



# Life School Lancaster

S. DeWayne Parker, M. Ed., Principal  
2010 – 2011

Campus Improvement Plan  
Life School of Dallas, Inc.

## Action Plan

Presented and approved by faculty on \_\_\_\_\_.

Presented to parents and community on \_\_\_\_\_.

## Signatures

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Parent Representative

Date

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Teacher Representative

Date

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Principal

Date

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Central Office Representative

Date

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Chief Academic Officer

Date

The signatures of the Principal and central office representative indicate that this document has been reviewed by the central office staff and the Principal certify that this document meets all district requirements for a Campus Improvement Plan

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**Goal 1:** Become a TEA exemplary district for the 2010-2011 school year.

**Performance Goal 1: 95% OF ALL STUDENTS WILL BE PROVIDED WITH HANDS-ON ASSIGNMENTS AND ENRICHMENT PROGRAMS THAT FOCUS ON DEVELOPING PROBLEM SOLVING AND CRITICAL THINKING SKILLS.**

<b>Strategy/Action</b>	<b>Person Responsible</b>	<b>Formative/Summative/Progress Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>
Use of Thinking Maps	Teachers / Administration	Admin. checklist documenting progress of first eight week introduction period.	Thinking Map Binders,	Introduce during the first 8 weeks, Continue throughout the year
Marzano Instructional Strategies	Teachers/Admin.	Progress monitoring through walk-throughs	Marzano's book <i>Classroom Instruction that works</i> . One copy per teacher/administrator	Use the instructional strategies throughout the year
Differentiated Instruction (D.I.)	Teachers	Walk-throughs, lesson planning, formal observations	Student Data, Proper lesson planning	Use the instructional strategies throughout the year
Potential use of Foss Kits	Teachers	Aligned with District Scope and Sequence	Foss Kits	Use throughout the year
K – 2 Reading Group Implementation	Teachers	Monitor student reading levels every 3-4 weeks	A-Z Reading Program	Use throughout the year

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**Goal 2:** Design and implement a rigorous instructional delivery system that is data-driven and fosters student engagement

**Performance Goal 1: 100% of teachers will be Highly Qualified as defined by TEA by August 1, 2011.**

<b>Strategy/Action</b>	<b>Person Responsible</b>	<b>Formative/Summative/Progress Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>
Proper HQ checks during interview process	Principal	Proper monitoring of HQ documentation	Complete Application	Throughout the year
Monitor current teachers' certifications	Principal / HR	Proper monitoring of certification expiration dates	Updated Certification data	Throughout the year

**Performance Goal 2: 100% of teachers will be GT certified by August 1, 2011.**

<b>Strategy/Action</b>	<b>Person Responsible</b>	<b>Formative/Summative/Progress Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>
Determine current GT certification of each teacher	Principal / HR	Proper monitoring of certifications	Current Certification Data	By the end of the first semester
Enroll non-GT certified teachers for training	Teachers	Check for teacher enrollment by December 17, 2010.	Region X training or other credible organization	By August 1, 2011

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**Performance Goal 3: Dr. Robert J. Marzano's strategies in his book Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement will be introduced by December 2010.**

<b>Strategy/Action</b>	<b>Person Responsible</b>	<b>Formative/Summative/Progress Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>
Complete book study with teachers	Teachers / Administration	Teacher/Admin. presentation of chapters during faculty meetings.	One copy of Dr. Marzano's book per teacher/Admin.	Introduce strategies to students prior to December 2010
Monitor introduction of strategies	Administration	Introduction prior to December break	One copy of Dr. Marzano's book per teacher/Admin.	Introduce strategies to students prior to December 2010

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**Performance Goal 4: Thinking Maps, Inc. tools will be introduced by the end of the second six weeks and cycled throughout the year.**

<b>Strategy/Action</b>	<b>Person Responsible</b>	<b>Formative/Summative/ Progress Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>
Receive training on the Thinking Maps graphic organizers and usage	Trainers / Teachers	Must attend training prior to first day of school, August 16, 2010.	Thinking Map binders	August Staff Development
Introduce one thinking map per week until all maps have been introduced	Teachers / Administration	Admin. checklist documenting progress of first eight week introduction period.	Pre-Lesson planning	By the end of the second six weeks
Monitor introduction of thinking maps	Administration	Weekly visits to classrooms while students are utilizing the new maps	Teacher check-list	By the end of the second six weeks

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**Performance Goal 5: All teachers will be trained in Margret Kilgo Scope and Sequence by August 13, 2010, and will be followed and assessed.**

<b>Strategy/Action</b>	<b>Person Responsible</b>	<b>Formative/Summative/Progress Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>
Create scheduled time/place for training	Central Office	Teacher sign-in sheets showing attendance	Facilities, trainers, Kilgo Materials	August Staff Development
Introduce teachers to the new district scope and sequence	Trainers	Measuring TEKS as they are taught throughout the year.	Scope & Sequence Binders, facilities	August Staff Development
Monitor scope & sequence usage	Administration	Weekly walk-throughs, formative assessments	Scope & sequence binders, monitoring checklist	Throughout the year
Assess classroom instruction using scope & sequence	Administration / Teachers	Formative assessments	Grade level assessments, data collected, re-teach as needed	Throughout the year

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**Goal 3:** Teacher Pay/Recruitment/Retention - Recruit, develop, and retain highly qualified employee in an environment that embraces diversity.

**Performance Goal 1: Life School will retain 100% highly qualified employees in an environment that embraces diversity.**

<b>Strategy/Action</b>	<b>Person Responsible</b>	<b>Formative/Summative/ Progress Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>
DBU Cohort	CO / Teachers	Cohort members turn in their transcripts per semester	CO Interview	Yearly
Job Fair	HR / Administration	Use recruits to increase staff by 20 %	CO Processing	Spring 2011
Teachers will be a part of decision making by participating in committee	Teachers / Administration	Committee Notes / Agendas	Meeting Agendas/Sign-in sheets	Monthly
ESL Stipends	Business Office	Proper certification		Yearly

**Performance Goal 2: 90% of teachers will be retained yearly.**

<b>Strategy/Action</b>	<b>Person Responsible</b>	<b>Formative/Summative/ Progress Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>
Maintain Proper Communication	Administration/Teachers	Feedback on Walk-Throughs	Documentation, Faculty Meetings, Staff Development, Committee Meetings	Throughout the Year
Revise and Update Mentor Program	Administration	Mentor binder documentation	Mentor Binders	Throughout the Year
Maintain Competitive Pay	Central Office	Competitive Salaries	Surrounding School Pay scales	Yearly

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**Goal 4:** Fiscal Management – Build the fund balances to be 25% of the general fund budget

**Performance Goal 1: Enrollment will be and maintain a capacity of 100% by August 16, 2010.**

<b>Strategy/Action</b>	<b>Person Responsible</b>	<b>Formative/Summative/ Progress Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>
Start year at 100% capacity	Principal	Rolls on first day of school	Roll sheets	August 16, 2010
Continue to add addition students until full	Principal	Turn over new applications in a timely manner	Applications	Yearly

**Performance Goal 2: Student attendance rate will be 98% for the 2010-2011 school year.**

<b>Strategy/Action</b>	<b>Person Responsible</b>	<b>Formative/Summative/ Progress Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>
Jean Day Coupons	Administration	Attendance Rate	Coupons	Once per six weeks
Free Dress Day	Administration	Attendance Rate	Coupons	Once per six weeks
Closely Monitor Student Attendance	Administration	Attendance Rate	Letters Home, Truancy Officer	Weekly

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**Goal 5:** Expect, promote and support a safe and orderly learning environment.

**Performance Goal 1: Students will be provided with safe, effective, and supportive learning environments.**

<b>Strategy/Action</b>	<b>Person Responsible</b>	<b>Formative/Summative/ Progress Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>
Character Training	All Staff	Monitor number of tallies being written	Character Counts! Posters, planners	Weekly
Clear Classroom Expectations and Procedures	Teachers / Administration	Walk-throughs, campus observations	Procedures Posted in Classroom	Daily
Fire Drills	All Staff	Monthly Log	Attendance books, timer	August - May
Inclement Weather / Lock Down Drills	All Staff	Once per semester	Attendance checklist	Once per semester
Police Officers on campus	Officer Simmons	Monthly timesheets	Time Sheets	August - May
Non-verbal Communication	Teachers / Administration	Walk-throughs	Staff Development	Weekly

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**Performance Goal 2: Student self discipline will be established with a relationship with teacher and parent.**

<b>Strategy/Action</b>	<b>Person Responsible</b>	<b>Formative/Summative/ Progress Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>
Beginning of year positive phone call	Teachers	All students parents will receive a phone call	Call Log	By the end of the third week of school
Consistent Parent Communication	Teachers	Contact logs will be monitored at post formal observation and summative meetings	Call Log, Email, Newsletters, Parent Conferences	Per semester
Parent Updates increase by 25%	Teachers / Administration	Monthly (excluding December & May)	Newsletters, Thursday Exchange, Technology	August - April

**Performance Goal 3: Number of referrals and suspensions will decrease by 20%.**

<b>Strategy/Action</b>	<b>Person Responsible</b>	<b>Formative/Summative/ Progress Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>
Consistent Positive Reinforcement	Teachers/Administration	Walk-throughs, formal observations	Feedback	Throughout the Year
Effective Classroom Management	Teachers/Administration	Non-verbal techniques	Staff development training	Throughout the Year
Character Counts! Training	Teachers / Administration	As needed daily, once per week minimum	Planners, lessons, tallies	Throughout the year

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**Performance Goal 4: Parental attendance at Parent Nights will increase by 25%.**

<b>Strategy/Action</b>	<b>Person Responsible</b>	<b>Formative/Summative/ Progress Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>
Relevant Topics	Administration	Sign-in sheets	Guest Speakers	Monthly
Technological availability	Administration	Track number of parents using system	Technology allowing outside viewing (ex. V-Brick Solution)	Monthly
Parent Surveys	Administration	Number of returned surveys	Technology, e-mail, hard copies of survey	Once per semester

**Performance Goal 5: Number of tallies will decrease by 10% overall yearly by practicing effective classroom management.**

<b>Strategy/Action</b>	<b>Person Responsible</b>	<b>Formative/Summative/ Progress Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>
Teacher Observations	Teachers/Administration	Walk-thoughts	Scheduled Time	Weekly
Teacher-to-Teacher Collaboration	Teachers	Team Meeting Agendas, classroom observations	Emails, team meetings, possibly use of Public Folder	Weekly or bi-weekly
Formal Observation	Teachers / Administration	One 45 minute observation prior to December 17	Notes, Lesson plans	September 6 – December 16, 2010

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**Performance Goal 6: Promote a college bound culture throughout the year.**

<b>Strategy/Action</b>	<b>Person Responsible</b>	<b>Formative/Summative/ Progress Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>
Implement Technology	Teachers/Administration	Monitor	New Technology including, but not limited to, V Brick Solution, Document Cameras, etc.	Throughout the Year
College Week	Teachers/Administration			Week in May
Teen Success Book Study	Teachers/Administration	Book Study with 5 <sup>th</sup> / 6 <sup>th</sup> grade students	One copy of book per student/teacher/admin	Jan. - May

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**Performance Goal 7: Monitor Title I Components**

<b>Strategy/Action</b>	<b>Person Responsible</b>	<b>Formative/Summative/ Progress Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>
Conduct a comprehensive needs assessment in order to design and implement a successful campus plan	Principal	Utilize relevant data to make decisions for our campus to have K – 2 students reading on grade level and 3 – 5 <sup>th</sup> students score at least an 80% on all TAKS sections	TAKS scores, attendance rates, and student grades	Fall / Spring
Implement schoolwide reform strategies that are scientifically researched	All Staff	Assess students, disaggregate data and provide the instructions and assistance needed to enhance student achievement	Benchmark/TAKS scores, progress reports, etc.	Fall/Spring
Provide instruction by highly qualified professional staff	Principal / Teachers	Attain classroom management, discipline and instructional strategies that allow all students the opportunity to be successful	Highly Qualified Applicants	Fall / Spring
Provide high quality on-going professional development	Admin. / Region X	Have all grade levels attend a staff development opportunities on and off campus	Personal transportation / Substitutes	Fall / Spring
Provide strategies to attract highly qualified teachers to high needs students	Principal	Have teachers recommend highly qualified teachers and compile resumes from teacher job fairs	Highly Qualified Applicants	Spring Hiring
Utilize strategies to increase parental involvement	All Staff	Utilize district parenting point system and have at least 20% of each grade level participate	Parenting Night	Fall / Spring
Ensure smooth transition for students	All Staff	Use our TEKS folders to ensure all TEKS are being covered	TEKS Instruction	Fall / Spring

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**Performance Goal 7: Monitor Title I Components (cont.)**

<b>Strategy/Action</b>	<b>Person Responsible</b>	<b>Formative/Summative/ Progress Measurement</b>	<b>Resources Needed</b>	<b>Timeline</b>
Include teachers in decisions regarding the use of assessments	Admin. / Teachers	Hold meetings to discuss disaggregation of benchmark and TAKS data	Benchmark Data	Fall / Spring
Implement a plan to ensure that all students master the state's achievement standards and state academic assessments	Principal	Our students will complete fall and spring benchmark tests to determine what, if any, tutoring needs to take place in a small group setting	Benchmark Data / Tutoring	Fall / Spring
Coordinate and integrate federal, state, and local services and programs	Principal	Remain up to date through training and TEA information as to available local service and programs	TEA Materials	Fall / Spring

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**Performance Goal 8: Improving Student Performance for Limited English Proficient Students**

**Campus Improvement Goal:** Life School Lancaster will improve instructional support for our LEP students which will impact academic achievement and TELPAS yearly progress.

**Process Steps:** Establish systems for continuous improvement of our ESL program.

**Objective:** Life School teachers will closely monitor LEP student academic progress as well as progress in the TELPAS domains of listening, speaking, reading and writing.

**Action Plan:**

What are we going to do?	Who will be responsible, and who will be involved?	What resources will we need?	When will this activity begin?	When will it end?	How will we know we have completed the activity?	Last Updated
Prepare and Distribute 2010-11 grade level TELPAS status reports.	ESL Campus Coordinator:  Albert Thomas  K – 6 teachers	AWARE Software	9/1/2010	10/30/2010	Contact campus principal upon completion.	9/15/10
Sheltered Instruction Observation Protocol (SIOP) Training for core content area teachers	ESL Campus Coordinator:  Albert Thomas  Grades K – 6  Support from Susan Boggs	Region 10 ESC SIOP training	9/2010	12/2010	Teachers will submit the SIOP training certificate to Kay Batman's office for ESL compliance documentation	9/23/2010

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**Performance Goal 8: Improving Student Performance for Limited English Proficient Students  
(continued)**

<b>What are we going to do?</b>	<b>Who will be responsible, and who will be involved?</b>	<b>What resources will we need?</b>	<b>When will this activity begin?</b>	<b>When will it end?</b>	<b>How will we know we have completed the activity?</b>	<b>Last Updated</b>
Implement English Language Proficiency Standards (ELPS)	Teachers of LEP Students in  Grades K – 6  ESL Campus Coordinator:  Albert Thomas  Support from Susan Boggs	Region 10 Professional Development  TEA Website Updates	8/2010	5/2011	Campus Principals: Monitoring documentation of ELPS in lesson plans  ESL Campus Coordinator:  Follow-up in ESL Collaboration Meetings (BOY, MOY, EOY)	10/29/2010
Research Region 10 Website for ongoing ESL Professional Development	ESL Campus Coordinator:  Albert Thomas  Susan Boggs  ESL Teachers	Region 10 Website	8/2010	5/2011	Teachers will submit the professional development certificate to ESL Campus Coordinator and Kay Bateman	10/26/10
ESL Teacher Collaboration Meetings with grade level SIOP trained teachers (BOY, MOY, EOY)	Elementary Collaboration Team:  ESL Teachers (Grades K – 6)  ESL Campus Coordinator:  Albert Thomas  Campus Principal	Documentation of Concerns for ESL Students & ESL Professional Development  Information	11/2010	5/2011	Collaboration Meeting Sign In Sheets	

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**Performance Goal 8: Improving Student Performance for Limited English Proficient Students  
(continued)**

<b>What are we going to do?</b>	<b>Who will be responsible, and who will be involved?</b>	<b>What resources will we need?</b>	<b>When will this activity begin?</b>	<b>When will it end?</b>	<b>How will we know we have completed the activity?</b>	<b>Last Updated</b>
Provide ESL Supplemental Materials for ESL Classrooms	ESL Campus Coordinator:  Albert Thomas  Campus Principal	Additional Dictionaries for Spanish speaking population.	10/2010	5/2011	Purchase Orders approved and Materials received	10/1/2010
Review list of failing students coded as LEP each week and follow-up with teachers.	ESL Campus Coordinator:  Albert Thomas  K – 6 Grade Teachers	Student list from Jessica Pruneda each week	9/2010	5/2011	Emails will be sent to teachers requesting update on grades and documentation will be collected for reason the student is making below a 70% and what strategies are being used to support the student.	