

Life Schools
Life Middle 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

Quality Standards

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

In 2017-2018, Life Middle School Waxahachie came to into its third year as the first single standing middle school in the Life School system. Our needs are based on data that in the past has included a K-12 campus along with data from the past school year as a lone MS campus. As data becomes available to our lone campus, the document will be updated.

After careful review of our needs at LMSW, the committee has determined the following reform strategies will be implemented to ensure that the students are provided resources to achieve academic success: (including but not limited to...)

- Increase technology to give students access to real world application
- Supplemental materials to assist classroom teachers with instruction and remediation in all core subjects
- Continue with enhancement period for small group instruction and remediation for students at risk of failure
- Instructional tutors/materials for extra STAAR preparation for students that are on the bubble of passing
- Teachers tutoring after school for STAAR with our students most in risk of failure
- Expand our curriculum and materials for fine arts classes

The following strategies will help build a strong, well-trained staff and build a cohesive culture on the LMSW campus which will lead to student academic success:

- Teacher training in technology
- Keeping class sizes small in academic classes
- Focus on improving STAAR scores to be above state average by at least 2% in all areas
- Continued work to improve advanced scores in all areas through solid curriculum and instruction in PreAP classes
- Maintaing teachers of high quality
- Continue having ample opportunity for community and parents to be involved at LMSW

Demographics

Demographics Summary

Life Middle School Waxahachie serves students from 7th to 8th grade. 2015 was our first year as a separate middle school campus. In 2017-2018 our campus demographics were as follows:

Total students: 488

Demographics in ascending order: African American 44.26%, Hispanic 26.84%, White 24.59%, and two or more races 3.6%, Asian .41%, Hawaiian/Pacific Islander .20% then and American Indian 0%. Our population is made up of 53.07% males and 46.93% females.

According to the 2016-2017 campus staff profile on the Texas Academic Performance Report (TAPR) report, 78.4% staff is White, 5.4% African American, 8.1% Hispanic followed by two or more races 5.9 and Asian .41.

Our economically disadvantaged percentage for 7th and 8th grade is 50.41%. Our English Language Learners (EL) population is 4.51% of our school. Gifted and Talented (GT) is 8.81% of our school and students receiving special education is 11.07%, and 51.84% of students are identified as at-risk according to the latest PIEMS report 2017-2018 First Submission TSDS PEIMS Data Disaggregation.

According to the Life School Enrollment report as of 4/13/2018, our attendance rate is 96.57%.

We have 411 students re-enrolled for 2018-2019, and 76 new students enrolled. We still have 16 spots available in seventh grade as of April 13, 2018.

Resources:

Texas Education Agency State Report Card

Texas Academic Performance Report (TAPR) 2016-17 - Campus Report for Life Middle School Waxahachie

2017-2018 First Submission TSDS PEIMS Data Disaggregation

Demographics Strengths

- Enrollment has grown each year due to advertisement, strong reputation in the community and parents wanting a choice of schools

- Reenrollment is almost to cap or over in each grade
- Attendance rate is above state average
- Teachers are certified in core academic areas

Problem Statements Identifying Demographics Needs

Problem Statement 1: To meet budget expectations, average daily attendance must remain at 97% or higher. **Root Cause:** We need to provide incentives to students to encourage daily attendance such as, but not limited to, an ATTEN-DANCE at the end of each nine weeks for perfect attendance.

Problem Statement 2: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 58% of seventh grade students met the Approaches Level or Above in Math, which is 12% points less than the state average of 70%. **Root Cause:** Students coming in from elementary schools that struggled this past year.

Problem Statement 3: According to the Texas Academic Performance Report for 2016-2017, we show a disparity when compared to state averages of experienced teachers. Life Middle School Waxahachie has 9% with 11-20 years experience which is lower than the district at 17.1% and state at 27.8%. The same is true for teachers with more than 20 years experience, 4.1% campus / 3.7% district / 15.5% state. **Root Cause:** There has not been a step increase for teachers that have been with the district for a long period of time so they can go to surrounding districts and receive a higher salary.

Problem Statement 4: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 41% of eighth grade students required accelerated instruction in Math, which is 16% points higher than the state average of 25%.

Problem Statement 5: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, African American students in seventh grade are not performing as well as their peers in Reading and Math: Reading 63% AA / 66% Hispanic / 75% White ; Math 53% AA / 57% Hispanic / 67% White. **Root Cause:** The demographics of teaching staff do not align with the demographic make up of the students; teachers need professional development on teaching to the needs and interests of their student population.

Problem Statement 6: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, Hispanic students in eighth grade are not performing as well as their peers in 3 of the 4 tested areas: Reading 91% AA / 84% Hispanic / 90% White ; Science 74% AA / 73% Hispanic / 92% White; Social Studies 63% AA / 60% Hispanic / 82% White. **Root Cause:** The demographics of teaching staff do not align with the demographic make up of the students; teachers need professional development on teaching to the needs and interests of their student population.

Problem Statement 7: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 40% of seventh grade English Learner students met "Approaching Grade Level or Above" in Reading which is 27% points less than the campus average of 67%. **Root Cause:** There is not a targeted ELL pull out program and all content area teachers are not ESL Certified.

Problem Statement 8: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 63% of seventh grade English Learner students met "Approaching Grade Level or Above" in Writing which is 5% points less than the campus average of 68%. **Root Cause:** There is not a targeted

ELL pull out program and all content area teachers are not ESL Certified.

Problem Statement 9: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 38% of eighth grade English Learner students met "Approaching Grade Level or Above" in Reading which is 5% points less than the campus average of 88% **Root Cause:** There is not a targeted ELL pull out program and all content area teachers are not ESL Certified.

Problem Statement 10: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 54% of eighth grade English Learner students met "Approaching Grade Level or Above" in Math which is 22% points less than the campus average of 76% **Root Cause:** There is not a targeted ELL pull out program and all content area teachers are not ESL Certified.

Problem Statement 11: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 32% of ALL special education (SPED) students met Approaches Grade Level or above in ALL Subjects, which is 43% points less than the state average of 75%, and 41% points lower than the campus average of 73%. **Root Cause:** There is not enough Sped staff to accommodate the number of students needing inclusion and resource services.

Problem Statement 12: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 29% of seventh grade Special Education students met "Approaching Grade Level or Above" in Reading which is 38% points less than the campus average of 67%. **Root Cause:** There is not enough Sped staff to accommodate the number of students needing inclusion and resource services.

Problem Statement 13: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 25% of seventh grade Special Education students met "Approaching Grade Level or Above" in Math which is 32% points less than the campus average of 58%. **Root Cause:** There is not enough Sped staff to accommodate the number of students needing inclusion and resource services.

Problem Statement 14: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 20% of seventh grade Special Education students met "Approaching Grade Level or Above" in Writing which is 48% points less than the campus average of 68%. **Root Cause:** There is not enough Sped staff to accommodate the number of students needing inclusion and resource services.

Problem Statement 15: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 40% of eighth grade Special Education students met "Approaching Grade Level or Above" in Reading which is 48% points less than the campus average of 88%. **Root Cause:** There is not enough Sped staff to accommodate the number of students needing inclusion and resource services.

Problem Statement 16: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 40% of eighth grade Special Education students met "Approaching Grade Level or Above" in Math which is 36% points less than the campus average of 76%. **Root Cause:** There is not enough Sped staff to accommodate the number of students needing inclusion and resource services.

Problem Statement 17: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 36% of eighth grade Special Education students met "Approaching Grade Level or Above" in Science which is 41% points less than the campus average of 76%. **Root Cause:** There is not enough Sped staff to accommodate the number of students needing inclusion and resource services.

Problem Statement 18: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 32% of eighth grade Special Education students met "Approaching Grade Level or Above" in Social Studies which is 35% points less than the campus average of 67%. **Root Cause:** There is not enough Sped staff to accommodate the number of students needing inclusion and resource services.

Student Achievement

Student Achievement Summary

In studying the latest Texas Academic Performance Report (TARP), Life Secondary/Middle School Waxahachie “met standards” in their accountability rating.

Strategies have been put into place to provide additional support to ensure student academic success. We have implemented a science enrichment class to provide extension activities to help ensure students are meeting the standards. For the 2017-2018 school year, all teachers were given a common planning period, as well as a conference period. In 2017-2018, 7th grade teachers were given a common team time for Response to Intervention (RTI) meetings to discuss identified student’s academic performance holistically across all core subject areas.

Although there are state testing results below state average, 8th grade reading and social studies increased over the 2016 results.

The use of technology in the classroom including but not limited to chromebooks carts, iPads and projectors will foster learner creativity and give teachers options for assessment other than paper/pencil tests.

Resources:

AWARE/Eduphoria

2016-2017 Texas Academic Performance Report (TAPR)

Texas Education Agency State Report Card - Campus report card for Life Middle School Waxahachie

Student Achievement Strengths

- Lesson plans in Eduphoria
- Use teachers to tutor after school along with or instead of 45 day tutors
- Common planning times
- Teams in master schedule to promote student growth and achievement
- Improvement in science and social studies scores from 2016

- 100% of students who took the Algebra I End Of Course (EOC) Exam scored at "Approaches Grade Level or Higher".
- Eighth grade reading scored 2% higher than the state average, Campus was 88% and the State was 86%. This is a goal identified in our CNA Overview during 2017-2018.
- Eighth grade math scores have remained consistent from 2016-2017 with a score of 76%.
- Eighth grade science scores increased by 7% from 2016 to 2017.
- Eighth grade social studies scores increased by 7% from 2016 to 2017.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: According to the Texas Academic Performance Report (TAPR) Campus Report, 67% of seventh grade students met Approaching Grade Level or above in Reading, which is 6% points less than the state average of 73%.

Problem Statement 2: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 67% of seventh grade students met "Approaching Grade Level or Above" in Reading, which is 2% points lower than the campus average of 69% in 2015-2016

Problem Statement 3: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 58% of seventh grade students met Approaching Grade Level or above in Math, which is 12% points less than the state average of 70%.

Problem Statement 4: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 58% of seventh grade students met "Approaching Grade Level or Above" in Math, which is 13% points lower than the campus average of 71% in 2015-2016.

Problem Statement 5: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 68% of seventh grade students met "Approaching Grade Level or Above" in Writing, which is 2% points less than the state average of 70%.

Problem Statement 6: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 68% of seventh grade students met "Approaching Grade Level or Above" in Writing which is 3% points lower than the campus average of 71% in 2015-2016.

Problem Statement 7: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 88% of eighth grade students met "Approaching Grade Level or Above" in Reading which is 3% points lower than the campus average of 91% in 2015-2016.

Problem Statement 8: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 76% of eighth grade students met Approaching Grade Level or above in Math, which is 9% points less than the state average of 85%.

School Culture and Climate

School Culture and Climate Summary

Life Middle School Waxahachie invites all parents to be involved in their students' educational experience through the use of our Parenting Program. This program includes the parent portal, parent night activities, options for communication such as Remind 101 and Mustang Message as well as parent observations. We also have Leadership Breakfasts once a semester where we showcase students and share district/campus information with all stakeholders.

Staff and students will have regularly scheduled fire drills each month and other safety drills each semester. Teachers will complete online trainings each year through Region 10 to ensure staff is up to date in all areas that will support an active, healthy school climate.

Administration has worked to implement more clubs and classes on campus that will encourage student participation. Robotics and Rubix cube are part of our growing student involvement.

Bullying, specifically cyber/internet/phone bullying will be addressed in the classroom through counseling lessons, as well as during a parent night to ensure all stakeholders understand the importance of helping the middle school student properly handle a bullying situation.

Our school has many opportunities for students to get involved including but not limited to: National Junior Honor Society (NJHS), student council, clubs/organizations, athletics, fine arts, community service and leadership opportunities.

We will use our enhancement time to improve student learning as well as fostering character development and leadership qualities. Enhancement time is built into the master schedule each day.

Our Life School district parent survey from January 2016 shows the following:

- 89% feel welcome
- 92% are well informed
- 92% can easily speak with teachers
- 87% think academics are strong
- 90% think we have high standards
- 87% preparing students for life

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

School Culture and Climate Strengths

- Enrichment period
- Master schedule that gives time for collaboration
- Parent Night
- Police officers on duty throughout the day and at athletic events
- Parent portal
- District wide email system
- Remind 101
- Opportunity for leadership
- Region 10 online trainings
- School drills in place each month
- STAAR Celebrations
- Thanksgiving Feast schoolwide
- School dances

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: According to the parent survey, 18.37 disagree and 8.16% strongly disagree that they are satisfied with how our school responds to reported incidents of bullying. **Root Cause:** We need to implement a bully prevention program and provide training to parents on bullying.

Problem Statement 2: According to the parent survey, 12.24% disagree and 0% strongly disagree that we are preparing students with Leadership skills. According to the staff survey, 2.7% disagree and 0% strongly agree that we are preparing students with leadership. **Root Cause:** We need to ensure we are providing activities and training that build leadership skills. In addition, provide constant communication regarding Leadership programs/activities so that stakeholders are aware.

Problem Statement 3: According to the parent survey, 12.24% of parents disagree that they feel well informed about how their child is doing at Life School. **Root Cause:** We need to educate parents on how to sign up for Parent Portal to receive automatic updates on their child's academic progress.

Problem Statement 4: According to the parent survey, 20.41% of parents feel Life School offers additional academic support for students as needed. **Root Cause:** We need to do a better job of communicating tutoring and enhancement opportunities to parents.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Life School actively recruits staff with a heart and passion for teaching. Through the recruitment process Life School meticulously reviews candidates to ensure that we are hiring the best and brightest to educate our students and prepare them as leaders for the 21st century.

Life School recruits highly qualified and effective staff through a recruiting event, “Education Excellence for Life”; peer interview process; Teacher Job Network and college recruitment fairs.

Life School recruits highly qualified and effective staff through hires based on the needs of their campus. Life Middle School recognizes a teacher each month for their efforts, support and team spirit on campus.

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, which includes but is not limited to leadership training, core academic area training, AVID training, Edgenuity training, special education training, English as a Second Language (ESL) training and technology training. It has been a priority to increase the number of English As A Second Language (ESL) certified teachers and Gifted and Talented (GT) certified teachers. Life School has implemented a new training environment “Life School University” which provides online training opportunities for all staff members.

New teachers at Life School receive support through many areas such as buddy/mentor. In addition, they are supported through an onboarding event and staff development. 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 conducted each year.

Staff reports, through the campus needs assessment process that supportive administration is one reason our staff will stay at LMSW. They also report that clear communication is a priority on this campus. Not only does LMSW train teachers, they extend opportunity to aides and support staff for professional development and growth. We plan to be intentional about our professional development on campus next school year.

Resources:

Campus Needs Assessment (CNA) data collected by teachers
PDAS in Eduphoria
Life School U transcripts
Staff survey

Staff Quality, Recruitment, and Retention Strengths

- Certified teachers
- Recognition by administration (ex: treats, special dress, staff member of the month recognition, birthday celebrations)
- Secondary teachers have conference and planning periods each day
- New Teacher Academy/Campus Mentors

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, we have 26.1% first year teachers, 48.5% have 1-5 years experience, 16.8% have 6-10 years experience, 9% have 11-20 years experience and 4.1% have over 20 years. **Root Cause:** There is a bigger disparity in salaries for experienced teachers. We are competitive with beginning teachers, but we lag behind the state average for experience. We need to ensure that first year teachers are receiving support through the mentor/buddy process.

Problem Statement 2: According to the staff survey, 10.81% strongly agree and 67.57% agree that they would benefit from more professional development. **Root Cause:** We need to ensure teachers stay abreast of current trends in education and are utilizing best practices to ensure content delivery is meeting the academic needs of students. Considering that the majority of teachers have less than 5 years experience we need to ensure we are providing them with professional development to ensure success within the classroom.

Problem Statement 3: According to the staff survey, 13.51% disagree that we are meeting the needs of students with disabilities. **Root Cause:** Data from the TAPR report also indicates that we are not meeting the needs of students with disabilities. We need to provide additional staffing support in this area.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Life Middle School Waxahachie has designed and implemented a state-aligned curriculum by using the district specific by subject Scope and Sequence and making modifications within the sequence to meet the needs within the district. Curriculum Coordinators are heavily involved to be sure there is proper alignment between state standards, what is taught and what is tested. State and local assessments are evaluated along with walkthrough data to identify areas of strength and weaknesses; these data driven results then drive the changes in the written, taught, and assessed curriculum areas. Data can be accessed by teachers and administrators through Eduphoria.

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

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

Life School has implemented the following programs to insure students are prepared for 21st century learning: intervention periods, guided reading, guided math, StemScopes, Writer's Workshop, 5E Science Model, Edgenuity, AVID, Common Formative Assessments, and a variety of STAAR End of Course resources. To continue growing in the area, Life Middle School will continue to provide parents with multiple means of communication, increase technology on campus for students and staff, and provide supplemental instruction to meet student needs as determined by data.

Life Middle School Waxahachie is committed to meeting the academic needs of students by providing high quality professional development through a variety of means including, but not limited to local staff development, Life School U, Schlechty best practices, Region 10, outside professional development providers. Encouraged professional development topics include, but are not limited to Leadership, content area specific training, assessment, student engagement, English as a Second Language, Special Education, and Gifted and Talented. We want to improve instruction through use of proper equipment in all core areas such as lab tables for science and manipulatives for math. There is a need for interactive boards in some classrooms that would include the coordinate plane for math.

Resources:

- Scope and sequence
- Course guide
- PDAS/Walk through information in Eduphoria
- District trainings

Curriculum, Instruction, and Assessment Strengths

- Curriculum Coordinators
- Viable assessments for benchmarks with quick, reliable results in AWARE
- Use of technology in the classrooms
- Instruction presented by teachers of high quality
- Data meetings
- Response to Intervention (RTI) meetings in 7th grade as a team
- Mounted projectors in all classrooms
- 100% of students who took the Algebra I End Of Course (EOC) Exam scored at "Approaches Grade Level or Higher".
- Eighth grade reading scored 2% higher than the state average, CAmpus was 88% and the State was 86%. This is a goal identified in our CNA Overview during 2017-2018.
- Eighth grademath scores have remained consistent from 2016-2017 with a score of 76%.
- Eighth grade science scores increased by 7% from 2016 to 2017.
- Eighth grade social studies scores increased by 7% from 2016 to 2017.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: According to the Texas Academic Performance Report (TAPR) Campus Report, 67% of seventh grade students met Approaching Grade Level or above in Reading, which is 6% points less than the state average of 73%. **Root Cause:** We need to provided technology to access the supplemental textbook materials, intervention programs and general support to complete class assigned projects. We need to continue providing intervention through tutors (45-day instructional specialist/after school tutoring) and access to supplemental materials to reinforce classroom instruction.

Problem Statement 2: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 67% of seventh grade students met "Approaching Grade Level or Above" in Reading, which is 2% points lower than the campus average of 69% in 2015-2016

Problem Statement 3: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 58% of seventh grade students met Approaching Grade Level or above in Math, which is 12% points less than the state average of 70%. **Root Cause:** We need to provided technology to access the supplemental textbook materials, intervention programs and general support to complete class assigned projects. We need to continue to offer after school tutoring and access to supplemental materials to reinforce classroom instruction.

Problem Statement 4: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 58% of seventh grade students met "Approaching Grade Level or Above" in Math, which is 13% points lower than the campus average of 71% in 2015-2016.

Problem Statement 5: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 68% of seventh grade students met

"Approaching Grade Level or Above" in Writing, which is 2% points less than the state average of 70%.

Problem Statement 6: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 68% of seventh grade students met "Approaching Grade Level or Above" in Writing which is 3% points lower than the campus average of 71% in 2015-2016.

Problem Statement 7: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report 88% of eighth grade students met "Approaching Grade Level or Above" in Reading which is 3% points lower than the campus average of 91% in 2015-2016.

Problem Statement 8: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 76% of eighth grade students met Approaching Grade Level or above in Math, which is 9% points less than the state average of 85%. **Root Cause:** We need to provided technology to access the supplemental textbook materials, intervention programs and general support to complete class assigned projects. We need to continue providing after school tutoring and access to supplemental materials to reinforce classroom instruction.

Parent and Community Engagement

Parent and Community Engagement Summary

Life Middle School will continue its practice of involving families in campus events as well as supporting those in need in our surrounding community. As we continue to create our own culture within our district, we look forward to partnering with the community while helping build a strong relationship. Our plan will involve food drives, Christmas wish programs, partnering with local police/fire departments as well as supporting our own families in need.

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

The Life School Parent Survey, January 2017, 86% of parents felt well informed about how their student was doing, 81% felt they had input in making important school decisions (up from 75% in 2016) and 98% of parents felt welcome (up from 89% in 2016).

Our teachers and staff want to build more real world experiences for our students. We will have our 2nd Career Day in April of 2018 that will include parents, community and businesses from the area.

Resources:

- Parent survey completed by district 2017
- Sign in sheets from parent nights
- Parent observation sign in sheets

Parent and Community Engagement Strengths

- Parent nights
- Parent Observations
- Email communications
- Remind 101 and Mustang Message
- Parent portal
- Attendance at fine arts and sporting events is high
- Career Day

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: According to the parent survey, 67.41% of parents attend parenting nights. **Root Cause:** To maintain and/or encourage more participations we need to provide quality speakers and programs, it would also help to have a session for parents who do not speak English.

Problem Statement 2: Currently we do not translate all documents into other languages. Parents receive some communication in Spanish, but would like to expand. **Root Cause:** We do not have an interpreter and/or staff member who is bilingual that has the capacity to translate all documents.

School Context and Organization

School Context and Organization Summary

Life Middle School Waxahachie maintains a high-level of attention to details with regards to all campus systems. Each major system is discussed, planned, developed and executed by all staff members. Through the use of an open door policy by all administration, stakeholders have the ability to discuss any area that may need further attention.

The master schedule for LMSW provides two 45 minutes periods a day for teachers to plan, meet and attend scheduled meetings. Our 7th grade students will be put on teams where teachers will work together with the same group of students.

Goals for the year are set for the campus so teachers can build their improvement goals on campus needs. If all staff has the same goals and focus, our students have a much greater chance of growth and academic success.

Life School encourages staff participation in decision making by including staff members as a part of the campus improvement team, "What Do You Think?" team and surveys. Administration spends time with the WDYT representative to work to improve an areas of need.

Our School context team also had the following ideas:

- As a growing campus, we need more opportunities for student lead/directed programs and activities
- Work to improve teacher attendance
- Look for ways to reward perfect teacher attendance such as monetary reward or monthly recognition

Resources:

- Master schedule
- What Do You Think? (WDYT?) result calculated by district

School Context and Organization Strengths

- Master schedule with thought to teacher and organization needs
- Drill schedule
- Safety trainings

- Horizontal planning over the district
- Team scheduling
- Collaboration among staff
- Goals set at the beginning of the year for focus and direction

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: According to the parent survey, 26.53% strongly agree and 55.10% agree that they have opportunities to be involved in making important school decisions. **Root Cause:** We provide multiple opportunities for parents to become involved in decision making, we want to foster an environment that allows for parent input and decision-making as a team with Life Middle School Waxahachie.

Technology

Technology Summary

Life Middle School Waxahachie continues to utilize technology in the classroom and computer lab. We are continuing to increase interactive technology and computers for student use. This year LMSW has a total of 4 carts with approximately 30 Google Chromebooks each, added a computer lab with 30 computers, and has mounted projectors in all classrooms. For the 2018 school year, we have added a coding class for 8th grade students. Each department has a Chromebook cart or iPad cart available; English Language Arts and Reading (ELAR) has an additional one for a total of two for this department. There are two additional Chrome carts available for request.

There is a need to monitor our building while school is in and out of session. It is suggested by our tech department on campus that cameras could be an asset on campus as we continue to grow and use the building for other things besides daily school.

We have been given some terrific resources, it is now up to us to make sure the technology is implemented the correct way. The following are some areas of growth on the horizon:

- More convenient access to student technology
- Staff trainings: hands on with devices and resources
- Online textbooks and materials

Resources:

Technology list of campus resources
Master Schedule for 2017-2018

Technology Strengths

- Mounted projectors in all classrooms
- all departments have a Chrome book cart or Ipad cart
- 2 additional Chrome book carts are available for use

Problem Statements Identifying Technology Needs

Problem Statement 1: Students do not have sufficient access to online resources to complete research reports, access online extension lessons and the basic need to create work through programs such as Microsoft Word, Microsoft Publisher, etc. **Root Cause:** We need to increase the ratio of devices per student

which includes, but is not limited to, laptop computers and Chromebooks.

Problem Statement 2: According to the staff survey, 64% feel it is somewhat to extremely urgent to receive additional training in the use of technology.

Root Cause: Additional staff development/training should be given to show teachers effective ways to utilize the technology they have to strengthen learning.

Problem Statement 3: According to the staff survey, 28.57% of staff believe that it is extremely urgent and 35.71% of staff believe it is urgent to increase technology resources. **Root Cause:** Access to technology is limited to projectors in every classroom.

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
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged 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.
- Gifted and talented data

Student Data: Behavior and Other Indicators

- Attendance data
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures 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) Restorative discipline process will be used with students in order to change behavior as opposed to only give consequences for behavior. This includes setting firm expectations on day one.	Campus Administration Curriculum Coordinators	Lower discipline incidents by 15% from 61 incidents in 2016-2017 to 51 incidents in 2017-2018.				
Problem Statements: School Culture and Climate 1, 2						

<p>2) Teachers tutoring during/after school for low performing students for STAAR testing.</p>	<p>Campus Administration Teachers Curriculum Coordinators</p>	<p>Increased growth on benchmarks and report card grades by 10%</p> <p>Increased growth on STAAR by 2% in each area.</p> <p>Seventh grade scores will increase from 67% to 69% on the STAAR reading assessment (all students).</p> <p>Seventh grade scores will increase from 58% to 60% on the STAAR math assessment (all students).</p> <p>Seventh grade scores will increase from 68% to 70% on the STAAR writing assessment (all students).</p> <p>Eighth grade scores will increase from 88% to 90% on the STAAR reading assessment (all students).</p> <p>Eighth grade scores will increase from 76% to 78% on the STAAR math assessment (all students).</p> <p>Eighth grade scores will increase from 77% to 79% on the STAAR science assessment (all students).</p> <p>Eighth grade scores will increase from 67% to 69% on the STAAR Social Studies assessment (all students).</p> <p>Decrease the educational gap for English Language Learners (ELs) by increasing their score from 40% to 42% in 7th grade reading.</p> <p>Decrease the educational gap for English Language Learners (ELs) by increasing their score from 38% to 40% in 8th grade reading.</p> <p>Decrease the educational gap for Special Education students by increasing their score in 8th grade reading from 40% to 42%, math from 40% to 42%, science from 36% to 38% and social studies from 32% to 34%.</p>				
<p>Problem Statements: Demographics 2 Funding Sources: 211 - Title I - 4676.36</p>						

<p>3) Supplementary materials for the classrooms and tutoring sessions after school included but not limited to supplies, workbooks and practice materials.</p>	<p>Campus Administration Curriculum Coordinators</p>	<p>Increased growth on benchmarks, STAAR and report card grades by 10%</p> <p>Eighth grade scores will increase from 67% to 69% on the STAAR Social Studies assessment (all students).</p> <p>Decrease the educational gap for English Language Learners (ELs) by increasing their score from 40% to 42% in 7th grade reading.</p> <p>Decrease the educational gap for English Language Learners (ELs) by increasing their score from 38% to 40% in 8th grade reading.</p> <p>Decrease the educational gap for Special Education students by increasing their score in 8th grade reading from 40% to 42%, math from 40% to 42%, Science from 36% to 38% and social studies from 32% to 34%.</p>				
<p>Problem Statements: Curriculum, Instruction, and Assessment 8 Funding Sources: 211 - Title I - 5000.00</p>						
<p>4) Hire an Instructional Coach to work with teachers on improving their instruction.</p>	<p>Campus Administration Teachers</p>	<p>Improvement in instruction as documented in teacher observations.</p>				
<p>Funding Sources: 211 - Title I - 66000.00</p>						
<p>5) Create a master schedule that will assign teachers 1 conference period and 1 planning period. The planning period allows teachers time to discuss student progress and analyze student testing data.</p>	<p>Campus Administration Counselors</p>	<p>Master schedule to reflect time for teachers to discuss student progress and intervention needs.</p> <p>Intervention groups will be identified and progress will be documented to ensure students are being successful with intervention goals.</p>				
<p>6) Continue with enhancement time built into the master schedule to help all students improve.</p>	<p>Campus Administration Curriculum Coordinators Counselors Teachers</p>	<p>Students will receive 30 minutes of intervention / extension during a scheduled enhancement period.</p> <p>Teachers will use data to break students into groups based on intervention needs.</p> <p>Students receiving intervention through enhancement time will show improvement each nine weeks reporting period for the content area in which they were assigned.</p>				
<p>Problem Statements: Student Achievement 3, 8</p>						

7) Teachers to locate information in Eduphoria on each student for making sound decisions for best education plan including but not limited to ESL, 504, Sped, and prior testing	Campus Administration Curriculum Coordinators Counselors Teachers	Teachers will identify strategies implemented to meet students intervention needs through lesson plans. Teachers will monitor progress and adjust interventions as needed to ensure the student is successful. Report card grades will show progress is being made for each student in each subgroup each nine weeks. Teachers will sign that they have read the paperwork and understand the interventions to be used.				
<p align="center">TEA Priorities</p> <p align="center">Build a foundation of reading and math</p> 8) Provide classroom projectors to enhance communication of learning objects in order to improve student achievement.	Principal and classroom teacher.	Monitoring learner engagement through teacher walkthroughs and observations. All teachers will demonstrate effective use of projectors in at least one teacher observation or walkthrough.				
<p>Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 1, 3</p> <p>Funding Sources: 211 - Title I - 10000.00</p>						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 58% of seventh grade students met the Approaches Level or Above in Math, which is 12% points less than the state average of 70%. Root Cause 2: Students coming in from elementary schools that struggled this past year.</p>
Student Achievement
<p>Problem Statement 3: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 58% of seventh grade students met Approaching Grade Level or above in Math, which is 12% points less than the state average of 70%.</p>
<p>Problem Statement 8: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 76% of eighth grade students met Approaching Grade Level or above in Math, which is 9% points less than the state average of 85%.</p>
School Culture and Climate
<p>Problem Statement 1: According to the parent survey, 18.37 disagree and 8.16% strongly disagree that they are satisfied with how our school responds to reported incidents of bullying. Root Cause 1: We need to implement a bully prevention program and provide training to parents on bullying.</p>
<p>Problem Statement 2: According to the parent survey, 12.24% disagree and 0% strongly disagree that we are preparing students with Leadership skills. According to the staff survey, 2.7% disagree and 0% strongly agree that we are preparing students with leadership. Root Cause 2: We need to ensure we are providing activities and training that build leadership skills. In addition, provide constant communication regarding Leadership programs/activities so that stakeholders are aware.</p>
Staff Quality, Recruitment, and Retention

Problem Statement 2: According to the staff survey, 10.81% strongly agree and 67.57% agree that they would benefit from more professional development. **Root Cause 2:** We need to ensure teachers stay abreast of current trends in education and are utilizing best practices to ensure content delivery is meeting the academic needs of students. Considering that the majority of teachers have less than 5 years experience we need to ensure we are providing them with professional development to ensure success within the classroom.

Curriculum, Instruction, and Assessment

Problem Statement 8: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 76% of eighth grade students met Approaching Grade Level or above in Math, which is 9% points less than the state average of 85%. **Root Cause 8:** We need to provided technology to access the supplemental textbook materials, intervention programs and general support to complete class assigned projects. We need to continue providing after school tutoring and access to supplemental materials to reinforce classroom instruction.

Problem Statement 1: According to the Texas Academic Performance Report (TAPR) Campus Report, 67% of seventh grade students met Approaching Grade Level or above in Reading, which is 6% points less than the state average of 73%. **Root Cause 1:** We need to provided technology to access the supplemental textbook materials, intervention programs and general support to complete class assigned projects. We need to continue providing intervention through tutors (45-day instructional specialist/after school tutoring) and access to supplemental materials to reinforce classroom instruction.

Problem Statement 3: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 58% of seventh grade students met Approaching Grade Level or above in Math, which is 12% points less than the state average of 70%. **Root Cause 3:** We need to provided technology to access the supplemental textbook materials, intervention programs and general support to complete class assigned projects. We need to continue to offer after school tutoring and access to supplemental materials to reinforce classroom instruction.





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) During planning period curriculum coordinators will have time to meet with teachers and discuss scope and sequence.	Campus Administration Curriculum Coordinators Counselors Teachers	Weekly lesson plans will document that lessons are in-line with scope and sequence. There is continuity of instruction for teachers who teach the same subject; this eliminates the possibility of missed content in the event there is a schedule change and students are moved to a different teacher and/or section. During these meetings teachers have the ability to give feedback on adjustments that need to be made to the scope and sequence.				
2) Provide staff development opportunities for teachers on creating, using and implementing: *scope and sequence *new curriculum *TEKS, standards as they change *creating engaging lessons using Schelty strategies	Campus Administration Curriculum Coordinators	Weekly lesson plans will document that lessons are being delivered using either content and/or instructional strategies learned during professional development. At least 90% of teachers will report that there are sufficient opportunities to learn new methods and techniques in their area. Sign in sheets Lesson plans Coordinator meetings Checked for enrollment monthly				

<p>3) Purchase materials for all students and students of need including but not limited to</p> <ul style="list-style-type: none"> *504 *ESL *sped *bilingual *Science lab *intervention time *tutoring after school <p>to enrich/enhance the learning environment in the classroom</p>	<p>Campus Administration Curriculum Coordinators Teachers</p>	<p>Increased growth on benchmarks and report card grades by 10%</p> <p>Increased growth on STAAR by 2% in each area.</p> <p>Seventh grade scores will increase from 67% to 69% on the STAAR reading assessment (all students).</p> <p>Seventh grade scores will increase from 58% to 60% on the STAAR math assessment (all students).</p> <p>Seventh grade scores will increase from 68% to 70% on the STAAR writing assessment (all students).</p> <p>Eighth grade scores will increase from 88% to 90% on the STAAR reading assessment (all students).</p> <p>Eighth grade scores will increase from 76% to 78% on the STAAR math assessment (all students).</p> <p>Eighth grade scores will increase from 77% to 79% on the STAAR science assessment (all students).</p> <p>Eighth grade scores will increase from 67% to 69% on the STAAR Social Studies assessment (all students).</p> <p>Decrease the educational gap for English Language Learners (ELs) by increasing their score from 40% to 42% in 7th grade reading.</p> <p>Decrease the educational gap for English Language Learners (ELs) by increasing their score from 38% to 40% in 8th grade reading.</p> <p>Decrease the educational gap for Special Education students by increasing their score in 8th grade reading from 40% to 42%, math from 40% to 42%, science from 36% to 38% and social studies from 32% to 34%.</p>				
<p>Problem Statements: Technology 1, 2, 3</p> <p>Funding Sources: 211 - Title I - 4500.00, 263 - Title III - 1000.00</p>						
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>						

Performance Objective 2 Problem Statements:

Technology
Problem Statement 1: Students do not have sufficient access to online resources to complete research reports, access online extension lessons and the basic need to create work through programs such as Microsoft Word, Microsoft Publisher, etc. Root Cause 1: We need to increase the ratio of devices per student which includes, but is not limited to, laptop computers and Chromebooks.
Problem Statement 3: According to the staff survey, 28.57% of staff believe that it is extremely urgent and 35.71% of staff believe it is urgent to increase technology resources. Root Cause 3: Access to technology is limited to projectors in every classroom.
Problem Statement 2: According to the staff survey, 64% feel it is somewhat to extremely urgent to receive additional training in the use of technology. Root Cause 2: Additional staff development/training should be given to show teachers effective ways to utilize the technology they have to strengthen learning.

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:

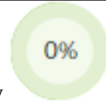
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Counselors will provide one leadership/character lesson per semester for all students.	Counselors	Lower discipline incidents by 15% from 61 incidents in 2016-2017 to 51 incidents in 2017-2018. Parent survey will report that at least 85% of parents agree that we are preparing their student(s) with leadership skills.				
2) Coaches to provide leadership lessons during athletics 10 times a year during class period.	Athletic Coaches Counselors	Lower discipline incidents by 15% from 61 incidents in 2016-2017 to 51 incidents in 2017-2018. Parent survey will report that at least 85% of parents agree that we are preparing their student(s) with leadership skills. *Lesson plans through Eduphoria *Strong character on the court/field as a roll model for others *Observation				
3) Implement restorative discipline program for students that allow them to earn rewards such as: *Lunch with AP *Community Service *Being an aide on campus	Assistant Principal Counselors	Lower discipline incidents by 15% from 61 incidents in 2016-2017 to 51 incidents in 2017-2018. Handouts from conference in July Caught being goods from staff Lunch with leaders each semester				
4) Provide leadership opportunities for students including, but not limited to: *National Junior Honor Society (NJHS) *Announcement Club *Student Council *Chess Club *Animae Club	Campus Administration Counselors Teachers	Parent survey will report that at least 85% of parents agree that we are preparing their student(s) with leadership skills. *Club membership roll sheets turned into administration *Meeting agendas turned in to administration				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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) Conduct monthly fire drills to ensure staff and students are properly trained in fire safety.	Campus Administration Campus Office staff	Observation during drill will show that 100% of classrooms have correctly executed the drill according to operating procedures. Drill will be completed once a month with a time under 2 minutes. Drill log sent to CO at the end of the year.				
2) Conduct lock down drills once each semester to ensure staff and students are properly trained in school safety.	Campus Administration Campus Office staff	Walk throughs during drill will show that 100% of classrooms have correctly executed the drill according to operating procedures. Drill log sent to CO at the end of the year.				
3) Provide shelter in place drills once each semester.	Campus Administration Campus Office staff	Walk throughs during drill will show that 100% of classrooms have correctly executed the drill according to operating procedures. Drill log sent to CO at the end of the year.				
4) Counselors will provide lessons during enhancement covering Bullying issues including, but not limited to, cyber bullying, sexting, posting pictures of others on social media.	Counselors Teachers	Parent survey will reflect that 80% of parents are satisfied with how the school responds to reported incidents of bullying. *Lesson plans turned into administration each semester				
5) Full time police officers on campus during the school day and at athletic events	Campus Administration	At least 80% of parents will report that they strongly agree/agree that their students feel safe at school. *Sign in sheets daily				

6) Counselors will provide lessons during enhancement covering Suicide prevention including, but not limited to, how/when to report, signs of suicide, and coping with grief and loss.	Counselors Teachers	90% of students will respond strongly agree/agree that they know they can get help if they are having problems at school. *PowerPoint lesson *Climate on campus *Collaborative learning lesson				
						

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) Work with facilities to ensure we are using the building to full capacity.	Campus Administration Campus Facilities Team	Room off of Mustang Room will be cleaned out and available to use. Lockers will be removed to create room for two more classrooms. Remove extra Cafe tables not needed in the building.				
2) Provide training for a crisis team to ensure they are knowledgeable in Crisis Prevention Institute techniques.	Campus Administration Special Education Manager Teachers	100% of transports will be executed properly using CPI hold and transport methods.				
3) All teachers hired will meet the certification requirements, having a bachelors degree, as required by our Charter.	Campus Administration	All teachers will have a minimum of a bachelors degree, but to the extent possible a Texas Teaching Certificate in their content area.				


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 relevant and current staff development for all staff throughout the school year including but not limited to: *Region 10 trainings *Louisiana State University (LSU) trainings *Professional development on campus *Coordinator trainings on campus	Campus Administration Curriculum Coordinators	All teachers will earn 30 hours of continuing education through professional development courses. *Sign in sheets *Lesson plans *Agendas for meetings all to be monitored as they are turned in				
			Problem Statements: Staff Quality, Recruitment, and Retention 2 Funding Sources: 420 - State Comp Ed - 1000.00			
2) Provide Advancement via Individual Determination (AVID) for 7th and 8th graders to ensure students who are at-risk and/or first generation college bound are receiving the support they need to be successful in school and plan for their future.	Campus Administration Counselors Teachers	_____% of students enrolled in the AVID program will pass all content area courses. AVID to be clearly marked in the master schedule and checked by administration.				
			Problem Statements: School Culture and Climate 2 - Technology 2 Funding Sources: 288 - Title IV - 7198.00			
3) Provide Pre-AP courses to students that meet enrollment criteria.	Campus Administration Counselors Teachers	_____% of students will be enrolled in pre-AP courses. *master schedule monitored by administration for placement. *Coordinator input on all pre-AP students.				
			Problem Statements: Staff Quality, Recruitment, and Retention 2 - Curriculum, Instruction, and Assessment 3			

<p>4) Provide extension activities that engage students in using higher level thinking and creativity through clubs and after school activities including, but not limited to:</p> <ul style="list-style-type: none"> *Robotics *Science Technology Engineering and Mathematics (STEM) activity *Mentorship with High School students *Office aides *Academic University Interscholastic League (UIL) *National Junior Honor Society (NJHS) *University Interscholastic League (UIL) one act play 	<p>Campus Administration Counselors Office Staff Teachers Parents</p>	<p>_____ % of students will participate in a minimum of one extension activity.</p> <p>*student enrollment *student participation logs</p> <p>Both to be monitored each semester by club advisor.</p>				
						

Performance Objective 3 Problem Statements:

School Culture and Climate
<p>Problem Statement 2: According to the parent survey, 12.24% disagree and 0% strongly disagree that we are preparing students with Leadership skills. According to the staff survey, 2.7% disagree and 0% strongly agree that we are preparing students with leadership. Root Cause 2: We need to ensure we are providing activities and training that build leadership skills. In addition, provide constant communication regarding Leadership programs/activities so that stakeholders are aware.</p>
Staff Quality, Recruitment, and Retention
<p>Problem Statement 2: According to the staff survey, 10.81% strongly agree and 67.57% agree that they would benefit from more professional development. Root Cause 2: We need to ensure teachers stay abreast of current trends in education and are utilizing best practices to ensure content delivery is meeting the academic needs of students. Considering that the majority of teachers have less than 5 years experience we need to ensure we are providing them with professional development to ensure success within the classroom.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 3: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 58% of seventh grade students met Approaching Grade Level or above in Math, which is 12% points less than the state average of 70%. Root Cause 3: We need to provided technology to access the supplemental textbook materials, intervention programs and general support to complete class assigned projects. We need to continue to offer after school tutoring and access to supplemental materials to reinforce classroom instruction.</p>
Technology
<p>Problem Statement 2: According to the staff survey, 64% feel it is somewhat to extremely urgent to receive additional training in the use of technology. Root Cause 2: Additional staff development/training should be given to show teachers effective ways to utilize the technology they have to strengthen learning.</p>


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) Campus administration will participate in the Life School Job Fair hosted each spring to share mission of our district and recruit teachers that align with our goals and mission.	Campus Administration	100% of vacant positions will be filled prior to the start of the 2018-2019 school year. *New teachers on campus *Sign in sheets for evening				
2) Provide Life School Annual Magazine to parents and stakeholders. Presentations will be made at Parent Leadership Breakfasts, and copies will be available for pick up at the front desk.	Campus Administration Campus Receptionists Central Office Staff will present at Leadership Breakfast.	100% of families will receive the Life School Annual Magazine.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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) Partner with local colleges/universities to recruit student teachers and/or student observers to complete hours on campus.	Campus Administration	At least 1 college/university student will be assigned to Life School as a student teacher and/or complete observations each semester. *Logged hours *Presence on campus				
2) Provide Advancement via Individual Determination (AVID) students opportunities to visit a college campus by May 2019.	Campus Administration Counselors Teachers	100% of AVID students participating in the college visit will be able to identify the steps needed to be enrolled in the college/university. *Permission slips *Bus logs *Student presentations				
3) Provide a Career Day in the spring for all students to expose them to a variety of different fields.	Parents Community Stakeholders Counselors	95% of students will participate in Career Day. *Agenda for the day				
4) Provide a College Day to promote a college going culture and inform students about the qualifications to apply for admission.	Campus Administration Counselors Teachers	95% of students will participate in Career Day. *Calendar *Input from students *Pamphlets *Participation in computer classes				
5) Provide opportunities for students to take the Texas Success Initiative (TSI) and/or National Assessment of Educational Progress (NAEP) to demonstrate readiness for Dual Credit courses offered for high school credit.	Counselors	50% of students taking the TSI / NAEP will meet the minimum requirement to be eligible for enrollment at a community college when they enter high school. *Sign in sheets *Enrollment in 9th grade dual credit.				



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) Provide opportunities for parent involvement by hosting four Parent Nights during the year.	Campus Administration	At least 65% of parents will attend parent nights. *Parent Survey *sign in sheets turned into administration for completion				
Problem Statements: Parent and Community Engagement 1						
2) Two leadership breakfast per campus per year	Central Office Administration	At least 30% of parents will attend a leadership breakfast. *Parent Survey *sign in sheets to be turned into CO at the completion *monitored by administration each semester				

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: According to the parent survey, 67.41% of parents attend parenting nights. Root Cause 1: To maintain and/or encourage more participations we need to provide quality speakers and programs, it would also help to have a session for parents who do not speak English.

Goal 4: Develop Leaders

Performance Objective 1: Provide Professional Development for Staff

Evaluation Data Source(s) 1:

Summative Evaluation 1:

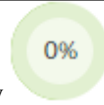
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Provide staff development for new/new to district teachers the week before all staff returns.	Campus Administration Curriculum Coordinators Athletic Coordinators Human Resources LSU	100% of new hires will receive training through on-boarding and campus specific training. *sign in sheets *agendas *handouts				
2) Provide training to all staff on utilizing technology.	Campus Administration Curriculum Coordinators Technology Department Teachers	100% of staff will receive training on how to effectively use technology to enhance classroom instruction. *sign in sheets *lesson plans *agendas To be turned into administration and monitored monthly for new training possibilities.				
3) Provide a second conference period which allows staff to have additional time to meet with coordinators and other teachers in the district. Team meetings will cover the following topics, but could include additional data/information not listed: *Scope and sequence *Relevant lesson planning *Technology training *Student data *Student assessment	Campus Administration Academic Coordinators Teachers	Team planning meetings will occur once per 9 weeks. Curriculum Coordinator team meetings will occur once per 9 weeks. *lesson plans *data meetings to be monitored yearly by coordinators/administration				
4) Coaches will provide character lessons each month for all students.	Coaches	Lower discipline incidents by 15% from 61 incidents in 2016-2017 to 51 incidents in 2017-2018.				
Problem Statements: School Culture and Climate 1, 2						



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

School Culture and Climate

Problem Statement 1: According to the parent survey, 18.37 disagree and 8.16% strongly disagree that they are satisfied with how our school responds to reported incidents of bullying. **Root Cause 1:** We need to implement a bully prevention program and provide training to parents on bullying.

Problem Statement 2: According to the parent survey, 12.24% disagree and 0% strongly disagree that we are preparing students with Leadership skills. According to the staff survey, 2.7% disagree and 0% strongly agree that we are preparing students with leadership. **Root Cause 2:** We need to ensure we are providing activities and training that build leadership skills. In addition, provide constant communication regarding Leadership programs/activities so that stakeholders are aware.





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) Provide staff with training on campus expectations which include, but is not limited to: *Substitute folders *Attendance / Attendance Reporting *Meeting Deadlines *Professional Development / *Professional Development Attendance	Campus Administration Curriculum Coordinators Teachers	85% of staff will report on the district survey that they are satisfied with communications from the district/campus. 95% of staff will meet all required deadlines. *Produced materials *Sign in sheets *Evidence over time such as meeting deadlines				
2) Provide clear plastic sheet protectors for each classroom to house all the information needed for safety drills.	Campus Administration Facilities Team	100% of staff and students will successfully complete required drills. *Observation during drills				
Problem Statements: School Culture and Climate 2 Funding Sources: 199 - General Fund - 1800.00						
3) Provide a mentor program for first year teachers and buddy program for teacher new on campus.	Campus Administration Counselors Teachers	We will retain 90% of new/new to district teachers. *Sign in sheets *Agendas *Monitored by assistant principal monthly				
4) Provide specific time during professional development days for new teachers to meet with curriculum coordinators and other teachers in the same content area.	Campus Administration Curriculum Coordinators Teachers	We will retain 90% of new/new to district teachers due to a well developed support system. *Calendar *Sign in sheets *Agendas *Monitored through AESOP each semester.				
Problem Statements: Staff Quality, Recruitment, and Retention 1, 2						

<p>5) Provide opportunities for teachers to receive their certification for Gifted and Talented (GT) and English as a Second Language (ESL).</p> <p>Teacher certification to include but not limited to: GT ESL Region 10 video series for updates</p>	<p>Campus Administration Teachers</p>	<p>100% of teachers will complete the initial 30 Hours GT Training or the 6 hour update (if they have already completed the 30 hours) yearly.</p> <p>100% of teachers will receive ESL training to ensure they are provided tools to assist English Language Learners (ELLs)</p> <p>*Certifications turned into office and monitored for completion each September.</p>				
<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>						

Performance Objective 2 Problem Statements:

<p>School Culture and Climate</p>
<p>Problem Statement 2: According to the parent survey, 12.24% disagree and 0% strongly disagree that we are preparing students with Leadership skills. According to the staff survey, 2.7% disagree and 0% strongly agree that we are preparing students with leadership. Root Cause 2: We need to ensure we are providing activities and training that build leadership skills. In addition, provide constant communication regarding Leadership programs/activities so that stakeholders are aware.</p>
<p>Staff Quality, Recruitment, and Retention</p>
<p>Problem Statement 1: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, we have 26.1% first year teachers, 48.5% have 1-5 years experience, 16.8% have 6-10 years experience, 9% have 11-20 years experience and 4.1% have over 20 years. Root Cause 1: There is a bigger disparity in salaries for experienced teachers. We are competitive with beginning teachers, but we lag behind the state average for experience. We need to ensure that first year teachers are receiving support through the mentor/buddy process.</p>
<p>Problem Statement 2: According to the staff survey, 10.81% strongly agree and 67.57% agree that they would benefit from more professional development. Root Cause 2: We need to ensure teachers stay abreast of current trends in education and are utilizing best practices to ensure content delivery is meeting the academic needs of students. Considering that the majority of teachers have less than 5 years experience we need to ensure we are providing them with professional development to ensure success within the classroom.</p>

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

Campus Needs Assessment Team

Committee Role	Name	Position
Classroom Teacher	Rena Stinedurf	Teacher
Classroom Teacher	Adrienne Rothermel	Science Teacher
Classroom Teacher	Lynda Morgan	Special Education Teacher
Administrator	Freddie Stanmore	Principal
Classroom Teacher	Nathan Lehew	Language Arts Teacher
Classroom Teacher	Sharon Culp	Language Arts Teacher
Classroom Teacher	Justin Burns	Athletic Coordinator
Classroom Teacher	Jeffry Lewis	Social Studies Teacher
Classroom Teacher	Weston Clark	Social Studies Teacher
counselor	Ramona Leonhardt	counselor
Paraprofessional	Ketra Beason	Registrar
Paraprofessional	Winona Toumbs	PEIMS Clerk
Classroom Teacher	Carla Meyer	Special Education Teacher
Classroom Teacher	Suzanne Heckart	Special Education Teacher
Classroom Teacher	Carol Brown	MTA Teacher
Classroom Teacher	Joshua Stinedruf	Technology Teacher
Classroom Teacher	Shenoy Maithili	Math Teacher
Classroom Teacher	Kayla Paulus	Math Teacher
Classroom Teacher	Caroline Brittain	Math Teacher
Administrator	Kim Riepe	Principal
Classroom Teacher	Veta Glenn	Science Teacher
Classroom Teacher	Christopher Collett	Science Teacher
counselor	Melody Soules	Counselor
Classroom Teacher	Garrett Woods	Fine Arts Teacher
Classroom Teacher	Michael Pierce	AVID teacher

Classroom Teacher	Greg Brister	Technology Teacher
Classroom Teacher	Lee Roy De La Cerda	Technology Teacher
Classroom Teacher	Dallas Hodge	Band Teacher
Classroom Teacher	Gordon Scott	Art Teacher
Classroom Teacher	Erin Magras	Art Teacher
Classroom Teacher	Tiffany Carter	Theatre Teacher
Paraprofessional	Sherry Garcia	Receptionist
Paraprofessional	Heather Mrozinski	Paraprofessional
Non-classroom Professional	Alyssa Starrett	nurse
Paraprofessional	Nancy Bullard	Instructional Aide
Paraprofessional	Johnnie Ware Ware	Instructional Aide
Paraprofessional	Nina Pennington	Instructional Aide

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	2	containers	420.11.6399.000.041M.30.00.000	\$1,800.00
Sub-Total					\$1,800.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Funds for after school tutoring	211.11.6118.011.041M.30.00.000	\$4,676.36
1	1	3	workbooks and materials for tutoring	211.11.6399.000.041M.30.00.000	\$1,000.00
1	1	3	supplementary materials for ELA, Science, SS, Math	211.11.6399.000.041M.30.00.000	\$4,000.00
1	1	4	Instructional Coach - Salary and Benefits	211.13.6119.000.041M.30.00.000	\$66,000.00
1	1	8	Classroom Projectors	211-11-6395-000-041M-30-00-000	\$10,000.00
1	2	3	supplementary materials math	211.11.6399.000.041M.30.00.000	\$1,500.00
1	2	3	supplementary materials science	211.11.6399.000.041M.30.00.000	\$1,500.00
1	2	3	supplementary materials ELAR	211.11.6329.000.041M.30.00.000	\$1,500.00
Sub-Total					\$90,176.36
420 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	1	Staff development including but not limited to poverty and culture of a building	420.13.6411.000.041M.30.00.000	\$1,000.00
Sub-Total					\$1,000.00
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	3	supplementary materials ESL	263.11.6399.000.041M.30.00.000	\$1,000.00
Sub-Total					\$1,000.00
288 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

2	3	2	AVID Teacher Professional Development	288.13.6411.000.41M.30.00.000	\$1,650.00
2	3	2	AVID Director Training - Split with WXH/WXM	288.13.6411.000.41M.30.00.000	\$1,334.00
2	3	2	AVID Membership Fee	288.11.6495.000.41M.30.00.000	\$3,695.00
2	3	2	AVID Weekly Subscriptions	288.11.6399.000.41M.30.00.000	\$519.00
Sub-Total					\$7,198.00
Grand Total					\$101,174.36