

Life Schools

Life School Lancaster

2018-2019 Campus Improvement Plan



Mission Statement

The mission of Life School is to train leaders with life skills for the twenty-first century by establishing strong academics, character training, and a parenting program.

Vision

Be Authentic

Become Best Educational Institution in the World

Be Employer of Choice

Be Focused on the Mission

Life School Quality Standards

Safety | Integrity | Professional | Data Informed | Innovative | It's not just school. It's LIFE.

Title 1 Components

- 1. Comprehensive Needs Assessment**
- 2. Schoolwide Reform Strategies**
- 3. Instruction by highly qualified professional teachers**
- 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5. Strategies to attract highly qualified teachers**
- 6. Strategies to increase parental involvement**
- 7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**
- 9. Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10. Coordination and integration of federal, state and local services and programs**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Life School Lancaster is located in the City of Lancaster (Dallas County). According to the US Census Bureau, Dallas County has an estimated population of 2,618,148 in 2017. The local community, Lancaster, TX, had a population estimate of 38,867 as of July 1, 2017.

The City of Lancaster has the following demographic percentages as given by the US Census Bureau the population estimate for July 1, 2017 ; white 25.9%, Black or African American 69%, Am. Indian & Alaska Native 0.4%, Native Hawaiian or Other Pacific Islander .1%, Hispanic or Latino 18.3%, Asian 0.3% and Two or More Races 2.6%.

In comparison to our local community, as referenced in our 2017-2018 TSDS PEIMS Disaggregation of PEIMS Data, Life School Lancaster had the following demographic percentages; African American 65.22%, Hispanic 28.43%, White 3.68%, American Indian 0.33%, Asian 0.17%, Pacific Islander 0.0% and Two or More Races 2.17%.

Demographics Strengths

The following are identified as demographic strengths:

- Mobility rate remained under 10% (3.7% in 2014-2015 and 8.5% in 2015-2016).
- As of April 1, 2017, 93% of enrolled studnets re-enrolled for the 2018-2019 school year.
- Attendance rate remains steady
 - 98% in 2015-2016
 - 97.30% in 2016-2017
 - 96.09% (as of week 32 of 2017-2018)

Problem Statements Identifying Demographics Needs

Problem Statement 1: Life School Lancaster at-risk population rose from 37.40% in 2015-2016 to 50.70% in 2016-2017. According to Fall PEIMS snapshot data for 2017-2018 our current at-risk percentage is 51.17%. **Root Cause:** Students are not preforming satisfactory on the PK-3 readiness

assessment, more students are not meeting standard on the STAAR assessment. Based on the 2016-2017 School Report Card, all but kindergarten (K-6 campus) have class size averages above the state averages. (Campus/State):Kinder (17.8/18.8),1st (21.8/18.8),2nd (25.9/18.9),3rd (27.2/19.0),4th (25.1/19.0),5th (31.9/20.9), 6th (32.7/20.4)

Problem Statement 2: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, English Learner students performed at "Approaches Grade Level or Above" 41% lower than all students in all subjects (compared to the state). At approaches grade level, English Learner students are performing (compared to the state) 37% lower in reading, 48% lower in math, and 4% lower in science. **Root Cause:** All staff need to be aware of cultural differences, eliminate biases, maintain positive, caring and consistent relationships with all stakeholders. ELL students need to be identified and monitored to ensure they are making academic progress.

Problem Statement 3: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 35% of English Learner students met "Approaching Grade Level or Above" in Reading which is 27% less than the campus average of 62%.

Problem Statement 4: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 31% of English Learner students met "Approaching Grade Level or Above" in Math which is 22% less than the campus average of 53%.

Problem Statement 5: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 32% of Special Education students met "Approaching Grade Level or Above" in Reading which is 30% less than the campus average of 62%.

Problem Statement 6: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 41% of Special Education students met "Approaching Grade Level or Above" in Math which is 12% points less than the campus average of 53%.

Problem Statement 7: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 56% of Special Education students met "Approaching Grade Level or Above" in Science which is 15% points less than the campus average of 71%.

Problem Statement 8: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 35% of English Learner students met "Approaching Grade Level or Above" in Reading which is 12% points lower than the score of 47% from prior year.

Problem Statement 9: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 31% of English Learner students met "Approaching Grade Level or Above" in Reading which is 7% points lower than the score of 38% from prior year.

Student Achievement

Student Achievement Summary

In 2016-2017, Life School Lancaster's accountability rating was **Met Standard** by the Texas Education Agency (TEA). State accountability ratings were based on four performance indexes. The performance standards were (passing standards from 0 - 100 in parenthesis): Student Achievement (60), Student Progress (32), Closing Performance Gaps (28) and Postsecondary Readiness (12).

Life School Lancaster scored the following in each index (2016-2017): Student Achievement (59), Student Progress (37), Closing Performance Gaps (33) and Postsecondary Readiness (17).

Based on the 2016-2017 School Report Card, Life School Lancaster results revealed the following:

- STAAR percentages for all grades/all subjects increased from 2016 (56%) to 2017 (59%) and was lower than the state average (75%).
- STAAR percentages for all grades in Reading (62%) and Writing (56%) were lower than the state averages, 72% and 67% respectively.
- STAAR percentages for all grades in Mathematics (53%) were lower than the state average (79%).
- STAAR percentages for all grades in Science (71%) were lower than the state average (79%).

Student Achievement Strengths

Life School Lancaster Strengths:

Life School Lancaster employs a math and reading specialist to work with at-risk students to close the learning gaps.

Life School Lancaster met the standard on Index 2 (student progress), Index 3 (closing performance gaps) and Index 4 (postsecondary readiness).

Life School Lancaster's percentages increased in all test (all students) with the exception of 4th grade writing.

Continued the use of 30 minute intervention periods and Bears in Training

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Third grade STAAR reading increased from 51% in 2016 to 58% in 2017, but was still 15% below the state average in 2017. **Root Cause:** Third grade reading data indicates a need for further investigation, response and potential resources needed to support the necessary rigor for student

success. Campus needs additional resources to support student achievement in reading to be used for targeted intervention.

Problem Statement 2: Third grade STAAR math increased from 52% in 2016 to 53% in 2017, but was still 25% below the state average in 2017. **Root Cause:** Second grade mathematics data indicates a need for further investigation, response and potential resources need to support the necessary rigor for student success. K-2 math instruction needs to be vertically aligned to support the STAAR tested grade levels. Campus needs additional resources to support student achievement in math to be used for targeted intervention.

Problem Statement 3: Fourth grade STAAR reading decreased from a 60% in 2016 to a 52% in 2017; and is 18% below the state average in 2017. **Root Cause:** Fourth grade reading data indicates a need for further investigation, response and potential resources needed to support the necessary rigor for student success. Campus needs additional resources to support student achievement in reading to be used for targeted intervention.

Problem Statement 4: Fourth grade STAAR writing decreased from a 57% in 2016 to a 56% in 2017; and is 9% below the state average in 2017.

Problem Statement 5: Fourth grade STAAR math increased from 23% in 2016 to 33% in 2017; but was still 43% below the state average in 2017. **Root Cause:** Fourth grade CFA/Benchmark data show a need for prescriptive intervention. Campus needs additional resources to support student achievement in math to be used during interventions.

Problem Statement 6: Fifth grade STAAR reading increased from a 67% in 2016 to a 76% in 2017 (cumulative), but is still 6% below the state average in 2017. **Root Cause:** Fifth grade reading data indicates a need for further investigation, response and potential resources needed to support the necessary rigor for student success. Campus needs additional resources to support student achievement in reading to be used for targeted intervention.

Problem Statement 7: Fifth grade STAAR math increased from 68% in 2016 to 70% in 2017, but is still 17% below the state average in 2017. **Root Cause:** Fifth grade CFA/Benchmark/STAAR data show a need for prescriptive intervention. Campus needs additional resources to support student achievement in math to be used during interventions.

Problem Statement 8: Fifth grade STAAR science increased from a 54% in 2016 to a 71% in 2017, but is still 3% below the state average in 2017. **Root Cause:** Third and fourth grade CFA/benchmark data show a need for greater alignment in science instruction. Campus needs additional resources to support student achievement in science to be used during targeted intervention.

Problem Statement 9: Sixth grade STAAR reading decreased from a 69% in 2016 to a 62% in 2017, and is 7% below the state average in 2017.

Problem Statement 10: Sixth grade STAAR math decreased from a 58% in 2016 to 57% in 2017, and is 19% below the state average in 2017. **Root Cause:** Sixth grade mathematics data indicates a need for further investigation, response and potential resources need to support the necessary rigor for student success. K-2 math instruction needs to be vertically aligned to support the STAAR tested grade levels. Campus needs additional resources to support student achievement in math to be used for targeted intervention.

School Culture and Climate

School Culture and Climate Summary

Life School Lancaster (LSLC) has now been serving students and their families since August 2007. Throughout the history of LSLC, a specific emphasis has been placed on building relationships between all stakeholders. These relationships are built through the use of daily interactions, field trips, Parent Nights and consistent communication between teachers, administrators and parents.

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

School Culture and Climate Strengths

Life School Lancaster Strengths:

Provide timely communication to parents in a variety of formats:

- Weekly email from all teachers to parents
- Weekly informational newsletter from the office
- SchoolMint messages sent to parents as needed
- Parent Portal

Provide a supportive school environment for students, parents and staff:

- "Family" atmosphere
- Over 93% re-enrollment
- Most grade levels do not rely on the "Tally" system alone
- Parents as Partners

Provide a safe and orderly environment:

- Officer on duty when students are present on campus

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Continue providing opportunities to improve staff morale, currently 14.29% strongly agree and 71.43 agree that Life School is a good place to work. We want to maintain the positive work environment. **Root Cause:** We celebrate staff through "Staff Birthday Friday", and provide team building opportunities and competitions.

Problem Statement 2: According to the staff survey, 23.81% strongly agree, 52.38% agree and 23.82% disagree that we are preparing students with leadership skills. **Root Cause:** We need to consider implementing a student government for 5th and 6th grade, student rewards system per grade level, and give clubs the opportunity to be showcased at a parenting night.

Problem Statement 3: Continue supporting parents and providing positive interactions with school personnel. According to the parent survey, parents 85.72% would recommend Life School to family and friends. Parents also responded positively to receiving communication in a variety of formats. **Root Cause:** Teachers make a positive phone call home within the first three weeks of school to all homeroom students. Provide staff support to parents to assist with signing up for the Parent Portal and MySchoolWay App prior to the first day of school. Provide staff support to assist parents in completing the application, utilizing the MySchoolBucks system to pay online, and provide information.

Problem Statement 4: We need to decrease the number of students receiving referrals and/or out of school suspension. **Root Cause:** Teachers are relying too heavily on the "Tally System", they need assistance in developing alternate forms of discipline. We would like to consider ISS possibly in 2018-2019.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

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

Life School Lancaster staff are frequently selected to staff new startup campuses/programs within Life School which accounts for increased turnover in specific years. Life School Lancaster continues to produce personnel who are recognized as leaders in their respective fields and are transitioned to new or current Life School campuses to broaden their impact.

Staff Quality, Recruitment, and Retention Strengths

Life School Lancaster Strengths:

Life School Lancaster actively participates in events to recruit quality staff:

- 100% of staff meet highly qualified requirements
- 100% of staff hold a valid Texas Certification
- 100% of paraprofessionals meet highly qualified requirements

Life School Lancaster provides a positive working environment to aid staff retention:

- Provide technology for classroom use
- Supportive administration
- Monthly staff recognition
- Committee hosts pot-luck opportunities, staff team building events, pep-rally, etc.
- Provide content based planning time (half-day and full day)

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: According to the staff survey, 9.52% strongly agree and 61.90% agree that they would benefit from more professional development provided by the district. **Root Cause:** Teachers need to be trained in effective strategies and best practices to ensure the academic needs of students are being met.

Problem Statement 2: The substitute pool is not large enough, nor experienced enough to cover when multiple staff members are out. **Root Cause:** Campus needs to work alongside human resources during the interview process to increase the pool.

Problem Statement 3: Additional support is needed in high need academic areas. **Root Cause:** We do not currently have a pre-kindergarten literacy program. We also need the additional support of Title I interventionists to provide tutoring services and targeted intervention.

Problem Statement 4: According to the staff survey, 14.29% strongly agree and 71.43% agree that Life School is a good place to work. **Root Cause:** We have provided vertical alignment time between grade levels, instructional resources, pay raises and instructional aide support. We would like to consider childcare for staff children, additional staff for cafeteria duty, and stipends for individuals who perform extra responsibilities.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

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

Curriculum, Instruction, and Assessment Strengths

Life School Lancaster Strengths:

Provide resources to supplement core curriculum to enhance the learning experience for students:

- Leveled reading groups in kindergarten through third grade
- Provide a leveled reading library for all teachers to utilize
- LSLC employs an instructional coach to assist with classroom instruction and interventions

Ensure that students are receiving quality instruction to ensure fidelity to the core while maintaining rigor and relevance:

- Instructional strategies are developed by teachers and not simply following a textbook
- Instructional tutors intervention assistance (formerly called 45 day subs)
- District Reading Specialists assistance
- District Math Specialist assistance
- Instructional Aide assistance

Provide technology resources to ensure that students are prepared for the digital environment in which they are exposed and are able to compete in a global marketplace:

- Smart technology in all classrooms
- Two touch screen computers in all classrooms

- 30 touch screen computers in the computer lab
- 150 iPad Minis available for check-out
- 120 Chromebooks available for student use

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Third grade STAAR reading increased from 51% in 2016 to 58% in 2017, but was still 15% below the state average in 2017. **Root Cause:** Classroom teachers need assistance from Reading Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.

Problem Statement 2: Third grade STAAR math increased from 52% in 2016 to 53% in 2017, but was still 25% below the state average in 2017. **Root Cause:** Classroom teachers need assistance from Math Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success

Problem Statement 3: Fourth grade STAAR reading decreased from a 60% in 2016 to a 52% in 2017; and is 18% below the state average in 2017. **Root Cause:** Classroom teachers need assistance from Reading Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.

Problem Statement 4: Fourth grade STAAR writing decreased from a 57% in 2016 to a 56% in 2017; and is 9% below the state average in 2017. **Root Cause:** Need to provide stronger vertical alignment in 1st - 3rd grade writing to support 4th grade writing.

Problem Statement 5: Fourth grade STAAR math increased from 23% in 2016 to 33% in 2017; but was still 43% below the state average in 2017. **Root Cause:** Classroom teachers need assistance from Math Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.

Problem Statement 6: Fifth grade STAAR reading increased from a 67% in 2016 to a 76% in 2017 (cumulative), but is still 6% below the state average in 2017. **Root Cause:** Classroom teachers need assistance from Reading Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.

Problem Statement 7: Fifth grade STAAR math increased from 68% in 2016 to 70% in 2017, but is still 17% below the state average in 2017. **Root Cause:** Classroom teachers need assistance from Math Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.

Problem Statement 8: Fifth grade STAAR science increased from a 54% in 2016 to a 71% in 2017, but is still 3% below the state average in 2017. **Root Cause:** Need to provide stronger vertical alignment in 1st - 4th grade science to support 5th grade science.

Problem Statement 9: Sixth grade STAAR reading decreased from a 69% in 2016 to a 62% in 2017, and is 7% below the state average in 2017. **Root**

Cause: Classroom teachers need assistance from Reading Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.

Problem Statement 10: Sixth grade STAAR math decreased from a 58% in 2016 to 57% in 2017, and is 19% below the state average in 2017. **Root Cause:** Classroom teachers need assistance from Math Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.

Parent and Community Engagement

Parent and Community Engagement Summary

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

LSLC will also continue to host a Veteran's Day Assembly, Thanksgiving Feasts, Christmas Program, Talent Show, Kinder Graduation, etc., emphasizing our students' talents in the arts. These events have been highly successful in the past producing thousands in attendance.

Beginning in 2015-2016, LSLC began hosting an annual Fall Festival. The turnout has been positive and grown over the past three years.

Parents will have multiple opportunities to receive information in person at our Parent Nights.

Parent and Community Engagement Strengths

Life School Lancaster Strengths:

Parents as Partners participation on campus:

- Fundraisers
- Book Fairs
- Field Days
- Grandparent's Day

Active parent involvement with fundraising:

- Book fairs
- School-wide fall fundraiser
- School-wide spring fundraiser

Provide multiple opportunities for parents to participate in school events (including, but not limited to)

- Field Days

- Career Week
- Veteran's Day
- Fall Festival
- Christmas Program
- Field Trips
- Kindergarten Graduation

Life School Lancaster Strengths (cont.):

Multiple opportunities for parents and students to participate in events that promote leadership within our community (including, but no limited to):

- Food Drive
- Toy Drive

Provide opportunities for parents to be educated about what to expect for transitional grade levels (including, but not limited to):

- 6th grade transfer meeting
- Kinder Round-Up

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: Life School Lancaster has 5.52% of students who are ELs, we need to provide consistent communication in their home language.

Root Cause: We have bilingual staff to assist parents as part of their duties as receptionist and registrar; however, we do not have bilingual interpreters and/or staff that can translate the materials on campus.

Problem Statement 2: According to the parent survey, only 53.95% attend parenting night events. **Root Cause:** We need to provide parenting night topics that engage both parents and students in the learning process (i.e. math night, science night, science fair night, health fair)

Problem Statement 3: According to the parent survey, only 1.32% of parents participate in PTO/PTA/Parents as Partners meetings/events. **Root Cause:** We need to provide multiple opportunities at different times of the day/week to encourage participation (e.g. Angel Tree Program, Career Week, Veteran's Day, Daddy/Daughter Dance, Fall Festival, Thanksgiving Feast, Grandparent's Day, Donuts for Dad/Muffins for Mom, Dads on Duty)

Technology

Technology Summary

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

Life School Lancaster implemented Ipad minis into the classrooms allowing students to use relevant technological devices. There are 120 iPad Minis available for use in all classrooms by all students K-6.

Robotics was introduced to students in a Robotics Club and through our computer lab in the first semester of 2016-2017. We hope to continue and grow the use of robotics in 2017-2018.

Teachers/Administrators/Support Staff piloted the use of TORSH in 2016-2017. The continued use of TORSH is planned for 2018-2019.

Technology Strengths

The following have been identified as technological strengths:

- Interactive technology in all classrooms
- Ceiling mounted sound in all classrooms
- Two touch screen computers in all classrooms
- Use of web based software (Eduphoria, Class Dojo, Reading A-Z, Raz-Kids, TORSH, etc.)
- 30 touchscreen computers in the computer lab
- 150 iPad Minis available for use
- 120 Chromebooks available for use
- Robots available for use
- Lap-tops available for all teachers

Problem Statements Identifying Technology Needs

Problem Statement 1: The staff survey results show that 53.33% believe it is extremely urgent and 26.67% believe it is somewhat urgent to increase the technology resources such as hardware, software and training. **Root Cause:** As our current technology (Mimeos/Computers/Computer Labs) have been in place for several years, we are facing maintenance issues. We also need to provide enough devices that can be used across grade levels, the demand is high,

but inventory is low.

Problem Statement 2: The staff survey results show that 50% believe it is extremely urgent and 28.57% urgent that we provide supplemental resources for character and leadership training. **Root Cause:** We need additional resources to support our Matrix (Challenge Lab).

Problem Statement 3: According to the parent survey, 59.21% receive school information from their student's teacher. **Root Cause:** We need a least one phone per grade level to be used in the classroom. This would give teachers access to ensure more frequent contact.

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
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Federal Report Card 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 EL Progress Measure data
- Local benchmark or common assessments data

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Staff surveys and/or other feedback

- State certified and high quality staff data

Goals





Goal 1: Prepare Students for Life

Performance Objective 1: Create and Implement Strategic Plan for Life School Students

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Continue to develop and implement Positive Behavior Intervention Systems (PBIS).	Administration	A decrease of 10% in negative office referrals and an increase of 30% in positive referrals.				
	Problem Statements: School Culture and Climate 4 Funding Sources: 461 - Campus Activity Fund - 500.00					
2) Continue Red Ribbon and career week.	Administration, teachers	Students will be able to identify at least one career that they would like to pursue. (Career Week) 100% of students will commit to being drug free. (Red Ribbon Week) College/career week is completed by December 22, 2017.				
	Funding Sources: 461 - Campus Activity Fund - 500.00					
3) Utilize one (1) instructional interventionist for a minimum of 45 days to assist with interventions leading up to the STAAR test. Provide professional development for English Language Learners (EL) teachers and supplemental resources to provide intervention for EL students.	Administration, Teachers, Title III Interventionist (45 days), Instructional Coach, Reading Specialist	Reducing the achievement gap between the highest performing group and the ELLs by 2%.				
	Problem Statements: Demographics 1, 2 Funding Sources: 263 - Title III - 4911.00					

4) Students will have an opportunity to attend The Matrix (challenge lab) and campus clubs throughout the school year.	Administration, Reading Specialist, Math Specialist	20% of students will participate in either a Challenge lab or student club. Challenge Labs have been added to our 2018-2019 special events calendar.				
	Problem Statements: School Culture and Climate 2 - Technology 2 Funding Sources: 211 - Title I - 1717.56					
5) Utilize three (3) instructional interventionists for a minimum of 45 days to assist with interventions leading up to the STAAR testing.	Administration, Teachers, Title I Instructional Interventionists (45 days)	Increase student achievement on benchmarks by 10% from fall to spring. Pullout schedule created, bi-weekly time cards will demonstrate attendance				
	Problem Statements: Student Achievement 2, 6, 10 Funding Sources: 211 - Title I - 14733.00					
6) Introduce students to post-secondary options by conducting a College Week in the spring.	All staff	Students will be able to identify at least 3 colleges/universities that they could aspire to attend after high school. College week will be conducted by May 18, 2018.				
7) Provide an instructional coach to support teachers and provide student interventions in Reading.	Administrator	Increase student achievement on the Reading benchmark by 10% from fall to spring.				
	Problem Statements: Demographics 1, 2 - Student Achievement 1, 3, 6 - Staff Quality, Recruitment, and Retention 1, 3 - Curriculum, Instruction, and Assessment 1, 3, 6 Funding Sources: 199 - General Fund - 0.00					
8) Provide an instructional coach to support teachers and provide student interventions in math.	Administrator	Increase student achievement on the Math benchmark by 10% from fall to spring.				
	Problem Statements: Demographics 2 - Student Achievement 2, 6, 10 - Staff Quality, Recruitment, and Retention 1, 3 - Curriculum, Instruction, and Assessment 2, 6, 10 Funding Sources: 211 - Title I - 65000.00					
9) Provide specialized instruction and services to meet the needs of all students, including, but limited to, special education, EL's, dylexia, etc.	Administrators, teachers					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Life School Lancaster at-risk population rose from 37.40% in 2015-2016 to 50.70% in 2016-2017. According to Fall PEIMS snapshot data for 2017-2018 our current at-risk percentage is 51.17%. **Root Cause 1:** Students are not performing satisfactory on the PK-3 readiness assessment, more students are not meeting standard on the STAAR assessment. Based on the 2016-2017 School Report Card, all but kindergarten (K-6 campus) have class size averages above the state averages. (Campus/State):Kinder (17.8/18.8),1st (21.8/18.8),2nd (25.9/18.9),3rd (27.2/19.0),4th (25.1/19.0),5th (31.9/20.9), 6th (32.7/20.4)

Problem Statement 2: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, English Learner students performed at "Approaches Grade Level or Above" 41% lower than all students in all subjects (compared to the state). At approaches grade level, English Learner students are performing (compared to the state) 37% lower in reading, 48% lower in math, and 4% lower in science. **Root Cause 2:** All staff need to be aware of cultural differences, eliminate biases, maintain positive, caring and consistent relationships with all stakeholders. ELL students need to be identified and monitored to ensure they are making academic progress.

Student Achievement

Problem Statement 2: Third grade STAAR math increased from 52% in 2016 to 53% in 2017, but was still 25% below the state average in 2017. **Root Cause 2:** Second grade mathematics data indicates a need for further investigation, response and potential resources need to support the necessary rigor for student success. K-2 math instruction needs to be vertically aligned to support the STAAR tested grade levels. Campus needs additional resources to support student achievement in math to be used for targeted intervention.

Problem Statement 6: Fifth grade STAAR reading increased from a 67% in 2016 to a 76% in 2017 (cumulative), but is still 6% below the state average in 2017. **Root Cause 6:** Fifth grade reading data indicates a need for further investigation, response and potential resources needed to support the necessary rigor for student success. Campus needs additional resources to support student achievement in reading to be used for targeted intervention.

Problem Statement 10: Sixth grade STAAR math decreased from a 58% in 2016 to 57% in 2017, and is 19% below the state average in 2017. **Root Cause 10:** Sixth grade mathematics data indicates a need for further investigation, response and potential resources need to support the necessary rigor for student success. K-2 math instruction needs to be vertically aligned to support the STAAR tested grade levels. Campus needs additional resources to support student achievement in math to be used for targeted intervention.

Problem Statement 1: Third grade STAAR reading increased from 51% in 2016 to 58% in 2017, but was still 15% below the state average in 2017. **Root Cause 1:** Third grade reading data indicates a need for further investigation, response and potential resources needed to support the necessary rigor for student success. Campus needs additional resources to support student achievement in reading to be used for targeted intervention.

Problem Statement 3: Fourth grade STAAR reading decreased from a 60% in 2016 to a 52% in 2017; and is 18% below the state average in 2017. **Root Cause 3:** Fourth grade reading data indicates a need for further investigation, response and potential resources needed to support the necessary rigor for student success. Campus needs additional resources to support student achievement in reading to be used for targeted intervention.

School Culture and Climate

Problem Statement 4: We need to decrease the number of students receiving referrals and/or out of school suspension. **Root Cause 4:** Teachers are relying too heavily on the "Tally System", they need assistance in developing alternate forms of discipline. We would like to consider ISS possibly in 2018-2019.

Problem Statement 2: According to the staff survey, 23.81% strongly agree, 52.38% agree and 23.82% disagree that we are preparing students with leadership skills. **Root Cause 2:** We need to consider implementing a student government for 5th and 6th grade, student rewards system per grade level, and give clubs the opportunity to be showcased at a parenting night.

Staff Quality, Recruitment, and Retention

Problem Statement 1: According to the staff survey, 9.52% strongly agree and 61.90% agree that they would benefit from more professional development provided by the district. **Root Cause 1:** Teachers need to be trained in effective strategies and best practices to ensure the academic needs of students are being met.

Problem Statement 3: Additional support is needed in high need academic areas. **Root Cause 3:** We do not currently have a pre-kindergarten literacy program. We also need the additional support of Title I interventionists to provide tutoring services and targeted intervention.

Curriculum, Instruction, and Assessment

Problem Statement 1: Third grade STAAR reading increased from 51% in 2016 to 58% in 2017, but was still 15% below the state average in 2017. **Root Cause 1:** Classroom teachers need assistance from Reading Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.

Problem Statement 3: Fourth grade STAAR reading decreased from a 60% in 2016 to a 52% in 2017; and is 18% below the state average in 2017. **Root Cause 3:** Classroom teachers need assistance from Reading Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.

Problem Statement 6: Fifth grade STAAR reading increased from a 67% in 2016 to a 76% in 2017 (cumulative), but is still 6% below the state average in 2017. **Root Cause 6:** Classroom teachers need assistance from Reading Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.

Problem Statement 2: Third grade STAAR math increased from 52% in 2016 to 53% in 2017, but was still 25% below the state average in 2017. **Root Cause 2:** Classroom teachers need assistance from Math Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success

Problem Statement 10: Sixth grade STAAR math decreased from a 58% in 2016 to 57% in 2017, and is 19% below the state average in 2017. **Root Cause 10:** Classroom teachers need assistance from Math Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.

Technology

Problem Statement 2: The staff survey results show that 50% believe it is extremely urgent and 28.57% urgent that we provide supplemental resources for character and leadership training.
Root Cause 2: We need additional resources to support our Matrix (Challenge Lab).


Goal 1: Prepare Students for Life

Performance Objective 2: Maintain a Guaranteed Viable Curriculum for Students

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Monitor student progress through a fall benchmark, spring benchmark, common formative assessments (CFAs) and other relative assessment tools.	Administration, Teachers	Increase student achievement on benchmarks by 10% from fall to spring.				
	Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3, 6, 8, 10 - Curriculum, Instruction, and Assessment 1, 2, 3, 4, 6, 8, 10					
2) Monitor student progress through weekly grade level data meetings.	Administration, Teachers	Increase student achievement by 10% on benchmarks from fall to spring. Monitor each grade level data meeting folders monthly.				
	Problem Statements: Demographics 1, 2 - Student Achievement 1, 2, 3, 4, 6, 8, 10 - Curriculum, Instruction, and Assessment 1, 2, 3, 4, 6, 8, 10					
3) Provide supplemental math resources to support student achievement including, but not limited to, Dreambox, Reasoning Mind, Motivation Math, IXL Math, Moby Max, TEKSing Towards STAAR, etc.	Administration, Teachers, Reading Specialist, Instructional Coach	Increase student achievement by 10% on benchmarks from fall to spring. Materials purchased by April 6, 2018.				
	Problem Statements: Demographics 2 - Student Achievement 2, 10 - Curriculum, Instruction, and Assessment 2, 10 Funding Sources: 211 - Title I - 6795.00					
4) Provide supplemental English Language Arts (ELAR) resources including, but not limited to, Motivation Reading, leveled readers, Reading A-Z, Istation, Curriculum Associates, Triumph Learning (TX Coach Reading), TEKSing Towards STAAR, etc.	Administration, Teachers, Reading Specialist, Instructional Coach	Increase student achievement by 10% on benchmarks from fall to spring. Materials purchased by April 6, 2018.				
	Problem Statements: Demographics 1, 2 - Student Achievement 1, 3, 6 - Curriculum, Instruction, and Assessment 1, 3, 6 Funding Sources: 211 - Title I - 9900.00					
5) Provide supplemental science resources including, but not limited to, Mentoring Minds (Motivation Science), Measuring Up Science, Kamico, Curriculum Associates, Carolina Science, etc.	Administration, Teachers, Reading Specialist, Instructional Coach	Increase student achievement by 10% on benchmarks from fall to spring. Materials purchased by April 6, 2018.				
	Problem Statements: Demographics 2 - Student Achievement 8 - Curriculum, Instruction, and Assessment 8 Funding Sources: 211 - Title I - 1100.00					

6) Provide accelerated instruction to all 5th grade students who fail the 5th grade STAAR tests (reading & math).	Administration, Title I Instructional Interventionist (45 days), Teachers, Reading Specialist, Instructional Coach	25% of students who did not meet standard on the first administration will meet the standard on the second administration of STAAR. Completion of SSI documentation				
Problem Statements: Student Achievement 6, 8 - Curriculum, Instruction, and Assessment 6, 8						
						

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 2: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, English Learner students performed at "Approaches Grade Level or Above" 41% lower than all students in all subjects (compared to the state). At approaches grade level, English Learner students are performing (compared to the state) 37% lower in reading, 48% lower in math, and 4% lower in science. Root Cause 2: All staff need to be aware of cultural differences, eliminate biases, maintain positive, caring and consistent relationships with all stakeholders. ELL students need to be identified and monitored to ensure they are making academic progress.</p>
<p>Problem Statement 1: Life School Lancaster at-risk population rose from 37.40% in 2015-2016 to 50.70% in 2016-2017. According to Fall PEIMS snapshot data for 2017-2018 our current at-risk percentage is 51.17%. Root Cause 1: Students are not performing satisfactory on the PK-3 readiness assessment, more students are not meeting standard on the STAAR assessment. Based on the 2016-2017 School Report Card, all but kindergarten (K-6 campus) have class size averages above the state averages. (Campus/State):Kinder (17.8/18.8),1st (21.8/18.8),2nd (25.9/18.9),3rd (27.2/19.0),4th (25.1/19.0),5th (31.9/20.9), 6th (32.7/20.4)</p>
Student Achievement
<p>Problem Statement 10: Sixth grade STAAR math decreased from a 58% in 2016 to 57% in 2017, and is 19% below the state average in 2017. Root Cause 10: Sixth grade mathematics data indicates a need for further investigation, response and potential resources need to support the necessary rigor for student success. K-2 math instruction needs to be vertically aligned to support the STAAR tested grade levels. Campus needs additional resources to support student achievement in math to be used for targeted intervention.</p>
<p>Problem Statement 2: Third grade STAAR math increased from 52% in 2016 to 53% in 2017, but was still 25% below the state average in 2017. Root Cause 2: Second grade mathematics data indicates a need for further investigation, response and potential resources need to support the necessary rigor for student success. K-2 math instruction needs to be vertically aligned to support the STAAR tested grade levels. Campus needs additional resources to support student achievement in math to be used for targeted intervention.</p>
<p>Problem Statement 6: Fifth grade STAAR reading increased from a 67% in 2016 to a 76% in 2017 (cumulative), but is still 6% below the state average in 2017. Root Cause 6: Fifth grade reading data indicates a need for further investigation, response and potential resources needed to support the necessary rigor for student success. Campus needs additional resources to support student achievement in reading to be used for targeted intervention.</p>
<p>Problem Statement 3: Fourth grade STAAR reading decreased from a 60% in 2016 to a 52% in 2017; and is 18% below the state average in 2017. Root Cause 3: Fourth grade reading data indicates a need for further investigation, response and potential resources needed to support the necessary rigor for student success. Campus needs additional resources to support student achievement in reading to be used for targeted intervention.</p>
<p>Problem Statement 1: Third grade STAAR reading increased from 51% in 2016 to 58% in 2017, but was still 15% below the state average in 2017. Root Cause 1: Third grade reading data indicates a need for further investigation, response and potential resources needed to support the necessary rigor for student success. Campus needs additional resources to support student achievement in reading to be used for targeted intervention.</p>
<p>Problem Statement 8: Fifth grade STAAR science increased from a 54% in 2016 to a 71% in 2017, but is still 3% below the state average in 2017. Root Cause 8: Third and fourth grade CFA/benchmark data show a need for greater alignment in science instruction. Campus needs additional resources to support student achievement in science to be used during targeted intervention.</p>

Problem Statement 4: Fourth grade STAAR writing decreased from a 57% in 2016 to a 56% in 2017; and is 9% below the state average in 2017.

Curriculum, Instruction, and Assessment

Problem Statement 10: Sixth grade STAAR math decreased from a 58% in 2016 to 57% in 2017, and is 19% below the state average in 2017. **Root Cause 10:** Classroom teachers need assistance from Math Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.

Problem Statement 2: Third grade STAAR math increased from 52% in 2016 to 53% in 2017, but was still 25% below the state average in 2017. **Root Cause 2:** Classroom teachers need assistance from Math Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success

Problem Statement 6: Fifth grade STAAR reading increased from a 67% in 2016 to a 76% in 2017 (cumulative), but is still 6% below the state average in 2017. **Root Cause 6:** Classroom teachers need assistance from Reading Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.

Problem Statement 3: Fourth grade STAAR reading decreased from a 60% in 2016 to a 52% in 2017; and is 18% below the state average in 2017. **Root Cause 3:** Classroom teachers need assistance from Reading Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.

Problem Statement 1: Third grade STAAR reading increased from 51% in 2016 to 58% in 2017, but was still 15% below the state average in 2017. **Root Cause 1:** Classroom teachers need assistance from Reading Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.

Problem Statement 8: Fifth grade STAAR science increased from a 54% in 2016 to a 71% in 2017, but is still 3% below the state average in 2017. **Root Cause 8:** Need to provide stronger vertical alignment in 1st - 4th grade science to support 5th grade science.





Problem Statement 4: Fourth grade STAAR writing decreased from a 57% in 2016 to a 56% in 2017; and is 9% below the state average in 2017. **Root Cause 4:** Need to provide stronger vertical alignment in 1st - 3rd grade writing to support 4th grade writing.

Goal 1: Prepare Students for Life

Performance Objective 3: Ensure Character and Leadership Training and Development for Students

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Students will embrace weekly "I will" statements, that focus on positive behaviors and/or leadership characteristics.	Administration	100% of homerooms will post the weekly "I will" statements utilized during morning announcements.				
2) Continue "Reward Friday" on the last day of a nine weeks period.	Administration	At least two students from each homeroom is recognized during announcements on the last Friday of the grading period.				
Problem Statements: School Culture and Climate 4						
3) Counselor will continue classroom character lesson each nine week grading period.	Counselor	Staff and parent survey will show a 10% increase in the number that strongly agree or agree that Life School is providing leadership training for students. Counselor will submit lesson plans to principal prior to lesson delivery.				
Problem Statements: School Culture and Climate 2						
4) Provide opportunities for upper grade level students to mentor younger students.	Administration, teachers	50% of students in 5th and 6th grade will mentor younger students. Provide at least one opportunity per semester with sign-in sheets.				
Problem Statements: School Culture and Climate 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 4: We need to decrease the number of students receiving referrals and/or out of school suspension. Root Cause 4: Teachers are relying too heavily on the "Tally System", they need assistance in developing alternate forms of discipline. We would like to consider ISS possibly in 2018-2019.


Problem Statement 2: According to the staff survey, 23.81% strongly agree, 52.38% agree and 23.82% disagree that we are preparing students with leadership skills. **Root Cause 2:** We need to consider implementing a student government for 5th and 6th grade, student rewards system per grade level, and give clubs the opportunity to be showcased at a parenting night.

Goal 2: Enhance Organizational Capacity

Performance Objective 1: Provide a Safe and Orderly Environment

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Utilize a police officer on campus when classes are in session.	Officer Simmons	Staff surveys and parent surveys will indicate that 90% agree that Life School Lancaster is a safe place. Officer attendance through observation and time cards.				
2) Utilize Raptor system to check the identity of all visitors.	Receptionist	All campus visitors will be checked in using the Raptor system. Staff surveys and parent surveys will indicate that 90% agree that Life School Lancaster is a safe place.				
3) Prepare students for emergency situations by conducting safety drills: Fire, Inclement Weather and Lock-down.	Administration, Teachers	Fire drills will be completed monthly with all students in place within 2 minutes. Inclement weather drills will occur once per semester. All students/staff will be in proper location and position during drill. Lock down drills will occur once per semester. All students/classrooms will be in proper position during drill.				
						

Goal 2: Enhance Organizational Capacity

Performance Objective 2: Prepare for Expansion

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Provide additional technology resources for student use that will prepare them for the world in which they live. The technology will not only give them the technology skills needed, but will also allow for individual intervention programs to be used more frequently to meet academic goals and show progress. (Including, but not limited to I pads, Laptops, Chromebooks, document cameras, etc.)	Administration	Staff survey will show that 50% strongly agree or agree that we have adequate technology. Increase student achievement by 10% on benchmarks from fall to spring. Evidenced through intervention reports using specific computer based intervention program. All purchases are made by March 9, 2018, and packing slips are submitted to finance department.				
	Problem Statements: Curriculum, Instruction, and Assessment 1, 2, 3, 4, 6, 8, 10 - Technology 1 Funding Sources: 211 - Title I - 27351.60					
2) Prepare for any needed maintenance on current technology.	Administration, IT	80% of all available technology is operational. Submit packing slips as maintenance is purchased as needed.				
	Problem Statements: Technology 1 Funding Sources: 211 - Title I - 2000.00					
3) Host a Kindergarten Round-up for new incoming students.	Administration, Teachers	50% of kindergarten parents/students will attend Kindergarten round-up. Parents sign-in sheets, date added to special events calendar.				
	Problem Statements: Parent and Community Engagement 2					

Performance Objective 2 Problem Statements:

Curriculum, Instruction, and Assessment

Problem Statement 1: Third grade STAAR reading increased from 51% in 2016 to 58% in 2017, but was still 15% below the state average in 2017. Root Cause 1: Classroom teachers need assistance from Reading Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.
Problem Statement 2: Third grade STAAR math increased from 52% in 2016 to 53% in 2017, but was still 25% below the state average in 2017. Root Cause 2: Classroom teachers need assistance from Math Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.
Problem Statement 3: Fourth grade STAAR reading decreased from a 60% in 2016 to a 52% in 2017; and is 18% below the state average in 2017. Root Cause 3: Classroom teachers need assistance from Reading Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.
Problem Statement 4: Fourth grade STAAR writing decreased from a 57% in 2016 to a 56% in 2017; and is 9% below the state average in 2017. Root Cause 4: Need to provide stronger vertical alignment in 1st - 3rd grade writing to support 4th grade writing.
Problem Statement 6: Fifth grade STAAR reading increased from a 67% in 2016 to a 76% in 2017 (cumulative), but is still 6% below the state average in 2017. Root Cause 6: Classroom teachers need assistance from Reading Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.
Problem Statement 8: Fifth grade STAAR science increased from a 54% in 2016 to a 71% in 2017, but is still 3% below the state average in 2017. Root Cause 8: Need to provide stronger vertical alignment in 1st - 4th grade science to support 5th grade science.
Problem Statement 10: Sixth grade STAAR math decreased from a 58% in 2016 to 57% in 2017, and is 19% below the state average in 2017. Root Cause 10: Classroom teachers need assistance from Math Specialist to ensure they are implementing strong instructional strategies and provide the individual interventions to ensure academic success.
Parent and Community Engagement
Problem Statement 2: According to the parent survey, only 53.95% attend parenting night events. Root Cause 2: We need to provide parenting night topics that engage both parents and students in the learning process (i.e. math night, science night, science fair night, health fair)
Technology
Problem Statement 1: The staff survey results show that 53.33% believe it is extremely urgent and 26.67% believe it is somewhat urgent to increase the technology resources such as hardware, software and training. Root Cause 1: As our current technology (Mimeos/Computers/Computer Labs) have been in place for several years, we are facing maintenance issues. We also need to provide enough devices that can be used across grade levels, the demand is high, but inventory is low.

Goal 2: Enhance Organizational Capacity

Performance Objective 3: Promote a High Performance Culture

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Provide opportunities for students to participate in University Interscholastic League (UIL) academic events.	Administration, UIL Coordinator, Teachers	25% of students will participate in an UIL academic event. Attendance at UIL coaching sessions and competition				
	Funding Sources: 199 - General Fund - 2500.00					
2) Continue to have teachers observe other teachers on campus once a month.	Administration, Teacher	90% of teachers will complete observation of another teacher each month. Teachers submit observation forms each month.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
3) Professional development opportunities will be offered throughout the year during planning periods.	Administration, Instructional Coach, District Coordinators, Teachers	50% of teachers will complete 15 hours of professional development training during planning periods. Sign-in sheets will be completed at each PD session and certificates will be completed in Edviation. At least 15 hours of PD will be offered.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1					
4) Continue to utilize positive staff activities including, but not limited to, pot-lucks lunches, staff birthdays, grade level competitions, Funshine Committee, Teacher of the Nine Weeks, etc.	All staff	90% of staff indicate satisfaction in the positive staff activities on an end of the year survey.				
	Funding Sources: 461 - Campus Activity Fund - 1000.00					
5) Continue to develop and implement teacher appreciation week.	Administration	90% of staff indicate satisfaction in the positive staff activities on an end of the year survey. Teacher appreciation week will be conducted by May 18, 2018.				
	Problem Statements: School Culture and Climate 1					
6) All teachers will maintain the Student Data Profile during weekly data chats allowing access to all administrators.	Administrators Teachers	100% of grade level teachers update the Student Data Profile weekly. Each grade level will submit their data chat agenda & notes.				



Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 1: Continue providing opportunities to improve staff morale, currently 14.29% strongly agree and 71.43 agree that Life School is a good place to work. We want to maintain the positive work environment. Root Cause 1: We celebrate staff through "Staff Birthday Friday", and provide team building opportunities and competitions.
Staff Quality, Recruitment, and Retention
Problem Statement 1: According to the staff survey, 9.52% strongly agree and 61.90% agree that they would benefit from more professional development provided by the district. Root Cause 1: Teachers need to be trained in effective strategies and best practices to ensure the academic needs of students are being met.

Goal 3: Cultivate Partnerships

Performance Objective 1: Expand Mission Advancement Capability

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Provide at least two Parent Nights per semester.	All staff	50% of parents will attend a parenting night event. Parent sign-in sheets will be utilized to show attendance.				
	Problem Statements: School Culture and Climate 3 - Parent and Community Engagement 2					
2) Provide a variety of special events to encourage parent involvement such as Fall Festival, Red Ribbon week, Veteran's Day Assembly, etc.	Administration	50% of parents will attend a parenting night event. Parent sign-in sheets and brochures will be used to show attendance.				
	Problem Statements: School Culture and Climate 3 - Parent and Community Engagement 2					
3) Provide opportunities to volunteer as a team within the community.	Administration	25% of staff will participate in the volunteering opportunity.				
	Problem Statements: School Culture and Climate 1					

Performance Objective 1 Problem Statements:

School Culture and Climate
<p>Problem Statement 3: Continue supporting parents and providing positive interactions with school personnel. According to the parent survey, parents 85.72% would recommend Life School to family and friends. Parents also responded positively to receiving communication in a variety of formats. Root Cause 3: Teachers make a positive phone call home within the first three weeks of school to all homeroom students. Provide staff support to parents to assist with signing up for the Parent Portal and MySchoolWay App prior to the first day of school. Provide staff support to assist parents in completing the application, utilizing the MySchoolBucks system to pay online, and provide information.</p>
<p>Problem Statement 1: Continue providing opportunities to improve staff morale, currently 14.29% strongly agree and 71.43 agree that Life School is a good place to work. We want to maintain the positive work environment. Root Cause 1: We celebrate staff through "Staff Birthday Friday", and provide team building opportunities and competitions.</p>
Parent and Community Engagement

Problem Statement 2: According to the parent survey, only 53.95% attend parenting night events. **Root Cause 2:** We need to provide parenting night topics that engage both parents and students in the learning process (i.e. math night, science night, science fair night, health fair)

Goal 3: Cultivate Partnerships

Performance Objective 2: Establish and Foster University and Corporate Partnerships

Evaluation Data Source(s) 2:

Summative Evaluation 2:


Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Continue to partner with organizations such as In-N-Out Burger, Chick-Fil-A, Josten's, Life Touch, etc.	Administration	In-N-Out student award certificates ordered in the fall and spring. Life Touch conducts fall pictures, re-takes and spring class pictures. Annual yearbook is completed and received prior to the last day of school.				
2) Contact SAGU and DBU in order to possibly recruit student teachers.	Administration	We have at least one student teacher or an observer per semester.				
3) Continue to partner with Clark Dental to assist with educating kinder and first grade students with hygiene.	Administration	All kinder and first grade students will be educated about oral hygiene. A presentation is scheduled and given in the fall.				

Goal 3: Cultivate Partnerships

Performance Objective 3: Form and Nurture Parent Partnerships

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Continue our Parents as Partners volunteering program.	Administration	At least 5% of parents will sign-up to be a part of Parents as Partners.				
	Problem Statements: Parent and Community Engagement 3					
2) Communicate important information using multiple means such as MySchoolWay, Thursday Exchange, Twitter, etc.	All Staff	Thursday Exchange is sent home weekly. MySchoolWay messages are sent at least once a month, and 2 Parent Nights are held per semester.				
	Problem Statements: School Culture and Climate 3 - Parent and Community Engagement 1, 2					
3) Provide opportunities for parents and students to learn about healthy habits by implementing a school-wide health fair.	All Staff	25% of parents/students will attend the Health Fair. Health Fair is conducted prior to December 31, 2017.				
	Problem Statements: School Culture and Climate 3 - Parent and Community Engagement 2					
						

Performance Objective 3 Problem Statements:

School Culture and Climate
Problem Statement 3: Continue supporting parents and providing positive interactions with school personnel. According to the parent survey, parents 85.72% would recommend Life School to family and friends. Parents also responded positively to receiving communication in a variety of formats. Root Cause 3: Teachers make a positive phone call home within the first three weeks of school to all homeroom students. Provide staff support to parents to assist with signing up for the Parent Portal and MySchoolWay App prior to the first day of school. Provide staff support to assist parents in completing the application, utilizing the MySchoolBucks system to pay online, and provide information.
Parent and Community Engagement
Problem Statement 3: According to the parent survey, only 1.32% of parents participate in PTO/PTA/Parents as Partners meetings/events. Root Cause 3: We need to provide multiple opportunities at different times of the day/week to encourage participation (e.g. Angel Tree Program, Career Week, Veteran's Day, Daddy/Daughter Dance, Fall Festival, Thanksgiving Feast, Grandparent's Day, Donuts for Dad/Muffins for Mom, Dads on Duty)

Problem Statement 1: Life School Lancaster has 5.52% of students who are ELs, we need to provide consistent communication in their home language. **Root Cause 1:** We have bilingual staff to assist parents as part of their duties as receptionist and registrar; however, we do not have bilingual interpreters and/or staff that can translate the materials on campus.





Problem Statement 2: According to the parent survey, only 53.95% attend parenting night events. **Root Cause 2:** We need to provide parenting night topics that engage both parents and students in the learning process (i.e. math night, science night, science fair night, health fair)

Goal 4: Develop Leaders

Performance Objective 1: Provide Professional Development for Staff

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Continue to develop and maintain our campus mentoring program for 1st year and new to district teachers.	Administration	100% of all first year and new to district teachers participate in the program.				
Problem Statements: Staff Quality, Recruitment, and Retention 1						
2) Continue to offer on-campus professional development during planning periods.	Administration	50% of staff will obtain at least 15 hours of professional development. At least 15 hours of professional development will be offered prior to the last day of school.				
Problem Statements: Staff Quality, Recruitment, and Retention 1						
3) Allow staff members to attend off campus opportunities that support the enhancement of classroom instruction.	Administration, Teachers	25% of staff will attend an off campus staff development. Staff members will submit certificates at the conclusion of their training.				
Problem Statements: Staff Quality, Recruitment, and Retention 1						
Funding Sources: 211 - Title I - 4000.00						
4) Continue to utilize Edivate for required professional development (Sexual harassment, 504, FERPA, Internet Safety, etc.).	Administration, Teachers	100% of all teacher will complete all required compliance videos prior to the first day of instruction.				
Problem Statements: Staff Quality, Recruitment, and Retention 1						
5) Teachers will continue to conduct monthly walk-throughs in other teachers classrooms.	Administration, Teachers	90% of teachers will complete a walk-through in another teachers classroom each month. Teachers will submit the teacher walk-through form by the last day of each month.				
Problem Statements: Staff Quality, Recruitment, and Retention 1						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 1: According to the staff survey, 9.52% strongly agree and 61.90% agree that they would benefit from more professional development provided by the district. **Root Cause 1:** Teachers need to be trained in effective strategies and best practices to ensure the academic needs of students are being met.

Goal 4: Develop Leaders

Performance Objective 2: Initiate Foundational Training Mechanism for Staff

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Continue to participate in the Leadership Academy.	Administration	At least 2 staff members will be a member of the academy.				
Problem Statements: Staff Quality, Recruitment, and Retention 1						
2) All new staff will obtain their 30 hours of GT training.	Administration	100% of new hires will obtain their 30 hour certificate by December 31, 2017.				
Problem Statements: Staff Quality, Recruitment, and Retention 1						

Performance Objective 2 Problem Statements:

Staff Quality, Recruitment, and Retention
<p>Problem Statement 1: According to the staff survey, 9.52% strongly agree and 61.90% agree that they would benefit from more professional development provided by the district. Root Cause 1: Teachers need to be trained in effective strategies and best practices to ensure the academic needs of students are being met.</p>

Campus Planning Team

Committee Role	Name	Position
Classroom Teacher	Debora Goff	Kindergarten Teacher
Classroom Teacher	Tammy Gwin	Kindergarten Teacher
Classroom Teacher	Tabitha Huteson	Kindergarten Teacher
Classroom Teacher	Shelley Davis	Kindergarten Teacher
Classroom Teacher	Kara Cooney	First Grade Teacher
Classroom Teacher	Fawn Rumfield	First Grade Teacher
Classroom Teacher	Joanna Scott	First Grade Teacher
Classroom Teacher	Marla Waites	First Grade Teacher
Classroom Teacher	Jessica Arnaud	Second Grade Teacher
Classroom Teacher	Jolie Bishop	Second Grade Teacher
Classroom Teacher	Kimberly McCall	Second Grade Teacher
Classroom Teacher	Jenna Harvey	Third Grade Teacher
Classroom Teacher	Megan Ross	Third Grade Teacher
Classroom Teacher	Meghan Gandy	Third Grade Teacher
Classroom Teacher	Kristina Carr	Third Grade Teacher
Classroom Teacher	Rae Baeza	Fourth Grade Teacher
Classroom Teacher	Yvette Martinez	Fourth Grade Teacher
Classroom Teacher	Jennifer Mudd	Fourth Grade Teacher
Classroom Teacher	Jordan McMullan	Fifth Grade Teacher
Classroom Teacher	Haley Gambrell	Sixth Grade Teacher
Classroom Teacher	Jessica Stone	Sixth Grade Teacher
Classroom Teacher	Hannah Lee	Sixth Grade Teacher
Classroom Teacher	Tanya Jones	Sixth Grade Teacher
Classroom Teacher	Allison Hale	Sixth Grade Teacher
Classroom Teacher	Kayla Bishop	Music Teacher

Classroom Teacher	Lauren Brunner	Physical Education Teacher
Classroom Teacher	Christy Avillar	Technology Teacher
Classroom Teacher	Kelly Osborne	Resource Reading Teacher
Classroom Teacher	Kristen Nichols	Resource Math Teacher
Administrator	DeWayne Parker	Principal
Administrator	Shelby Denman	Assistant Principal
Non-classroom Professional	Deana Delotche	Counselor
Paraprofessional	Monetta Williams	PEIMS Clerk
Non-classroom Professional	Jillian Stanley	Math Specialist
Non-classroom Professional	Charlene Bartley	Reading Specialist
Paraprofessional	Alexis Cassidy	Instructional Aide
Paraprofessional	Victoria Whiteley	Instructional Aide
Paraprofessional	Ashley Gonzales	PE Aide

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Instructional Coach - General Fund	420-13-6119-000-102E-30-00-000	\$0.00
2	3	1	UIL Resources		\$2,500.00
Sub-Total					\$2,500.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Matrix - Challenge Lab Materials	211.11.6399.000.102E.30.00.000	\$1,717.56
1	1	5	Instructional Tutor - Title I (45 Days) - 1	211.11.6118.011.102E.30.00.000	\$4,911.00
1	1	5	Instructional Tutor - Title I (45 Days) - 2	211.11.6118.011.102E.30.00.000	\$4,911.00
1	1	5	Instructional Tutor - Title I (45 Days) - 3	211.11.6118.011.102E.30.00.000	\$4,911.00
1	1	8	Instructional Coach - Title I	211.13.6119.000.102E.30.00.000	\$65,000.00
1	2	3	Moby Max	211.11.6399.000.102E.30.00.000	\$1,295.00
1	2	3	Motivation Math	211.11.6399.000.102E.30.00.000	\$5,500.00
1	2	4	TX Coach Reading Consumable	211.11.6399.000.102E.30.00.000	\$4,400.00
1	2	4	TX Coach Digital Site License 1st - 6th	211.11.6395.000.102E.30.00.000	\$2,000.00
1	2	4	Learning A-Z Teacher License	211.11.6399.000.102E.30.00.000	\$3,500.00
1	2	5	Measuring Up Science	211.11.6399.000.102E.30.00.000	\$1,100.00
2	2	1	Three Chromebook carts of 30 Chromebooks - one for every section of 5th grade	211.00.6639.000.102E.00.00.000	\$27,351.60
2	2	2	Replacement Bulbs for Mimeos	211.11.6395.000.102E.30.00.000	\$2,000.00
4	1	3	Mileage/Meals/Hotel Fees	211.13.6411.000.102E.30.00.000	\$4,000.00
Sub-Total					\$132,597.16
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Title III Interventionist (45 days)	263.11.6118.011.102E.25.00.000	\$4,911.00

					Sub-Total	\$4,911.00
461 - Campus Activity Fund						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	1	Positive Behavior Intervention System - Rewards	461-11-6399-000-102E-30-00-000		\$500.00
1	1	2	Red Ribbon Week	461.11.6399.000.102E.30.00.000		\$500.00
1	1	2	Career Week	461.11.6399.000.102E.30.00.000		\$0.00
2	3	4				\$1,000.00
					Sub-Total	\$2,000.00
					Grand Total	\$142,008.16