

Life Schools
Life School Mountain Creek
2015-2016 Campus Improvement Plan

Accountability Rating: Not Rated



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

Needs Assessment Overview

Life School Mountain Creek is implementing the following Schoolwide Reform Strategies for 2016-17:

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

Demographics

Demographics Summary

Life School Mountain Creek is located in the city of Dallas. The Mountain Creek campus has the following demographic percentages: Hispanic/Latino 68.29%, Black or African American 23.34%, White 6.62%, Two or More Races .7%, and Asian 1.05%. Male students make up 51% of the campus, while females make up 49%.

Various reports were analyzed to determine a summary of needs, including ethnicity, gender, enrollment, re-enrollment, attendance, and free/reduced lunch applications. The Mountain Creek campus will continue to receive Title I funds for the 2016-17 school year due to 68% of the students being identified as free/reduced. Teachers will need to be aware of factors affecting economically disadvantaged and ESL students and implement effective teaching strategies to bridge the gap that can sometimes exist, especially since our LEP population continues to grow each year. As the Sped population continues to grow as well, more personnel may be needed to meet those needs.

Demographics Strengths

Based upon information found in data reports, these areas are identified as campus strengths:

- Life School Mountain Creek is experiencing growth each year
 - 68% free/reduced lunch enrollment allows for Title I funding
 - Diverse student population
 - Increased enrollment in upper grades
- Life School Mountain Creek recognizes the need to be aware of cultural differences, eliminate biases, maintain positive relationships with students and parents.
 - Having a diverse staff allows an additional level of support.

Demographics Needs

Based upon information found in data reports, these areas are identified and listed in priority order:

- provide training or staff development on diverse student demographics.
- LSMC continues to experience an increase in students who have English as a second language.
 - To support this need we will hire an additional 45 day ESL tutor for the fall semester.

Student Achievement

Student Achievement Summary

Life School Mountain Creek was started in 2013-2014. We currently only have grades Kindergarten through 2nd Grade; therefore there is no state data to analyze. Data for this report was collected from various sources including monthly ISIP reports, DRA results, RTI Logs, Common Formative Assessments, and district benchmark tests. It was determined that our students, compared with others in the district, are struggling with math and reading concepts. More training for staff is needed on, making instruction more student-centered, differentiating instruction for all students, and integrating higher-order thinking skills and questioning to increase rigor. We need Math Benchmarks at the beginning, middle, and end of the year to more accurately monitor student progress. We will continue to provide intense interventions throughout the day with students that have been identified as needing extra support. We need campus interventionists for Reading/Math and ESL to offer teacher support in the RTI process and conduct small group interventions across the campus. Students also need more access to books in the classrooms that are on their reading level, which will improve our reading scores.

Student Achievement Strengths

Based upon information found in data reports, these areas are identified as campus strengths:

- Provide assessments to ensure that students are progressing academically to meet targeted goals.
 - Istation Reading data improving each month
 - Reading level progress revealed by Developmental Reading Assessment (DRA)
- Provide differentiated instruction and multiple intervention opportunities to meet the needs of students
 - 45 day interventionist
 - Instructional specialist
- Ensure that students are receiving quality instruction to ensure fidelity to the core while maintaining rigor and relevance
 - Administrative support
 - Support from Curriculum Coordinators

Student Achievement Needs

Based upon information found in data reports, these areas are identified and listed in priority order:

- Provide continuity of instruction to ensure students are mastering TEKS at all grade levels and minimize repetition
 - Continue evaluating curriculum vertical alignment, and high order questioning

- Additional assessment to record progress throughout the year
 - Math (BOY, MOY, and EOY) Benchmarks to monitor student progress
- Provide resources and/or staff to supplement core curriculum to enhance the learning experience for students
 - Larger guided reading library
 - ESL Interventionist-support
 - Increased technology

School Culture and Climate

School Culture and Climate Summary

During Life School Mountain Creek's first year as a campus, a great emphasis was placed on building a positive culture and climate for all stakeholders. We will continue to emphasize a positive climate by addressing a few of the needs that were identified by staff and parents.

While staff identified themselves as feeling safe while on campus and have a sense of being appreciated, a common theme continues to be brought up throughout the school year through the "W.D.Y.T." survey, emails, and conversations about the cleanliness of the facilities. Teachers also addressed interest in having more training on CHAMPS to continue with a positive classroom environment for the students.

To further build upon the parent-teacher partnership, ideas were presented for various activities such as: parents being given the opportunity to be involved in decisions of what's being offered at Parent Nights and conducting a Health and Safety Expo to emphasize the importance and concern for student health and safety.

School Culture and Climate Strengths

Based upon information found in data reports, these areas are identified as campus strengths:

- Provide opportunities for students to demonstrate leadership skills
 - The implementation of Eagle Bucks campus wide
 - Recognition of Soaring Eagles
 - Weekly character lessons
- Provide a safe and orderly environment
 - Red Ribbon Week
 - Pick-up and drop-off rules and procedures (hang tags)
 - Officer on duty
 - Monthly drills
 - CPI trained staff
- Provide information to parents to be educated about transitioning their children to the next grade level (including, but not limited to)
 - Kinder Roundup
- Maintain a positive work environment
 - District support
 - Administration support
 - WDYT surveys & campus surveys to provide feedback to campus administration

School Culture and Climate Needs

Based upon information found in data reports, these areas of need are identified and listed in priority order:

- Provide a safe and orderly environment
 - Regular cleaning of counter/desktops and restrooms
 - Bullying awareness program
 - More training on PBIS
- Implement and give a student survey like the parent survey
- Increased parent involvement on Parenting Nights

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of Life School Mountain Creek's teachers are highly qualified in their respective areas. Six out of nine general education teachers have obtained their English as a Second Language certificate, which supports our campus population.

The teacher to student ratio for the campus is currently higher than the state average with 1:22 in kinder, 1:26 in 1st and 2nd grades.

Efforts to increase teacher retention could include additional teacher planning time and stipends for extra duties performed such as serving as a mentor, ESL teacher, or serving on a committee. Also, allow teacher's local absence days to be carried over each year.

Staff Quality, Recruitment, and Retention Strengths

Based upon information found in data reports, these areas are identified as campus strengths:

- Recruit and retain high quality staff
- 100% Certified or Highly Qualified teachers
- 6 out of 9 (66%) of teachers are ESL certified
- Edivation-online trainings
- Quality professional development offered
- Online feedback for improvement through "W.D.Y.T"
- Effective teamwork
- Good working environment

Staff Quality, Recruitment, and Retention Needs

Based upon information found in data reports, these areas of need are identified and listed in priority order:

- Additional planning time for teachers in the classroom-reduce meetings during conferences and before/after school; give teachers additional work times/days
- Stipends for teachers for extra duties such as a mentor and ESL teachers or serving on a committee
- Local absences carrying over each year

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Life School Mountain Creek places a high emphasis on student achievement. Data is consistently collected from various sources (weekly testing, Reading A to Z, monthly ISIP resorts, ISIP math-2nd grade, DRA, CFA's and district benchmarks) and disaggregated. Data meetings are held between administration and grade levels. Plans are developed for the re-structuring of classroom groups, as well as intervention groups on a frequent basis.

The campus will continue to partner with parents to provide resources for home use. Before leaving for the summer, parents will be provided with a list of skills needed for the next grade level and how to achieve them. The teachers would also like to consider providing parents with a summer reading list along with possible incentives for the students who choose to participate.

Curriculum, Instruction, and Assessment Strengths

Based upon information found in the data reports, these areas are identified as campus strengths:

- RTI
- Access to computer lab
- Guided reading library
- Instructional aide
- Student computers
- Reading A to Z
- Purchasing of Mentoring Minds

Curriculum, Instruction, and Assessment Needs

Based upon information found in data reports, these areas of need are identified and listed in priority order:

- Additional math resources and manipulatives
- Uniform math assessment
- Campus instructional specialist
- District wide pre/post test for math and reading
- Science resources for all grade levels

- Address kinder readiness
- Reading levels are low across each grade level
- A scope and sequence that does not change frequently

Family and Community Involvement

Family and Community Involvement Summary

Parental involvement is part of the mission statement of Life School. Life School Mountain Creek has placed a high emphasis on partnering with our parents during the first year as a campus. Currently, we have a Parents as Partners program that provides opportunities for parents to serve alongside the school for events such as: fundraising efforts, book fairs, field day, etc. We will continue to look for ways to involve parents in the education of their students. One way that is being considered is to hold a technology training as a part of Parenting Night. Parents have access to many resources at home, including Reading A-Z and iStation. We want to train the parents on how to log in and use the resources available to them.

The campus has also partnered with the Gospel Lighthouse Church staff. Staff members have volunteered to read in classrooms, eat lunch with the students on occasion, provide water to students and parents on occasion for dismissal during the warm months, provide resources for field day use, etc. The church staff will also conduct a school-wide assembly in the spring on bullying and character training.

Family and Community Involvement Strengths

Based upon information found in data reports, these areas of need are identified as strengths:

- Parent involvement during conferences, volunteer opportunities, Leadership Breakfasts, observations, and Parent Orientation is good
- Book Fair support
- High parent involvement in field trips
- High attendance during Grandparent's Day Luncheon
- Parents as Partners Program
- Canned food drive for Gospel Lighthouse
- Strong partnership with Gospel Lighthouse: Pumpkin Patch & Glow Assembly

Family and Community Involvement Needs

Based upon information found in data reports, these areas are identified and listed in priority order:

- Bullying/Character Training Assemblies
- Career Day/Week
- Parent Volunteer Appreciation Day

School Context and Organization

School Context and Organization Summary

Life School Mountain Creek considers the process, structures, and overall aspects of the organization when making decisions that impact teaching and learning. 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, although we have added a guided reading library, we would like to provide teachers with more books to stock their classroom libraries in lieu of a campus library. Secondly, place resources online in English and Spanish for parents to use to help get their child ready to start school and/or retain information over the summer. Lastly, the staff felt many of our students could be better supported through obtaining a campus counselor.

School Context and Organization Strengths

Based upon information found in the data reports, these areas of need are identified as campus strengths:

- Communication with parents and staff through: Remind 101, Thursday Exchange, Parent Portal, Life School messenger system, weekly newsletter, email and school website
- Staff morale
- Establishment of school committees
- Parent centered programs such as Leadership Breakfast and Parent Nights

School Context and Organization Needs

Based upon information found in data reports, these areas of need are identified and listed in priority order:

- Better communication with non-English speaking parents
- Establish a PTO
- Counselor and counseling services
- A definite community partner
- Parent education programs

Technology

Technology Summary

Life School Mountain Creek will continue to look for, and utilize technology, to advance teaching and learning. Two laptops were purchased for each classroom for student use this year. Other technology, including, but not limited to interactive whiteboard capabilities, ipads, and additional student computers will be considered for each classroom during the 2015-2016 school year. We will continue to provide training to teachers on the latest technological trends pertaining to education as well. Doing so will allow our teachers and students to connect to real-world experiences and post-secondary opportunities.

Technology Strengths

Based upon information found in data reports, these areas are identified as strengths:

- Document cameras and projectors
- Computer lab
- Edviation trainings
- Updated operating system
- Mimio teach in the computer lab
- IT support on the campus frequently

Technology Needs

Based upon information found in data reports, these areas of need are identified and listed in priority order:

- Interactive whiteboards in each classroom
- Additional technology, including, but not limited to, Ipads/laptops for student and teacher use
- Continued training on latest technology trends

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus and/or district planning and decision making committee(s) meeting data

Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- 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
- Male / Female performance and participation data
- Special education 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
- 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 department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

Parent/Community Data

- Parent Involvement Rate

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 along with campus and district assessments.









Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Staff development on instruction, alignment, team planning, assessment, and data disaggregation; including, but not limited to, team trainings throughout the year, guest speakers, instructional rounds, etc.	1, 2, 3, 4, 8, 9, 10	District Administration, Campus Administration, Curriculum Coordinators, and Guest Trainers	Biweekly data disaggregation meetings with administration Peer Instructional rounds once per semester Daily small group instruction in Math and Reading 100% of teaching staff will attend team planning and staff development on improving instruction				
2) Supplemental math classroom resources, including but not limited to, Mentoring Minds, Kamico, Curriculum Associates, manipulatives, etc.	1, 2, 9, 10	Campus Administration, Curriculum Coordinators, and Classroom Teachers	Daily use of the workbooks in each classroom 25% increase in benchmark scores between the first round of testing and the last.				
Funding Sources: 211 - Title I - \$2000.00							
3) Guided Reading Libraries	1, 2, 9, 10	Campus Administration, ELA Curriculum Coordinator, Classroom Teachers	1,000 books per classroom for student use in guided reading groups One book box per student, per classroom				
Funding Sources: 211 - Title I - \$5989.00							
4) Manipulatives and consumables for all subject areas	1, 2, 9, 10	Campus Administration and Curriculum Coordinators	100% of classrooms will have the manipulatives and consumables they need to teach in their content areas				
Funding Sources: 211 - Title I - \$1000.83							

5) Evaluation of during the school day intervention practices	1, 2, 3, 8, 9, 10	Campus Administration, Curriculum Coordinators, Classroom Teachers, and Reteach/Enrich Teachers	25% increase in benchmark scores between the first and second round of testing Daily informal observations/assessments from classroom and intervention teachers Biweekly data disaggregation meetings/changing of intervention groups				
= 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) Reteach/Enrich	1, 2, 8, 9, 10	Campus Administration, Curriculum Coordinators, Classroom Teachers, and Reteach/Enrich Teachers	<p>Improved scores on campus and district assessments by 25% between the first assessment and the second</p> <p>Daily informal observations/assessments from classroom teacher and reteach/enrich teacher (running records and guided reading groups)</p> <p>Biweekly data disaggregation meetings/changing of intervention groups</p> <p>Weekly tutoring groups before/after school by classroom teachers</p>				
Funding Sources: 211 - Title I - \$1500.00							
2) Professional development on working with students from diverse backgrounds	1, 2, 4, 8, 9, 10	Campus Administration and Curriculum Coordinators	Staff development for 100% of instructional staff, specifically for Sped and ESL students.				
3) Parenting Night (technology training, reading night, math night, science night, etc.)	1, 2, 6, 9, 10	Campus Administration, Curriculum Coordinators, and Classroom Teachers	<p>Parenting nights offered at least four times a year</p> <p>Increase in parent participation as evidenced by sign-in sheets by 5%</p>				
4) Attendance incentives	1, 2, 10	Campus Administration and Classroom Teachers	<p>1% increase in student attendance rates until we reach 97% for the year</p> <p>Offer attendance incentives for each nine week period</p>				
5) Rti provided by Instructional Specialist	1, 2, 3, 9, 10	Campus Administration and Instructional Specialist	<p>Weekly RTI documentation by Inst. Specialist</p> <p>RTI Meetings will be conducted every 3 weeks</p>				
Funding Sources: 211 - Title I - \$1000.00							

6) 45 Day Tutor	1, 2, 3, 9	Campus Administration	Gap between the highest performing student group and all other student groups will be no larger than 2% as measured by the 2015-2016 TAPR report.				
Funding Sources: 211 - Title I - \$4911.00							
 = 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 100% graduation rate, outperform the state index 4 (college readiness) and 100% post-secondary acceptance for the school year 2015-2016.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Morning announcements about college	2	Campus Administration	Daily announcements about the hard work and effort it takes to get to college that promote a culture of students wanting to go to college				
2) College Week	1, 2	Campus Administration	Coordinate with at least two universities to come present to the grade levels during college week 100% of classroom teachers will speak with students about their university and their college experience 100% student participation in college week presentations				
3) National Career Week (parents/community members come to speak about their career and the path they took to get there)	1, 2, 6	Campus Administration	Parents/community members will be involved in coming to speak with students about their career and the path they took to get there 100% student participation in career week presentations				
= 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 provided weekly to all grade levels.	1, 2, 9	Campus Administration	Guidance lessons presented at least once a week At least two Eagle Referrals awarded per class each 9 week period				
2) Leadership assemblies	1, 2, 9	Campus Administration and Classroom Teachers	100% student attendance in assemblies One Character Assembly per semester				
Funding Sources: 211 - Title I - \$880.60							
3) Morning announcements that pertain to character traits	1, 2	Campus Administration	Daily announcements made that incorporate the character trait of the six weeks				
4) Leadership opportunities for students	2	Campus Administration and Classroom Teachers	Soaring Eagle Winners will be chosen for character each 9 week period. Students will participate in leading morning announcements.				
= 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) Morning announcements led by students	2	Campus Administration and Classroom Teachers	No more than two referrals per week for student discipline At least two Eagle Referrals awarded to students each week 50% of 2nd grade students will participate in leading the daily announcements throughout the school year				
2) Opportunities for leadership roles provided by teachers	2	Classroom Teachers	No more than two referrals per week for student discipline At least two Eagle Referrals awarded to students each week 100% of students will have the opportunity to have a leadership role throughout the school year Junior National Honor Society opportunity for 3rd graders				
3) Community mentoring programs designed to build leaders	1, 2	Campus Administration	No more than two referrals per week for student discipline At least two Eagle Referrals awarded to students each week Community mentors will visit with students at least one time per semester				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Sustainability through growth and expansion.

Performance Objective 1: Retain students through graduation by expanding district facility capacity.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Field trips to local colleges	9	Campus Administration	Starting with 3rd grade, students will take field trips to local colleges.				
2) Added grade level each school year		Campus Administration	An additional grade level will be added each year through 6th grade.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Sustainability through growth and expansion.

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) Communication of new policy procedures via paper newsletters (Thursday Exchange)	6	District Administration, Campus Administration, and Classroom Teachers	Weekly newsletter sent home in student folders				
2) Communication of new policy procedures via electronic communication (school website, weekly teacher emails, and social media)	6	District Administration, Campus Administration, and Classroom Teachers	Weekly newsletter sent out via email by classroom teachers Weekly Thursday Exchange posted to the school website with current activities				
3) Communication of new policy procedures to stakeholders via face-to-face meetings	6	District Administration, Campus Administration, and Classroom Teachers	Parenting nights offered at least four times a year Staff meetings held at least one time per month Leadership breakfasts held one time a semester Parent-teacher conferences held one time a semester Increase in parent attendance to parenting night, parent-teacher conferences and leadership breakfasts by 5%				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Sustainability through growth and expansion.

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) Visibility of officers on campus at all times	1, 2	District and Campus Administration	Officer on campus 100% of the school day Positive parent feedback on the safety of students while on campus as evidenced by an overall score of at least 90%				
2) Effective learning environment through methods such as: bullying programs, guidance lessons, character lessons, administrative classroom walk-throughs, and the discipline system	1, 6, 10	Campus Administration	Bullying programs presentation at least one time per year Guidance lessons at least one time per nine weeks provided by community members At least two Eagle Referrals awarded per class per nine week period				
3) Crisis Management Plan, Fire Drill, and Inclement Weather Plan	4	Campus Administration, Classroom Teachers, Officer, and Local Fire Department	Crisis Management Drills (lockdown and inclement weather) at least one time per semester Fire Drills at least one time per month Bomb Threat Plan in place				
4) Maintenance of facilities	1, 2	District Administration, Campus Administration, and Classroom Teachers	Daily cleanliness of facilities Monthly walk-through reports				
5) CPI trained staff	4, 5	District Administration and Campus Administration	100% of required staff trained Yearly certifications				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							










Goal 3: Sustainability through growth and expansion.

Performance Objective 4: Provide technology tools necessary to maintain high quality programs in instruction and operations as measured by 90% of participants reporting they agree that Life School is providing technology tools on a standardized climate survey taken during the 2015-16 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Increase technology in each classroom for student use; including, but not limited to, ipads and/or student computers	1, 2, 3, 4, 5, 9, 10	District IT Department, Campus Administration, and Classroom Teachers	50% of title funds allocated to classroom technology				
			Technology implementation as evidence by weekly classroom walk-throughs				
Funding Sources: 211 - Title I - \$20000.00							
2) Continued staff development on the latest technological trends	1, 2, 3, 4, 5, 9, 10	District IT Department, Campus Administration, and Classroom Teachers	Technology implementation as evidence by weekly classroom walk-throughs				
3) Increase electronic software and intervention programs available for student use	1, 2, 3, 4, 5, 9, 10	Campus Administration and Classroom Teachers	Track student usage of programs in the classroom, as well as the computer lab, such as iStation				
			Tier 3 students will use iStation for at least 60 minutes a week				
			Tier 3 students will be pulled daily for Math and Reading by an Instructional Specialist				
Funding Sources: 211 - Title I - \$1019.40							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Sustainability through growth and expansion.

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) Improve the partnership with Gospel Lighthouse	1, 2, 7	Campus Administration	Participation in GLOW Assembly, Pumpkin Patch, and food donations to GL				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Enhance skills and knowledge of staff

Performance Objective 1: Provide relevant professional development through the 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) Provide opportunities for staff to obtain required professional development; including, but not limited to, federal mandated videos, ELPS, TELPAS, PDAS, Guided Reading, HR days, TIF Grant, G/T, etc.	1, 2, 3, 4, 5, 8, 9, 10	District Administration, Campus Administration, Curriculum Coordinators, Human Resources, G/T Coordinator, Special Programs Coordinator, School Nurse	100% of instructional staff will meet the required number of hours Eduphoria event registration LifeSchoolU registration Sign-in sheets/agendas for professional development Pre/Post Tests				
2) Summer trainings for all teachers	1, 2, 3, 4, 5, 10	Campus Administration and Curriculum Coordinators	At least 50% of staff will participate in summer staff development				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Enhance skills and knowledge of staff

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) Strategies implemented to increase staff morale; included, but not limited to, employee of the month, campus team competitions, theme days, spirit days, etc.	1, 5	Campus Administration and Classroom Teachers	Positive staff morale as evidenced by a rating of at least 90% on staff surveys				
			Employee of the month awards given each month				
100% staff retention							
Funding Sources: 199 - General Fund - \$500.00							
2) New Teacher Academy	1, 3, 4, 5, 10	District Administration, Campus Administration, and Curriculum Coordinators	100% of new teachers utilizing strategies gone over in the New Teacher Academy as evidenced by classroom walk-throughs				
			100% staff retention				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Enhance skills and knowledge of staff

Performance Objective 3: 100% of classroom teachers will be Highly Qualified.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Administration will only hire teachers that are considered Highly Qualified according to TEA requirements.	3	Administration and human resources	HQ status				
= 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 communication techniques via paper newsletters (Thursday Exchange	3, 4, 5, 6	District Administration, Campus Administration, and Classroom Teachers	Weekly newsletter sent home in student folders				
2) Parent communication techniques via electronic communication (school website, weekly teacher emails, Remind 101, Life Link newsletter, School Messenger System, and social media)	3, 4, 5, 6	District Administration, Campus Administration, and Classroom Teachers	Weekly newsletter sent out via email by classroom teachers Weekly Thursday Exchange posted to the school website with current activities Remind 101 notifications at least one time per month				
3) Parent communication techniques via face-to-face meetings	3, 4, 5, 6	District Administration, Campus Administration, and Classroom Teachers	Parent orientation offered one time per year Kinder Roundup/Parent Orientation Parenting nights offered at least four times a year Leadership breakfasts held one time a semester Parent-teacher conferences held one time a semester Increase in parent attendance to parenting night, parent-teacher conferences and leadership breakfasts by 5%				
= 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 number of community events participated in by staff 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) Participate in various community events; including, but not limited to, Canned Food Drive for Gospel Lighthouse, Pennies for Patients, Jump Rope for Heart, Ronald McDonald House, and Toy Drive	1, 2	Campus Administration, Classroom Teachers, and Campus Planning Team	75% of students will participate in at least one community event throughout the year Opportunities for students involved in JNHS to participate in an event at least two times per semester				
 = 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 being presented with staff 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) Partner with colleges and universities to share information about their programs to continue their education	5	Campus Administration	At least 50% of staff will attend meetings with colleges and universities Colleges and universities will be invited in to speak at least one time a 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 4: Establish business partnerships as evidenced by at least 2 corporate partners volunteering time, money, expertise or in-kind resources during the 2014-2015 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Providing opportunities for corporate partners to volunteer time and resources; including, but not limited to, Dallas Public Library and Gospel Lighthouse Church, Dentist for Kindergarten, Box Tops for Education, Book It!, Read to Succeed, and Scholastic Book Fair	1, 2, 5, 6	Campus Administration	The campus will partner with at least 4 corporate volunteers throughout the year Events will be held with corporate volunteers at least two times per semester (Mountain View College)				
 = 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 a local ISD to participate in at least one event throughout the school year	1	Campus Administration	The ISD will attend at least one event on campus				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

2015-2016 Campus Planning Team

Committee Role	Name	Position
Administrator	Kim Riepe	Principal
Administrator	Sherqueena Myles	Asst. Principal
Classroom Teacher	Lloyd Ashcraft	Sped Teacher
Classroom Teacher	Lesli Deer	Kinder Teacher
Classroom Teacher	Mary Garcia	1st Grade Teacher
Classroom Teacher	Almetria Rudd	2nd Grade Teacher

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	Awards to teachers	199.21.6399.000.105e.00.000	\$500.00
Sub-Total					\$500.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Mentoring Minds Curriculum for Math and Reading	211.11.6399.000.105E.30.00.000	\$2,000.00
1	1	3	Guided Reading Library/Leveled Readers	211.11.6329.000.105E.30.00.000	\$5,989.00
1	1	4	Manipulatives	211.11.6399.000.105E.30.00.000	\$1,000.83
1	2	1	Before/After School tutoring	211.11.6118.000.105E.30.00.000	\$1,500.00
1	2	5	Intervention Materials	211.11.6399.000.105E.00.000	\$1,000.00
1	2	6	45 Day Interventionist/Tutor	211.11.6118.011.105E.30.00.000	\$4,911.00
2	1	2	Guest Speakers	211.21.6219.062.105E.30.00.000	\$880.60
3	4	1	Technology for Student Use	211.11.6395.000.105E.30.00.000	\$20,000.00
3	4	3	Reading A to Z	211.11.6395.000.105E.30.00.000	\$1,019.40
Sub-Total					\$38,300.83
Grand Total					\$38,800.83