

Life Schools
Life School Cedar Hill
2015-2016 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

It's not just School. It's LIFE.

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**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Life School Cedar Hill opened in the fall of 2010. It is located in Dallas County, in the city of Cedar Hill. The Cedar Hill campus has the following demographic percentages: Hispanic/Latino 25.31%, Black or African American 54.4%, White 13.5%, Two or More Races 4.6%, and Asian 1.1%. Current enrollment is approximately 628 students. 97% of kindergarten through fifth grade students have re-enrolled for the 2015-2016 school year. Our Attendance Rate is consistently between 97% and 98%.

Various data sources were reviewed while considering the demographics of this campus, including attendance rates, ethnicity, enrollment and reenrollment percentages, and free and reduced lunch population. The Cedar Hill campus will continue to be a Title 1 campus for the 2015-2016 school year.

The Demographics committee determined that priority areas of need are to have more paraprofessionals/aides for the campus, an equal opportunity for technology and training with technology among all teachers, and to have a full size gym to reflect our growing student population.

Demographics Strengths

The Demographics Committee found the following areas to be strengths for our campus:

- Culturally diverse campus overall
- GT Program
- SpEd Department
- Technology available for differentiated learning
- Good variety of organizations

Demographics Needs

Based upon campus data analysis and information on campus demographics, our Demographics Committee found the following areas to be needs on our campus:

- More assistance in SpEd
- More assistance with GT students
- More paraprofessional in general education classrooms
- More office aides to free up teacher aides
- More technology--student laptops, document cameras, student laptops, etc
- Librarian/Library Aide
- Art available as a specials class
- Secondary Campus closer to our campus
- Full size gym to relieve our lunch schedule
- Counselor position to be just a counseling position or an aide to help with testing

Student Achievement

Student Achievement Summary

Life School Cedar Hill received a Met Standard rating for 2013-2014 as a result of STAAR scores in grades 3-6. The campus also received a Distinction Designation in Reading/ELA. The campus improved in all areas tested by the STAAR test in 2013-2014. Various other assessments were used to determine student growth. Such assessments include ISIP, DRA, common formative assessments, benchmarks, etc. These data sources help teachers determine the individual needs of students. These needs are met through classroom instruction, Rtl, Focused Learning Intervention, etc. Students will benefit from a campus math specialist, a full time science lab teacher and teacher training on the TEKS to make sure that they are taught to the appropriate level of depth and complexity.

Life School Cedar Hill is committed to continued student success by increasing the rigor to ensure that students perform better than the state average in all areas, as well as reducing the achievement gap between student sub-populations. Several areas of focus have been implemented and will continue to be implemented for continued growth.

Student Achievement Strengths

Our Student Achievement Committee found the following areas to be strengths for our campus:

- FLI Time-Intervention Time
- 45 Day Interventionists
- Reading Specialist
- Improvement of Daily 5 in the classrooms
- STAAR scores are improving
- Science Lab instruction is helping our science scores
- Library--getting students involved with books

Student Achievement Needs

Our Student Achievement Committee found the following areas to be needs for our campus:

- Campus Math Interventionist
- Full Time Science Lab Teacher
- Number Talks in every grade level
- Consistency in Guided Reading Groups
- More books for the guided reading library
- Stronger writing instruction for K-3/Writers Workshop
- Teacher training on the TEKS--to make sure they are taught to the appropriate depth and level of complexity
- Better structured planning sessions with the coordinators

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, welcoming, family environment. Staff, students, and parents work hard to promote a culture of learning, collaboration, and positivity. Strong administrative support, good communication, strong emphasis on academics, and a family oriented atmosphere are considered to be among the top strengths identified for this campus when considering school culture and climate.

The Watch DOG program continues to be successful in building relationships with family and community. Our student clubs promote a culture and climate of leadership and growth. Faculty and staff work well together to build a sense of unity on campus. The What Do You Think survey has promoted a culture of improvement for our campus. We are also seeing our staff work together to build good parent relationships.

As our campus grows, we are seeing a need for an additional assistant principal over 5th and 6th grade in the Intermediate Building, a need for better teacher retention through the implementation of contracts, and a need for art/library to be added to our student specials rotation.

School Culture and Climate Strengths

Our School Culture and Climate Committee found the following areas to be strengths on our campus:

- Parent Relationships
- Staff support from administration
- Peer/Staff Support
- Nurturing Environment
- Family Environment
- Strong emphasis on academics
- Focused Learning Intervention
- Clean and inviting environment
- Appreciation from administration
- WDYT? Survey to express concerns and needs

School Culture and Climate Needs

Our School Culture and Climate Committee found the following areas to be needs on our campus:

- Locked front doors for safety
- Consistent discipline policy
- Better LS and Powerhouse relationship
- Teacher Retention--contracts
- Smaller class sizes
- Specials--art and library
- Stricter uniform policy
- Support system in discipline for struggling teachers
- Assistant Principal for 5th and 6th grade

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. 97% of teachers at LSCH are highly qualified. Our campus is seeing a need for more training for our paraprofessionals and more programs for our older students/grade levels. Highlights for our campus include a positive family environment, good morale and a clean, inviting environment for all stakeholders. 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 synergy and strong relationships in order to promote quality staff and retention.

Staff Quality, Recruitment, and Retention Strengths

Our Staff Quality, Recruitment, and Retention committee found the following areas to be strengths on our campus:

- Excellent leadership
- Positive family environment
- Good morale
- Clean environment

Staff Quality, Recruitment, and Retention Needs

Our Staff Quality, Recruitment, and Retention committee found the following areas to be needs on our campus:

- More programs for our older students
- More disciplinary actions other than detention
- Another gate for dismissal
- Locked doors at times
- Keys for subs
- Phone in teachers' rooms
- TRS/403B Question and answer sessions
- Training for paraprofessionals

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Life School Cedar Hill participates in the updating of the district scope and sequence each year. Our scope and sequence orders TEKS in a manner to promote rigor as children master concepts. Students receive report cards each six weeks with progress reports at three weeks.

Parents may access grades through the TEAMS Parent Portal. Focused Learning Intervention starts each day, so students receive instruction at their level of TEK mastery with intervention or enrichment. Teachers start each lesson with a Three-Part Objective to help focus student learning. Teachers use a variety of data points to plan instruction that is data informed. During 2014-2015, we also saw student improvement through our new Reading Specialist and our 45 Day Interventionists. Our weekly data meetings and intervention time has been a way for our teachers/admin and students to increase learning and awareness on our campus.

Curriculum, Instruction, and Assessment Strengths

The Curriculum, Instruction, and Assessment Committee found the following areas to be strengths for our campus:

- 45 day interventionists
- Reading Specialist
- Increased Leveled Libraries in the classrooms, and our Guided Reading Library
- FLI Time

Curriculum, Instruction, and Assessment Needs

The Curriculum, Instruction, and Assessment Committee found the following areas to be needs for our campus:

- Full time Science Lab teacher
- Math Specialist
- Librarian or Library Aide
- Development of scope and sequence for all subjects/grade levels (Available in the summer for the next school year, focus on the depth-not just the sequence)
- Library-as a part of specials rotation
- Additional specials programs

Family and Community Involvement

Family and Community Involvement 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. Our campus has also involved our families in a Fall Carnival and NEHS sponsored family dance nights. Music programs and assemblies continue to play an important role on our campus. Robotics, Drama, Cougar Cares, Spanish, and NEHS are just some of the important clubs that our students can become involved in during their time on campus. We have also had the opportunity to involve our community through special speakers, including our Cedar Hill Fire Department.

As a campus, we are working to improve our Parents As Partners organization, increase parent volunteers in needed areas on campus, and increase our teacher/student technology in our classrooms.

Family and Community Involvement Strengths

The Family and Community Involvement Committee found the following areas to be strengths for our campus:

- Parent Involvement in our Campus Needs Assessment
- Staff lunches provided by stakeholders
- Watch DOGS
- Parent Involvement--Parent observations/lunch
- Communication--Thursday Exchange/Remind 101/Class Dojo
- Administration Leadership Breakfasts/Updates
- Parent Update Nights
- Grade Level Picnics
- Musicals/Programs/Assemblies
- School Dance/Fall Festival

Family and Community Involvement Needs

The Family and Community Involvement Committee found the following areas to be needs for our campus:

- More parent involvement on campus--assisting teachers--cutting out/copying; observations
- Parent Volunteers in PE and Library
- Parents As Partners--Leader Committee
- Technology for Teachers/Students--more ipads for teacher/student use
- Technology for Teachers--SMART boards, or similar devices, in every classroom

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. This campus creates an environment where stakeholders have opportunities to voice needs, desires and suggestions. We work hard to devote time to meet the needs of students through intervention/tutoring. Our campus works diligently to have a good reputation, and we strive for excellence in all that we do. A few areas were identified by staff as an area of need for the campus that, if added, would have an impact on students. First, parent education in the procedures of Life School. Secondly, committees of parents/students to voice opinions. Lastly, time to debrief with our 45 Day interventionists, when their 45 days are complete.

School Context and Organization Strengths

The School Context and Organization Committee found the following areas to be strengths for our campus:

- Opportunity to voice needs
- Teacher input for district assessments
- Desire to strive for excellence
- Have a good reputation

School Context and Organization Needs

The School Context and Organization Committee found the following areas to be needs for our campus:

- Continue open door/open opportunity to voice
- Time to debrief regarding interventionists after the 45 days is over
- Get out in the community more
- Continue FLI time as a scheduled part of the day
- Teacher conference time for planning
- Develop program for parents to voice concerns in a non-threatening way
- Parent Meeting to go over handbook--explain tallies, detentions, suspensions

Technology

Technology Summary

LSCH has increased technology greatly. Our campus technology includes two 30-computer labs, 2 student laptops- document cameras- mounted projectors in each classroom, a campus iPad cart, and Mimio Teach and Mimio Notepads in team leader classrooms. Students use various programs to help assist them with learning: RAZ Kids, BrainPop, IStation, Think Through Math, Target Math, Moby Max, etc. This district recently updated the website which allows each teacher to post to their class website and for campus administration to update the campus site. Remind 101 and Class Dojo are widely used among campus staff to communicate to parents about what is going on in classrooms and on campus. Technology is used daily with students, parents, and staff. We continue to see a need for Mimios/SMART boards in every classroom, more training for technology, and a campus IT staff member that can take care of daily IT issues.

Technology Strengths

The Technology Committee found the following areas to be strengths for our campus:

- teacher laptops, projectors, document cameras, ipad cart, 2 computer labs, Mimios, 2 student computers in most classes
- Good WiFi
- social media

Technology Needs

The Technology Committee found the following areas to be needs for our campus:

- I pad cart for every grade level
- I pad for each teacher--connected to computer
- Working computers in lab
- more apps on ipads--Adobe and Flash have problems
- Higher speed WiFi for guest/mobile
- Better filter for blocked sites
- technology training for teachers before school starts
- Appropriate chain of command for technology when something goes wrong on campus--campus IT personnel
- Mimio/SMART board for every classroom

- Screens for the projectors

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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data

- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Other additional data

Goals

Goal 1: Academic success for all students

Performance Objective 1: Deliver/Develop instruction in order to out-perform the State in all academic areas as measured by the campus score on the 2015-2016 TAPR report and district/campus assessments.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue to implement and improve our FLI (Focused Learning Intervention) program as a part of our daily schedule.	1, 2, 8, 9	Administration Teachers	At least 130 instructional days and 100% of teacher lesson plans will include FLI time. FLI will be adjusted for improvement through discussions on classroom assessment, CFA, and benchmark data.				
2) Continued growth/use of our campus Guided Reading Library	1, 2, 9	Campus Administration Teachers	100% of K-2 and 80% of 3-6 reading teachers will use the check-out log for the Guided Reading Library. An increase in reading levels from DRA, running records, and ISIP is expected. Walk-through data will be used as evidence of use of material through Guided Reading Groups.				
3) Provide classroom supplementary materials for intervention, small groups, and regular instruction.	1, 2, 9	Campus Administration Teachers	10% increase in student scores from fall to spring benchmark				
Funding Sources: 211 - Title I - \$3110.09, 211 - Title I - \$1800.00							
4) Hold a Science Camp for 5th Graders led by our Science Coordinator, Lab Teacher, and 5th Grade Science Teacher	1, 2, 9	Science Coordinator Teachers Campus Administration	100% of 5th graders will participate in science camp during scheduled time.				
5) Work to increase critical thinking/higher order thinking skills of students through instruction and focus on rigor and questioning.	1, 2, 9	Teachers Campus Administration	100% of lesson plans will include at least one planned Higher Order Thinking (HOT) question. At least one Critical Thinking/HOT training with staff will occur during the school year. Documentation will be noted through lesson plans, walk-throughs, and formal observations.				
6) Continue use of Teacher Performance Appraisal System (Currently PDAS) to evaluate teachers and help them grow in their profession. Walk-throughs will be included as a part of evaluation.	1, 3	Campus Administration	100% of teachers will complete beginning of the year PDAS training and further requirements. Admin will conduct at least 5 walk-throughs and 2 formal observations throughout the school year.				
7) Continue requirement of 30 Hour Gifted and Talented Certification of all Teachers.	1, 2, 3, 10	District GT Coordinator/Teacher Campus Administration	100% of teachers will complete 30 hours of initial GT training or 6 hour annual update.				

 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

Goal 1: Academic success for all students

Performance Objective 2: Reduce the achievement gap between the highest performing student group and all other student groups by 2% as measured by the 2015-2016 TAPR report.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue to have a full-time Reading Specialist to intervene with struggling readers.	1, 2, 3, 9	Administration	Students who are pulled for reading intervention will show an increase of at least two reading levels from beginning to end of year.				
2) Hire 45 day interventionists to work with students in weak areas.	1, 2, 9	Administration	Reduce achievement gap between highest performing student group and all other student groups by 2%.				
Funding Sources: 211 - Title I - \$4911.00, 263 - Title III - \$4911.00							
3) Continue implementation of Daily 5 and small math groups to meet the individual needs of students.	1, 2, 3, 8, 9	Teacher Campus Administration	Students will show at least a 10% increase from fall to spring benchmark.				
4) Continue to offer district summer school for students, i.e. summer school for low-performing students; science enrichment camp provided for entering 5th graders	2, 9	District Administration Curriculum coordinators Summer school teachers	Communication of summer school will occur through at least two methods: flyers, Thursday Exchange, teacher communication logs and emails, and website.				
5) Continued implementation of Response to Intervention.	2, 8, 9	Counselor Campus Administration Classroom teachers	RtI data documentation will be collected and the number of students in RtI will decrease by 5 from beginning of year to end of year.				
6) Continued implementation of Kindergarten Round Up Assessment for incoming kindergarten students during the summer months	1, 7, 8	Kindergarten Teachers Registrar Campus Administration	At least 44 students will be screened with kindergarten assessments prior to the beginning of the year.				
7) Add a Title I Math Specialist/Interventionist to work with struggling students in the area of math.	1, 2, 3, 8, 9, 10	Administrators Math Coordinator	An increase of math scores from Fall Benchmark to Spring Benchmark.				
Funding Sources: 211 - Title I - \$55000.00							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Academic success for all students

Performance Objective 3: Prepare students for post-secondary success as measured by an increase in advanced scoring on 2015-2016 district and state assessments.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue implementation of differentiated instruction in all classrooms in order to provide enrichment as needed.	1, 2, 9	Teachers Campus Administration	100% of lesson plans will include at least one planned Higher Order Thinking (HOT) question. 100% of FLI plans will include an enrichment lesson for students.				
2) Schedule college & career week to encourage a focus of academic excellence for all students.		College & Career Committee	College & Career Week events will occur during one week of the school year.				
3) Student involvement in the Duke TIP program based on state assessment scores.	1, 2	Assistant Principal	Number of students that qualify for Duke Tip will increase by 2 students from previous school year.				
4) Continue emphasis of importance of going to college during morning announcements and on report card day--students wear college t shirts.	1	Campus Administration	Daily announcements will include the statement, "We are preparing ourselves for college each and every day." We will have 6 college t-shirt days throughout the year.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Develop leaders with character

Performance Objective 1: Provide leadership and character training *as evidenced by programs and lessons during the 2015-2016 school year.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Guidance Lessons in the classroom using Cool Kids Curriculum and other counselor materials.	1, 10	Campus Administration Campus Counselor	At least two guidance lessons will be conducted per classroom during the 2015-2016 school year.				
2) Student Assemblies on Character and Leadership	1	Campus Administration Student Club Sponsors Campus Counselor	85% of K-6 students will participate in at least two character/leadership assemblies during the school year.				
3) Leadership Academy for Assistant Principals	4	Chief Academic Officer	AP will participate in 100% of Leadership Academy Meetings during the school year.				
4) 6th Grade Leadership Class with school counselor and 6th grade teachers	1, 2	Counselor 6th Grade Teachers	Students will participate in leadership class at least twice a week.				
5) Implement a campus wide positive behavior reward system.		Committee of staff members Administration	A decrease in the percentage detentions/suspensions when comparing the 2014-2015 school year to the 2015-2016 school year.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Develop leaders with character

Performance Objective 2: Provide Leadership opportunities *as evidenced by participation in established programs during the 2015-2016 school year.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Student participation in campus clubs, including but not limited to NEHS, Safety Patrol, UIL, Student Tour Leaders, etc.	1, 2	Club Sponsors Campus Administration	At least 100 students will participate in a minimum of one student club during the school year.				
2) Curriculum Coordinator Trainings offered to staff throughout the school year and summer	1, 2, 3, 4, 5	Curriculum Coordinators Campus Administration	100% of teachers will participate in at least two trainings provided by the coordinators.				
3) Student participation in morning announcements for grades 2-6		Campus Administration	At least 12 students per grade level will participate in morning announcements.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Sustainability through growth and expansion as evidenced by an increase of 30 students from October snapshot 2014 to October 2015.

Performance Objective 1: Retain students through graduation by successfully promoting Life School secondary campuses.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Take 6th graders on tours of Life School secondary campuses.	1, 7	Administrators Counselors 6th Grade Teachers	At least one Life School secondary campus tour will be scheduled.				
2) Hold 6th grade graduation & awards ceremony to honor students' time with LSCH.	1	Administrators Staff Counselor	Graduation ceremony will be held in May.				
3) Collaborate with LS secondary campuses for LSCH nights at athletic events.	1, 7	Administrators Staff	One LSCH night will be scheduled for a fall football game.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Sustainability through growth and expansion as evidenced by an increase of 30 students from October snapshot 2014 to October 2015.

Performance Objective 2: Communicate operational expectations to all stakeholders *through the establishment of standardized procedure manual by August 2016.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Communicate new campus/district policies through staff meetings, Parent Update Nights, Beginning of the Year Parent Orientation, the Life School website, campus/district newsletters, etc.	1, 4, 6	Campus Administration	One beginning of the year parent orientation and monthly staff meetings will occur. Four parent update nights will be scheduled throughout the school year. Campus newsletter will be sent out once per week.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Sustainability through growth and expansion as evidenced by an increase of 30 students from October snapshot 2014 to October 2015.

Performance Objective 3: Provide a safe learning environment *as evidenced by 90% of staff, students and parents reporting they agree that Life School is safe on a standardized climate survey taken during the 2015-2016 school year.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue safety drills and training with staff and students.	1, 10	Assistant Principal	Fire drills are conducted once per month. Lock down and tornado drills are conducted once per semester.				
2) Hold safety weeks throughout the year including but not limited to: Red Ribbon Week, Bully Prevention Week, Fire Safety Week, etc.	1, 10	Counselor Administration Staff	At least three safety weeks will be held throughout the school year.				
3) Use of Raptor Ware on a consistent basis for visitors to campus.		Administrative Assistants Staff	100% of visitors will wear a badge for non-special event visits.				
4) Watch DOGs and Security Officers maintaining a presence on campus.	1, 2	Watch DOG coordinator Administrators Central Office	Watch DOG spreadsheet will document parent contact and volunteer time. Security officers will be present daily.				
5) CPI Restraint Training for needed staff members throughout the year	2, 4, 10	Director of Special Education Campus Administration	100% of staff members needing CPI training will be trained.				
6) Facilities will continue efforts for excellence in campus hygiene and maintenance.	1	Facilities Supervisor Campus Administration	Facility meetings occur each month during the school year to discuss needs.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							









Goal 3: Sustainability through growth and expansion as evidenced by an increase of 30 students from October snapshot 2014 to October 2015.

Performance Objective 4: Provide technology tools necessary to maintain high quality programs in instruction and operations 90% of participants reporting they agree that Life School is providing technology tools on a standardized climate survey taken during the 2015-2016 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continued growth in student/teacher technology in the classroom	1, 2, 9, 10	Campus Administration IT Department	50% of walk-throughs show evidence of technology being used in the classroom				
2) Continued/Improved use of our Intermediate Building Computer Lab for classroom instructional use.	1, 2, 9, 10	Campus Administration Teachers	100% of teachers will schedule computer lab time.				
3) Professional Development opportunities on the use of Technology	1	IT Department Campus Administration	At least half of instructional staff will participate in at least one professional development on the use of technology.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Sustainability through growth and expansion as evidenced by an increase of 30 students from October snapshot 2014 to October 2015.

Performance Objective 5: Expand Life School educational influence by building relationships for expansion.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Develop and maintain effective relationships with colleges or universities for recruiting and networking capabilities.	1, 5	Campus Administration	The campus will develop and utilize the college partnership for recruiting or networking capabilities at least one time during the 2015-2016 school year.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							
















Goal 4: Enhance skills and knowledge of staff as evidenced by 100% of staff participating in at least 40 hours of staff development.

Performance Objective 1: Provide relevant professional development *through implementation of basic academy level requirements within Life School U for all job categories by August 2016.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Campus Professional Development responsive to teacher needs and requests. Ex. Safety, Eduphoria, TEAMS, Mentor, PDAS, TELPAS, etc.	1, 4	Campus Administration Curriculum Coordinators Teacher Leaders	End of year teacher questionnaire will determine if professional development met needs. Goal is to have 90% of teachers state that professional development met their needs during the school year.				
				Funding Sources: 263 - Title III - \$500.00, 263 - Title III - \$100.00			
2) Use of Region 10 cohort for online trainings, as well as face to face trainings at the facility.	1, 4	Teachers Campus Administration	100% of staff will complete required Region 10 trainings.				
				Funding Sources: 263 - Title III - \$500.00			
3) Monitor HQ status of staff through the hiring process	3, 5	Campus Administration HR Central Administration	All new hires will be screened through SBEC and HR for HQ status.				
				Funding Sources: 263 - Title III - \$500.00			
4) Continue expectation of all teachers having 30 hrs of GT basics and 6 hour update each year after.	4, 5	Campus Administration Central Administration	100% of teachers will provide documentation of 30 hours, 6 hour update, or certification in GT.				
				Funding Sources: 263 - Title III - \$500.00			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Enhance skills and knowledge of staff as evidenced by 100% of staff participating in at least 40 hours of staff development.

Performance Objective 2: Increase staff retention as measured by a decrease in turnover rate in 2015-2016 as compared to prior 3 year average.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue and strengthen Mentor Program.	1, 4, 5	Assistant Principal Mentor Teachers Mentees	100% of first year teachers will fulfill the requirements of the mentorship program.				
2) Work to maintain strong campus morale including but not limited to: notes of encouragement, treats, team building activities, campus themes, and open door policy.	1, 5	Campus Administration Social Committee Team Leaders	At least one campus morale boosting event/activity will occur each month.				
3) Beginning of the year campus-held on-boarding and staff meetings.	1, 4, 5	Campus Administration	All teachers/new staff members will participate in on-boarding and required staff meetings as required by experience level.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Strategic partnerships to enhance the educational experience as evidenced by formalized systems to engage stakeholders by August 2015.

Performance Objective 1: Relevant relationship building and training opportunities for parents *as evidenced by parent feedback and/or surveys completed throughout the 2015-2016 school year.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Parent as Partners Program	1, 6	Committee Leaders Campus Administration	At least 50 parents will sign up for Parents as Partners.				
2) Parent Updates at the beginning of the year and throughout the school year.	1, 6	Teachers Campus Administration Curriculum Coordinators	At least 4 parent update meetings will be scheduled.				
3) District Leadership Breakfasts with parents.	6	Campus and district administration	2 leadership breakfasts will be scheduled during the school year.				
4) Parent-Teacher conference days scheduled into the district calendar	6	Campus Administration Teachers	2 early release days will be scheduled for parent teacher conference days during the school year.				
5) Campus Cougar Q&A Parent Breakfasts	1, 6	Campus Administration	At least 15 parents will attend one Campus Cougar Q&A Breakfast during the 2015-2016 school year.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							










Goal 5: Strategic partnerships to enhance the educational experience as evidenced by formalized systems to engage stakeholders by August 2015.

Performance Objective 2: Enhance partnerships with community organizations *as measured by participation in campus events.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Chick-fil-a Spirit Nights, fundraisers, and assembly participation	10	Campus Administration	4 Spirit nights, 1 assembly, and 1 fundraiser will be scheduled with Chick-fil-A.				
2) Cedar Hill Food Pantry volunteering and donation drives	10	Cougar Cares Club Leader Campus Administration	At least 1 scheduled donation drive will occur for the Cedar Hill Food Pantry.				
3) City of Cedar Hill Leaders: Fire Marshall, Mayor, etc. attending programs and speaking at engagements.	10	Campus Administration Committee Leaders	At least two City of Cedar Hill leaders will attend a program/speak at an engagement during the school year.				
4) Community Service Volunteer month in October	1	Campus Administration	At least 50% of staff will participate in a community service opportunity.				
5) American Heart Association--Jump Rope for Heart	1	PE Teacher Campus Administration	One Jump Rope for Heart fundraiser will be scheduled during the year.				
6) Campus Health Fairs/Flu Shot Offerings for Staff		Human Resources Campus Administration	One campus health fair will be scheduled during the school year.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Strategic partnerships to enhance the educational experience as evidenced by formalized systems to engage stakeholders by August 2015.

Performance Objective 3: Enhance educational partnerships with post-secondary institutions *as evidenced by formalized programs at every campus with at least 1 post-secondary institution.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Robotics club partnership with Mountain View College	10	Robotics club sponsor Campus Administration	Mountain View College will participate in at least half of the Robotics Club meetings.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							












Goal 5: Strategic partnerships to enhance the educational experience as evidenced by formalized systems to engage stakeholders by August 2015.

Performance Objective 4: Establish business partnerships *as evidenced by partners volunteering time, money, expertise, or in-kind resources during the 2015-2016 school year.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Allie The Alligator Dental Visit (or other dentist) with Kindergarten through Second Grade students. (Dentist: Dr. Shelly Clark)	10	Nurse	One Dental Visit will be scheduled during the school year.				
2) Establish and maintain a partnership with Church on the Hill for use of parking lot facilities and off site evacuation if necessary.	1	Campus Administration	Church on the Hill will be contacted at least once during the school year to establish good communication and partnership.				
3) Partnerships with the Box Tops program, Life Touch, Jostens, The Pizza Hut Book It Program, Scholastic, etc., to promote various campus programs.	1	Campus Administration	Partnerships will continue with at least 4 out of 5 programs listed.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Strategic partnerships to enhance the educational experience as evidenced by formalized systems to engage stakeholders by August 2015.

Performance Objective 5: Establish partnerships with independent school districts as evidenced by at least 1 formal agreement with an ISD.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Partner with at least one school district to allow LS teachers to observe at the partner school district.	2	Campus Administration	At least 5 teachers observe at the partnered district for a teacher observation.				
2) Partner with at least one school district to have their teachers/staff members tour/observe at our campus.	2	Campus Administration	At least one teacher observes/tours our campus during the 2015-2016 school year.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Supplementary Resources	211-11-6399-000-104E-30-00-000	\$3,110.09
1	1	3	Leveled classroom libraries	211-11-6329-000-104E-30-00-000	\$1,800.00
1	2	2	Salary for 45 Day Interventionist	211-11-6118-011-104E-30-00-000	\$4,911.00
1	2	7	Math Specialist/Interventionist Salary	211-11-6119-000-104E-30-00-000	\$55,000.00
Sub-Total					\$64,821.09
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Salary, Medicare, FICA for 45 Day Interventionist	263-11-6188-000-104E-25-00-000	\$4,911.00
4	1	1	ESL Professional Development	263-13-6411-000-104E-25-00-000	\$500.00
4	1	1	SIOP Training Manuals/Supplemental Materials	263-11-6329-000-104E-25-00-000	\$100.00
4	1	2	Region 10 SSA Fee	263-11-6239-000-104E-25-00-000	\$500.00
Sub-Total					\$6,011.00
Grand Total					\$70,832.09