



LEGACY INSTITUTE OF FOCALIZED EDUCATION

VOLUME 1
INTRODUCING L.I.F.E.SCHOOLS

April 5, 2020

WHY L.I.F.E. SCHOOLS?



Where excellence is cultivated.
August 2021.

Mission: The mission is to introduce and reinforce a culture of high achievement, accountability, respect, and academic excellence by maintaining an optimal school climate by emphasizing time management and culturally relevant pedagogical techniques.

niques.

Vision: Our vision is to provide a realistic opportunity to achieve by offering a robust and rigorous academic experience that will equip global learners with the necessary skills to compete and be successful in all their endeavors with focalized instruction in the areas of **Business and Finance, Humanities, and Leadership Development.**

Promise: The school will teach students the skill to discover evidence and use this material to formulate original ideas,

which is an indispensable skill for college, work, and life in general. Students are exposed to more information now than at any time in human history, as a result, now more than ever; having the fluency to look beyond superficial material successfully is indispensable. Research skills are used in every subject and this early exposure will pay huge dividends for our students.

UNMATCHED PROFESSIONALISM

Data has shown that students of color with equivalent resources can match or excel national academic averages. Our school will sustain this practice by offering competitive wages and goal-oriented

supplemental incentives to those educators who chose to support our students. Hiring highly qualified instructors will help to close the achievement gap and prepare our students to become productive and

engaged citizens rather than succumbing to a life of dependency or basic survival.

A paradigm shift from the status-quo:

- EDUCATIONAL REFORM
- INNOVATION
- CRITICAL THINKING
- INDIVIDUALIZED PLANS
- CHANGE
- STUDENT-CENTERED
- ACCELERATION
- DATA-DRIVEN

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“WHEN INEQUITY PLAGUES THE EDUCATIONAL SYSTEM, THAT SYSTEM FAILS TO SERVE THE NEEDS OF EACH CHILD. IT IS OUR MOST IMPORTANT WORK TO BATTLE INEQUITY IN EACH CLASSROOM ACROSS THE NATION, STARTING WITH THE SCHOOLS IN OUR COMMUNITY. OUR CHILDREN ARE WORTH THIS FIGHT.”

—L.I.F.E.SCHOOLS

TARGET POPULATION



“Everything you can imagine is real”
-Pablo Picasso

The city of Miami Gardens services one of the most diverse cohorts of stakeholders in the United States. Recently there has been a climate of increased accountability due to the rise in high stakes testing in the State of Florida; stakeholders are required to meet specific standards to prove proficiency. However, as the stakes increase, overall funding and resources for marginalized students have decreased specifically in Miami-Dade County. If all

stakeholders are expected to reach proficiency on the same assessments, then there is a moral responsibility to ensure that all stakeholders are provided congruent resources and a reasonable opportunity to achieve those standards.

The affected group has been plagued by a revolving door of novice or temporary educators, larger teacher-to-student ratios, inferior curricular materials, and outdated

technology. As a result, per the research, theoretically the data from the existing assessments are invalid based on immensely skewed outcomes. This discrepancy is a direct product of imbalanced access to vital educational resources. The opening of this charter school will be used to alter and reform access to learning opportunities for the students of Miami Gardens, Florida.

“I AM NO LONGER ACCEPTING THE THINGS I CANNOT CHANGE, I AM CHANGING THE THINGS I CANNOT ACCEPT.”

-ANGELA DAVIS

SCHOOL CULTURE

There are common narratives that tend to view the city of Miami Gardens experience from a lower-class lens, the school will counter the feeling of invisibility our learners may feel within their educational settings due to participating in a system unequipped to meet their needs. Learners will benefit from positive inter-

action with peers and adults who relate to them and the burden of fighting for assets and social position within their current situation will be minimized greatly. The collective experiences of the board intimately understand the nuances of the target groups plight as they navigate between the incongruences

of the dominant culture and their own. The board will expose and combat racist and social constructs that are in place to keep our constituents’ subordinate thus allowing the city to reach its full potential.

CURRICULUM FRAMEWORK

The school will teach students the skill to discover evidence and use this material to formulate original ideas, which is an indispensable skill for college, work, and life in general. Students are exposed to more infor-

mation now than at any time in human history, as a result, now more than ever; having the fluency to look beyond superficial material successfully is indispensable. Research skills are used in every subject and this

early exposure will pay huge dividends for our students.



Success is from hard work and preparation.

“WE MUST RECOGNIZE THAT MISEDUCATION IS THE BACKBONE OF DYSFUNCTION AND SUBORDINATION.”

-L.I.F.E.SCHOOLS



INNOVATION AND CHANGE

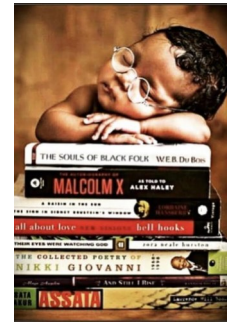
COVID-19 has affected educational systems around the globe, this event will have a lasting impact on instruction as we collectively transition from the crisis.

The current educational infrastructure is centuries-old and we have been needlessly entrenched in this outdated system. The coronavirus has forced the need for innovative solutions during this unprece-

dent time.

There are currently bright students of color being left behind as we transition to virtual instruction. This has exposed the gap in quality instruction and lack of systems as we watch educational access denied in real-time by a plethora of unresponsive and inadequate instructors. These conditions are more rampant in certain communities which fur-

ther exacerbate socioeconomic equality and they achievement gap. At L.I.F.E.SCHOOLS a coalition is taking shape, with diverse stakeholders coming together to provide a solution. To provide a quality educational product to predominately minority communities changing the narrative and the future of education.



Hold fast to dreams,
for if dreams die life
is a broken-winged
bird, that cannot fly.
-Langston Hughes

ACCELERATED LEARNING (AL)

Founded by lifelong educators L.I.F.E. Schools will provide a local venue for students that exhibit advanced academic ability and has maintained a record of consistent strong achievement in school. Other important factors include the student's motivation, disposition toward school, and social/emotional de-

velopment. Many advanced students are stagnant because they aren't appropriately placed for several reasons which stifles their potential. At L.I.F.E. we believe it's always best to cultivate talented students whenever we can. This means that the student is doing work at the correct level regardless of their

age and that they receive the proper credit for that work. Our accelerated program of study will allow students to progress through an educational program at rates faster and at ages younger than conventional schools maximizing their potential and academic opportunities.

**TO MANY OF
OUR CHILDREN
ARE THRIVING IN
SPITE OF WHAT'S
HAPPENING
INSTEAD OF
WHAT'S
HAPPENING IN
SCHOOL**

MINDSET SHIFT

Providing an extended day program to provide enrichment can combat academic trauma by providing a protected space away from their existing surroundings allowing them to focus solely on academics in a safe space. L.I.F.E. Schools will battle the digital divide by

offering access to technology as well.

Due to an emphasis on standardized testing, a premium has been placed on academic performance towards a school grade, which adds to the stress and anxiety of our targeted students. The traditional

role of the school counselor will shift from a focus on course scheduling and academic advisement to working with issues that may affect the stakeholder's adjustment to school.

**THE STARTING
POINT OF ALL
ACHIEVEMENT
IS DESIRE.**

Without courage, you can't
practice any other virtue consistently...
-Maya Angelou



Where excellence is cultivated. August 2021.

THE GOVERNING BOARD

The Governing Board will oversee supervision, finances, and quality control of services; set tactical direction; establish community partnerships; create an ethical culture; and select a principal and monitor the implementation of the boards vision which is to provide a realistic opportunity to achieve by offering a robust and rigorous academic experience that will equip global learners with the necessary skills to compete and be successful in all of their endeavors. At **L.I.F.E. Schools** we will encourage parents to bring discrepancies to the boards attention as it pertains to any aspect of the school's operations. Initially stakeholders will be encouraged to take concerns they may have to the principal on site. Any issue brought to the board without following this primary step will be referred to the principal for resolution (however in the rare event that the complaint is such that it rises above the school the board will intervene with input from the principal).



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L.I.F.E. schools
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The Legacy Institute of Focalized Education- "Where excellence is cultivated."

Website: [Lifeschools.education](https://lifeschools.education)

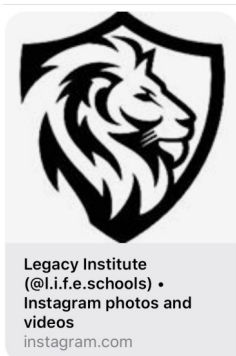
Email: lif.education305@gmail.com

PHILOSOPHICAL FOUNDATION

Our school will embrace emancipatory pedagogy and its theories in conjunction with the College Board Advanced Academic curriculum. Daily instruction will be embedded with practices that influence self-efficacy and the cultivation of the ability of our students to take ownership of their learning as well as developing the mindset to academically challenge the social conditions that marginalize stakeholders such as themselves. The

concept encourages prior knowledge and experiences in the learning process in lieu of rigid, rudimentary instruction geared to compliance. Our students will be active participants of their learning experience and independent, innovative thoughts, will be harnessed and cultivated the right way. This will lead to the educational reforms needed to allow Miami Gardens to reach its full potential by awakening and transi-

tioning stakeholders from the current stagnant and institutionalized state their current learning institutions support intentionally or submissively.



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Want it more than
you're afraid of it....