

**Life Schools**  
**Life School Red Oak Elementary**  
**2015-2016 Campus Improvement Plan**

**Accountability Rating: Met Standard**



# 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 Statements

**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 Red Oak is located in the City of Red Oak which is in Ellis County. The City of Red Oak has the following demographic percentages; white 71.7%, Black or African American 16.9%, Am. Indian & Alaska Native 0.6%, Native Hawaiian or Other Pacific Islander 0.1%, Hispanic or Latino 20.6%, Asian 0.5% and Two or More Races 2.5%.
- In comparison to our local community, the 2013-2014 TAPR Report shows Life School Red Oak has the following demographic percentages: 26% African-American, 25% Hispanic, 41% White, 1.5% Asian, 6.5% other; 53% female and 47% male. Economically disadvantaged student population of 37%, at risk 34%, ELL 4%, and Sped 7%. Attendance rate is 97% and the state is average is 95.8%.
- As a campus, we feel that we would benefit from the following: additional administrative support in the form of an additional counselor and AP, a K-2 reading specialist to help close gaps early; and a campus-wide interventionist for math and reading. We would like an additional support staff to make copies which will free up teacher time to plan interventions and meet individual student needs. Our ESL students need additional support in the form of Ipads or computers with programs to improve English fluency and an interventionist to work specifically with that population. Lastly, we would benefit from an additional registrar to help our campus keep up with the needs of our large campus.

### Demographics Strengths

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

- diverse student population
- high re-enrollment numbers
- low turnover rate for teachers
- high teacher committment
- 51% of teachers have 6+ years of experience
- all teachers are certified
- ample professional development for staff

## Demographics Needs

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

- K-2 reading specialist based on at-risk students below level on ISIP scores
- K-6 interventionist for math and reading based on test scores across grades and ethnicities
- ESL interventionist or money allocation for technology and resources specific to our ESL students based on the fact that our students are taking longer than the state recommended time to reach fluency and exit from ESL
- additional counselor based on state recommendations that elementary counselors have a ration of 1 counselor to no more than 550 students; this ration assumes that the counselor has no Special Programs duties
- additional registrar to accommodate the needs of our large campus
- a full-time copy person to free teacher time since class sizes are larger than average and therefore the classroom needs are greater
- additional administrative support in the form of an additional Assistant Principal

## Student Achievement

### Student Achievement Summary

- Life School students are performing at or above the state average in most areas. Life School 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.
- Life School Red Oak met standard on all areas as evidenced on the 2013-2014 TAPR report and earned a distinguished designation in the areas of reading, math and science, but overall students performed lower in the area of math when compared to reading. Life School Red Oak also was selected to receive the Texas Honor Circle campus award from the Texas Comptroller's Office for combining cost effective spending with academic excellence for the second year. In the 2014-2015 school year LSRO implemented a workshop model into all classrooms for reading, writing, and math.
- Life School Red Oak has continued to show growth in math and 4th grade writing. We still have several areas that have been identified as needs in the areas of ESL support, RTI for math and reading, and reaching our economically disadvantaged students.

### Student Achievement Strengths

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

- math in grades 5 and 6
- longitudinal growth in math and reading
- 4th grade writing
- reading
- growth in the scores of the African American sub-pop

### Student Achievement Needs

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

- Reading/Math Interventionists
- ESL supports
- Reading curriculum
- reaching economically disadvantaged

## **School Culture and Climate**

### **School Culture and Climate Summary**

Life School Red Oak has invested in the needs of students, parents and staff to ensure a safe environment conducive to optimal learning. Data shows that students, parents and staff are satisfied with the education, safety, culture and climate at Life School Red Oak. Throughout the history of LSRO, 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 Red Oak invites all parents to be involved in their student's educational experience through the use of our Parenting Program. Life School Red Oak 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**

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

- 90%+ re-enrollment of current students
- majority of parents feel welcome
- more than 80% of employees feel that they have a voice ie. WDYT and approachable administration
- majority of parents feel that teachers have high expectations of students
- majority of parents feel that they can have a voice in decision making

### **School Culture and Climate Needs**

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

- concern for safety (campus too open)
- checking discipline records before admitting a student
- consistency in expectations-discipline and dress code
- need for a timeout/ISS area for students with behavior issues



## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Life School actively recruits staff with a heart and passion for teaching. Through the recruitment process Life School meticulously reviews candidates to ensure that we are hiring the best and brightest to educate our students and prepare them as leaders for the 21st century. As efforts have been made in the recruitment and retention of highly qualified staff, who embrace the vision and mission of Life School, we have encountered challenges.

Life School has made it a priority to recruit staff members to meet the 100% highly qualified requirement. Our students are being served by exceptional staff members from all levels who have bought into the vision and mission. Being located in a large metroplex area also creates a challenge when recruiting the best and brightest due to a competitive marketplace from surrounding districts. Currently, high need areas with limited applicants are bilingual educators, secondary math educators, and secondary science educators. Life School closely monitors the market in our area to ensure that we are competitive and attract the best candidates in the education profession; however, there are limitations to increases in pay schedules based on available budgets. Recurring costs (employees) continues to be an issue that the district must address.

The data from the December 2013 TEA Highly Qualified report shows that 98.52% of Elementary General Education Teachers and 100% of Secondary General Education Teachers are highly qualified. Elementary and Secondary combined reports that 99.63% of Life School teachers are highly qualified. The report shows that 100% of Elementary Special Education Teachers and 91.95% of Secondary Special Education Teachers are highly qualified. Life School has 98.58% highly qualified when you include all levels (elementary and secondary) and both general education and special education teachers. Life school recruits highly qualified and effective staff through a recruiting event, "Education Excellence for Life"; peer interview process; Teacher Job Network, college recruitment fairs and the California Psychological Institute (CPI).

Campus administration selects staff hires based on the needs of their campus.

New teachers at Life School receive support via PACT videos and model curriculum project. In addition, they are supported through an onboarding event, staff development and a mentor/buddy program. All teachers are provided feedback from their supervisors through summative conferences, walk throughs, and observations which are completed on a regular basis. There are two formal observations and a minimum of 5 walk through observations. Life School is building capacity among staff through the TIF program, succession planning and performance based compensation and measurement system.

Professional development needs are identified by input from staff through "What Do You Think?", survey monkey, and pre/post assessments. Life School conducts planning meetings in a variety of formats (i.e. principal meetings, campus staff meetings, campus administration and central office meetings). Life School works to maintain district and campus alignment. Life School has reported that staff has attended staff development in the following areas: Mission, Academics, Students, Operations, Finance, Human Resources and Stakeholders (parents, board training).

Life school has nurtured the staff relationship by increasing the communication efforts through LifeLine, email blasts, "What do you think?", and district administration presence on campuses.

Life School Red Oak has made it a priority to recruit staff members to meet the 100% highly qualified requirement. Applicants are screened prior to campus interviews. Each applicant is interviewed at the campus level by the principal, assistant principal and, if possible, peers.

### **Staff Quality, Recruitment, and Retention Strengths**

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

- Edivation
- Life School U
- WDYT Committee
- PACT Mentor Program
- ease of access to Curriculum Coordinators
- all teachers are Highly Qualified-met targets

### **Staff Quality, Recruitment, and Retention Needs**

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

- incentive to stay in the middle of the year and into the next
- clarity of how to get help/answers we need
- one emphasis for each grade level per school year

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

It is the group's finding that, in the area of curriculum and instruction, we are showing marked progress in regards to students growth. We are meeting or exceeding state expectations in many content areas and non-tested subjects are seeing growth based on data collected from previous years.

Our strengths lie in the vast wealth of instructional tools which we have been given for this school year. We have received access to technologically-based instruction such as Go Math, StemScopes, iStation, and MobyMax to name a few. We have received curriculum through revered educational agencies such as The Teacher's College.

We have also had the additional benefit of enlisting the aid of our curriculum coordinators in creating and implementing grade-level Scope and Sequence plans. Their guidance has been invaluable in executing plans created as a district.

With all of the aforementioned tools in place, we still feel that we lack in the area of planning time. We were given many TEKS-aligned tools in the beginning of the year. More came as the year progressed. However, many grade levels already had plans in place (whether in be lesson plans or their own Scope and Sequence). We were given very little time to discuss as a team how the new tools could/would be integrated into existing plans or whether new plans were necessary. Also, the materials we received mid-year were expected to be implemented immediately after routines were already established and students were already progressing along assigned routes of learning. Switching gears mid-year (or later) is very disruptive, especially for our younger students and SpEd/ESL students. Also, some of the tools so eagerly anticipated never arrived, causing a scramble to adjust and plan new ways to present and assess targeted material. If all tools are in place, having time such as a day or two right after school dismisses for the summer to create a workable, but adaptable Scope and Sequence would be invaluable.

Another need that we have as a campus is the ability to vertically align. The new Math vocabulary initiative is a fantastic step in this direction. We feel that identifying TEKS which build and then addressing those in similar ways across grade levels will build a continuity that students can use when transitioning from one level to the next.

We also feel that the campus would benefit from a full-time interventionist. Students who are struggling to grasp concepts or need more practice with certain skills would benefit from having an experienced, certified teacher. This person could also help with meeting RtI goals as well as give teachers feedback regarding student progress. He/She would have insight into common problem areas across the campus due to active participation in campus-wide interventions. He/She could help plan common intervention activities or curriculum extensions to allow students' needs to be met on whatever level they are.

Overall, we feel confident that we, as a campus, are moving in a positive direction regarding our curriculum alignment as well as instructional goals. We know that finding cohesion in our strategies to reach these goals as well as having the time and resources to implement these strategies will result in growth and achievement of all students at Life School Red Oak Elementary.

## **Curriculum, Instruction, and Assessment Strengths**

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

- curriculum coordinators
- technological resources
- new curriculum tools
- high expectations

## **Curriculum, Instruction, and Assessment Needs**

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

- skilled, knowledgeable interventionist
- vertical alignment opportunities
- timely planning opportunities
- all tools present before implementation

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

Family and Community Involvement has many strengths. We recognized our parenting program as one of our biggest assets at Life School. We also feel that parent communication is another great way that we keep families involved at LSRO. Part of that great communication is the parent portal. It allows parents to have access to their student's academics on a daily basis. Our parenting nights have been another successful way to keep the parents and community involved with what happens in our schools on a regular basis. The math and science nights are always family favorites. The annual fall festival is a huge event that gets many families involved in a fundraising effort to support the classrooms. Another strength is our school wide career day that gets parents actively involved in classrooms where students learn more about their professions. One of our greatest community partnership is with North Ellis County Outreach. We run a canned food drive and a toy drive that directly impacts our community.

First, we feel the greatest needs we have are related to better meeting the needs of our Spanish speaking families. The Thursday exchange could be translated and sent with our students that primarily speak Spanish at home. Our school website needs to have a link with information in Spanish for this growing population at Life School. We also thought that we could have a room on parent nights where our Spanish speaking parents could have similar activities provided in Spanish. We could possibly have parent volunteers to help with this room. Secondly, we need consistency for our students that need speech. We felt that hours are not being met across the different grade levels. Lastly, we need Thursday exchange to be sent out digitally instead of a hard copy each week. We could have a couple copies per class for students that may not have technology access at home.

### **Family and Community Involvement Strengths**

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

- parenting program
- parent communication
- parent portal
- parent nights (math, science)
- Fall Festival
- Career Day
- community programs: firefighter safety, oral hygiene seminar, granny apple, Navajo

## Family and Community Involvement Needs

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

- Spanish translation of Thursday Exchange
- speech hours not being met
- Spanish "room" at parent nights
- digital Thursday Exchange

## School Context and Organization

### School Context and Organization Summary

Life School Red Oak 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 LSRO 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.

Life School has implemented a team planning approach during staff development days that allows time for content area teams to review and evaluate the implementation of the scope and sequence; evaluate and make adjustments to common formative assessments to ensure rigor and fidelity; evaluate results (data disaggregation); and share best practices.

Life School encourages staff participation in decision making by including staff members as a part of the campus improvement team, "What Do You Think?" team and surveys.

The strengths of Life School Red Oak are communication, safety, and academics. According to the surveys completed by both faculty and parents the data indicates that Life School Red Oak is strong in providing communication of upcoming events and district initiatives. However, the faculty feels that administration is effective in communication, but not allowing them to be part of the decision making processes. Also, both the faculty and the staff agree that Life School Red Oak has strong academics for the students that builds leaders and develops character. Conversely, the staff in the upper grades believe that it would be more effective to have smaller class sizes. This would enable the teacher more time to dedicate to teaching and reteaching of material. The staff agrees that they enjoy the flexibility of choosing their curriculum tools that they utilize to supplement instruction. The faculty believe that a full time reading and math interventionist would greatly benefit the students in their learning. This would give the students more small group instruction to help them to bridge gaps in the areas of reading and math.

### School Context and Organization Strengths

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

- teacher committees
- mentor program, PACT
- specials classes that are offered
- traffic flow in hallways

- grade level team leads
- parent nights
- WDYT
- staff morale
- parent communication

### **School Context and Organization Needs**

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

- math interventionist
- reading interventionist
- a reduction in class sizes in the upper grades
- allow teachers to be a part of the decision-making process



# Technology

## Technology Summary

Life School Red Oak continues to utilize technology in the classroom and computer lab. We are continuing to increase interactive technology and computers for student use. Last year LSRO added 4 carts with 30 laptops, projectors and document cameras, and 20 Mimio teach devices. This year LSRO finished out all remaining classrooms with projectors, document cameras, Mimio teach devices, and two ipads per classroom. LSRO has implemented and will continue to purchase software programs for students and teachers to use.

## Technology Strengths

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

- fast network
- interactive whiteboards
- ipads and computers in classrooms

## Technology Needs

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

- content specific trainings
- 1:1

# 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
- PBMAS data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- 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
- 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
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

### **Parent/Community Data**

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

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

- Budgets/entitlements and expenditures 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.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Conduct staff Development; including but not limited to, instruction, alignment, team planning, assessment, data disaggregation	1, 2, 3, 4, 8, 9, 10	Campus Administration Team Leads	Out-perform the state by 2% in all academic areas as measured by the campus score on the 2015-2016 TAPR report				
2) Increase available technology for student and teacher use	1, 2, 5, 9, 10	Campus Administration IT Department	50% of classroom walk-throughs show evidence of technology being used in the classroom				
Funding Sources: 211 - Title I - \$30000.00							
3) Increase classroom resources for math instruction; including but not limited to, math manipulatives, visuals, and a math specialist	1, 2, 3, 5, 9, 10	Campus Administration Teachers	Out-perform the state by 2% in all academic areas as measured by the campus score on the 2015-2016 TAPR report				
Funding Sources: 211 - Title I - \$3000.00							
4) Support our gifted and talented population by requiring teachers to have their annual GT professional development hours and providing a GT program for identified students	2, 3, 4	District GT Coordinator Campus Administration	100% of required general ed staff with 30 hours of GT training				
5) Increase classroom resources for ELAR instruction; including but not limited to, guided reading books, visuals, writer's workshop resources, iStation, and a reading specialist	1, 2, 3, 5, 9, 10	Campus Administration Teachers	Out-perform the state by 2% in all academic areas as measured by the campus score on the 2015-2016 TAPR report				
Funding Sources: 211 - Title I - \$20000.00							
6) Increase classroom resources for science instruction; including but not limited to, science lab materials, materials for science experiments, Brain Pop lessons, and a science lab teacher	1, 2, 3, 5, 9, 10	Campus Administration Teachers	Out-perform the state by 2% in all academic areas as measured by the campus score on the 2015-2016 TAPR report				
Funding Sources: 211 - Title I - \$2000.00							
7) Add interventions, such as reteach/enrich, during the school day each day for at least 30 minutes a grade level for 36 weeks	2, 3, 8, 9, 10	Campus Administration Classroom Teachers	Out-perform the state by 2% in all academic areas as measured by the campus score on the 2015-2016 TAPR report				
Funding Sources: 420 - State Comp Ed							
= 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) Provide intervention programs, software, and resources for identified RTI students	1, 2, 3, 4, 7, 8, 9, 10	Campus Administration Teachers	A decrease in the number of tier 3 students by 3% in each grade level by the end of the year  Changed to: RTI meetings will be held once a month and bi-weekly data meetings will be held to progress monitor student progress				
				Funding Sources: 211 - Title I - \$3000.00, 420 - State Comp Ed, 211 - Title I, None			
2) Common formative assessment testing, benchmark testing, and data disaggregation	1, 2, 3, 4, 8, 9	Campus Administration Counselor	Increase student passing rate by 10% from the fall to the spring benchmark				
				Funding Sources: 211 - Title I - \$1000.00			
3) Provide academic specialists; including but not limited to, reading, math, and science lab positions	1, 2, 3, 4, 9	Campus Administration	Reduce the achievement gap between the highest performing student group and all other student groups by 2%				
4) Provide professional development, resources, and intervention/tutoring for ELL students	1, 2, 3, 4, 9, 10	Campus Administration Counselor	Reduce the achievement gap between the highest performing student group and the ELL student group by 2%				
				Funding Sources: 263 - Title III - \$4911.00, 263 - Title III, 263 - Title III - \$500.00, 263 - Title III - \$500.00			
5) Support special education department and students; including but not limited to, resources, classroom supports, supplemental materials, professional development, technology, etc.	1, 2, 3, 4, 8, 9, 10	SPED Coordinator Campus Administration Lead SPED Teacher	55% of all sped students will meet standard on their STAAR exam				
6) Offer accelerated instruction for 5th grade students that fail the STAAR assessment	2, 3, 9	Campus Administration Counselor	50% of students that failed the first STAAR assessment in 5th grade will pass the second or third administration of STAAR.				
				Funding Sources: 420 - State Comp Ed - \$1000.00			
= 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) Promote college on the morning announcements each day	2	Campus Administration Counselor Office Staff	Students hear the word college on the morning announcements 95% of the year				
2) Annual college day and career day	2	Campus Administration Counselor Teachers	95% of students participate in grade level appropriate activity each 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) Conduct leadership/character assemblies and character traits/"I will" statements on the morning announcements	1, 2	Counselor Teacher Campus Administration	90% of students in each grade level have less than 3 detentions each semester				
2) Provide teacher and parent training; including but not limited to, parental advice in Thursday Exchange and professional development	1, 2, 4, 5, 6, 10	Counselor Teachers Administration	90% of students in each grade level have less than 3 detentions each semester				
3) Promote and reward positive behavior/character; including but not limited to, classroom incentives, mustang office referrals, and Mustang of the Year winner, awards	2, 6	Campus Administration Counselor	90% of students in each grade level have less than 3 detentions each semester				
 = 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) Offer student programs and clubs; including but not limited to, NEHS, UIL, NECO, Choir, Yearbook, etc.	1, 2, 6	Campus Administration Counselor Teachers	Provide 4 or more leadership opportunities for students each year				
2) Allow students to conduct morning announcements and assist at assemblies	6	Campus Administration Counselor	Students conduct morning announcements and assist at assemblies at least 50% of the school year  Discontinued due to students no longer assisting with announcements-admin are running are running each morning to speak more in depth about character and pertinent issues				
3) Opportunities for teachers to have leadership roles; including but not limited to, committee chairs, lead teachers, lead professional development training, district specific lead roles, etc.	1, 2, 3, 4, 5	Campus Administration Counselor Teachers	Provide 5 or more leadership opportunities for teachers each year:  Lead teachers SBG Pilots Committees Leading PD Reading/ELA Continuum				
4) Opportunities for parents to have leadership roles on campus; including but not limited to, classroom roles/sign-up, PTO, copy mom, Thursday Exchange distribution, fundraising, professional development, substitute teaching, etc.	6	Campus Administration Teachers Office Staff	Provide 5 or more leadership opportunities for parents each year				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							











### Goal 3: Sustainability through growth and expansion

**Performance Objective 1:** Retain students through graduation by promoting the events and opportunities that occur at Life School Waxahachie.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Promote the events and opportunities of the new secondary campus and instructional programs being offered; including but not limited to, Now Magazine, Thursday Exchange, Local Newspaper, Website, Facebook	2	Campus Administration Counselor Campus Receptionist	Sustain 98% enrollment capacity as evidenced by the October 2015 snapshot				
2) Senior student program: teacher's aide, mentoring, campus assistance at least once a semesmter	2, 9	High School and Elementary Administration Teachers	Sustain 98% enrollment capacity as evidenced by the October 2015 snapshot				
3) Advertise high school sports events in Thursday Exchange	6	Administration Receptionist	Sustain 98% enrollment capacity as evidenced by the October 2015 snapshot				
= 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) Communicate policies/procedures through the following methods including, but not limited to: staff meetings, Parent Nights, Parent Orientation, the Life Schools website, Remind messages, Life School Messenger, etc.	1, 2, 4, 6	Campus Administration Classroom Teachers	Staff meetings will be held once a month, Parent Nights will be held four times a year, Parent Orientation will be offered on August 8th, the Life School website is frequently updated with pertinent information, and Remind messages are used on a regular basis to keep parents informed of upcoming events				
 = 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) Officer on campus at all times	2	Security Department Campus Administration	90% of parents feel like this is a safe campus as evidenced on the end of the year district survey				
2) Background checks, Raptor check-in	2	Campus Administration Office Staff Campus officer	90% of parents feel like this is a safe campus as evidenced on the end of the year district survey				
3) Bullying procedures, discipline system, and guidance lessons	1, 2, 4, 5, 6	Counselor Campus Administration Campus Staff	90% of parents feel like this is a safe campus as evidenced on the end of the year district survey				
4) Emergency Crisis Plan: fire, lockdown, and disaster	2, 6	Campus Administration Campus Staff	Monthly fire drills completed in under 2 minutes, semester lockdown and disaster drill completed in under 3 minutes				
5) Annual fire department safety training	2, 6	Assistant Principal Teachers	90% of parents feel like this is a safe campus as evidenced on the end of the year district survey				
= 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 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) Increased classroom technology for instructional use	1, 2, 4, 5, 9, 10	IT department, campus administration, teachers	50% of classroom walk-throughs show evidence of technology being used in the classroom				
2) Increased available technology to student ratio	1, 2, 4, 5, 9, 10	IT department, campus administration	50% of classroom walk-throughs show evidence of technology being used in the classroom				
 = 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) Develop and maintain effective relationships with colleges or universities for recruiting and networking capabilities.	2, 5	Campus administration	<p>The campus will develop and utilize the college partnership for recruiting or networking capabilities at least one time during the 2015-2016 school year.</p> <p>Robotics Club partnership with Mountain View College once a week.</p> <p>Sagu student observers and student teachers each semester.</p>				
2) Partner with a college or university to provide an opportunity for education students to be able to do classroom observations and/or student teaching opportunities	2, 5	Campus Administration	<p>At least one student from a college or university will conduct classroom observations and/or student teaching</p> <p>Student teacher in the Fall and the Spring and 6 students observing in classrooms from SAGU</p>				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							















## Goal 4: Enhance skills and knowledge of staff

**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) Provide opportunities for staff to obtain required professional development hours; including but not limited to, FERPA, Bloodborne Pathogens, ELPS, PDAS, HR, GT, instruction/content area	1, 2, 3, 4, 5, 10	Campus Administration GT Coordinator Counselor Nurse	100% of teachers complete required training within the first six weeks of school				
2) Provide Teacher Mentor Program through grade level team leads	1, 2, 4, 5	Campus Administration Mentor Teachers	100% of first year teachers will be assigned a mentor on the grade level to meet with on a regular basis				
3) Opportunities for teachers to lead staff development	2, 4, 5	Campus Administration Teachers	80% of staff rate professional development proficient or higher on the district end of the year survey				
4) All self-contained teachers and/or departmentalized ELAR teachers have their ESL certification within their first two years of employment	2, 3, 4, 5	Campus Administration Counselor	100% of ESL students are scheduled with a certified ESL teacher				
5) All new general education teachers have 30 hours of GT training within their first semester of employment; all veteran teachers have a 6 hour GT update training each year	3, 4, 5	Campus Administration Receptionist	100% of GT students are scheduled with a trained GT teacher				
= 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) Maintain positive campus morale; including but not limited to methods such as, staff member of the month, sunshine committee, monthly celebrations, theme/spirit days, jean days, etc.	1, 2, 5, 6	Campus Administration Counselor Team Leads	At least 90% of staff will indicate job satisfaction on a campus end of the year survey				
2) Working professional development luncheon	4, 10	Campus Administration	At least 90% of staff will indicate job satisfaction on a campus end of the year survey				
3) Opportunities for teachers to attend professional development of their choice	1, 2, 4, 5, 10	Campus Administration Teachers	At least 90% of staff will indicate job satisfaction on a campus end of the year survey				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 5: Strategic partnerships to enhance the educational experience**

**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) Offer parent orientation, themed parent nights, parent conference half days, and opportunities for classroom observations	1, 2, 6, 7, 10	Campus Administration Office Staff Teachers	85% of parents found campus activities proficient or higher on the district end of the year survey				
2) Multiple means of communicating with parents: Thursday Exchange, Remind 101, teacher webpages, email, school website, LifeLink, school messenger, weekly newsletters, Facebook, phone calls, parent portal, Schoolway app, etc.	1, 2, 6, 10	Campus Administration Campus Staff Teachers	85% of parents found campus communication proficient or higher on the district end of the year survey				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							



**Goal 5:** Strategic partnerships to enhance the educational experience

**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) Volunteer/Partner with community: NECO, annual toy drive, annual food drive, ROFD partnership, vendor booths at Fall Fest, Red Oak Founder's Day, Run for the Harvest 5K, etc.	1, 2, 6	Campus Administration Campus Staff	Campus volunteers in at least 4 community events each year				
2) Participate in community events: Red Oak Founder's Day, Chick-fil-a night, 5K runs, etc.	1, 2, 6	Campus Administration Teacher Committees	Campus participates in at least 5 community events each year  Discontinued due to duplication from Strategy 1 to Strategy 2				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							


**Goal 5:** Strategic partnerships to enhance the educational experience

**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 continuing education for staff	4, 5	Campus Administration	1 post secondary presentation for staff about continuing education each year				
2) 6th grade exposure to future educational opportunities such as: university visits, middle school campus visit, etc.	6	Counselor	95% of 6th grade students re-enroll in 7th grade				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 5:** Strategic partnerships to enhance the educational experience

**Performance Objective 4:** Establish business partnerships as evidenced by at least 2 corporate partners investing in our organization through 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) Partner with corporate businesses to raise money for the school; including but not limited to, Chick-fil-a and Cici's Pizza Fundraiser Nights, Target Red Card, Costco, Scholastic, Six Flags Reading, Lifetouch, etc.	1, 2, 6	Campus Administration	Raise at least \$500 by partnering with corporate businesses	✓	✓	✓	
2) Kinder & 1st grade dental hygiene presentation by local dentist office	2, 6	Kinder & 1st grade Teachers	100% of kinder & 1st grade students receive a free dental hygiene kit	●	●	✓	
							

**Goal 5:** Strategic partnerships to enhance the educational experience

**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) Partnerships are established which would allow staff to observe and gather best teaching practices	2	Campus Administration	At least one person per campus has the opportunity to visit an ISD for observation purposes				
2) Partnerships are established which would allow ISDs to send their staff into our school to observe and gather best teaching practices	2	Campus Administration	At least one person from an ISD has the opportunity to visit the school for observation purposes  DeSoto ISD reached out and visited our to observe our dismissal processes				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

# Title I

## **Strategies to attract highly qualified teachers**

The details of how highly qualified teachers are used to support a successful school-wide program are outlined in the Comprehensive Needs Assessments (CNA).

## 2015-2016 Campus Leadership Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Monika Bray	Teacher
Classroom Teacher	Tarra Daugherty	Teacher
Classroom Teacher	Amber Duke	Teacher
Classroom Teacher	Loralei Hoggard	Teacher
Classroom Teacher	Rhonda Hopper	Teacher
Classroom Teacher	Kim Kozlovsky	Teacher
Classroom Teacher	Jaclyn Lauterbach	Teacher
Classroom Teacher	Cece More	Teacher
Classroom Teacher	Angela Talbert	
Classroom Teacher	Tracy White	Teacher
District-level Professional	Stephanie Colwell	Administrator
District-level Professional	Rebecca Green	Administrator
District-level Professional	Jerri Linscomb	Administrator
District-level Professional	Roy Watts	Administrator

# Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	computers, interactive white board capabilities, interactive technology etc.	211.44.6395.000.101E.30.00.000	\$30,000.00
1	1	3	supplemental math workbooks, manipulatives, etc.	211.11.6399.000.101E.30.00.000	\$3,000.00
1	1	5	guided reading books, workshop model resources	211.11.6329.000.101E.30.00.000	\$20,000.00
1	1	6	supplemental student resources, manipulatives, science kits, etc.	211.11.6399.000.101E.30.00.000	\$2,000.00
1	2	1	supplemental workbooks, intervention comp programs, etc.	211.11.6399.000.101E.30.00.000	\$3,000.00
1	2	1	Math Specialist		\$0.00
1	2	2	benchmark assessments	211.11.6399.000.101E.30.00.000	\$1,000.00
<b>Sub-Total</b>					<b>\$59,000.00</b>
420 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7			\$0.00
1	2	1	iStation		\$0.00
1	2	6	State Compensatory Funds		\$1,000.00
<b>Sub-Total</b>					<b>\$1,000.00</b>
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	45 Day Interventionist-ELL	263.11.6118.25.00.000	\$4,911.00
1	2	4	SIOP Training/Supplemental Materials	263.11.6329.25.00.000	\$0.00
1	2	4	Region 10 SSA Fee	263.11.6239.25.00.000	\$500.00
1	2	4	Professional Development	263.13.6411.25.00.000	\$500.00
<b>Sub-Total</b>					<b>\$5,911.00</b>
None					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	2	1	Reading Specialist		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$65,911.00