

Life Schools

Life School Lancaster

2015-2016 Campus Improvement Plan



Mission Statement

The mission of Life School is to train leaders with life skills for the twenty-first 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

Life School 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 Lancaster is located in the City of Lancaster (Dallas County). According to the US Census Bureau, Dallas County had an actual population of 2,368,139 in 2010 with an estimated population of 2,453,843 in 2012. The local community, Lancaster, TX, had a population of 36,361 in 2010 with an estimated population of 38,071 in 2013.

The City of Lancaster has the following demographic percentages; white 20.4%, Black or African American 68.7%, Am. Indian & Alaska Native 0.4%, Native Hawaiian or Other Pacific Islander (greater than zero but less than half unit of measure shown), Hispanic or Latino 17%, Asian 0.3% and Two or More Races 2.1%.

In comparison to our local community, as referenced in our 2013-2014 TAPR Life School Lancaster has the following demographic percentages; white 4.8%, Black or African American 70.3%, Am. Indian & Alaska Native 0.1%, Native Hawaiian or Other Pacific Islander 0.1%, Hispanic or Latino 21.7%, Asian 0.1% and Two or More Races 2.7%.

Demographics Strengths

The following are identified as demographic strengths:

- Mobility rate was consistent at 5.5% in 2012-2013 to 5.5% in 2013-2014.
- 97.4% student Re-enrollment (Feb. 2014)
- Attendance rate remained steady from 2013-2014 (98%) to 2014-2015 (98%).

Demographics Needs

The following are identified as demographic needs in order of priority:

- 63.4% percent of student population is economically disadvantaged. All staff need to be aware of cultural differences, eliminate biases, maintain positive, caring and consistent relationships with all stakeholders.
- Due to Index 3 of our accountability system, students who are economically disadvantaged and Hispanic need to be identified and monitored.
- At-risk population rose from 20% in 2012-2013 to 35.4% in 2013-2014. (2013-2014 state average was 49.9%)
- All grade levels (K-6) have class size averages above the state averages.

Student Achievement

Student Achievement Summary

In 2013-2014, Life School Lancaster's accountability rating was **Met Standard** by the Texas Education Agency (TEA). State accountability ratings are based on four performance indexes. The performance standards are (passing standards from 0 - 100 in parenthesis): Student Achievement (60), Student Progress (30), Closing Performance Gaps (28) and Postsecondary Readiness (12).

Life School Lancaster scored the following in each index (2013-2014): Student Achievement (78), Student Progress (40), Closing Performance Gaps (44) and Postsecondary Readiness (28).

Currently, the 2014-2015 Texas Academic Performance Report (TAPR), has not been release. Based on calculations of a summary report released by TEA on 9/1/2015, Life School Lancaster results revealed the following:

- STAAR percentages for all grades/all subject decreased from 2014 (78%) to 2015 (??%) and was higher than the state average (??%).
- STAAR percentages for all grades in Reading (72%) and Writing (65%) were higher than the state averages, ??% and ??% respectively.
- STAAR percentages for all grades in Mathematics (78%) were equal to the state average (??%).
- STAAR percentages for all grades in Science (66%) were lower than the state average (??%).

Life School Lancaster was not required to address systems safeguards due to meeting the standards in all state accountability rating indexes.

Student Achievement Strengths

The following outline the campus student achievement strengths:

- 6th Grade mathematics increased from 89% in 2014 to 94% in 2015.
- 5th grade mathematics 86% (needs to move above 90%)
- 1st grade reading levels indicate a decrease in non-readers in comparison to past years.

Student Achievement Needs

Based on the TAPR, the following have been determined to be areas of need in order of priority:

- 5th grade reading decreased to a 75% in 2015.
- 5th grade science decreased from a 74% in 2014 to 66% in 2015.
- 4th grade reading and writing in 2015 were in the 61%-65% range and needs to increase in 2016.
- 3rd grade reading increased from 63% in 2014 to 68% in 2015.
- 3rd grade mathematics increased from a 54% in 2014 to a 62% in 2015.
- 2nd grade mathematics and reading data indicates a need for further investigation, response and potential resources needed to support the necessary rigor for student success.
- K-2 reading and math instruction needs to be vertically aligned to support the tested STAAR grade levels.

School Culture and Climate

School Culture and Climate Summary

Life School Lancaster has now been serving students and their families for eight years. Throughout the history of LSLC, a specific emphasis has been placed on building relationships between all stakeholders. These relationships are built through the use of daily interactions, field trips, Parent Nights and consistent communication between teachers, administrators and parents.

Life School Lancaster invites all parents to be involved in their student's educational experience through the use of our Parenting Program. Life School parents are highly recommended to observe their student(s) for 30 minutes in the classroom setting, donate to the classroom/school, volunteer to assist an activity and attend informational Parent Nights.

School Culture and Climate Strengths

The following have been identified as cultural strengths:

- "Family" atmosphere
- Over 94% Re-enrollment
- Most grade levels do not rely on the "Tally" system alone
- Officer on duty each day
- Parents As Partners
- Weekly email from all teachers to parents
- Parent Portal
- Weekly Thursday Exchange informational newsletter
- Use of Remind101 and Messenger to communicate important information to parents

School Culture and Climate Needs

The following have been identified as needs in order of priority:

- Enlist more parents on MySchoolWay App
- Celebrate staff birthdays
- Plan and implement school club opportunities for students and staff with parent exhibition night

- Attempt to allow more time for staff collaboration during staff development
- More activities for parent nights such as the Fall Festival, Health Fair, Daddy/Daughter Dance, etc.
- More team building activities/competitions
- Provide communication to parents about the lunch process prior to the first day of school. Designated areas need to be provided during Parent Orientation for parents who want to pay, select days to be eaten the first week of school or gain more information about the process.
- Provide communication and an opportunity for kindergarten parents to sign-up for the Parent Portal prior to the first day of school.
- All teachers must make a positive phone call home within the first three weeks of school to all homeroom students.
- Some teachers rely on the "Tally" system too heavily and need to develop an alternate form of discipline.
- Consider ISS when space is available (possibly 2016-2017).

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Life School Lancaster continues its practice of hiring staff that are highly qualified and certified in their respective areas. The Life School HR department hosts a "job fair" to identify potential applicants. Each applicant is interviewed at the campus level by the principal, assistant principal and, if possible, peers.

Life School Lancaster values the growth of every team member and will attempt to have each grade level team attend an off campus professional development opportunity. Grade level teams in the past have attended grade level professional development opportunities in cities such as Arlington, Austin, Dallas, Galveston, Houston, San Antonio and San Marcos.

Overall staff retention percentages need to account for adding new Life School campuses. Life School Lancaster has produced personnel selected for new or current Life School campuses. Typically, Life School Lancaster has a reasonably low staff turnover rate.

Staff Quality, Recruitment, and Retention Strengths

The following are identified strengths:

- Life School Lancaster hiring process has produced a 100% highly qualified staff
- Life School Lancaster maintains a 100% certified staff
- 100% paraprofessional compliance
- Technology available for classroom use
- Supportive administration
- Campus Academic Committee to assist teachers with data/interventions
- Instructional Specialist to assist first year and new to district teachers
- Funshine committee hosting pot-luck opportunities, staff team building events, pep-rally, etc.

Staff Quality, Recruitment, and Retention Needs

The following are identified needs:

- Gain district funded math specialist
- A larger, more experienced substitute pool

- Utilize on and off campus professional development opportunities
- Implementing five instructional aides as in years past
- Continue the use of 45 day subs
- Stipends for individuals who perform extra responsibilities
- Consider a pre-kindergarten literacy program
- Consider childcare for staff children

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Life School Lancaster maintains a culture of using data to drive instruction through meetings at all levels (whole staff, grade level, individual). This data is collected through the use of anecdotal records, weekly testing, DRA, Reading A-Z, common formative assessments and benchmark testing.

Life School Lancaster will continue to utilize K-2nd grade common formative assessments and at least two major benchmarks in 3rd - 6th reading, 3rd - 6th math, 4th writing, and 5th science. Kindergarten through second grade will continue the use of fluid reading groups. Reteach and enrich will remain in all classrooms with after school tutoring taking place when needed.

Curriculum, Instruction, and Assessment Strengths

The following are identified as CIA strengths:

- Leveled reading groups in kindergarten through second grade
- Instructional strategies are developed by teachers and not simply following the textbook
- 45 day sub assistance
- Instructional aide assistance
- Smart technology in all classrooms
- Two touch screen computers in all classrooms
- 30 touch screen computers in the computer lab

Curriculum, Instruction, and Assessment Needs

The following are areas identified as needs:

- Special education plan to address modification STAAR being removed
- Math and reading interventionist
- Fully functioning library (personnel to run the library)
- Continue to provide on and off-campus staff development opportunities
- Stronger vertical alignment in 1st - 4th grade science to support 5th grade science
- Stronger vertical alignment in 1st - 3rd grade writing to support 4th grade writing

- Appropriate and error free common formative assessments (having a 2nd person verify validity)
- Benchmark testing resources
- Updated scope and sequence prior to teacher return date
- Continue the use of 45 day sub interventions
- Leadership lessons or classes for students
- Six weeks behavioral reward systems to support instruction
- Consistent Training For New Hires

Family and Community Involvement

Family and Community Involvement Summary

Life School Lancaster will continue its practice of involving families in campus events as well as supporting those in need in our surrounding community. Each year, Life School Lancaster hosts either a Food Drive in November for Thanksgiving or a Toy Drive in December for Christmas and some years we have participated in both. The collected items will then be donated to a community organization to help support those less fortunate families.

LSLC will also continue to host a school-wide Christmas Program emphasizing our students' talents in the arts and our annual Kindergarten Graduation Ceremony. These two events have been highly successful in the past producing thousands in attendance.

Family and Community Involvement Strengths

The following are identified as strengths:

- Parent Nights
- Parents As Partners (fundraisers, book fairs, field days, etc.)
- Staff Community involvement project
- Schoolwide fall and spring fundraisers
- Toy Drive / Food Drive
- K-6 Christmas Program
- 6th grade transfer meeting
- Kinder graduation

Family and Community Involvement Needs

The following are identified as needs:

- Identify and attend community involvement project
- Funding for Christmas Program and Kinder Graduation
- Provide important campus documents in Spanish

School Context and Organization

School Context and Organization Summary

Life School Lancaster maintains a high-level of attention to details with regards to all campus systems. Each major system is discussed, planned, developed and executed by all staff members. Through the use of an open door policy by all administration, all stakeholders have the ability to discuss any area that may need further attention.

The master schedule for LSLC provides a 45 minute planning period daily to allow teachers to collaborate, plan and hold parent conferences when needed. These planning periods also allow for ARD, 504, RTI and grade level meetings with administration.

School Context and Organization Strengths

The following are identified as organizational strengths:

- Open door policy by all administrators
- Arrival / dismissal process
- WDYT participation is increasing
- Due to food preparation, increased lunch participation has increased
- Facilities maintaining the physical plant on a daily basis
- "Family" atmosphere

School Context and Organization Needs

The following are identified as needs in order of priority:

- RTI process, time lines, resources
- Develop and maintain a fully functioning library (technology, personnel, etc.)
- Continue reteach and enrichment in classrooms
- Develop and maintain stronger mentor program

Technology

Technology Summary

Life School Lancaster continues to utilize technology in the classroom and computer lab. All classrooms have smart technology and sound mounted, two touch screen computers and teacher lap-tops. Teachers are consistently using these technologies throughout the school year.

LSLC would like to implement Ipad minis into the classrooms to allow students to use relevant technological devices. Doing so will allow our students to become more familiar with technology that is becoming a standard in society.

Technology Strengths

The following have been identified as technological strengths:

- Smart technology in all classrooms (needs replacement)
- Ceiling mounted sound in all classrooms
- Two touch screen computers in all classrooms
- Use of web based software (Eduphoria, Class Dojo, etc.)
- New teacher lap tops
- 30 touchscreen computers in the computer lab

Technology Needs

The following are identified as needs in order of priority:

- Maintenance or replacement of smart technology may be necessary due to the age of current Smart Boards
- Implementation of other technology, including but not limited to, Ipads, Ipad minis, Kindles, document cameras, etc.
- Continued training on new 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

Accountability Data

- Texas Academic Performance Report (TAPR) 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 English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- Section 504 data
- Homeless data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- PDAS and/or T-TESS

Support Systems and Other Data

- Study of best practices
- 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.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Offer staff development opportunities on and off campus that will enhance the overall instruction in the classroom.	1, 2, 3, 4	District Federal Programs Coordinator Campus Administration Curriculum Coordinators	Conference certification submitted to campus administration and district federal programs coordinator TAPR scores indicating campus scores above state averages.				
2) Supplemental reading classroom resources, including but not limited to, Mentoring Minds, Kamico, Curriculum Associates, Reading A-Z, etc.	1, 2, 8	Campus Administration Curriculum Coordinators Teachers	TAPR scores indicating campus scores are above state averages.				
3) Supplemental math classroom resources, including but not limited to, Mentoring Minds, Kamico, Curriculum Associates, manipulatives, etc.	1, 2, 8	Campus Administration Curriculum Coordinators Teachers	TAPR scores indicating campus scores are above state averages.				
4) Supplemental science classroom resources, including but not limited to, Mentoring Minds (Motivation Science), Kamico, Curriculum Associates, manipulatives, science materials (living and non-living), etc.	1, 2, 8	Campus Administration Curriculum Coordinators Teachers	TAPR scores indicating campus scores are above state averages.				
5) Teachers provide continuous improvement on district approved appraisal system. All teachers need to develop and maintain a rating of proficient or better in all domains.	1, 3	Campus Administration	Appraisal report indicates proficient or better in all domains.				
= 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.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue to utilize a full-time instructional coach responsible for assisting teachers and students.	1, 2, 3, 9	Campus Administration	The TAPR will indicate the achievement gaps have been reduced by 2% or more.				
				Funding Sources: 211 - Title I - \$57000.00			
2) Add a full-time reading specialist to assist all grade level students and teachers.		Campus Administration	The TAPR will indicate achievement gaps have been reduce by 2% or more.				
				Funding Sources: 199 - General Fund			
3) LSLC will continue the reteach and enrich process in all grade levels.	1, 2, 3, 8	Campus Administration & All Teachers	The TAPR will indicate the achievement gaps have been reduced by 2% or more. Re-teach and enrich is shown to be built into each grade-level master schedule.				
				Funding Sources: 420 - State Comp Ed			
4) Continue the implementation of 45 day subs to be used as an interventionist tool in all areas of the campus.	1, 2, 9	Campus Administration, Finance, Federal Program Coordinator	The TAPR will indicate the achievement gaps have been reduced by 2% or more.				
				Funding Sources: 211 - Title I - \$9822.00			
5) Continue to utilize, monitor and improve the Response to Intervention (RTI) program on campus.	1, 2, 10	Campus Administration & All Classroom Teachers	RTI Documentation & the TAPR indicating the achievement gaps have been reduced by 2% or more.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Academic success for all students








Performance Objective 3: Prepare students for post-secondary success by supporting Life School's secondary campuses through the consistent promotion of the importance of college.

Summative Evaluation:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Continue to speak about college during morning announcements.	1	Campus Administration	Daily announcements are provided to all students				
2) Continue to provide College Week in May across the entire campus.	1	All Campus Staff	Each "College Week" day will have planned documented activities by each grade level classroom.				
3) All 6th grade students will be given an opportunity to earn a trip to a local university in May.	1	Campus Administration and All Teachers	Documentation of the 6th grade Leadership Retreat showing at least 70% attendance.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							


Goal 1: Academic success for all students

Performance Objective 4: Provide students transitioning into kindergarten activities to promote success.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide a Kinder Round-UP for incoming kindergarten students.	7	Administrators & Teachers	The Kinder Round-Up is offered by the last day of school for all enrolled incoming kindergarten students.				
2) Provide an orientation that allows students to tour their classrooms and campus.	7	Administrators & Teachers	Orientation is offered prior to the first day of school.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							








Goal 2: Develop leaders with character

Performance Objective 1: Provide leadership and character training as evidenced by courses and trainings attended 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) Campus counselor will conduct classroom leadership and character trainings.	1, 10	Campus Counselor	Documentation of each classroom session with each student in the classroom producing a body of work (picture, composition, etc.) indicating participation.	✓			
							








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) Our 5th and 6th grade students will mentor younger grade levels.	2	Campus administration and all campus teachers	Documentation of student participation at least once in the fall and once in the spring.				
2) All 6th grade students will have an opportunity to participate in our annual Leadership Retreat.	1, 2	Campus Administration and 6th Grade Teachers	Documentation showing at least 70% were able to meet the guidelines and attend the retreat in the 6th six weeks.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							


Goal 3: Retention of 98% student enrollment

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Conduct informational transfer meeting for 6th grade parents in the second semester.	6, 7	District Athletics Coordinator, Secondary Counselors, Campus Counselor, Campus Administration	The meeting will be held prior to spring break with all parent signing the sign-in sheets and all students in attendance completing their course selections in the computer lab.				
2) Continue to have end of the year award ceremonies recognizing good deeds of all students.	2, 6	Campus administration and All Teachers	Award ceremony will be held during the last week of May. Parent sign-in sheets will indicate the ceremony occurred. A list will be generated showing the students who earned the perfect attendance, no tally, principal's award and citizenship award.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							


Goal 3: Retention of 98% student enrollment

Performance Objective 2: Communicate operational expectations to all stakeholders through the establishment of standardized policy procedures by February 2016.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Communicate campus/district policies to all stakeholders through written communication avenues such as, but not limited to, Thursday Exchange, student handbook, mail outs, etc.	2, 6, 10	District / Campus Administration	Thursday Exchange messages, copies of mail-outs, LifeLine newsletters, website postings, messages sent out via messenger	✓			
2) Communicate campus/district policies to all stakeholders through face-to-face communication avenues such as, but not limited to, Leadership Breakfasts, Parent Orientation, Parent Nights, Parent / Teacher conferences, etc.	2, 6, 10	District / Campus Administration Teachers	Communication is successful if at least one orientation, four Parent Nights, two Leadership Breakfast and one parent teacher conference is held during the academic year.	✓			
3) Communicate campus/district policies to all stakeholders through multiple different communication avenues such as, but not limited to, Thursday Exchange, Remind101, district website, etc.	2, 6, 10	District / Campus Administration	Remind101 should be used at least twice in the fall and twice in the spring. The Thursday Exchange newsletters should be posted on the website each week.	✓			
							









Goal 3: Retention of 98% student enrollment

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) Officers on campus daily	2	Campus/District administration	Campus officer participation is successful if attendance sheet show no more than two days are missed per semester.	✓			
2) Continue to perform safety drills	1, 10	Campus administration & All Teachers	Drill logs will be maintained to show one fire drill each month, one inclement weather drill per semester and one lock-down drill per semester.	✓	✓	✓	✓
3) Perform background check through Raptor on all campus visitors	2	Campus Administration, Support Staff	All visitors are checked through the raptor system and are visibly wearing badges.	✓	✓	✓	✓
							

Goal 3: Retention of 98% student enrollment

Performance Objective 4: Provide technology tools necessary to maintain high quality programs in instruction and operations as measured by a rating of Met Standard on the STAAR Report in August 2016.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Increase available technology in all classrooms including, but not limited to, smart technology, document cameras, etc.	1, 2, 3, 5, 9, 10	Campus administration, IT Department, Federal Programs Coordinator	Success can be determined by having at least a developed rating on STaR Chart for the year.				
2) Maintain/replace current interactive technology	1, 2	Campus Administration, IT Department	Success can be determined if all smart technology is operational for 90% of each semester.				
Funding Sources: 211 - Title I - \$30000.00							
3) Professional development on current and new technology	1, 2, 4	Campus Administration and All Teachers	Campus will have at least two professional development opportunities during the academic 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 by May 31, 2016.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide TEAMS (attendance/grade book) training prior to the first day of instruction for new to district teachers and any returning teachers who need a refresher course.	4	District Personnel, Campus Administration, Teachers	All new to district and returning in need of a refresher teachers receive training prior to the first day of instruction.				
2) Provide Eduphoria training prior to the first day of instruction for new to district teachers and any returning teachers who need a refresher course.	4	District Personnel, Campus Administration, Teachers	All new to district and returning in need of a refresher teachers receive training prior to the first day of instruction.				
3) Provide FERPA training to all staff prior to the first day of instruction.	4	CO Special Education Department, All Campus Staff	All campus staff has completed FERPA training prior to the first day of instruction.				
4) Provide online PDAS staff development for all teachers.	4	District securing online program rights, Campus Administration, All Teachers	All teachers complete the online PDAS training by the end of the 3rd week of instruction.				
5) Provide appropriate teachers TELPAS training.	4	Counselor, Campus Administration, ELL Teachers	All appropriate teachers are provided TELPAS training prior to the student assessment window.				
6) Provide professional development opportunities that fulfill the 6 hour GT update.	4	District Coordinators, All teachers	All teachers have their 6 hour update completed by the last day of instruction.				
= 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: 100% of staff will complete required professional development as evidenced in "Life School U" by May 31, 2016.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide online professional development	4	HR Department, All campus Staff	All staff meet a minimum requirement of 70% on all Life School U post assessments.	✓	✓	✓	✓
							






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 3: 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) Conduct activities that strengthen campus moral/culture such as Team Competitions, Teacher of the Six weeks, etc.		All Campus Staff	Sign-up sheets, newsletters, agendas				
2) Participation in all staff pot-luck lunches		All Campus Staff	Conduct at least 2 lunches per semester				
3) Conduct activities in May for Teacher appreciation week.		All Campus Staff	Daily staff participation of 90% or greater				
4) Continue to monitor and develop a strong teacher mentor program	1, 5	Campus Administration, Instructional Coach, Selected Mentors	Sign-in sheets, Surveys, Staff Participation				
5) Interview and hire quality staff members that are a positive fit for LSLC	5	Campus Administration, HR Department, Peer Interview Participants	Less than 10% of staff is not returning due to administrative termination.				
6) Stipends and/or PEAK Performance grant bonuses for staff leadership participation	5	All campus staff, HR Department, Finance	Success will be demonstrated through the use of PEAK Performance requirements as determined by HR.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

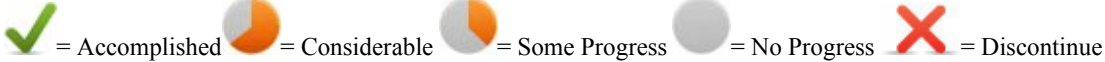
Goal 5: Strategic partnerships to enhance the educational experience as evidenced by formalized systems to engage stakeholders by August 2016.

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) Continue with LSLC's Parents As Partners Program	1, 6	Campus Administration, Support Staff	Parent participation/assistance during class photos, book fairs and field days by May 21, 2016.	✓	✓	✓	✓
2) Communicate with parents through the use of Remind101.	1, 6	Campus Administration	Communication is successful if 90% of all Parent Nights are sent via Remind101. Other important reminders will also be sent regarding re-enrollment.	●			
3) Weekly communication with parents through the use of our Thursday Exchange	6	Campus Administration, Support Staff	Weekly Thursday Exchange is sent home with students and posted on our district website.	✓	✓	✓	✓
4) Weekly communication with parents through the use of weekly emails.	6	Campus Administration, Classroom Teachers	Weekly emails are sent to parents by 8:00 am each Monday morning.	✓	✓	✓	✓
5) Continue to hold District Leadership Breakfast	1, 6	Campus Administration, Support Staff, Central Office Administration	Process is successful if one breakfast is held by Dec. 18, 2015 and a second is held by April 15, 2016.	✓	✓	✓	✓
6) Conduct at least two Parent Nights per semester.	6	All Campus Staff	Process is successful if two Parent Nights are conducted by Dec. 18, 2015 and two are conducted by May 21, 2016.	●			
 = 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 2016.

Performance Objective 2: Enhance partnerships with community organizations 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) Community Service Project in October	1	All Staff, HR Department	70% campus staff participation in volunteering events	✓	✓	✓	✓
2) Annual Toy/Food Drive in partnership with Community Partners of Dallas, local food banks and the Lancaster Outreach Center.	1	Campus Administration, Support Staff	Amount of Resources Collected and Donated	●			
3) Continue to offer flu shots to all staff	1	All Staff, HR Department	Schedule at least one opportunity for flu shots on campus by Dec. 18, 2016.	✓	✓	✓	✓
							

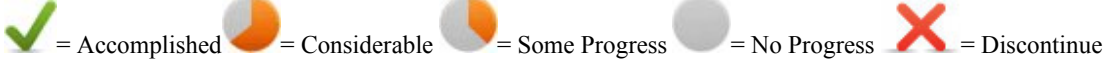
Goal 5: Strategic partnerships to enhance the educational experience as evidenced by formalized systems to engage stakeholders by August 2016.

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) Continue to partner with local post-secondary schools such as SAGU, Navarro, and DBU.	1	Campus Administration	Number of Staff Hired, Student Teachers on Campus, Meetings held				
2) Continue to contact local post-secondary schools and set-up a visit/tour in May for our 6th grade students.	1	Campus Administration, Support Staff, 6th Grade Teachers	Scheduled event occurs prior to May 21, 2016.				
 = 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 2016.

Performance Objective 4: Establish business partnerships as evidenced by at least 2 corporate partners 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 to partner with Lifetouch for our annual student/staff photographs.	1	Campus Administration, Support Staff, Classroom Teachers	Individual photographs and re-takes will be scheduled and completed by Dec. 18, 2015. Class photographs will be completed by March 11, 2016.	✓	✓	✓	✓
2) Continue to partner with Box Tops in order to raise funds that support our clinic.	1	Campus Administration, Nurse, Classroom Teachers	Collection and submission of Box Tops once in fall and once in spring. Receipt of Box Top funds prior to May 2016 indicates success.	✓	✓	✓	✓
3) Continue to partner with Clarke Dental in support of proper hygiene.		Campus Administration, Nurse, Classroom Teachers	Hold at least one event by May 2, 2016.	✓	✓	✓	✓
4) Continue to partner with Jostens to produce our annual campus yearbook.		Campus Administration, Classroom Teachers	The yearbook is created, submitted and received prior to May 24, 2016.	◐			
							

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2			\$0.00
Sub-Total					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Coach	211.11.6119.000.102E.30.00.000	\$57,000.00
1	2	4	45 Day Interventionists/Subs	211.11.6118.011.102E.30.00.000	\$9,822.00
3	4	2	Replacement of interactive/smart solution white boards	211.11.6395.000.102E.30.00.000	\$30,000.00
Sub-Total					\$96,822.00
420 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$96,822.00