation Year 2

#### Essential Action

(Essential Action 5.3) By the end of Year 2, teachers are practiced at using a corrective instruction action planning process in PLCs to analyze data, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans to reteach. Teacher team meetings include discussion of formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery. Instructional leaders and teachers are reviewing STAAR data by discussing specific questions that students got wrong and what they would do to teach it differently. Data meetings utilize the following:

- o Protocol
- o Norms
- o Roles/responsibilities
- o Clear outcomes
- o Next steps
- o Follow-Up plan

(Essential Action 4.1) By the end of Year 2, instructional materials and lessons include key ideas, essential questions, and recommended follow-up materials, and are used across classrooms. The instructional materials include resources that meet the needs of students with disabilities and English learners among other student groups. Teachers, interventionists, and special education instructorS are implementing lessons for English learners that reflect the different levels of English Learner instruction and the research-based best practices in reading instruction. Students identified as benefitting from computer based software, such as Lexia, meet 80% to 100% of their usage goal.

<p>(Essential Element 5.1) By the end of Year 2, a system has been established that ensures monitoring and support of School Directors as they review lesson plans and provide teachers with feedback and lesson planning support. School directors are implementing training on coaching teachers in developing their ability to give lessons that meet the needs of English learners and students who learn in diverse ways.</p>	
<p>(Essential element 1.1) By the end of Year 2, Instructional leaders have a comprehensive list of responsibilities, including teachers being assigned for supervision.</p>	
<p>(Essential Element 2.1) By the end of Year 2, the supervisors of teachers, intervention specialists and special education instructors develop and implement Individualized professional development plans to support staff.</p>	
<p>(Essential Element 3.1) By the end of Year 2, School directors will have implemented the first annual staff and families survey.</p>	

<b>Implementation Year 3 and beyond</b>		<b>Essential Action</b>
<p style="text-align: center;"><i>Milestones in this column can be focused on sustainability of systems implemented in years 1 and 2 of implementation. A campus that is ordered to implement a turnaround plan may modify the milestones in this section once they receive two consecutive acceptable ratings.</i></p>		
(Essential Action 5.3) By the end of Year 3, a system will be in place to monitor and provide support for the key practices of data-driven instruction: Instructional leadership of teachers, corrective instructive action by teachers, and documentation of student progress toward measureable goals.		
(Essential Action 4.1) By the end of Year 3, a system will be in place for orienting new teachers to the year-long scope and sequence that aligns Montessori with TEKS. A system will be in place monitoring the implementation of Montessori instructional materials that are aligned with TEKS in all Lumin classrooms.		
(Essential Element 5.1) By the end of Year 3, revisions have been made, improving the monitoring system toward a goal of School directors providing timely feedback to teachers in order to support teachers in making recommended changes to lesson delivery that will have the greatest positive impact on student learning.		
(Essential Element 1.1) By the end of Year 3, performance expectations for Instructional Leaders and teachers are clear, written, and measurable and they match job responsibilities.		
(Essential Element 2.1) By the end of Year 3, systems for recruiting, selecting, and retaining staff are documented and being implemented.		
(Essential Element 3.1) By the end of Year 3, Lumin will have established a cycle of implementing annual campus climate surveys of staff and families, analyzing results, and implementing responses.		

**Budget and Financial Resources**

*Funds outlined in the budget table should include any supplemental costs required to implement the turnaround plan for 2 or more years.  
For example, salaries for teachers and principals should not be included; however, if the initiative calls for teacher stipends to cover extra duties, those costs should be accounted for in the table.*

<b>Category</b>	<b>Amount</b>	<b>Description</b>
Payroll	\$ -	This finance section will be completed and presented to Lumin's board of directors at the February 28, 2020 board meeting.
Professional Development	\$ -	If you would like a copy of the TAP that includes the completed finance section, please email your request to Terry.Ford@LuminEducation.org and
Supplies and Materials	\$ -	include the words "TAP Comments" as the subject of the email.
Other Operating Costs	\$ -	
Capital Outlay	\$ -	