

Life Schools
Life School Mountain Creek
2018-2019 Campus Improvement Plan



Mission Statement

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

Vision

Be Authentic

Become Best Educational Institution in the World

Be Employer of Choice

Be Focused on the Mission

Life School Quality Standards

Safety

Integrity

Professional

Data Informed

Innovative

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**

Table of Contents

Comprehensive Needs Assessment	5
Demographics	5
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	11
Curriculum, Instruction, and Assessment	12
Parent and Community Engagement	14
School Context and Organization	16
Technology	18
Comprehensive Needs Assessment Data Documentation	19
Goals	20
Goal 1: Prepare Students for Life	20
Goal 2: Enhance Organizational Capacity	27
Goal 3: Cultivate Partnerships	32
Goal 4: Develop Leaders	34
Title I Schoolwide Elements	37
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	37
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	37
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	37
Campus Planning Committee	38
Campus Funding Summary	39

Comprehensive Needs Assessment

Demographics

Demographics Summary

Life School Mountain Creek is located in the city of Dallas. The Mountain Creek campus has the following demographic percentages: Hispanic/Latino 66.22%, Black or African American 24.77%, White 6.08%, Two or More Races 2.75%, and Asian .68%. Male students make up 51% of the campus, while females make up 49%.

Various reports were analyzed to determine a summary of needs, including ethnicity, gender, enrollment, re-enrollment, attendance, and free/reduced lunch applications. The Mountain Creek campus will continue to receive Title I funds for the 2018-19 school year due to 64.64% of the students being identified as free/reduced. Teachers will need to be aware of factors affecting economically disadvantaged and ESL students and implement effective teaching strategies to bridge the gap that can sometimes exist, especially since our LEP population continues to grow each year. As the Sped population continues to grow, more personnel may be needed to meet those needs.

Demographics Strengths

- Life School Mountain Creek is experiencing growth each year
 - 64.64% free/reduced lunch enrollment allows for Title I funding
 - Diverse student population
 - Increased enrollment in upper grades
- Life School Mountain Creek recognizes the need to be aware of cultural differences, eliminate biases, maintain positive relationships with students and parents.
 - Having a diverse staff allows an additional level of support.

Problem Statements Identifying Demographics Needs

Problem Statement 1: According to the Texas Academic Performance Report for 2016-2017 Campus Performance, Reading results show that our ELL students scored 21% lower than the campus average of 67%. **Root Cause:** Training needs to be provided to staff on how to meet the diverse needs of students, and instructional practices to best meet the needs of ELL students. We also need to continue providing tutoring to the ELL students to ensure language acquisition is not creating the barrier.

Problem Statement 2: According to the Texas Academic Performance Report for 2016-2017 Campus Performance, Math results show that our ELL students scored 10% lower than the campus average of 64%. **Root Cause:** Training needs to be provided to staff on how to meet the diverse needs of students, and instructional practices to best meet the needs of ELL students. We also need to continue providing tutoring to the ELL students to ensure language acquisition is not creating the barrier.

Student Achievement

Student Achievement Summary

Life School Mountain Creek was started in 2013-2014. We currently have grades Kindergarten through 5th Grade. Data for this report was collected from various sources including monthly ISIP reports, DRA results, RTI Logs, Common Formative Assessments, STAAR, and district benchmark tests. It was determined that our students, along with others in the district, are struggling with math and reading concepts in 3rd grade. More training for staff is needed on, making instruction more student-centered, differentiating instruction for all students, and integrating higher-order thinking skills and questioning to increase rigor. We will continue to provide intense interventions throughout the day with students that have been identified as needing extra support. This will be provided during Reading and Math small groups in Kinder-2nd grades and during 3rd-5th grade intervention period. An instructional specialist was added this year to support RTI.

Student Achievement Strengths

- Provide assessments to ensure that students are progressing academically to meet targeted goals.
 - Istation Reading data improving each month
 - Reading level progress revealed by Developmental Reading Assessment (DRA)
- Provide differentiated instruction and multiple intervention opportunities to meet the needs of students
 - 45 day interventionist
 - Instructional Specialist
- Ensure that students are receiving quality instruction to ensure fidelity to the core while maintaining rigor and relevance
 - Administrative support
 - Support from Curriculum Coordinators

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 67% of students met Level II Satisfactory Standard or above in Reading, which is less than the state average of 72%. When analyzing the subpopulations, we found that the ELL students are scoring 21% less than the campus average, and 26% lower than the state average. **Root Cause:** We need to provide a larger guided reading library for students to be exposed to a variety of literature formats (both fiction and non-fiction). We need ESL intervention support and technology to use programs to meet individual needs.

Problem Statement 2: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 64% of students met Level II Satisfactory Standard or above in Math, which is less than the state average of 79%. When analyzing the subpopulations, we found that the ELL students are

scoring 10% lower than the campus average and 25% lower than the state average. **Root Cause:** We need additional technology and resources to provide individual interventions targeted for specific skills with struggling students. We need additional assessments to record progress throughout the year BOY/MOY/EOY to monitor progress. We also need to evaluate vertical alignment and high order questioning.

School Culture and Climate

School Culture and Climate Summary

Staff and Parents have reported that they feel safe on campus and that the facilities are clean. Data from the WDYT Survey continues to support a positive campus culture exists among staff members. Teachers also addressed interest in having more training on PBIS to continue with a positive campus environment for the students and to help minimize discipline issues.

To further build upon the parent-teacher partnership, ideas were presented for various activities such as: parents being given the opportunity to be involved in decisions of what's being offered at Parent Nights and conducting a Health and Safety Expo to emphasize the importance and concern for student health and safety.

As the campus continues to grow and grade levels are added, there will be a need to restructure dismissal.

School Culture and Climate Strengths

- Provide opportunities for students to demonstrate leadership skills
 - The implementation of Eagle Bucks campus-wide
 - Weekly character lessons
- Provide a safe and orderly environment
 - Red Ribbon Week
 - Pick-up and drop-off rules and procedures (hang tags)
 - Officer on duty
 - Monthly drills
 - Crisis Prevention Institute (CPI) trained staff
- Provide information to parents to be educated about transitioning their children to the next grade level (including, but not limited to)
 - Kinder Roundup
- Maintain a positive work environment
 - District support
 - Administration support
 - WDYT surveys & campus surveys to provide feedback to campus administration

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: According to the parent survey, 20.34% of parents disagree and 8.47% strongly disagree that they are satisfied with how our school responds to reported incidents of bullying. According to the staff survey, 16% strongly agree and 28% agree that students at our school fight a lot. **Root Cause:** We need to provide a Bully Awareness program, and provide more training on PBIS.

Problem Statement 2: We do not have a student survey. **Root Cause:** We need to implement a student survey to better understand student perspectives.

Problem Statement 3: According to the parent survey, only 44.83% of parents attended parenting nights.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All of Life School Mountain Creek's teachers are highly qualified in their respective areas. 100% of general education teachers that have ESL students in their class have obtained their English as a Second Language certificate, which supports our campus population.

The teacher to student ratio for the campus is currently higher than the state average with 1:21.7 in kinder, 1:24.3 in all higher grade levels.

Efforts to increase teacher retention could include stipends for extra duties performed such as serving as a mentor, ESL teacher, or serving on a committee. Also, allow teacher's local absence days to be carried over each year.

Staff Quality, Recruitment, and Retention Strengths

- Recruit and retain high quality staff
 - 100% Certified or Highly Qualified teachers in 2017-18
 - 100% of teachers are ESL certified that have ESL students in their class for Reading/ELA
- Provide opportunities for staff to grow professionally
 - Edivation-online trainings
 - Time during the school day for data disaggregation and vertical team planning
 - Quality professional development offered
- Provide a positive working environment
 - Online feedback for improvement through "W.D.Y.T"
 - Effective teamwork
 - Good working environment

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers assigned as mentor teachers and ESL teachers are required to perform additional duties without compensation. **Root Cause:** Create a stipend fund for teachers who are chosen as mentors for new teachers, for ESL teachers, and teachers who are sponsors.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Life School Mountain Creek places a high emphasis on student achievement. Data is consistently collected from various sources (weekly testing, monthly ISIP resorts, ISIP math-2nd grade, DRA, CFA's and district benchmarks) and disaggregated. Data meetings are held between administration and grade levels. Plans are developed for the restructuring of classroom groups, as well as intervention groups on a weekly basis.

The campus will continue to partner with parents to provide resources for home use. Before leaving for the summer, parents will be provided with a list of skills needed for the next grade level and how to achieve them. The teachers would also like to consider providing parents with a summer reading list along with possible incentives for the students who choose to participate.

Curriculum, Instruction, and Assessment Strengths

- Continue providing intervention staff and resources to meet the academic needs of students
 - Response To Intervention (RTI)
 - Intervention Period
 - Access to computer lab
 - Guided reading library
 - Student computers
 - 45-day Instructional Tutors
 - Challenge Lab
 - Instructional Coach
 - Origo Math curriculum
- Continue ensuring that students are receiving quality instruction and maintain fidelity to the core while preserving rigor and relevance
 - Weekly Data Meetings
 - Instructional Aides
 - Instructional Coach

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 67% of students met Level II Satisfactory Standard or above in Reading, which is less than the state average of 72%. When analyzing the subpopulations, we found that the ELL students are scoring 21% less than the campus average, and 26% lower than the state average. **Root Cause:** We need to provide a scope and sequence that does not

change frequently to provide continuity of instruction and ensure students are mastering TEKS at each grade level. We need to have vertical planning time for Reading.

Problem Statement 2: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 64% of students met Level II Satisfactory Standard or above in Math, which is less than the state average of 79%. When analyzing the subpopulations, we found that the ELL students are scoring 10% lower than the campus average and 25% lower than the state average. **Root Cause:** We need to provide a scope and sequence that does not change frequently to provide continuity of instruction and ensure students are mastering TEKS at each grade level. We need to have vertical planning time for Math. We need additional math resources an manipulatives for all grade levels as the building blocks to tested grade levels.

Parent and Community Engagement

Parent and Community Engagement Summary

Parental involvement is part of the mission statement of Life School. Life School Mountain Creek has placed a high emphasis on partnering with our parents. Currently, we have a Parents as Partners program that provides opportunities for parents to serve alongside the school for events such as: fundraising efforts, book fairs, field day, etc. We will continue to look for ways to involve parents in the education of their students. One way that is being considered is to hold a technology training as a part of Parenting Night. Parents have access to many resources at home, including Reading A-Z, Education Galaxy, Dreambox, and iStation. We want to train the parents on how to log in and use the resources available to them.

The campus has also partnered with the Gospel Lighthouse Church staff. Staff members have volunteered to help with events, provide water to students and parents on occasion for dismissal during the warm months, provide resources for field day use, etc. The church staff will also conduct a school-wide assembly in the spring on bullying and character training.

Parent and Community Engagement Strengths

- Parents as Partners (including, but not limited to)
 - Parent involvement during conferences
 - Volunteer opportunities
 - Leadership Breakfasts
 - Observations
 - Parent Orientation/Parent Nights

- Continuing to provide multiple opportunities for parents to participate in school events (including, but not limited to)
 - Book Fair support
 - Field trips
 - High attendance at Muffins with Moms and Father Daughter Dance
 - High attendance at STEM night and Science Night

- Multiple opportunities for parents and students to participate in events that promote leadership within the community (including, but not limited to)
 - Canned food drive for Gospel Lighthouse

- Jump Rope for Heart
- Ronald McDonald House

- Continue building community partnerships
 - Strong partnership with Gospel Lighthouse: Glow Assembly
 - Recognize Sodexo and Gospel Lighthouse Staff Members in campus celebrations and recognition plan
 - Invited community partners to participate in campus events

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: According to the parent survey, 15.25% disagree and 5.08% strongly disagree that Life School is preparing their students with leadership skills. **Root Cause:** Students are not receiving enough training around the areas of bullying and character. Leadership profile cards need to be integrated on a daily basis.

Problem Statement 2: According to the parent survey, 20.34% of parents disagree and 3.39% strongly disagree that they have the opportunity to be involved in making important school decisions. **Root Cause:** We need to increase parent involvement through parent volunteers and including parents as decision makers.

School Context and Organization

School Context and Organization Summary

Life School Mountain Creek considers the process, structures, and overall aspects of the organization when making decisions that impact teaching and learning. A couple areas were identified by staff as an area of need for the campus that, if added, would have an impact on students. First, although we have added a guided reading library, we would like to provide teachers with more books to stock their classroom libraries in lieu of a campus library. Secondly, place resources online in English and Spanish for parents to use to help get their child ready to start school and/or retain information over the summer.

School Context and Organization Strengths

- Continue providing opportunities for positive interactions with parents
 - School Way
 - Thursday Exchange
 - Parent Portal
 - Life School messenger system
 - weekly newsletter
 - email
 - school website
 - signupgenius.com for parties
- Continue providing opportunities to build staff morale/team building
 - School committees
- Parent involvement through parent centered programs such as, but not limited to
 - Leadership Breakfasts
 - Parent Nights

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Life School Mountain Creek has 9.6% ESL students. As the ESL population grows there is a greater need to provide communication with is translated in multiple languages for non-English speaking parents. **Root Cause:** We serve a variety of families that speak multiple different languages. We receive many students whose parents are students from Christ for the Nations Institute (CFNI) and they have come from different countries.

Problem Statement 2: According to the parent survey, most parents feel welcome at Life School, they feel that they feel comfortable talking with teacher; however, many do not feel they have enough opportunities to be a part of the decision making process. **Root Cause:** Inform parents about parenting night

topics prior to the event so they are aware when information is being shared about topics such as Annual Title I meeting, school report cards, etc. Encourage parents to attend leadership breakfasts which allows an open forum for discussion. Encourage more parents to serve on committees and serve as volunteers on campus.

Technology

Technology Summary

Life School Mountain Creek will continue to look for, and utilize technology, to advance teaching and learning. 33 laptops, 30 Ipads, 120 Chromebooks are available for student use this year. Mimio devices were installed in all classrooms also. Other technology, including, but not limited to interactive whiteboard capabilities, ipads, and additional student computers will be considered for each classroom in the upcoming years. We will continue to provide training to teachers on the latest technological trends pertaining to education as well. Doing so will allow our teachers and students to connect to real-world experiences and post-secondary opportunities.

Technology Strengths

- Current technology resources that actively engage students and ensure they are equipped for the digital environment in which they are immersed in.
 - Document cameras and projectors in every classroom
 - Computer lab
 - Mimio teach in the computer lab & 1st, 2nd, 3rd, 4th and 5th grade classrooms.
 - The addition of 20 laptops, 30 Ipads and 120 Chromebooks for student use
 - Smartboard has been installed in all rooms
 - Each K-4 class has a listening center
- Edivation trainings
- IT support on the campus frequently (support on campus once a week) or allow teachers access to be able to log students on the student account and update iPads as needed.
- Updated operating system

Problem Statements Identifying Technology Needs

Problem Statement 1: According to the staff survey, 33.33% believe it is extremely urgent, and 41.67% believe it is urgent to increase technology resources such as hardware, software and technology training. **Root Cause:** We need to increase the number of classroom laptops for student use. Computers in the computer lab need to be updated. We need to be able to effectively provide intervention programs to meet individualized learning objectives for students who are not mastering TEKS for assigned grade level.

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)

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
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation



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 with implementation/improvement of Positive Behavior Intervention System (PBIS)	Administration	LSMC will decrease the number of suspensions by 10% through using the PBIS system. Examples of PBIS interventions: The use of Eagle Bucks, assemblies, store open monthly for the use of EB's, and lower discipline referrals.				
	Problem Statements: School Culture and Climate 1 Funding Sources: 461 - Campus Activity Fund - 2000.00					
2) Promote college/career readiness through college/career week & announcements.	counselor/administration	Events planned during this week, guest speakers, college readiness in daily announcements.				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: 461 - Campus Activity Fund - 500.00					
3) Students will write one Reading, Math, and Citizenship goal which will be reviewed quarterly.	Teachers	80% of students will meet their quarterly goals in Reading. 80% of students will meet their quarterly goals in Math. 80% of students will meet their quarterly goals in the area of citizenship. Evidence: Individual student goal sheets.				
	Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2 - Parent and Community Engagement 1 Funding Sources: 211 - Title I - 50000.00					

4) Schedule quarterly meetings to discuss progress of ELLs and provide intervention to those not making adequate progress.	Administration/District ELL Coordinator	Reduce the achievement gap between the highest performing group and the ELLs by 2%.				
	Problem Statements: Demographics 1, 2 - Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2 Funding Sources: 263 - Title III - 4911.00, 211 - Title I - 4911.00					

 = Accomplished	 = Continue/Modify	 = No Progress	 = Discontinue
--	---	---	---

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: According to the Texas Academic Performance Report for 2016-2017 Campus Performance, Reading results show that our ELL students scored 21% lower than the campus average of 67%. Root Cause 1: Training needs to be provided to staff on how to meet the diverse needs of students, and instructional practices to best meet the needs of ELL students. We also need to continue providing tutoring to the ELL students to ensure language acquisition is not creating the barrier.</p> <p>Problem Statement 2: According to the Texas Academic Performance Report for 2016-2017 Campus Performance, Math results show that our ELL students scored 10% lower than the campus average of 64%. Root Cause 2: Training needs to be provided to staff on how to meet the diverse needs of students, and instructional practices to best meet the needs of ELL students. We also need to continue providing tutoring to the ELL students to ensure language acquisition is not creating the barrier.</p>
Student Achievement
<p>Problem Statement 1: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 67% of students met Level II Satisfactory Standard or above in Reading, which is less than the state average of 72%. When analyzing the subpopulations, we found that the ELL students are scoring 21% less than the campus average, and 26% lower than the state average. Root Cause 1: We need to provide a larger guided reading library for students to be exposed to a variety of literature formats (both fiction and non-fiction). We need ESL intervention support and technology to use programs to meet individual needs.</p> <p>Problem Statement 2: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 64% of students met Level II Satisfactory Standard or above in Math, which is less than the state average of 79%. When analyzing the subpopulations, we found that the ELL students are scoring 10% lower than the campus average and 25% lower than the state average. Root Cause 2: We need additional technology and resources to provide individual interventions targeted for specific skills with struggling students. We need additional assessments to record progress throughout the year BOY/MOY/EOY to monitor progress. We also need to evaluate vertical alignment and high order questioning.</p>
School Culture and Climate
<p>Problem Statement 1: According to the parent survey, 20.34% of parents disagree and 8.47% strongly disagree that they are satisfied with how our school responds to reported incidents of bullying. According to the staff survey, 16% strongly agree and 28% agree that students at our school fight a lot. Root Cause 1: We need to provide a Bully Awareness program, and provide more training on PBIS.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 67% of students met Level II Satisfactory Standard or above in Reading, which is less than the state average of 72%. When analyzing the subpopulations, we found that the ELL students are scoring 21% less than the campus average, and 26% lower than the state average. Root Cause 1: We need to provide a scope and sequence that does not change frequently to provide continuity of instruction and ensure students are mastering TEKS at each grade level. We need to have vertical planning time for Reading.</p> <p>Problem Statement 2: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 64% of students met Level II Satisfactory Standard or above in Math, which is less than the state average of 79%. When analyzing the subpopulations, we found that the ELL students are scoring 10% lower than the campus average and 25% lower than the state average. Root Cause 2: We need to provide a scope and sequence that does not change frequently to provide continuity of instruction and ensure students are mastering TEKS at each grade level. We need to have vertical planning time for Math. We need additional math resources an manipulatives for all grade levels as the building blocks to tested grade levels.</p>

Parent and Community Engagement

Problem Statement 1: According to the parent survey, 15.25% disagree and 5.08% strongly disagree that Life School is preparing their students with leadership skills. **Root Cause 1:** Students are not receiving enough training around the areas of bullying and character. Leadership profile cards need to be integrated on a daily basis.


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) All teachers will utilize the district provided curriculum for Math, Reading, Science, and Social Studies.	Administration/Teachers/Coordinators	90% of observations will notate that the following instructional strategies were being implemented during instruction:(including, but not limited to): Reading/ELA Observations: Units of Study Istation Guided Reading Library Math Observations: Dreambox Science Observations: Stemsopes Social Studies Observations: Exploring Social Studies The average met standard score for each content area/grade level will increase by 2% from the 1st benchmark administration to the last.				
			Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2			
2) Weekly vertical planning meetings for Math for 3rd-6th grade.	Administration/Instructional Coach	The average met standard score for each content area/grade level will increase by 2% from the 1st benchmark administration to the last.				
			Problem Statements: Student Achievement 2 - Curriculum, Instruction, and Assessment 2			
3) Weekly Instructional Planning Meetings to discuss instructional strategies.	Administration	Anecdotal records will be kept on small groups and adjustments made to ensure that students are progressing academically.				
			Problem Statements: Student Achievement 1, 2 - Curriculum, Instruction, and Assessment 1, 2			

4) Weekly data meetings to discuss weekly assessments or other new data for Math & Reading	Administration	<p>Intervention small groups are fluid, as students master content they will be assigned to a new group.</p> <p>These data meetings will assist in the creation of RTI intervention groups (both entry and exit).</p> <p>The average met standard score for each content area/grade level will increase by 2% from the 1st benchmark administration to the last.</p>				
Problem Statements: Student Achievement 1, 2						
5) The campus will administer Common formative assessments & benchmark tests to track student growth.		<p>The average met standard score for each content area/grade level will increase by 2% from the 1st benchmark administration to the last.</p> <p>Planning meetings to discuss benchmark results will be scheduled for tested grade levels.</p>				
						

Performance Objective 2 Problem Statements:

Student Achievement
<p>Problem Statement 1: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 67% of students met Level II Satisfactory Standard or above in Reading, which is less than the state average of 72%. When analyzing the subpopulations, we found that the ELL students are scoring 21% less than the campus average, and 26% lower than the state average. Root Cause 1: We need to provide a larger guided reading library for students to be exposed to a variety of literature formats (both fiction and non-fiction). We need ESL intervention support and technology to use programs to meet individual needs.</p>
<p>Problem Statement 2: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 64% of students met Level II Satisfactory Standard or above in Math, which is less than the state average of 79%. When analyzing the subpopulations, we found that the ELL students are scoring 10% lower than the campus average and 25% lower than the state average. Root Cause 2: We need additional technology and resources to provide individual interventions targeted for specific skills with struggling students. We need additional assessments to record progress throughout the year BOY/MOY/EOY to monitor progress. We also need to evaluate vertical alignment and high order questioning.</p>
Curriculum, Instruction, and Assessment
<p>Problem Statement 1: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 67% of students met Level II Satisfactory Standard or above in Reading, which is less than the state average of 72%. When analyzing the subpopulations, we found that the ELL students are scoring 21% less than the campus average, and 26% lower than the state average. Root Cause 1: We need to provide a scope and sequence that does not change frequently to provide continuity of instruction and ensure students are mastering TEKS at each grade level. We need to have vertical planning time for Reading.</p>
<p>Problem Statement 2: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 64% of students met Level II Satisfactory Standard or above in Math, which is less than the state average of 79%. When analyzing the subpopulations, we found that the ELL students are scoring 10% lower than the campus average and 25% lower than the state average. Root Cause 2: We need to provide a scope and sequence that does not change frequently to provide continuity of instruction and ensure students are mastering TEKS at each grade level. We need to have vertical planning time for Math. We need additional math resources an manipulatives for all grade levels as the building blocks to tested grade levels.</p>

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) Specials teachers will teach character lessons weekly.	Administration	On the parent survey we should see a decrease from 15.25% to 10% (showing 5% growth) of parents that disagree that Life School is preparing their student(s) with leadership skills. Lesson plans				
	Problem Statements: Parent and Community Engagement 1					
2) We will have quarterly assemblies to focus on character/leadership.	Counselor/Administration	On the parent survey we should see a decrease from 15.25% to 10% (showing 5% growth) of parents that disagree that Life School is preparing their student(s) with leadership skills. Assemblies				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: 461 - Campus Activity Fund - 0.00					
3) Students will have the opportunity to be a part of various extra curricular clubs including, but not limited to JNHS, UIL, Challenge Lab, GT, etc.	Assistant Principal/Teachers/instructional specialist	At least 50% of 2-5th grade students will participate in at least one club.				
	Problem Statements: Parent and Community Engagement 1 Funding Sources: 211 - Title I - 1500.00, 461 - Campus Activity Fund - 500.00					
4) Students will lead morning announcements.	Assistant Principal	On the parent survey we should see a decrease from 15.25% to 10% (showing 5% growth) of parents that disagree that Life School is preparing their student(s) with leadership skills. Students will lead morning announcements 95% of the time.				
	Problem Statements: Parent and Community Engagement 1					



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 3 Problem Statements:

Parent and Community Engagement

Problem Statement 1: According to the parent survey, 15.25% disagree and 5.08% strongly disagree that Life School is preparing their students with leadership skills. **Root Cause 1:** Students are not receiving enough training around the areas of bullying and character. Leadership profile cards need to be integrated on a daily basis.

Goal 2: Enhance Organizational Capacity

Performance Objective 1: Provide a Safe and Orderly Environment

Evaluation Data Source(s) 1:

Summative Evaluation 1:

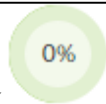
Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Prepare students for emergencies by completing fire drills, lock down drills, and inclement weather drills.	Administration	The campus will complete one fire drill each month in under 2 minutes and one lock down/inclement weather drill each semester. Drill log				
2) The safety of the dismissal process will be improved.	Administration	Kinder students will remain in the classroom, 1st-3rd grade students will be in the cafeteria, and 4th-6th grade students will be in the gym. All parents will remain in their cars to pick up their child. Dismissal will be finished by 3:50 ninety percent of the time.				
Funding Sources: 420 - State Comp Ed - 250.00						
3) All required staff will be Crisis Prevention Institute (CPI) trained.	Administration/District Sped Director	100% of required staff are Crisis Prevention Institute (CPI) trained before the end of the 1st quarter.				



= Accomplished



= Continue/Modify



= No Progress




= Discontinue

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) Participate in job fairs and the hiring process to fill vacant positions as we add additional staff to fill new positions as we expand to 6th grade in 2018-2019. We will be reviewing candidates to ensure they meet certification requirements required by our Charter.	administration	100% of teachers hired will meet certification requirements as required by our Charter.				
Funding Sources: 199 - General Fund - 0.00						
2) All new teachers will participate in the New Teacher Mentor Program.	Talent department	Teacher retention will remain steady at 90%. Fewer negative responses will be reported on the WDYT Survey.				
3) Host a Kindergarten Roundup for all new incoming kindergarteners in May.	Kindergarten teachers/Administration/Counselor/District coordinators	80% of incoming Kinder students will attend Kinder Roundup.				
Problem Statements: School Culture and Climate 3						
4) Host a campus Orientation in August to update parents on policies for the upcoming school year.	Administration	80% of parents attend orientation as represented by sign-in sheets				
Annual Title I meeting is held during orientation where parents are given information about what it means to be a Title I campus and how we are meeting the needs of students using these funds.	Problem Statements: School Culture and Climate 3 - Parent and Community Engagement 2 - School Context and Organization 2					
						

Performance Objective 2 Problem Statements:

School Culture and Climate
Problem Statement 3: According to the parent survey, only 44.83% of parents attended parenting nights.

Parent and Community Engagement

Problem Statement 2: According to the parent survey, 20.34% of parents disagree and 3.39% strongly disagree that they have the opportunity to be involved in making important school decisions. **Root Cause 2:** We need to increase parent involvement through parent volunteers and including parents as decision makers.

School Context and Organization


Problem Statement 2: According to the parent survey, most parents feel welcome at Life School, they feel that they feel comfortable talking with teacher; however, many do not feel they have enough opportunities to be a part of the decision making process. **Root Cause 2:** Inform parents about parenting night topics prior to the event so they are aware when information is being shared about topics such as Annual Title I meeting, school report cards, etc. Encourage parents to attend leadership breakfasts which allows an open forum for discussion. Encourage more parents to serve on committees and serve as volunteers on campus.

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) Strategies implemented to increase staff morale including, but not limited to employee of the month, campus team competitions, theme days, Secret Santa, Boo Buddy, birthday celebrations, Love our Staff Week, Teacher Appreciation Week, etc.	Sunshine Committee/Administration/Counselor	A Staff member will be chosen monthly for the Employee of the Month, all staff birthdays will be recognized by Sunshine Committee. At least 90% of staff will be satisfied with their campus on an EOY survey. 90% Staff Retention				
			Funding Sources: 199 - General Fund - 500.00			
2) Administration will seek out high quality teaching candidates by participating in job fairs, Region 10 Teacher Job Network, and college recruiting events.	Human Resources/Administration	All teachers will meet certification requirements as established for Charter Schools. Administration will only hire certified teachers for English as a Second Language and Special Education assignments.				
			Problem Statements: Student Achievement 1			
3) We will partner with the Teachers' College at Columbia University as a Project School to improve teachers' capacity in teaching Reading and Writing.	Administration	We will close the achievement gap of ELL students by 5%, while also increasing overall student performance in Reading by 3% The use of the Units of Study Curriculum will be noted on teacher walk throughs; observations will improve throughout the school year, as noted on walk through forms.				
			Funding Sources: 211 - Title I - 13000.00, 199 - General Fund - 1000.00			
						

Performance Objective 3 Problem Statements:

Student Achievement

Problem Statement 1: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 67% of students met Level II Satisfactory Standard or above in Reading, which is less than the state average of 72%. When analyzing the subpopulations, we found that the ELL students are scoring 21% less than the campus average, and 26% lower than the state average. **Root Cause 1:** We need to provide a larger guided reading library for students to be exposed to a variety of literature formats (both fiction and non-fiction). We need ESL intervention support and technology to use programs to meet individual needs.

Goal 3: Cultivate Partnerships

Performance Objective 1: Expand Mission Advancement Capability

Evaluation Data Source(s) 1:


Summative Evaluation 1:

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) The campus will participate in various community events including, but not limited to: Canned food drive for GL, Jump Rope for Heart, Ronald McDonald House, etc.	Administration	100% of staff and 50% of students will participate in at least 2 community events within the school year.				
Problem Statements: Parent and Community Engagement 1						
2) Community partners will be invited to participate in campus events (Ex: Dallas Public Library, Dallas Fire Dept, DBU, local dental clinic, Stem Truck)	Administration/Counselor	At least 2 community partners will attend a campus event, as documented in flyers/agendas/Thursday Exchange				
						

Performance Objective 2 Problem Statements:





Parent and Community Engagement
Problem Statement 1: According to the parent survey, 15.25% disagree and 5.08% strongly disagree that Life School is preparing their students with leadership skills. Root Cause 1: Students are not receiving enough training around the areas of bullying and character. Leadership profile cards need to be integrated on a daily basis.

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) Communicate policies/procedures through the following methods: including, but not limited to, staff meetings, parent nights, orientation, the district/campus website, Remind messages, Life School Messenger, MySchoolWay App, Parent Portal, district/campus newsletters, social media, etc.	Administration/Teachers	The campus will utilize at least 4 methods for communicating information throughout the school year. Staff meetings, parent nights, orientation, the district/campus website, Remind messages, Life School Messenger, MySchoolWay App, Parent Portal, district/campus newsletters, social media, etc.				
Problem Statements: Parent and Community Engagement 2 - School Context and Organization 1, 2						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 3 Problem Statements:


Parent and Community Engagement
Problem Statement 2: According to the parent survey, 20.34% of parents disagree and 3.39% strongly disagree that they have the opportunity to be involved in making important school decisions. Root Cause 2: We need to increase parent involvement through parent volunteers and including parents as decision makers.
School Context and Organization
Problem Statement 1: Life School Mountain Creek has 9.6% ESL students. As the ESL population grows there is a greater need to provide communication with is translated in multiple languages for non-English speaking parents. Root Cause 1: We serve a variety of families that speak multiple different languages. We receive many students whose parents are students from Christ for the Nations Institute (CFNI) and they have come from different countries.
Problem Statement 2: According to the parent survey, most parents feel welcome at Life School, they feel that they feel comfortable talking with teacher; however, many do not feel they have enough opportunities to be a part of the decision making process. Root Cause 2: Inform parents about parenting night topics prior to the event so they are aware when information is being shared about topics such as Annual Title I meeting, school report cards, etc. Encourage parents to attend leadership breakfasts which allows an open forum for discussion. Encourage more parents to serve on committees and serve as volunteers on campus.

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 will receive required trainings for all state assessments taken at the campus.	Counselor	100% of staff responsible for administering state assessments will be trained in testing protocol. There will be no reports of testing irregularities. Meeting agendas				
2) All teachers will receive training on the use of technology to enhance teaching by one of their peers.	Administratiron	100% of teachers will provide training to peers that will enhance their teaching. 100% of teachers will receive training from peers that will enhance their teaching. Meeting agenda; no comments on WDYT Survey about needing technology training.				
Problem Statements: Technology 1						
3) Classroom teachers will participate in professional development from a partnership with the Teachers College at Columbia University.	Administration/Teachers	100% of teachers participating in the Teachers College professional development will show Improved performance on teacher observations. Meeting agendas, walk-through, formal observation results will document improvement.				
Problem Statements: Student Achievement 1 - Curriculum, Instruction, and Assessment 1						
Funding Sources: 211 - Title I - 0.00, 199 - General Fund - 0.00						
						

Performance Objective 1 Problem Statements:

Student Achievement

Problem Statement 1: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 67% of students met Level II Satisfactory Standard or above in Reading, which is less than the state average of 72%. When analyzing the subpopulations, we found that the ELL students are scoring 21% less than the campus average, and 26% lower than the state average. **Root Cause 1:** We need to provide a larger guided reading library for students to be exposed to a variety of literature formats (both fiction and non-fiction). We need ESL intervention support and technology to use programs to meet individual needs.

Curriculum, Instruction, and Assessment

Problem Statement 1: According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 67% of students met Level II Satisfactory Standard or above in Reading, which is less than the state average of 72%. When analyzing the subpopulations, we found that the ELL students are scoring 21% less than the campus average, and 26% lower than the state average. **Root Cause 1:** We need to provide a scope and sequence that does not change frequently to provide continuity of instruction and ensure students are mastering TEKS at each grade level. We need to have vertical planning time for Reading.

Technology

Problem Statement 1: According to the staff survey, 33.33% believe it is extremely urgent, and 41.67% believe it is urgent to increase technology resources such as hardware, software and technology training. **Root Cause 1:** We need to increase the number of classroom laptops for student use. Computers in the computer lab need to be updated. We need to be able to effectively provide intervention programs to meet individualized learning objectives for students who are not mastering TEKS for assigned grade level.

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) All new teachers hired will have an ESL Certification and complete GT training within 1st year.	Administration/District ESL & GT Coordinator/Counselor/Teachers	100% of teachers with ESL students will be ESL Certified within the 1st year of being in the district, and all general education teachers will have completed required GT trainings within the 1st semester.				
Problem Statements: Demographics 1, 2						

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: According to the Texas Academic Performance Report for 2016-2017 Campus Performance, Reading results show that our ELL students scored 21% lower than the campus average of 67%. Root Cause 1: Training needs to be provided to staff on how to meet the diverse needs of students, and instructional practices to best meet the needs of ELL students. We also need to continue providing tutoring to the ELL students to ensure language acquisition is not creating the barrier.</p>
<p>Problem Statement 2: According to the Texas Academic Performance Report for 2016-2017 Campus Performance, Math results show that our ELL students scored 10% lower than the campus average of 64%. Root Cause 2: Training needs to be provided to staff on how to meet the diverse needs of students, and instructional practices to best meet the needs of ELL students. We also need to continue providing tutoring to the ELL students to ensure language acquisition is not creating the barrier.</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 Planning Committee

Committee Role	Name	Position
Classroom Teacher	Laura Brandes	Teacher
Classroom Teacher	Vivian Blocker	Teacher
Classroom Teacher	Andrea Curtis	Teacher
Classroom Teacher	Megan Rollins	Teacher
Classroom Teacher	Katelyn Pearson	Teacher
Classroom Teacher	Marissa Richey	Teacher
Classroom Teacher	Esther Manske	Teacher
Classroom Teacher	Chambrel Oliver	Teacher
Classroom Teacher	Leslie Moon	Teacher
Classroom Teacher	Stacey Yzquierdo	Teacher
Classroom Teacher	Daryl Hubbard	Teacher
Classroom Teacher	Karrie Pressnell	Teacher
Classroom Teacher	Carlene Odom	Teacher
Classroom Teacher	Kelly Allen	Teacher
Classroom Teacher	Kristal Byars	Physical Education Teacher
Classroom Teacher	Lindsay Sharp	
Classroom Teacher	Kim Alexander	
Classroom Teacher	Erin Clark	
Paraprofessional	Jessica Leija	Receptionist
Classroom Teacher	Daryl Hubbard	Teacher
Paraprofessional	Erica Mckenzie	
Administrator	Lloyd Ashcraft	Principal
Paraprofessional	Alametria Rudd	

Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	1			\$0.00
2	3	1	lunches	199.13.6499.000.105E.30.00.000	\$500.00
2	3	3	Travel Expenses for Consultant for Columbia Teacher's College Reading and Writing Workshop	420-13-6299-000-105E-30-00-000	\$1,000.00
4	1	3	Travel Expenses for Consultant for Columbia Teacher's College Reading and Writing Workshop (see 2.3.3 for funding)		\$0.00
Sub-Total					\$1,500.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Beacon Hill Intervention Program	211-11-6299-000-105E-30-00-000	\$50,000.00
1	1	4	Title I Instructional Tutor (45 days)	211.11.6118.011.105E30.00.000	\$4,911.00
1	3	3	Legos/Littlebits/Makey makeys and UIL materials	211.11.6399.000.105E.30.00.000	\$1,500.00
2	3	3	Onsite Professional Development - Project School Dues to Columbia Teachers's College Reading and Writing Project Network (5 onsite days)	211-13-6299-000-105E-30-00-000	\$10,000.00
2	3	3	Travel Expenses for Consultant for Columbia Teacher's College Reading and Writing Workshop	211-13-6299-000-105E-30-00-000	\$3,000.00
4	1	3	Onsite Professional Development - Project School Dues to Columbia Teachers's College Reading and Writing Project Network (5 onsite days) (See 2.3.3 for funding)		\$0.00
4	1	3	Travel Expenses for Consultant for Columbia Teacher's College Reading and Writing Workshop (see 2.3.3 for funding)		\$0.00
Sub-Total					\$69,411.00
420 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	walkies	420.23.6399.000.105E.30.00.000	\$250.00

					Sub-Total	\$250.00
263 - Title III						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	4	Title III Instructional Tutor (45 days)	263.11.6118.011.105E.30.00.000		\$4,911.00
					Sub-Total	\$4,911.00
461 - Campus Activity Fund						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	1	Eagle Bucks, items for store, assemblies	461.11.6399.000.105E.30.00.000		\$2,000.00
1	1	2	guest speakers/presenters/student incentives	461.11.6299.000.105E.30.00.000		\$500.00
1	3	2	Guest Speakers	461.11.6299.000.105E.30.00.000		\$0.00
1	3	3	Award/Certificates	461.36.6499.000.105E.30.00.000		\$500.00
					Sub-Total	\$3,000.00
					Grand Total	\$79,072.00