

Life Schools
Life High School Waxahachie
2018-2019 Campus Improvement Plan



Mission Statement

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

Vision

Be Authentic

Become Best Educational Institution in the World

Be Employer of Choice

Be Focused on the Mission

Value Statement

Safety

Integrity

Professional

Data Informed

Innovative

Title 1 Components

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Life High School Waxahachie (LHSW) is a high school campus that serves grades 9-12 and continues to grow in academic success through a variety of learning programs and services for the continued growth of students and staff as well as other stakeholders.

Life High School Waxahachie team members conducted a comprehensive needs assessment to review and analyze data in a variety of areas to identify areas of strength and areas of need to create a plan that would best support our stakeholders and academic success overall for the 2018-2019 school year.

A number of resources were utilized to help us gather pertinent information to foster necessary change, provide ample support and ensure campus success. A list of these resources can be found under each category summary.

Furthering, we have identified many strengths on our campus, some of which include: population growth among students and staff, academic gains in several areas, new courses added to our master schedule, a versatile and changing academic support period built in our school day, and quality staff members. We also recognize areas of need and we are highly committed to improving those areas some of which include: increased recognition of staff and students, improving academic testing scores as well as our number of advanced scores, more training specific to areas of students and staff needs, and continuing traditions specific to our high school campus and a culture that is unique to our stakeholders.

Demographics

Demographics Summary

Life High School Waxahachie (LHSW) will continue to accommodate student growth as we have grown by more than 195 students at the end of the 2016-2017 planning for 2018-2019 school year and have projected a student population of 945 for the school year (195 seniors, 250 juniors, 250 sophomores, 250 freshmen). The ethnic break down of our students population is 41% Caucasian, 28% African American, 25% Hispanic and 6% other. Of course, with added students attending our campus we must also hire more staff to accommodate the increase in a variety of areas from dual credit, to core subjects, and electives. Currently, our teacher to student ratio is 1:25-28 for our core subject classes and 1:30-34 for our elective courses.

Our attendance rate continues to be an area we would like to monitor and are seeking ways to boost and maintain attendance for 2018-2019 school year to improve upon our current 95.97%

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

Resources:

TAPR Report

Campus Attendance and Enrollment Records

Snapshot report

TEA accountability summary

Counselor Reports

Demographics Strengths

- Teachers are meeting the educational needs of students
- Teachers and staff believe and uphold the mission statement
- Increasing enrollment
- The number of students enrolling in AP Classes and Dual Credit has increased
- The number of AP Classes and Dual Credit courses offered has increased
- 40% of students go to junior college, 50% go to universities, 5% go to trade schools, and 5% to the workforce upon graduation

Problem Statements Identifying Demographics Needs

Problem Statement 1: Our class sizes are near the state average in most core subjects (TAPR 16-17): English/Language Arts 15.9 (state 17.1), Mathematics 20.3 (State 18.0), Science 18.6 (State 19.1) and Social Studies 22.3 (State 19.4) and Foreign Language 19.5 (19.1)

Problem Statement 2: Budgeting is set based on a 97% attendance rate, this past year our attendance rate dropped to 95.97%. **Root Cause:** Provide incentives for students for perfect attendance.

Problem Statement 3: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 64% of African American students met Level II Satisfactory Standard or above in English I, which is 4% points less than their Hispanic classmates and 10% less than their white classmates. **Root Cause:** We need to provide test prep for STAAR/EOC exams, and strengthen English support.

Problem Statement 4: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 69% of Hispanic students met Level II Satisfactory Standard or above in English II, which is 3% points less than their African American classmates and 18% less than their white classmates. **Root Cause:** We need to provide test prep for STAAR/EOC exams, and strengthen English support.

Problem Statement 5: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 66% of African American students met Level II Satisfactory Standard or above in Algebra I, which is 15% points less than their Hispanic classmates and 6% less than their white classmates.

Problem Statement 6: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 87% of African American students met Level II Satisfactory Standard or above in Biology, which is 4% points less than their Hispanic classmates and 6% less than their white classmates.

Problem Statement 7: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 87% of African American students met Level II Satisfactory Standard or above in Biology, which is 4% points less than their Hispanic classmates and 6% less than their white classmates.

Problem Statement 8: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 89% of African American students met Level II Satisfactory Standard or above in US History, which is 2% points less than their Hispanic classmates and 10% less than their white classmates. **Root Cause:** We need to provide standards based sequenced curriculum of History to include PowerPoints, primary sources, activities, lesson, tests, and differentiated strategies.

Problem Statement 9: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 30% of Special Education (SPED) students met Level II Satisfactory Standard or above in English I, which is 39% points less than the campus average of 69%. **Root Cause:** We need to provide test prep for STAAR/EOC exams, and strengthen English support.

Problem Statement 10: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 35% of Special Education (SPED) students met Level II Satisfactory Standard or above in English II, which is 42% points less than the campus average of 77%. **Root Cause:** We need to provide test prep for STAAR/EOC exams, and strengthen English support.

Problem Statement 11: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 40% of Special Education (SPED) students met Level II Satisfactory Standard or above in Algebra I, which is 32% points less than the campus average of 72%.

Problem Statement 12: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 56% of Special Education (SPED) students met Level II Satisfactory Standard or above in Biology, which is 34% points less than the campus average of 90%.

Problem Statement 13: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 77% of Special Education (SPED) students met Level II Satisfactory Standard or above in US History, which is 16% points less than the campus average of 93%. **Root Cause:** We need to provide standards based sequenced curriculum ofr History to include PowerPoints, primary sources, activities, lesson, tests, and differentiated strategies.

Problem Statement 14: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 58% of economically disadvantaged students met Level II Satisfactory Standard or above in English I, which is 11% points less than the campus average of 69%. **Root Cause:** We need to provide test prep for STAAR/EOC exams, and strengthen English support.

Problem Statement 15: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 67% of economically disadvantaged students met Level II Satisfactory Standard or above in English II, which is 10% points less than the campus average of 77%. **Root Cause:** We need to provide test prep for STAAR/EOC exams, and strengthen English support.

Problem Statement 16: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 66% of economically disadvantaged students met Level II Satisfactory Standard or above in Algebra I, which is 6% points less than the campus average of 72%.

Problem Statement 17: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 88% of economically disadvantaged students met Level II Satisfactory Standard or above in Biology, which is 2% points less than the campus average of 90%.

Problem Statement 18: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 87% of economically disadvantaged students met Level II Satisfactory Standard or above in US History, which is 6% points less than the campus average of 93%. **Root Cause:** We need to provide standards based sequenced curriculum ofr History to include PowerPoints, primary sources, activities, lesson, tests, and differentiated strategies.

Problem Statement 19: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 62% of English Language Learners (ELLs) met Level II Satisfactory Standard or above in English I, which is 7% points less than the campus average of 69%. **Root Cause:** We need to provide test prep for STAAR/EOC exams, and strengthen English support.. We also need to provide writing across the curriculum support for ELL students.

Problem Statement 20: We need better systems to track and provide school services to students attending out-patient clinics.

Student Achievement

Student Achievement Summary

Spring 2016 Texas Academic Performance Reports (TAPR) for accountability have not yet been received to evaluate success of interventions at present. Overall, LHSW has met state standards and the data indicates there are more gains needed in English I & II and group specific data indicates our LEP, economically disadvantaged, and male subpopulations need more support academically.

We have a built in 26 minute Enhancement Period in our daily master schedule to provide academic remediation and supplementation for our students. A variety of factors are considered in how to service each student that is determined upon their academic need(s), character, leadership, college readiness, social development and academic success overall. Throughout the year, a student's Enhancement Period can change to ensure every area of need is addressed accordingly.

Our goal is to show more positive gains in each academic growth standard for all students.

We would also like to increase the number of students participating in Advanced Placement exams and provide financial assistance for students to take those exams.

We would also like to help teachers attain financial awards for professional goals set at the beginning of the school year and academic growth in their subject area throughout the school year as outlined in the district's performance grant (P.E.A.K) opportunity.

We want to continue to build positive staff morale and decrease staff turnover which will also help to increase overall academic achievement for students.

Resources:

TAPR Reports
District P.E.A.K. Grant Information
Aware/Eduphoria
Campus and District Assessments (benchmarks and common formative assessments)
Campus Testing Coordinator
Dual Credit Coordinator

Student Achievement Strengths

- Data for our SPED population showed significant gains in the academic growth category.

- Enhancement Period support for identified students in need of remediation and direct support (see summary)
- Last years campus report for the state identified academic growth in most categories (tested subject areas and sub populations of students)
- Science - graphing calculators
- Edgenuity (online program used by the campus/district for students needing to recover class credit in an identified core or non core subject area)
- Increased number of students taking ACT/PSAT/SAT exams
- New classes/courses added to increase the number of graduation endorsement options available to our students

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 69% of students taking the English I EOC met Level II Satisfactory Standard or above, which is 2% points less than the district average of 71%. **Root Cause:** Need to effectively track and monitor students who need intervention using the Edgenuity program. Edgenuity provides students with intervention instruction, lessons, and assignments.

Problem Statement 2: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 72% of students taking the Algebra I EOC met Level II Satisfactory Standard or above, which is 6% points less than the state average of 78%, and 9% points less than the district average of 81%. **Root Cause:** Need to effectively track and monitor students who need intervention using the Edgenuity program. Edgenuity provides students with intervention instruction, lessons, and assignments.

Problem Statement 3: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 5% of students taking the English I / English II EOC met Advanced Standard or above, which is 12% points less than the state average of 17%, and 8% points lower than the district average of 13%. **Root Cause:** Need to support Pre AP / AP teachers by providing training to ensure we have effective alignment and differentiation of instruction to ensure fidelity to the rigor and relevance of courses.

Problem Statement 4: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 3% of students taking the Algebra I EOC met Advanced Standard or above, which is 16% points less than the state average of 19%, and 1% points lower than the district average of 9%. **Root Cause:** Need to support Pre AP / AP teachers by providing training to ensure we have effective alignment and differentiation of instruction to ensure fidelity to the rigor and relevance of courses.

Problem Statement 5: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 9% of students taking the Biology EOC met Advanced Standard or above, which is 7% points less than the state average of 16%. **Root Cause:** Need to support Pre AP / AP teachers by providing training to ensure we have effective alignment and differentiation of instruction to ensure fidelity to the rigor and relevance of courses.

Problem Statement 6: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 17% of students taking the US History EOC met Advanced Standard or above, which is 5% points less than the state average of 22%. **Root Cause:** Need to support Pre AP / AP teachers by providing training to ensure we have effective alignment and differentiation of instruction to ensure fidelity to the rigor and relevance of courses.

Problem Statement 7: We need to provide credit recovery options for students to retake courses that they have previously taken and not passed. **Root Cause:**

Students failing courses are at risk of not graduating on time.

School Culture and Climate

School Culture and Climate Summary

Life High School Waxahachie (LHSWAX) continues to invest in the needs of students, parents and staff to ensure a safe and supportive environment that is conducive to optimal learning. We strive to support the overall mission of Life School and emphasize building relationships between all stakeholders and demonstrate character and leadership in all that we do. Evidence of the aforementioned practices are exhibited through positive daily interactions, character training, high expectations, Parent Nights, Leadership Breakfasts (open meetings with central office administrators), social media, community service, publicized events, and upholding our behavioral and academic standards with all stakeholders.

LHSWAX invites all parents to be involved in their student's educational experience through the use of our parenting program. LHSWAX parents are also highly recommended to observe their student(s) for 30 minutes in the classroom setting each semester, donate to the classroom/school, volunteer to assist/attend activities and events and attend informational Parent Nights throughout the school year, volunteer with various clubs/organizations and campus committees.

Staff are able to share concerns and ideas with the district wide What do You think Surveys, departmental meetings, collaboratively peer to peer, informal meetings and in scheduled meetings with administration.

Continuous Recognition of students and staff are promoted and celebrated in weekly shout outs, monthly free dress winners, teachers and students of the month, Pizza with the Principals for recognized students leaders monthly, college acceptance recognition, athlete recognition, academic and extracurricular recognitions on campus, through social media, the school marquee, campus and district website and district wide Life Link Articles.

Resources:

Administrative Meetings
District/Campus Meetings and information blasts
Enhancement Team
Counselor Team
What do You Think Surveys
District/Campus surveys

School Culture and Climate Strengths

- Our 28 minute campus enhancement period built in the school day that serves students in a variety of ways throughout each week in the school year including but not limited to: teacher advisory time, leadership and character training, learning supplementation and support, STAAR tutoring, college

readiness, student organization meetings, etc.

- Celebrations of Success as they occur for students or staff achievement academically or athletically and personally when appropriate
- Monthly student and staff recognitions (perfect attendance, A honor roll, A/B honor roll, UIL recognition, class achievements, athletic achievements etc.)
- Recognition and awards for Teacher of the year, Support Staff of the Year and Rookie of the year
- Parent Nights (2 each semester to allow parents open access to teachers and staff, provide information specific to the needs of the campus, highlight successes, and share information about upcoming news and events specific to the needs of our stakeholders)
- School Resource Officer
- Parent portal
- District wide email system
- Social Media and Website Publications and Recognitions
- Overall student/teacher feeling of safety
- Student Population growth

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: According to the parent survey, 89.23% of parents feel comfortable talking with the teachers at Life School, whereas, only 77.43% feel comfortable talking with administrators. **Root Cause:** Typically interaction with an administrator is connected with disciplinary action, we need to seek more opportunities for positive contact with students and parents.

Problem Statement 2: There are inconsistencies in discipline procedures from teacher to teacher. **Root Cause:** Training needs to be provided on the progressive discipline system specific to the district referral triplicate form.

Problem Statement 3: According to the parent survey, 81.54% strongly agree/agree we are preparing students with leadership skills. Students are required to graduate with a leadership credit. **Root Cause:** We need to provide more opportunities for leadership training including, but not limited to, classes, mini lessons during enhancement period, guest speakers, visits or service within the community, visits or service within the district.

Problem Statement 4: LHSW is a new campus and traditions have not been established. **Root Cause:** We need to build the culture by promoting more school spirit and traditions specific to our campus including, but not limited to, pep rallies, recognition, walks through the halls to celebrate athletic and academic advancements, and senior ceiling tiles painted.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Life High School Waxahachie (LHSW) actively recruits and hires staff with a heart and passion for student success and a strong content knowledge.

100% of LHSW Teachers are designated as high quality staff members as determined by the district and campus standard. LHSW seeks and recruits high quality candidates and effective staff through various recruiting methods including but not limited to: our district wide recruiting event "Education Excellence for Life," the Teacher Job Network, a peer interview process; community and employee recommendations and college recruitment fairs.

LHSW selects staff hires based on the specific needs of our campus and according to the highest quality candidate available. Applicants are screened prior to campus interviews to ensure qualifications meet the required credentials for the listed opening. Applicants are interviewed at the campus level by the principal, assistant principal and, when possible, peers.

Life School's mission includes "training leaders with life skills for the twenty-first century by establishing strong academics, character training, and a parenting program" and we believe that to carry out this mission we must increase staff capacity by providing staff development specific to the needs of our campus, which includes but is not limited to leadership training, core academic area training, AVID training, E2020 (Edgenuity) training, special education training, ESL training and technology training. It has been a priority for LHSW to increase the number of English As A Second Language (ESL) certified teachers and GT certified teachers. LHSW also includes "Life School U" (our district level online professional development program) in the development and growth of our campus staff members.

New teachers are supported through an onboarding event within the district for all new employees, campus and individual staff development specific to their needs and a mentor/buddy program on campus to help them transition into Life School successfully. All teachers are provided feedback from their supervisors through summative conferences, walk throughs, and observations which are completed on a regular basis. There are two formal observations and a minimum of 5 walk through observations required within the school year. LHSW is building capacity among staff through the PEAK program, a succession planning and performance based compensation and measurement system.

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

LHSW nurtures the staff relationship by increasing the communication efforts through LifeLine, email blasts, "What do you think?" surveys and communications, campus and district level recognition, curriculum support from district coordinators, district administration presence on campus and direct communication, support and coaching from campus administration.

Resources:

Staff surveys
PDAS evaluations
Human Resource events and data
District data

Staff Quality, Recruitment, and Retention Strengths

- Quality teachers
- Variety of certification area
- A staff that is invested in the success of students
- Employee Recognition Campus and District Level (Teacher of the Month, Support Staff of the Year, Teacher of the Year, Rookie of the Year, Weekly Shout Outs, Perfect Attendance etc.)
- Variety of opportunities/formats for Professional Development such as, but not limited to, Life U, Region 10, College Board, AVID, Content Specific Conferences, etc.
- Curriculum Coordinators who offer support and coaching specific to each content area
- Departmental planning periods and individual conference/planning periods

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: According to the staff survey, 18.52% selected extremely urgent and 44.44% selected urgent that we reduce the number of students not meeting standard on state assessments. **Root Cause:** We need to monitor and plan with teachers and departments within content area as well as cross-curricular. We need to look at individual needs, not just the needs of the department. Ensure that teachers are maintaining fidelity to the curriculum (Rigor & Relevance).

Problem Statement 2: According to the staff survey, 9.09% strongly agree and 65.91% agree that they have opportunities to participate in decisions that affect them. The numbers are good overall, but need to reach the other 25%. **Root Cause:** Effectively use PDAS reviews and observations to communicate strengths and areas of growth, provide more continuous feedback, and continue fostering an environment of open communication/dialogue.

Problem Statement 3: According to the staff survey, 2.27% strongly agree and 47.73% agree that they would benefit from more professional development provided by the district. **Root Cause:** We need to provide opportunities for staff to attend staff development trainings specific to their individual needs to master content area.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

LHSW developed three campus improvement goals specific to Instructional Assessment, TEKS and state standards this year:

1. Outperform the state in all 5 End of Course (EOC) Exams
2. Increase the number of students scoring advanced level III on EOCs
3. Improve English I scores

Curriculum and instruction are aligned with the TEKS, English Language Proficiency Standards (ELPS) as well as College and Career Readiness Standards (CCRS) and are monitored and verified throughout the school year at department level meetings, classroom observations with campus and district level personnel to ensure instructional fidelity and monitor strengths and areas that need improvement.

Teachers use a variety of instructional strategies, assessments and projects that support campus and district initiatives for student success in all classes in addition to standard benchmark tests and common formative assessments strategically placed throughout the school year to gather data and understand the current needs of our students as they develop.

LHSW continues to monitor, evaluate and align curriculum to meet the needs of all learners through embedded professional developments and targeted guidance of district curriculum coordinators, teacher created assessments, state assessments, differentiated instruction, instructional scaffolding, targeted learning support, special population monitoring, enhancement period and constant review, evaluations and consideration of all students and teachers progress in each grade level. Continuous team planning will ensure fidelity of the curriculum implementation and allow time to share best instructional practices, programs and processes.

LHSWAX has implemented the following programs to insure students are prepared for 21st century learning: intervention periods, StemScopes, Writer's Workshop, 5E Science Model, Edgenuity, Advancement via Individual Determination (AVID), Schoology, Common Formative Assessments, and a variety of STAAR/End of Course resources. As we continue to grow and add new programs of study, LHSW will maintain a community and collaboration and innovation with all stakeholders and seek innovative and meaningful methods to impact student achievement overall.

Resources:

Course guide
Formal evaluations and informal walk throughs
Departmental Meetings
Curriculum Coordinator Evaluations/Meetings
Scope and Sequence

Curriculum, Instruction, and Assessment Strengths

- New academic research databases available in the media library
- Availability of Edgenuity (E2020 credit recovery/ academic supplementation computer program)
- High quality staff members that are invested in the campus/district mission and overall student success
- Teachers utilizing technology more in every classroom
- Standards based curriculum alignment and assessment
- Continuous monitoring and adjustment specific to student/campus needs or district initiatives
- Departmental planning periods and teacher conference periods
- Curriculum coordinators

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 69% of students taking the English I EOC met Level II Satisfactory Standard or above, which is 2% points less than the district average of 71%. **Root Cause:** Need to effectively track and monitor students who need intervention using the Edgenuity program. Edgenuity provides students with intervention instruction, lessons, and assignments.

Problem Statement 2: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 72% of students taking the Algebra I EOC met Level II Satisfactory Standard or above, which is 6% points less than the state average of 78%, and 9% points less than the district average of 81%. **Root Cause:** Need to effectively track and monitor students who need intervention using the Edgenuity program. Edgenuity provides students with intervention instruction, lessons, and assignments.

Problem Statement 3: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 5% of students taking the English I / English II EOC met Advanced Standard or above, which is 12% points less than the state average of 17%, and 8% points lower than the district average of 13%. **Root Cause:** Need to support Pre AP / AP teachers by providing training to ensure we have effective alignment and differentiation of instruction to ensure fidelity to the rigor and relevance of courses.

Problem Statement 4: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 3% of students taking the Algebra I EOC met Advanced Standard or above, which is 16% points less than the state average of 19%, and 1% points lower than the district average of 9%. **Root Cause:** Need to support Pre AP / AP teachers by providing training to ensure we have effective alignment and differentiation of instruction to ensure fidelity to the rigor and relevance of courses.

Problem Statement 5: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 9% of students taking the Biology EOC met Advanced Standard or above, which is 7% points less than the state average of 16%. **Root Cause:** Need to support Pre AP / AP teachers by providing training to ensure we have effective alignment and differentiation of instruction to ensure fidelity to the rigor and relevance of courses.

Problem Statement 6: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 17% of students taking the US History EOC met Advanced Standard or above, which is 5% points less than the state average of 22%. **Root Cause:** Need to support Pre AP / AP teachers by providing training to ensure we have effective alignment and differentiation of instruction to ensure fidelity to the rigor and relevance of courses.

Problem Statement 7: We need to provide credit recovery options for students to retake courses that they have previously taken and not passed. **Root Cause:** Students failing courses are at risk of not graduating on time.

Problem Statement 8: The number of students taking Advanced Placement (AP) exams is lower than desired. **Root Cause:** Students are enrolled in multiple AP courses and it is a financial hardship on the family to pay for exams.

Problem Statement 9: Students are not utilizing technology to its fullest potential. **Root Cause:** We need to provide training and support to students in using collaborative forms of technology such as Google Docs.

Parent and Community Engagement

Parent and Community Engagement Summary

LHSW will continue our practices to involve families in our communications and campus events including but not limited to academics, athletics, fine arts, parent nights, dances, graduation, recognition banquets etc.

We will also strive to support those in need in our surrounding communities throughout the 2017-2018 school year. We seek to foster positive relationships by hosting and participating in food, toy and clothing drives, a blood drive each semester, partnering with local businesses and volunteering with local shelters and charities within the community throughout the school year.

Our goal is to continue to be a productive and positive partner within our community and demonstrate leadership, character and academic accountability to sustain a positive reputation among all stakeholders.

Resources:

Parent Night sign in sheets
Parent observation sign in sheets
District wide parent survey

Parent and Community Engagement Strengths

- Parent nights
- Parent Classroom Observations
- Email communications, Web Page, Facebook, Twitter, Remind 101
- Food, Toy and Blood Drives
- Parent Portal Access
- Leadership Breakfasts
- Campus and district newsletters
- Plays, performances, academic events, University Interscholastic League (UIL) events, informational events
- College Nights, college fair attendance, college testing participation, college information meetings

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: According to the parent survey, only 3.11% receive information through PTO/PTA/Parents as Partners. **Root Cause:** We do not have a PTO/PTA or Parents as Partners organization. We would like to work with parents to establish an organization on the secondary campus.

Problem Statement 2: According to the parent survey, 60.62% of parents attend parenting night events. **Root Cause:** This is a positive parent/school partnership, we need to continue providing parenting night programs to promote parent involvement.

Problem Statement 3: According to the parent survey, there is a small percentage of parents that reported they are unsatisfied on multiple questions. We need to conduct more parent surveys. **Root Cause:** The survey was very positive, but we would like to gather more data on why the few parents are not satisfied. This would give us a more focused approach at addressing the needs.

Problem Statement 4: Additional community partners are needed that will offer students opportunities for internships, work experience and scholarship support. **Root Cause:** We have worked diligently to provide opportunities for students to really explore future careers by providing partnerships where they can practice using job embedded skills. This allows students the opportunity to see if this is the career path they want to choose, provides necessary skills to enter the workplace and/or university to pursue the career.

Problem Statement 5: We need to provide transition support from high school to post-secondary options. **Root Cause:** Students/Parents need opportunities to meet with colleges/universities to understand what steps need to occur to get admitted into their college and/or university. We will promote and participate in Ellis County College Night.

Problem Statement 6: We do not have enough opportunities for students to support and participate in for sports, music and drama. **Root Cause:** We need to organize student groups to better support sports, music and drama.

School Context and Organization

School Context and Organization Summary

LHSW maintains a high-level of attention to details with regards to all campus systems. Each major system is discussed, planned, developed, executed, evaluated and adjusted throughout the school year. Administrators promote and practice an "open door communication policy" among all stakeholders to address any area that may need attention.

The master schedule for LHSW provides one 45 minute planning period and one 45 minute departmental growth period daily to foster team collaboration, planning time, instructional alignment, teaching growth and parent communication continuously. These planning periods also allow for Admission Review and Dismissal (ARD), 504, Response to Intervention (RTI) and grade level meetings with administration and district personnel as needed.

LHSW encourages staff participation in decision making by including staff members as a part of the campus improvement team, "What Do You Think?" team surveys, projects, leadership opportunities, school organizations and sponsorships and various committee memberships.

Resources:

Master Schedule
Meeting Agendas
Meeting Sign In Sheets

School Context and Organization Strengths

- Relationship Building
- Clear Vision
- Strong Administrators
- Strong Counseling Team
- Parent Involvement
- Caring/Involved Team Members
- Positive teacher student ratio
- Parent involvement
- Community Involvement
- Increased Technology
- Enhanced science and technology labs
- Targeted learning during enhancement time

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: According to the parents survey, 81.54% strongly agree/agree that we are preparing their students with Leadership skills. According to the staff survey, 77.27% strongly agree/agree that we are preparing students with Leadership skills. **Root Cause:** We need clearer definition on what it means to be a Leader, and to communicate activities/events that promote leadership.

Problem Statement 2: Challenges are arising as we near capacity to ensure that we have adequate space and support to meet the needs of students and staff. **Root Cause:** LHSW is a newer campus and we have not met capacity so we are adding additional students and staff each year.

Technology

Technology Summary

LHSW continues to utilize technology in every classroom and computer lab. We continue to increase interactive technology and access with 3D printing, mobile technology carts, more AV devices and tools, more projectors and document cameras, more software and educational apps or programs, more digital databases and more overall access for every student to utilize.

Resources:

Technology inventory

Technology Strengths

- Projector in each room
- More CTE and Technology electives
- Larger network bandwidth
- Multiple added technology devices, tools, and programs
- More training
- Technology Personnel on campus
- Computer/Technology access for students before and after school and throughout the day

Problem Statements Identifying Technology Needs

Problem Statement 1: As we are in the midst of a technology rich culture, we need to ensure student safety and responsibility in using school technology and/or bringing their own devices. **Root Cause:** We do not have an effective Bring Your Own Device (BYOD) policy.

Problem Statement 2: Available technology is not being utilized by all teachers. **Root Cause:** We need to provide training and support to teachers who are not comfortable integrating technology into their daily instruction.

Problem Statement 3: Some access is too restrictive and the filters are not allowing access to access needed research. **Root Cause:** Internet safety is a priority, but trying to balance safety with instructional needs is very challenging.

Problem Statement 4: As we add technology, we need to be aware of the useful life expectancy and an action plan needs to be developed to update

permissions and replace out dated equipment. **Root Cause:** We are a new campus and are going to develop a plan to update equipment.

Problem Statement 5: Students are not always able to effectively use programs for intervention. **Root Cause:** We need headphones for all computer labs, and in chromebook carts, so that students can listen to audio (i.e. this will eliminate barriers when trying to listen to lessons delivered through E2020).

Problem Statement 6: We do not have enough chromebooks for a 1:1 ratio. **Root Cause:** We currently have _____ students enrolled and have _____ chromebooks available for a ____:____ ratio. We do not have the volume needed to ensure each classroom is equipped with so that students can utilize the devices to complete assignments and/or projects.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Student Data: Assessments

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

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Career and Technical Education (CTE) data, including academic achievement, progress, program growth, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

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

Support Systems and Other Data

- Study of best practices

Goals

Goal 1: 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 school wide Enhancement Period each day to support at-risk students and ensure effective and timely academic assistance by including high quality teachers and staff in all instructional decisions.	Teachers, Administrators, Coordinators, Enhancement Team	80% of students receiving intervention during the enhancement period will meet standard on their EOC assessment. Master Schedule showing Enhancement Period.				
2) Utilize Edgenuity Program for students in need of credit recovery and experiencing academic difficulty mastering achievement standards.	Edgenuity Coordinator, Counselors, Administrators	100% of students enrolled will successfully complete the assigned Edgenuity Course or the assigned portion(s) of course issued for academic supplementation.				
3) Teachers utilize information in Eduphoria on each student to make education plans and assessments and resource material decisions to improve academic achievement and timely assistance including but not limited to ESL, 504, SPED, and prior testing.	Teachers, Counselors, Administrators, Coordinators	Teachers, Administrators and Coordinators review grade reports every three weeks to evaluate progress of ESL, 504 and SPED students; 90% of the identified students will show academic growth.				
4) Planning and participation in College Fairs to assist in student transitioning from high school to college (i.e. seniors to college and high school to dual credit).	Counselors, Administrators	Participation and attendance of 90% of senior students. 90% of students will receive an acceptance letter(s).				
5) Juniors and Seniors conduct at least one college visit each year with their parents to assist parents and students in the transition from high school to college.	Counselors, Class Sponsors, AVID Sponsor, Administrators	80% of Juniors and seniors will make a College visit which is documented through the form turned into the attendance clerk and the counselors.				

6) Increase CTE opportunities school wide for students and to attract high quality teachers and staff including but not limited to: Ready Set Teach, Career Cruising, ADOBE and MOS Certification Exams	Curriculum Coordinators, Teachers and Administrators,	50% of students enrolled in applicable courses will take and pass the pharmacy tech national certification test, MOS certification test, Adobe certification test, complete Career Cruising Program or the Ready Set Teach Program				
	Funding Sources: 244 - Carl Perkins - 35295.00, 255 - Title II - 2500.00					
7) Provide supplemental tutoring after school for below level EOC targeted students.	EOC tutoring teachers Testing Coordinator Curriculum Coordinators Administration	Increase, growth and improvement in EOC testing scores, benchmarks and CFA tests and grades in specified subject area as compared to the year prior				
	Funding Sources: 211 - Title I - 9822.00					
8) Meet with each individual Senior in the fall/spring for college and career planning.	Counselors	All seniors will have a plan to attend college or career program upon graduation.				
9) Meet in the spring with each individual freshman, sophomore and junior for college and career planning and to review they are on track for graduation according to their future plans.	Counselors	Keep all students on track for their graduation plan and future post high school graduation.				
10) Meet with all 8th graders that will be entering high school to set personal graduation plans in January.	Counselors	Get students on track for correct graduation plan for high school.				
11) Continue programs and extracurricular that enhance the experiences for SPED students to participate and be a part of school culture included but not limited to: Charmers Cheerleaders, Special Olympics, Partner PE and fundraising opportunities.	SPED Staff	100% participation in football games, pep rallies, special olympics competitions and campus fundraising from eligible Life Skill and Sped participants.				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue





Goal 1: Prepare Students for Life

Performance Objective 2: Maintain a Guaranteed and 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) Add more technology towards ultimate 1:1 goal for students devices included but not limited to: chrome book carts, wireless mice, headphones in science, math, English/language arts and social studies.	Administrators, Technology Team and Teachers	Media specialist will complete detailed inventory sheet that is updated year to year and shared with administration. Currently, we are at a 1:8 ratio, with the purchases made in 2016-2017 we will improve the ratio to 1:4. Daily Check out form showing usage. Purchase receipts.				
2) Continued staff development for high quality teachers and staff specific to their professional development needs and according to the professional development plans outlined by the campus and the district to impact the overall instructional program and improve students achievement.	Administrators, Coordinators, Teachers	100% of teachers will complete 30 hours of professional development. Certificates of completion, Attendance sign in sheets, coordinator meetings, and lesson plans				
3) Provide SAT/TSI information and opportunities on campus to increase increase the number of students taking the exams supported under college board.	Testing Coordinator, Edgenuity Coordinator, Teachers, Administrators	A 3% increase in the number number of eligible students taking the test and reduction in cost for the campus when paying for eligible testers.				
4) Continue with the AVID program for students enrolled and new students that meet the AVID program criteria supporting AVID students and AVID staff through the list below but not limited to that which is listed: AVID District Leadership AVID membership fees AVID Library Set and AVID Weekly subscriptions (curriculum) Add AVID Teacher using Title I funds approx. 30K	Principal, AVID DD, AVID Staff	Student enrollment and success in the AVID Program AVID staff attending AVID specific training Increased core staff (math, science, ELA and SS teachers) attending AVID summer institute and training				

5) Inquire information and opportunity to possibly offer the military ASVAB exam on campus or in partnership at an off campus location.	Assistant Principal, Testing COordinator	5% of eligible student body able to have alternative to college for future career options.				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>						

Goal 1: Prepare Students for Life

Performance Objective 3: Ensure Character and Leadership Training 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) Continue with leadership and volunteer opportunities with outside community partners, parents and leaders including but not limited to: National Honor Society, National Spanish Honor Society, UIL Academic Competitions, Play productions, Student Council, Blood Drives, Donation Drives, Prom Committee, Class Officers, Program Volunteers for other campuses within the district and social clubs after school.	Teachers, Club Sponsors, Event Coordinators, Coaches, Administrators, Counselors	80% of students will participated in a leadership and/or volunteer event. Event rosters and sign in sheets, volunteer permission slips, field trip permission slips and informational pamphlets or brochures				
Funding Sources: 461 - Campus Activity Fund - 3500.00						

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) Increase communications with campus officers as identified in the campus needs assessment.	Principal, Administrators, Teachers	Principal will communicate with Mr. Simmons head of security, bi-weekly either through face-to-face meeting, phone calls or email. Communication will be logged on a communication log.				
2) Teachers monitoring in between classes stationed in the hall and before and after school and at duty posts to ensure students safety, increase communication and visibility campus wide.	Administrators, Teachers	At least a 3% Decrease in tardies and referrals each nine weeks. All teachers will be visible daily at assigned post.				
3) Execute organized and efficient Arrival and Dismissal traffic flow to continue positive parent involvement by helping students to attend school consistently and timely as there is no campus or district transportation to and from school.	Central Office, Administrators, Teachers and staff, contracted officers	All staff assigned to duty posts will arrive on time, and the traffic will be completed within the scheduled times. Morning - 7:25 - 8:00 Afternoon - 3:45 - 4:30 Visible staff at assigned arrival and dismissal posts, Officers at assigned posts, Officer time sheets				
4) Collaboratively review and evaluate safety procedures, drills and emergency situations monthly with staff, resource officers, police and fire departments to ensure the safety and preparedness of LHSW stakeholders.	Admin, resource officers, Facilities staff	100% of safety drills will be practiced reviewed and debriefed throughout the school year.				
						

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) Increase CTE Course Offerings taught by high quality and content rich educators to provide students multiple ways to meet endorsement areas for graduation and successfully transition to college or the work force as they leave high school.	Counselors, Administrators, Coordinators,	90% of graduating seniors will complete an endorsement. Course guide selections, student Enrollment, courses listed on master schedule, student transcripts				
2) Continue and grow CTE Fair to exhibit potential areas of academic endorsements and professional interests for our students, showcase high quality teachers and staff, and invite more parent involvement into the academic options for their students.	Counselors, CTE Coordinators, Teachers, Instructional Staff, Administrators	Program brochures, increased professional visits by individuals and organizations, increased student and parent attendance as evidenced by the number of parents signed in on sign in sheets and the list of participants on the brochures.				
3) Hire high quality teachers and staff to ensure students academic success and campus wide success.	Administration	Teacher roster, evaluations and walk throughs will show 97% of teacher evaluation scores of proficient or better overall.				
						

Goal 2: Enhance Organizational Capacity

Performance Objective 3: Promote a High Performance Culture

Evaluation Data Source(s) 3:

Summative Evaluation 3:

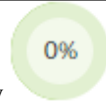
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
<p>Critical Success Factors CSF 1</p> <p>1) Provide relevant and current staff development opportunities throughout the school year to attract high quality teachers and staff, ensure teachers and staff are included in decisions regarding students assessments, academic success and achievement and overall instructional programming including but not limited to: Life School U, Region 10 Service Center, District Coordinator Trainings, Content Area Conferences, Campus Trainings, District Trainings.</p>	Administrators, Teachers, Staff, Central Office	100% of staff will be able to provide Professional Development Certificates as evidence of PD attendance and 100% of teachers will include evidence of at least one strategy they learned in the PD that they tried in their teaching.				
<p>2) Continue to develop a mentoring program that will attract high quality professionals, offer support and assistance to help their professional development and guide their decision making toward the academic success of all students and academic achievement standards.</p>	Administrators, Teacher mentors, teacher mentees	<p>New teachers to the campus will complete a satisfaction survey with at least 95% of new mentored staff will note satisfactory of their experience with a buddy providing assistance and helpful information throughout the school year.</p> <p>Meetings, Agendas, Training, Feedback, Time Logs will be monitored monthly by administrative staff to ensure new teachers are receiving assistance form their buddy/mentor.</p>				
Funding Sources: 199 - General Fund - 3500.00						
<p>3) Recognize and celebrate students and staff success and accomplishment through various activities but not limited to: Shout outs on the schools monitors, email communications, social media postings, pizza with the principals, perfect attendance free dress, incentive prizes, positing honor roll recognition, students of the month and staff of the month and year recognitions, college acceptance recognition, certificate awards etc.</p>	Administrators, Administrative staff in the office	Positive culture where students and staff are identified for accomplishment, hard work and success. 100% of eligible stakeholders are recognized publicly in some form or fashion.				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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) Participate in District Job Fairs to share mission of Life School and to seek high quality candidates to work/partner with Life School.	Central Office, Administrators	Each administrator will participate in at least one of the district job fairs. Calendar request acceptance.				

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) Integrate students into community businesses, partnerships and activities as a means to establish positive interactions and successful transitions from high school to the community, the workforce or college. These groups might include but are not limited to: Internships, Ellis County Outreach, Carter Blood Care, Waxahachie Chamber of Commerce, Dual Credit courses, etc.	Administrators, Sponsors and Coordinators, Counselors	Administrators will meet with a minimum of one community partner each semester to research opportunities. Training Certificates, Volunteer Hours, Permission slips for participation, internship offer letters At least 50% of students will have participated in a community service project during the school year.				
						


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) Host Two Leadership Breakfasts per year (one each semester) for the parents and the community to engage with Life School Administration, showcase student programs, successes, highlight Life School initiatives and seek more parental involvement opportunities.	Central Office, Administrators	50% of parents will participate in one of the two leadership breakfasts. Sign in sheets of attendees, program invitation				
2) Host Four Parent Nights per Year (2 per semester) to ensure parental involvement with the academic success of their students.	Administrators, Teachers,	90% of parents will attend at least one parenting night. sign in sheets turned in to administration, parenting points recorded				



100% = Accomplished
 → = Continue/Modify
 0% = No Progress
 ✗ = Discontinue

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) All staff provided time to meet with peers, curriculum coordinators, central office staff, instructional leaders/coaches and administrators.	Administrators, Curriculum Coordinators, Central Office	100% of staff is provided the time to collaborate with coworkers to ensure student success. Departmental meetings, curriculum coordinator meetings, general staff meetings, professional development days sign in sheets, instructional materials provided, lesson plans, meeting agendas Monitored monthly				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 4: Develop Leaders

Performance Objective 2: Initiate Foundational Training Mechanism for Staff

Evaluation Data Source(s) 2:

Summative Evaluation 2:

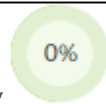
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Establish campus norms, procedures and expectations at the beginning of the school year to include but not limited to: attendance, training, safety procedures, deadlines, duties, timeliness, etc.	Administrators, Teachers,	100% staff will attend professional development sessions required on each topic listed.				
		Sign in sheets, attendance reports, evaluations, agendas, procedural notebooks				
Funding Sources: 420 - State Comp Ed - 300.00						
2) Provide Safety Drill Folders for every Teacher	Administration	100% of teachers will have required drill folders at each safety drill.				
Funding Sources: 420 - State Comp Ed - 300.00						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Campus Needs Assessment Team

Committee Role	Name	Position
Administrator	Jessica Miranda	Assistant Principal
Non-classroom Professional	Alyssa Shull	Counselor
Non-classroom Professional	Brandi Just	Counselor
Non-classroom Professional	Rebecca Thrush	Counselor
Non-classroom Professional	James Miller	Testing Coordinator
Non-teaching position	Beth Vitale	Registrar
Non-teaching position	Robin Olivarez	Secretary
Non-teaching position	Tammy Lowe	Attendance
Classroom Teacher	Eddie Berumen	Athletics
Administrator	Tim White	Assistant Principal
Classroom Teacher	Kathryn Barnes	Pharmacy Tech
Classroom Teacher	Lauren Scott	Biology/Health Science
Classroom Teacher	Taylor Baskey	Biology
Classroom Teacher	Micah Stanley	US History
Classroom Teacher	Wade McKee	Government
Classroom Teacher	Nancy Moore	College Transitions
Classroom Teacher	Brittany Halbrook	SPED Teacher
Business Representative	Rhonda Abshere	Extended hands Catering
Community Representative	Grace Salinas	Helping Hands Ministry
Parent	Peggy Zepeda	Parent
Community Representative	Brent Shull	Fireman

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	2	Books, Training classes	199-23-6411-060-002S-00-000	\$3,500.00
Sub-Total					\$3,500.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Learning Resources for ESL, 504, SPED	211-13-6411-000-820A-30-00-000	\$1,500.00
1	1	7	Funds to pay teachers for after school tutoring	211-11-6118-000-002S-30-00-000	\$9,822.00
1	2	1	Student Devices, including, but not limited to, Chromebooks	211-00-6639-000-002S-00-00-000	\$30,000.00
1	2	2	Professional Development Registration and travel expenses	211-13-6411-000-002S-30-00-000	\$15,000.00
Sub-Total					\$56,322.00
420 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Intervention	420-11-6119-000-002S-30-00-000	\$0.00
1	1	2	Edgenuity Program	420-11-6299-000-845A-30-00-000	\$0.00
1	1	3	Eduphoria	420-11-6239-00-845A-99-00-000	\$1,995.00
1	1	4	Transportation to transport students to College Fairs	420-11-6412-000-002S-30-00-000	\$1,000.00
4	2	1	Binders for procedural notebooks	420-11-6399-00-002S-30-00-000	\$300.00
4	2	2	Safety Drill Folders	420-11-6399-000-002S-30-00-000	\$300.00
Sub-Total					\$3,595.00
255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	ADUCEUS - Pharmacy Tech Program Teacher Training	255-13-6411-000-820A-24-00-000	\$2,500.00
Sub-Total					\$2,500.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	5	AVID Students - Field Trip to Colleges	461-36-6412-000-002S-30-00-000	\$1,000.00
1	2	3	Pay for SAT/TSI exams	461-31-6339-000-002S-30-00-000	\$7,500.00
1	3	1	Student Council	461-36-6399-060-99-00-0000	\$3,500.00
Sub-Total					\$12,000.00
244 - Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	MOS Certification Exams, Online Test Prep and Online Curriculum Materials	244-11-6399-000-002S-22-00-000	\$7,750.00
1	1	6	ADOBE Certification Exams and Online Curriculum Materials and Test Prep	244-11-6399-000-002S-22-00-000	\$7,575.00
1	1	6	Career Cruising - Career Planning Software	244-11-6399-000-002S-22-00-000	\$2,550.00
1	1	6	ADUCEUS - Pharmacy Tech Program	244-11-6399-000-002S-22-00-000	\$17,420.00
Sub-Total					\$35,295.00
288 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	4	AVID Membership Fee	288-11-6495-000-0002S-30-00-000	\$3,695.00
1	2	4	AVID Director Training Fee - Split with LMSW/OCE	288-13-6411-000-0002S-30-00-000	\$1,334.00
1	2	4	AVID Summer Registration	288-11-6495-000-0002S-30-00-000	\$1,450.00
1	2	4	AVID Summer Workshop Travel Expenses	288-11-6495-000-0002S-30-00-000	\$1,050.00
Sub-Total					\$7,529.00
Grand Total					\$120,741.00