

Life Schools
Life High School Waxahachie
2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard



Mission Statement

The mission of Life school is to train leaders with skills for the 21st century through strong academics, character training, and parenting program

Vision

Be Authentic

Become Best Educational Institution in the World

Be Employer of Choice

Be Focused on the Mission

Value Statement

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

After a careful review of the campus needs, the committee has determined that the following schoolwide reform strategies will be implemented to ensure student success:

1. Create an environment which prepares students for digital literacy to ensure they are prepared for postsecondary education and careers. This includes access to new and updated technology, technology training, and learning to effectively use resources.
2. Foster classroom experiences that take learning beyond the standard textbooks and TEKS by providing high quality, research-based materials to enhance the academic experience of students.
3. Support the needs of all at-risk sub-populations by providing programs that help students reach their full academic potential such as, but not limited to, Special Education services, AVID, Edgenuity, Bully prevention, etc.
4. Cultivate a culture of student leaders by providing programs that develop students as leaders, such as, but not limited to, Teen Leadership, Community Service, book study, Duke talent, National Merit Scholars, etc.
5. Promote an environment that discourages dropouts by providing a curriculum that is targeted to meet the diverse needs of students.
6. Continue a strong school/parent relationship which promotes active parent involvement.
7. Increase staff morale by providing support to decrease the number of turnovers to provide a stable learning environment from year to year.
8. Provide a variety of staff development opportunities to ensure that staff are prepared to meet the diverse needs of students, which includes, but is not limited to Pre-AP, AP, At-Risk Training, RTI, technology training, safety trainings, content specific training, etc.

Demographics

Demographics Summary

Life High School Waxahachie (LHSWAX) will be moving into a new building next year that will house grades 9-12. The High School will see substantial growth as the caps will be 250 for 9th and 10th grade, 150 for 11th grade and the Sr. class will stay at 98 students. The ethnic break down will be 41% Caucasian, 28% African American, 25% Hispanic and 6% other. With increased students there will be an increase in staff. The current teacher student ration is 1:25-28 for the core and 1:30-34 for electives.

At the conclusion of the 2014-2015 school year when the highly qualified data was reviewed, there were two teachers in 9-12 who did not meet HQ status. The positions were filled with long term substitutes for the last five weeks of school. As the hiring process began in the summer for 2015-2016 school year an emphasis has been placed on filling all positions with a highly qualified teacher. In the event that a position is unable to be filled with a highly qualified teacher the campus and the human resources department will assist that teacher through the highly qualified focused data analysis and the continuous improvement plan to complete the requirements necessary to be designated as a highly qualified teacher. This will include but is not limited to preparing for the exam, professional development, etc.

Our attendance rate is around 97.2%, and we would like to use attendance incentives to bring that up to 98% this school year.

With the increase in enrollment, there will be an increased need for dual credit classes. Our goal would be to increase the number of teachers on campus who meet requirements to teach dual credit.

As demographics change, assessment results will be closely monitored to ensure high standards are being maintained across all subgroups.

Monitor student ratios in elective classes to ensure effective classroom instruction.

With the increase in student enrollment there will be an increase in both core subject areas and elective areas.

Demographics Strengths

- Teachers do an excellent job meeting the educational needs of students regardless of class size.
- Teachers and staff believe and uphold the mission statement
- Increasing enrollment
- The number of students enrolling in AP Classes and dual credit has increased which increased the number of AP Classes and dual credit courses offered
- 100% graduation rate

Demographics Needs

- Recruiting highly qualified teachers in all core subject areas for the 2015-2016 school year
- Smaller student teacher ratios
- With a substantial increase in student enrollment strategies to effectively engage all student in the LHSWAX culture.
- More attendance incentives
- Promote high academic achievement by increasing emphasis on academic awards

Student Achievement

Student Achievement Summary

In studying the latest Texas Academic Performance Report (TAPR), Life Secondary/Middle School Waxahachie "met standard" in their accountability ratings with a distinction designation in academic achievement for Math in 2013. In 2014, 7th and 8th grade met standard in all areas but missed an area in 8th grade special education science. We have met consistently throughout the school year to ensure we meet the safeguard in 2015. System safeguards were established and implemented in the 2014-2015 school year. Spring 2015 accountability reports have not been received to evaluate success of interventions.

In 2015-2016 this campus will be rated on its own, not as a K-12 campus.

An enhancement period is scheduled daily to provide remediation for at risk students. Students not at risk may be assigned to various enrichment activities

AP assistance to pay for exam

Teachers who have stayed committed and successful should be rewarded

To encourage increased student participation provide assistance to pay for advanced placement exams

Engage in activities to build staff morale. By increasing staff morale we will decrease staff turnover. Continuity among staff leads to increased academic achievement.

Student Achievement Strengths

- Lesson plans in Eduphoria
- Chromebook carts
- Science - graphing calculators
- Edgenuity for credit recovery
- Substantial increase in number of students taking ACT/PSAT/SAT
- New classes/courses were added to increase the number of endorsement option available to students
- 2014-2015 school year had 100% graduation rate

Student Achievement Needs

- Students use of Edgenuity for remediation
- Improve 8th grade science special education scores
- Inclusion teacher instead of an inclusion aide to begin the process of moving from inclusion to co-teach
- Science probeware
- Chromebook training for teachers
- Improve advanced scores in all areas
- Pre AP and AP teachers trained in effective alignment and differentiation of instruction to ensure fidelity to the rigor and relevance of courses
- Provide resources to assist students in paying for exams

School Culture and Climate

School Culture and Climate Summary

Life High School Waxahachie (LHSWAX) 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 LHSWAX. Throughout the history of LHSWAX, 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.

LHSWAX invites all parents to be involved in their student's educational experience through the use of our Parenting Program. LHSWAX 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.

Our School Culture and Climate group decided to give a survey to the Secondary teachers and students about a myriad of subjects. These are some of the highlights:

*87% of teachers surveyed felt the tally system was ineffective. The system needs to be reviewed. (only 49% of students surveyed said the tally system deterred them from making bad decisions)

*A bullying prevention program is needed (70% of students and 56% of teachers surveyed felt bullying was an area that needed to be addressed.)

We conclude this summary with pointing back to the vision of Life School which is to train leaders. We want to develop student leaders and we want them to be accountable to themselves, their classmates, and their teachers. This will help us increase "school spirit" and "campus pride" and give us a culture that is different than any other surrounding school.

School Culture and Climate Strengths

- 81% of students surveyed had a positive view of our campus
- Enrichment period
- Parent Night
- School Resource Officer
- Parent portal
- District wide email system
- Remind 101
- Overall student/teacher feeling of safety

- Overall feeling of support from Administration to staff
- Teachers feel parents overall supportive
- 74% of teachers feel positive about future of school

School Culture and Climate Needs

- Ways to have positive contact with students and parents
- Consistent application of the Tally System
- Provide training and support to teachers on progressive discipline
- Bullying prevention program
- Provide school wide student leadership training
- Build the culture by promoting school spirit such as, but not limited to school fight song, alma mater, band, etc.. Build "Life High School Waxahachie" community

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

LHSWAX actively recruits staff with a heart and passion for teaching. Through the recruitment process LHSWAX 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

The data from the December 2014 TEA Highly Qualified report shows that 100% of LHSWAX Secondary General Education Teachers are highly qualified. The report shows 100% of Secondary Special Education Teachers are highly qualified. LHSWAX recruits highly qualified and effective staff through a recruiting event, "Education Excellence for Life"; peer interview process; Teacher Job Network and college recruitment fairs

LHSWAX selects staff hires based on the specific needs of our campus

LHSWAX has made it a priority to recruit staff members to meet the 100% highly qualified requirement; in addition, we have also required administrators to be certified. Applicants are screened prior to campus interviews. Each applicant is interviewed at the campus level by the principal, assistant principal and, if possible, peers.

In case of teacher turnover during the school year, the same hiring process is followed. Job pre-posted on Region 10 Job Network and applicants go through the same screening process. In the event, a teacher is not Highly Qualified, a plan is developed to ensure the teacher completes requirements to become Highly Qualified.

LHSWAX's mission includes "training leaders with life skills for the twenty-first century by establishing strong academics, character training, and a parenting program" and we believe that to carry out this mission we must increase staff capacity by providing staff development, which includes but is not limited to leadership training, core academic area training, AVID training, E2020 training, special education training, ESL training and technology training. It has been a priority to increase the number of English As A Second Language (ESL) certified teachers and GT certified teachers. Life School has implemented a new training environment "Life University" which provides online training opportunities for all staff members.

New teachers 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. LHSWAX is building capacity among staff through the PEAK 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, pre and post assessments. LHSWAX conducts planning meetings in a variety of formats (i.e. principal meetings, campus staff meetings, campus administration and central office meetings).

LHSWAX works to maintain district and campus alignment. LHSWAX has reported that staff has attended staff development in the following areas: Mission, Academics, Students, Operations, Finance, Human Resources and Stakeholders (parents, board training). Across the board vast improvements in

all categories.

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

Follow standards in place

Staff Quality, Recruitment, and Retention Strengths

- Quality teachers who are Highly Qualified
- Variety of certification areas
- Team players
- Recognition by administration (ex.: treats, special dress, special recognition)
- Variety of opportunities/formats for Professional Development such as, but not limited to, Life U, Region 10, College Board, AVID, etc.

Staff Quality, Recruitment, and Retention Needs

- Provide opportunities for staff to attend Professional Development specific to their individual needs
- Provide growth period for teachers to plan within content area as well as cross-curricular
- Individual teacher needs not just department needs
- Ensure teachers are maintaining fidelity to the curriculum (Rigor & Relevance)
- Effectively use PDAS reviews to communicate strengths and weaknesses

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

LHSWAX has designed and implemented a state-aligned curriculum by using the Kilgo Scope and Sequence and making modifications within the sequence to meet the needs within the campus. State and local assessments are evaluated along with walkthrough data to identify areas of strength and weaknesses; these data driven results then drive the changes in the written, taught, and assessed curriculum areas. Data can be accessed by teachers and administrators through Eduphoria.

LHSWAX continues to monitor, evaluate and renew curriculum to meet the needs of all learners through embedded professional development and guidance of district curriculum coordinators.

Continued team planning will ensure fidelity of the curriculum implementation and allow time to share best instructional practices, programs and processes. As we move forward with team planning, there will be more consistent alignment across grade levels. As teams meet they collaboratively create assessments which are based on the TEKS.

LHSWAX has implemented the following programs to insure students are prepared for 21st century learning: intervention periods, StemScopes, Writer's Workshop, 5E Science Model, Edgenuity, AVID, Schoology, Common Formative Assessments, and a variety of STAAR/End of Course resources. As we continue to grow and add new programs of study, LHSWAX will foster a community and collaboration and innovation. LHSWAX will collaborate with parents through multiple means of communication. LHSWAX will evaluate innovative ways to effectively use technology to impact student achievement, as well as, provide supplemental instruction.

LHSWAX is committed to meeting the academic needs of students by providing high quality professional development through a variety of means including, but not limited to local staff development, Life U, ProjectShare, Region 10, outside professional development providers. Encouraged professional development topics include, but are not limited to Leadership, content area specific training, assessment, student engagement, English as a Second Language, Special Education, and Gifted and Talented.

After a careful review of the campus needs, the committee has determined that the following schoolwide reform strategies will be implemented to ensure student success:

1. Create an environment which prepares students for digital literacy to ensure they are prepared for postsecondary education and careers. This includes access to new and updated technology, technology training, and learning to effectively use resources.
2. Foster classroom experiences that take learning beyond the standard textbooks and TEKS by providing high quality, research-based materials to enhance the academic experience of students.

3. Support the needs of all at-risk sub-populations by providing programs that help students reach their full academic potential such as, but not limited to, Special Education services, AVID, Edgenuity, Bully prevention, etc.
4. Cultivate a culture of student leaders by providing programs that develop students as leaders, such as, but not limited to, Teen Leadership, Community Service, book study, Duke talent, National Merit Scholars, etc.
5. Promote an environment that discourages dropouts by providing a curriculum that is targeted to meet the diverse needs of students.
6. Continue a strong school/parent relationship which promotes active parent involvement.
7. Increase staff morale by providing support to decrease the number of turnovers to provide a stable learning environment from year to year.
8. Provide a variety of staff development opportunities to ensure that staff are prepared to meet the diverse needs of students, which includes, but is not limited to Pre-AP, AP, At-Risk Training, RTI, technology training, safety trainings, content specific training, etc.

Curriculum, Instruction, and Assessment Strengths

- Progress from last year: Chromebooks, Cuta software in Math, Online scholarly journal
- Availability of Edgenuity
- High Quality Staff
- Teachers implementing more technology
- All aligned scope and sequence
- Horizontal alignment for formative assessment

Curriculum, Instruction, and Assessment Needs

- Better basic training for students on Chromebooks and Google docs
- Writing across curriculum for ESL and to strengthen basic skills
- Standards based sequenced curriculum for History to include PowerPoints, primary sources, activities, lessons, tests, and differentiated strategies
- Test Prep for STAAR/EOC
- Money in budget for individual classroom needs

Family and Community Involvement

Family and Community Involvement Summary

LHSWAX will continue its practice of involving families in campus events as well as supporting those in need in our surrounding community. Each year, LHSWAX hosts a Food Drive in the fall and a Toy Drive in December for Christmas. The collected items will then be donated to a community organization to help support those less fortunate families. We have partnered with The Leukemia Society, Susan B. Komen for a Cure, Carter Blood Drives, and Jeans for Troops. Other events LHSWAX participates in are Chick-fil-a Spirit Night, and other community events.

LHSWAX also continues to host a school-wide student programs emphasizing our students' talents in the arts and our annual Graduation Ceremony. These two events have been highly successful in the past producing thousands in attendance.

We strive to broaden our community and gain acceptance as a valuable commodity of education and public service. We continue to adapt our ways of communication to families and the local community. Without their support our school would not be able to sustain its growth.

Family and Community Involvement Strengths

- Parent nights
- Parent Observations
- Email communications
- Remind 101
- Web Page, Facebook, Twitter, Remind 101
- Food, Toy and Blood Drives
- Parent Night/Parent Observations
- Parent Portals/Email communications
- Leadership Breakfasts
- Newsletters
- Audiences at Plays, Sports, Events

Family and Community Involvement Needs

- Promote positive relationships with PTO to increase school spirit and promote attendance at school events.
- Parent Volunteer of the Month

- Conduct Parent Surveys
- Promote/Participate in the Ellis County College Night
- Organize groups to support sports, music and drama

School Context and Organization

School Context and Organization Summary

LHSWAX 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 LHSWAX provides one 45 minute planning period and one 45 minute growth 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.

LHSWAX 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.

School Context and Organization Strengths

- Clear Vision
- Strong administrators
- Parent involvement
- What Do You Think?
- Small School
- Positive teacher student ratio
- Making an effort to continue parent involvement

School Context and Organization Needs

- Address needs of growing teacher population
- Plan for growing student population
- Teacher design of assessments

Technology

Technology Summary

Life High School Wax. continues to utilize technology in the classroom and computer lab. We are continuing to increase interactive technology and computers for student use. This year LHSWAX added 3 carts with 30 Google Chromebooks, with more coming to the new campus. There will be projectors in every classroom, and document cameras. The new Library will house a computer lab, charging stations for students use and a cyber library for checking out materials.

Technology Strengths

- Projector in each room
- CTE and Technology electives
- Network bandwidth
- Added Chromebooks
- Ticket response time

Technology Needs

- More training Google docs and Chromebooks
- 1:1 Chromebooks
- Wireless mouse and keyboards
- Active sync issues (email, login)
- Youtube access
- Replacement turnaround
- More access points
- More intelligent filter
- Updated permissions
- Training on using students current device and device classroom mangement

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Gifted and talented data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data

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

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Study of best practices

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.

Summative Evaluation: Improved STAAR/EOC scores that surpass state standard in all tested grade levels. (TAPR)

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Implement researched based technology resources for all students including but not limited to iPads, Chromebooks, and tablets.	1, 2	Administrators, Coordinators, and Teachers	Improve STAAR scores by matching or surpassing state standard in all tested grade levels. Formative and Summative data Student Survey data				
				Funding Sources: 211 - Title I - \$20000.00			
2) Deploy researched-based instructional resources for all teaching staff.	1, 8	Administrators, Coordinators, and Teachers	Improve STAAR scores by matching or surpassing state standard in all tested grade levels. 90% of staff in attendance of research-based instructional resource trainings Lesson Plans STAAR results				
				Funding Sources: 211 - Title I - \$1000.00, 263 - Title III - \$100.00, 263 - Title III - \$500.00			
3) Have all Core teachers attend Pre-AP training or Summer AP Institute.	1, 2, 4, 5	Teachers, Administration, Counselors	30% of students tested reached Advanced Level on STAAR. 50% of students will be enrolled in an AP course and successfully complete the corresponding AP exam.				
				Funding Sources: 420 - State Comp Ed - \$2800.00			
= 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 2013-2015 TAPR report.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Participate in Specific At-Risk Trainings for Staff.	1, 2, 4, 10	Administrators, and teachers	Staff Development Sign in Sheets 95% of all staff members attain at-risk trainings				
Funding Sources: None, None							
State System Safeguard Strategy 2) Evaluate and improve SPED curriculum, Inclusion support, Resource classes, and Modification support	1, 2, 3, 6, 8, 9, 10	Administrators, SPED director, campus SPED teachers,	Have 100% of SPED teachers attend District SPED in-service training, 100% of staff attend at least one meeting with SPED teachers per 9 week				
Funding Sources: None, None							
3) Implement Quality RTI Processes and Trainings	1, 2, 4, 10	Administrators, counselors, SPED	Student Academic success on grade level in 100% of classes Student referrals correctly identify students with disabilities RTI Documentation				
= 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 2015-16*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Initiate National Merit Scholarship project: Duke talent identification program at all grade levels, PSAT for all at 10th grade, Edgenuity SAT/ACT/PSAT prep for all 7-12, TSI testing, monitoring of SAT and ACT testing for high school students	1, 2, 5, 6	Administrators, Counselors, teachers, parents, students	96% of Eligible students participate in appropriate national tests				
				Funding Sources: 420 - State Comp Ed			
2) AVID program expansion to grades 7-11	1, 2, 4, 5, 6	Administrators, Avid district director, Counselors, Avid elective teachers	Increase the number of students in each AVID class by 5, with a mixture of male and female				
				Funding Sources: 211 - Title I - \$3485.00, 211 - Title I - \$2000.00, 211 - Title I - \$4000.00			
3) Scholarship Tracking/College Acceptance tracking/ College completion tracking for Seniors and Juniors	1, 2, 5, 6	Administrators, Counselors, teachers, parents, students	100% accuracy on collection of tracking data with monitoring done at least 4 times per year (Quarterly Report)				
4) Expand HB5 Endorsement Courses.	1, 10	Administration and Counselors	Course Catalog 20% increase of enrollment in endorsement courses.				
5) Promote National Merit Scholarship Project.	1, 2, 10	Administration and Counselors	National Merit Scholar application submissions. 90 PSAT Enrollment of eligible students 90% participation of Juniors and Seniors in ACT/SAT prep through Edgenuity				
				Funding Sources: None			
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Develop leaders with character

Performance Objective 1: Provide leadership and character training *as evidenced by courses and trainings attended during the 2015-16 school year.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Implementation of Campus Leadership program	1, 5, 6	Administrators, Counselors, lead teachers, teachers, parents, students, curriculum coordinators, parents	100% of students will participate in the campus wide leadership training on Fridays during in Enhancement. Teachers and Staff will reference Sean Covey's book The 7 Habits of Highly Effective Teens for that training.				
Funding Sources: 420 - State Comp Ed - \$230.00							
2) Provide mentoring for all 1st year teachers .	3, 4	Administrators, Counselors, 1 teachers, curriculum coordinators	Compare PDAS Walk Through and Observation DATA Observe Best Practice Instructional Videos 100% of 1st year teachers receive "Proficient" PDAS rating on their Summatives				
Funding Sources: None, None							
3) Create Parent Night trainings	1, 6	Administrators, Counselors, lead teachers, teachers, parents, students, curriculum coordinators	Each Parent night will have at least 2 trainings available for parents to attend				
4) Improve AVID for all available class levels	1, 2, 3, 4, 6	Administrators, Counselors, lead teachers, teachers, parents, students, curriculum coordinators, district director	100% of all AVID students will be passing all of their classes and at least 75% will be in Advanced class				
5) Improve National Honor Society/Student Government	1, 5, 6, 8	Administrators, Counselors s, teachers, parents, students, curriculum coordinators	Evaluate enrollment based on student schedules Examine NHS meeting sign-in sheets and meeting minutes.				
6) Increase Staff Development Resources and leverage Life School U as part on site development	4	Administration, and Coordinators	Monitor lesson plans Improve PDAS Walk Through and Observation Data. Life School U. trainings/certificates in Eduphoria.				
Funding Sources: None, 420 - State Comp Ed							

 = 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 2015-16 school year.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Advertise and Invite Campus Community Service projects	1, 2, 5, 6	Administrators, Counselors, lead teachers, teachers, parents, students, curriculum coordinators	Increase number of community service projects by 2				
2) Strategically improve Leadership Program for teachers and students	1, 2, 5, 6	Administrators, Counselors, lead teachers, teachers, parents, students, curriculum coordinators	75% of staff and students will be involved in a leadership project or a community service project at least 1x per year				
3) 100% of 2016 graduates will have earned a Leadership credit by May 2016.	2, 3, 6	Administration, Counselors, Parents	Review Student transcripts Review Course catalog.				
4) Teachers and staff will use Friday Enhancement time to discuss Covey's book for school wide leadership program	2, 3, 4, 6	Administration, teachers	Friday lesson plans discussion notes				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Sustainability through growth and expansion as evidenced by an increase of 500 students from October snapshot 2014 to October 2015.

Performance Objective 1: Retain students through graduation *by opening new secondary campus by August 2015. Monitor enrollment and attendance August 2015-May 2016.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Utilize Edgenuity for course completion	1, 2, 9, 10	Administrators, Counselors, teachers, Edgenuity Coord.	Edgenuity Courses attaining 100% Completion. All students on pace to graduate on time within their cohort				
Funding Sources: None							
2) 100% of Seniors complete Sr. Life Projects.	1	Administrators, Counselors, coordinators, teachers	All Seniors complete Senior Life Project. All Seniors complete Senior Life Presentations.				
3) Advertise College Visits	1, 6	Administrators, Counselors, lead teachers, teachers, parents, students, curriculum coordinators, AVID, SPED	100% of college seniors will take a college visit and 50% of juniors				
4) Promote and Encourage Extra Curricular participation	1, 5, 6	Administrators, Counselors, lead teachers, teachers, parents, students, curriculum coordinators, Athletic coordinators	75% of our student population will be on at least 1 team/group/club				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Sustainability through growth and expansion as evidenced by an increase of 500 students from October snapshot 2014 to October 2015.

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

Summative Evaluation: Communicated, formal Teacher and Student handbook by July 2016

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Review Course Catalog Revisions	1, 2, 10	Administrators and Counselors	Revised Course Catalog				
2) 100% of Handbook Revisions reviewed by March	1	Administration and counselors	Updated handbooks distributed throughout all district communications.				
3) 100% of parent participate in Parent Orientation	1, 2, 6	Administration and Counselors	100% of parents attend parent Orientation.				
4) At Least 4 scheduled Parent Nights	1, 2, 6	Administration, Teachers, Campus staff	50% more parents attending and participating in scheduled Parent Nights				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							


















Goal 3: Sustainability through growth and expansion as evidenced by an increase of 500 students from October snapshot 2014 to October 2015.

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

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Security Resource Officer on campus daily	1, 5, 6	District security director	Daily attendance and tracking logs				
2) Complete appropriate Drills, Improve communication of Crisis Management Plan, review with staff the crisis management plan	1, 6	Administrators, Counselors, lead teachers, teachers, students,	Complete at least 1 drill per month with 100% accuracy on times, review with staff at least 3 times per year				
3) Enforce Bullying Prevention Lessons/Social and Emotional Awareness campaign	1, 2, 4, 5, 6	Administrators, Counselors, lead teachers, teachers, parents, students, curriculum coordinators	Decrease bullying complaints to office by 10% this year				
Funding Sources: 211 - Title I - \$5000.00							
4) Measure Discipline System	1, 3, 4, 5, 6	Administrators, Counselors, lead teachers, teachers, parents, students, curriculum coordinators, district PEIMS	Decrease number of suspensions and referrals by 10% measured by 9 weeks and semester				
5) Provide CPI Restraint Training/ TBSI videos	1, 4, 5	Administrators, Counselors, lead teachers, teachers, SPED teachers, CPI trainer	100% of staff required to training completes in appropriate time frame				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Sustainability through growth and expansion as evidenced by an increase of 500 students from October snapshot 2014 to October 2015.










Performance Objective 4: Provide technology tools necessary to maintain high quality programs in instruction and operations *as measured by a rating of "Not Urgent" on the staff survey question "Increase technology resources (hardware, software, training) which would indicate all technology needs are being met.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Increase the use of Interactive, Instructional, and Operational Technology	1, 2	Administrators and Teachers	All Campus Operational Presentations created with fidelity. 50% of Lesson Plans include some form of technology. 100% of PDAS evaluations at Proficient level. 75% of Walk Throughs have technology as an instructional tool				
				Funding Sources: 211 - Title I - \$1500.00			
2) Encourage Ongoing Professional Development for Latest Technology	1, 2, 4, 10	Administration and Coordinators	25% of PDAS Self Reports include new technology trainings 2 new technology trainings offered to staff each year 25% of lesson plans in Eduphoria include new Technology				
				Funding Sources: 211 - Title I - \$1500.00			
3) Attain Content Specific Tech Resources	1, 9	Administration and Coordinators	100% of Lesson plans include the use of new technology within each content area. 25% of Walk Throughs include descriptions of new technology being used.				
				Funding Sources: 211 - Title I - \$1500.00			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 3: Sustainability through growth and expansion as evidenced by an increase of 500 students from October snapshot 2014 to October 2015.

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

Summative Evaluation: At least 2 outside agencies sign in through the front office. (Raportware)

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Attain partnership with local agencies.	2, 6	Administration and Coordinators	At lease 2 Agencies volunteering time on the Life High School Wax. campus				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Enhance skills and knowledge of staff as evidenced by 100% of staff participating in at least 30 hours of staff development.

Performance Objective 1: Provide relevant professional development *as evidenced by written plan of required courses for all 5 job categories by May 31, 2015.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Require Safety Trainings	1, 2, 4	Administrators, Counselors, lead teachers, teachers, curriculum coordinators, Sped teachers	100% of staff trained in campus crisis management plan				
2) Attend District required programs: Eduphoria, GT, AP, TELPAS, PDAS, Life School U, PEAK Performance,	1, 2, 3, 4, 5, 8, 9	Administrators, Counselors, lead teachers, teachers, curriculum coordinators, Sped teachers	100% of teachers fulfill training requirements				
3) Improve Mentor Teacher Program	1, 5	Administrators, Counselors, lead teachers, teachers, curriculum coordinators, Sped teachers	Make 1:1 ratio of teachers in need to mentor teachers				
4) 100% of staff complete required state and federal trainings	1, 3, 4	Administration and teachers	Review Training sign-in sheets, Evaluate Eduphoria Workshop Database Verify Education service center certificates of Completion.				
5) Provide at least 1 Quality Staff Development for staff specific to their job assignment.	2, 3, 4, 5	Administration and teachers	Review sign-in sheets, evaluate Eduphoria Workshop Database. Verify Education Service Center Cert. of Completion.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							


Goal 4: Enhance skills and knowledge of staff as evidenced by 100% of staff participating in at least 30 hours of staff development.

Performance Objective 2: Increase staff retention *as measured by a decrease in turnover rate in 2014-2015 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) Perform Yearly Salary Studies	3, 4, 5	Administration	Analyze TAPR report, Review Salary Schedules				
2) Utilize Mentor Teacher Program	1, 2, 3, 4, 5, 8	Administrators, Counselors, lead teachers, teachers, students, parents, curriculum coordinators, Sped teachers	3% decrease in teacher turnover rate, document meetings at least 1x per year				
Funding Sources: 211 - Title I - \$1500.00							
3) Increase Morale Efforts through various celebrations	1, 2, 3, 4, 5	Administrators, Counselors, lead teachers, teachers, students, parents, curriculum coordinators, Sped teachers	Celebrate Birthdays, Teacher Appreciation, Staff of the Month, Teacher, Support Staff and Rookie of the year.				
4) Add Teacher Committees to help cover campus and district needs	1, 2, 3, 4, 5, 8, 9	Administrators, Counselors, lead teachers, teachers, office staff	Document committee meetings at least 1x per year				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Enhance skills and knowledge of staff as evidenced by 100% of staff participating in at least 30 hours of staff development.

Performance Objective 3: Increase the percentage of highly qualified staff members in core academic subject areas to 100%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Complete an individual plan for each staff member teaching in a core academic area that is not highly qualified.	3, 4, 5	Campus Principal Human Resources Teacher	Teacher will complete the prescribed plan within three months of hire date to become highly qualified.	✓	✓	✓	✓
Funding Sources: 211 - Title I - \$500.00, 255 - Title II - \$500.00, 263 - Title III - \$500.00, 420 - State Comp Ed - \$400.00							
2) Provide state of the art facilities to increase staff retention.	5	Campus Principal	Completion of new campus with specific input from academic and elective teachers to create the ideal teaching environment to maximize student academic achievement.	✓	✓	✓	✓
3) Provide multiple planning periods so that teachers have the opportunity to meet with team.	4, 5	Campus Principal	Master schedule demonstrates the classroom teachers schedule and planning periods.	✓	✓	✓	✓
							

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 2014-2015 school year.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Evaluate effectiveness of Parent Nights	1, 4, 5, 6	Administrators, Counselors, lead teachers, teachers, students, parents, curriculum coordinators, Sped teachers	Provide survey after each parent night and seek 70% approval rate				
2) Re-organize Parent Orientation	1, 4, 5, 6	Administrators, Counselors, lead teachers, teachers, students, parents, curriculum coordinators, Sped teachers	90% of enrolled students attend Parent orientation with their parents/guardians				
3) Enhance Leadership Breakfasts	1, 4, 5, 6	Administrators, Counselors, lead teachers, teachers, students, parents, curriculum coordinators, Sped teachers	Increase parent participation by 20% from previous year				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							


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

Performance Objective 2: Enhance partnerships with community organizations *as measured by number opportunities participated 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) Make October Community Service Volunteer Month for students and teachers	1, 5, 6, 10	Administrators, Counselors, lead teachers, teachers, students, parents, curriculum coordinators, Sped teachers	75% of staff and students participate in campus wide service project	✓	✓	✓	✓
2) Provide Health Fairs - work with Nurse and other local health professionals	1, 5, 6, 10	Administrators, Counselors, lead teachers, teachers, students, parents, curriculum coordinators, district support	One Health Fair per year	✓	✓	✓	✓
Funding Sources: 211 - Title I - \$500.00							
3) Involve school in Community Needs Drive	1, 5, 6, 10	Administrators, Counselors, lead teachers, teachers, students, parents, curriculum coordinators, Sped teachers, district supports	Have 2 blood drives and give to 4 different charities during school year	✓	✓	✓	✓

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 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 Dual Credit Program, meet with Navarro and SAGU about Dual Credit	1, 3, 5, 6, 8	Administrators, Counselors, lead teachers, teachers, students, parents, curriculum coordinators, Sped teachers, district support	Increase number of students taking Dual Credit classes 9th-12th	✓	✓	✓	✓
2) Create College Partnerships for Degrees/Certificates	1, 3, 5, 6, 8	Administrators, Counselors, lead teachers, teachers, students, parents, curriculum coordinators,	100% seniors will make a college visit or visit a military service recruiter to explore post secondary opportunities	✓	✓	✓	✓
							

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) Increase Networking opportunities in community by using resources such as: stakeholders, coaches, district resources, AVID teachers and students,	1, 5, 6	Administrators, Counselors, lead teachers, teachers, students, parents, curriculum coordinators, Sped teachers, district support	At least 3 corporate partners involved in parent night or athletic event				
2) Increase Business/Food Services/Health Services	4, 10	Administration and Class Sponsors	25% of the surrounding businesses participate in Health Fair, Parenting Nights, etc. All Federal and State guidelines met				
3) Review and coordinate emergency relocation services	10	Administration	Emergency Plan created and distributed to stakeholders. Retain/Expand agreement with local community businesses. All Federal and State Guidelines met.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	2	2	Evaluate and improve SPED curriculum, Inclusion support, Resource classes, and Modification support

2015-2016 Campus Improvement Committee

Committee Role	Name	Position
District-level Professional	Patrick Harvell	Principal
Classroom Teacher		Math Teacher
Classroom Teacher		Science Teacher
Classroom Teacher	Mario Arroyave	Spanish Teacher
Classroom Teacher	Kathryn Barnes	Science/CTE Teacher
Classroom Teacher	Taylor Baskey	Science Teacher
Classroom Teacher	Eddie Berumen	PE/Athletics Teacher
Classroom Teacher	Eric Bishop	Teen Leadership/College Transition Teacher
Classroom Teacher	Klayton Blakely	English Teacher
Classroom Teacher	Heath Blaylock	History Teacher
Classroom Teacher	Laurel Bush	Theatre Arts Teacher
Classroom Teacher	Kim Chester	AVID Teacher
Classroom Teacher	Angela Copeland	Science Teacher
Classroom Teacher	Daniel Dagen	Math Teacher
Classroom Teacher	Bradley Davidson	English Teacher
Classroom Teacher	Melinda DeZeeuw	Math Teacher
Classroom Teacher	Natalie Freeman	English Teacher
Classroom Teacher	Dayna Frey	Art Teacher
Classroom Teacher	Brittany Halbrook	Special Education Teacher
Classroom Teacher	Nathaniel Harris	History Teacher
Classroom Teacher	Lisa Johnson	English Teacher
Classroom Teacher	Shamika Jones	Special Education Teacher
Classroom Teacher	Lyle Linscomb	CTE Teacher
Classroom Teacher	Alexandria Mathai	English Teacher
Classroom Teacher	James Miller	Assessment Specialist

Classroom Teacher	Tiffany Mitchell	History Teacher
Classroom Teacher	Nancy Moore	College Transition
Classroom Teacher	Skipp Redd	Band/Choir Teacher
Classroom Teacher	Rhett Rezwik	Technology Applications Teacher
Classroom Teacher	Thomas Rhodes	Sports Medicine Teacher
Classroom Teacher	Jennifer Smith	English Teacher
Classroom Teacher	Micah Stanley	History Teacher
Classroom Teacher	Christina Truelove	Elective Teacher
Classroom Teacher	Garrett Vandergriff	History Teacher
Classroom Teacher	Tim White	CTE Teacher
Classroom Teacher	Bradley Young	Math Teacher
District-level Professional	Cristin Chaffin	Assistant Principal
District-level Professional	Corey Hickerson	Assistant Principal
Non-teaching position	Mike Welch	Athletic Coordinator
Paraprofessional	Lisa Boothe	English Teacher
Paraprofessional	Jonathan Chesney	Spanish Teacher
Paraprofessional	Kathryn Copeland	Aide
Paraprofessional	J. Crawson	Teen Leadership
Paraprofessional	Timothy Kersey	Theatre Teacher
Paraprofessional	Sharon Miller	Special Education Aide
Paraprofessional	Judy Norred	Spanish Teacher
Paraprofessional	Macey Reeves	Nurse
Paraprofessional	Robert Rowe	History Teacher
Paraprofessional	Jakob Savell	Science Teacher
Paraprofessional	Justin Stapleton	Math Teacher
Paraprofessional	Bradley Thompson	History
Paraprofessional	Beth Vitale	Registrar
Paraprofessional	Brett Wiley	Science Teacher

Parent	Tammy Lowe	Parent
Parent	Robin Olivarez	Parent

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	iPads, Chromebooks, or similar devices for classroom use	211-11-3695-00-002S-30-00-000	\$20,000.00
1	1	2	Kamico, TI Inspire Navigator or similar resources	211-11-6399-000-002S-30-00-000	\$1,000.00
1	3	2	AVID Membership Fee	211-13-6499-000-002S-30-00-000	\$3,485.00
1	3	2	AVID - ADL	211-23-6411-000-002S-30-00-000	\$2,000.00
1	3	2	AVID Summer Institute Training	211-13-6411-000-002S-30-00-000	\$4,000.00
3	3	3	Rachel's Challenge	211-11-6399-000-002S-30-00-000	\$5,000.00
3	4	1	SMART Boards, iPads, or other comparable technology items	211-11-6395-000-002S-30-00-000	\$1,500.00
3	4	2	Google, Apple, or other comparable technology certifications	211-13-6411-000-002S-30-00-000	\$1,500.00
3	4	3	TI-Inspire, Math Navigator, or other similar specific trainings	211-13-6411-000-002S-30-00-000	\$1,500.00
4	2	2	Teacher training to be effective mentors	211-13-6411-000-002S-30-00-000	\$1,500.00
4	3	1	Professional Development to meet HQ requirements	211-13-6411-000-002S-30-00-000	\$500.00
5	2	2	Supplemental materials for the Health Fair	211-11-6399-000-002S-30-00-000	\$500.00
Sub-Total					\$42,485.00
420 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Registration Fees	420-13-6411-000-002S-30-000	\$2,800.00
1	3	1	Edgenuity Program - District Funded		\$0.00
2	1	1	Sean Covey Books - The 7 Habits of Highly Effective Teens	420-11-6329-000-002S-30-00-000	\$230.00
2	1	6	Regional Cooperative Services (R10) District Contract for professional development		\$0.00
4	3	1	Exam & Certification Fees	420-13-6411-000-002S-99-00-000	\$400.00
Sub-Total					\$3,430.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

4	3	1	Professional Development to meet HQ requirements	255-13-6411-000-002S-00-00-000	\$500.00
Sub-Total					\$500.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	SIOP Training Manuals/Materials for ELL Teachers	263-11-6329-000-002S-25-00-000	\$100.00
1	1	2	R10 SSA Fee Per Campus for Title III Cooperative	263-11-6329-000-002S-25-00-000	\$500.00
4	3	1	Professional Development to meet the needs of ELLs	263-13-6411-000-002S-25-00-000	\$500.00
Sub-Total					\$1,100.00
None					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Life School U - District Platform for professional development		\$0.00
1	2	1	Regional Cooperative Services (R10) District Contract for professional development		\$0.00
1	2	2	Life School U - District Platform for professional development		\$0.00
1	2	2	Regional Cooperative Services (R10) District Contract for professional development		\$0.00
1	3	5	Edgenuity - District Provided Program		\$0.00
2	1	2	Life School U - District Platform for professional development		\$0.00
2	1	2	Regional Cooperative Services (R10) District Contract for professional development		\$0.00
2	1	6	Regional Cooperative Services (R10) District Contract for professional development		\$0.00
3	1	1	Edgenuity - District Provided Program		\$0.00
Sub-Total					\$0.00
Grand Total					\$47,515.00