

Life School
Life High School Waxahachie
Campus Improvement Plan
2020-2021



Mission Statement

The mission of Life School is to develop leaders with life skills through strong academics, character training, and partnerships with parents and the community.

Vision

Every student is Ready to Learn, Ready to Lead, and Ready for Life.

Values

Build Trust

Value People

Continuous Improvement

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Comprehensive Needs Assessment

Close the Opportunity Gap - Secondary

Close the Opportunity Gap - Secondary Strengths

- College readiness
- Pay for students' SAT/ACT/TSI exams
- Offer TSI boot camps to prepare students for TSI test
- The campus offers the ASVAB to all AVID students and any other students interested in going into the military.
- We offer the AVID elective class to freshman, sophomore, juniors and seniors to help close the achievement gap by preparing all students for college readiness and success in a global society

Problem Statements Identifying Close the Opportunity Gap - Secondary Needs

Problem Statement 1 (Prioritized): On our 18-19 Accountability Report, 61% of our students earned their CCMR point. **Root Cause:** Our students were not being successful on the SAT/ACT, TSI, & CTE Certification tests and only 61% of our students earned the minimum score to gain their CCMR point. We need to provide additional materials and resources in the core academics areas that can prepare students for exams that they will take throughout the year and that can result in earning a CCMR point.

Problem Statement 2: We did not have students enrolled in college prep classes for the 2017-18 school year. **Root Cause:** CCMR was a new component added to the accountability system starting in 2018-19. We need to provide AP materials and resources that can prepare them for AP exams that can result in college credits.

Problem Statement 3: On our 2017-18 TAPR Report AA students scored below all other student groups in Alg. 1.

Problem Statement 4: Students do not have their own devices to bring school. **Root Cause:** 44% of our students qualify as Economically Disadvantaged.

Problem Statement 5 (Prioritized): 97% of students are meeting standard on science EOC tests and only 20% are meeting masters . We want to increase this to 30% so students are prepared with post-secondary skills. **Root Cause:** Students need access to hands on materials for science labs to engage them in the lessons being taught in the classroom, it allows them to not only listen to a lecture, but to actively engage in what they are learning.

Problem Statement 6 (Prioritized): In the SPED student group LHSW met 0 out of 2 of the indicators in the 2019 federal accountability report and needed to score 4% or higher **Root Cause:** Special Education teachers had lack of access to data monitoring with the special pop, training, and time with instructional leadership to implement rigorous curriculum and interventions.

Problem Statement 7 (Prioritized): Per LHSW 2017-18 Accountability Rating, student achievement in the area of Math is below the state for Approaches/Meets/Masters level. **Root Cause:** Teachers are not meeting in PLC's in the math department weekly to review data and discuss instructional strategies.

Employer of Choice

Employer of Choice Summary

Everything stops at the door-teacher will or skill are the key influencer in success. Our staff has the greatest influence on improving student outcomes. We cannot be successful without quality staff. An excellent employee experience will increase our retention, assist our recruiting efforts, and increase our student academic achievement.

Employer of Choice Strengths

- Benefits
- Principal
- Staff
- Building

Problem Statements Identifying Employer of Choice Needs

Problem Statement 1 (Prioritized): Average years of teachers with the district remains below the state (7%) at 3%. **Root Cause:** The district pay scale is not competitive for teachers with more than 5 years of experience.

Problem Statement 2 (Prioritized): Per the Fall 2019 Q12 Survey, 34% of LHSW staff answered strongly agree to Q7, "At work, my opinions seem to count." **Root Cause:** Throughout the school year there is very little time for admin to meet with teachers and receive feedback, due to the number of meetings/trainings that occur.

Problem Statement 3: Per 2019 HR Report, 85% of teachers returned for the 2019-2020 school year. **Root Cause:** With the number of new staff members each year, it has been difficult for admin to support the number of teachers that need it on a regular basis.

School of Choice

School of Choice Summary

Families and their students have a variety of available education options. Life School aims to meet the needs of families and students by providing a great educational opportunity, preparing students, parents and stakeholders for Life through the intentional focus on Life Leader attributes, exceptional customer service and SAFE and clean buildings and classrooms for students and staff to reach their full potential. Providing excellent customer experiences create a positive culture and working/learning environments which will improve student retention and increase our desirability as an educational solution for families. By executing these qualities, student retention, as well as the waitlist, will increase allowing opportunities to serve new families as spaces become available.

School of Choice Strengths

- Dual credit offerings and price
- AP tests for free
- SAT offered on campus and at low/no cost
- Teacher/ student relationships
- Athletics
- Zero tolerance for important issues/ Leads to great kids!
- Student Certifications for employment
- Onboarding is incredibly helpful to new staff
- Accessibility to everyone (facilities, admin., etc.)
- Uniform policy
- Facilities/ cleanliness
- Classroom technology that we have acquired in recent years
- In-house transition/ advancement opportunities (always handled with a lot of clarity and communication)

- Consistent terminology and vision
- Strengths training
- Instructional coach addition has been amazing!

Problem Statements Identifying School of Choice Needs

Problem Statement 1 (Prioritized): The current 2019-2020 student retention rate is 85% as of snapshot week 10 (96% re-enrollment Feb 2019) and we are 33 students under capacity. By being under capacity, we are losing about \$231,000 in revenue based on \$7,000 per student which could be invested in initiatives to make Life School the school of choice.. **Root Cause:** Parents have more options than ever about where to send their children to school. The number of charters in Ellis and Dallas county has grown. Local ISD's are also opening their enrollment to people outside their attendance zones. With more choice available to parents than before Life School must focus on a set of specific parent needs or offer options and programs on par with what other schools can offer. Other root causes for this problem are transportation issues and changes in parental custody of our students.

Problem Statement 2: Students do not have their own devices to bring school. **Root Cause:** 44% of our students qualify as Economically Disadvantaged.

Problem Statement 3 (Prioritized): Per the Fall 2019 Q12 Survey, 33% of LHSW staff answered strongly agree to Q02: "I have the materials and equipment to do my job right." **Root Cause:** There is little to no funding available in campus general budgets and many campuses pay for staff out of their Title 1 budgets so there is little funding left for technology or curriculum resources

Problem Statement 4: According to district data, only 54% of parents are enrolled in parent portal. **Root Cause:** Few staff members, other than the campus registrar, understand how to support parents with enrolling in parent portal.

Problem Statement 5: Per May 2020 Parent survey, 27% agree that we are preparing their student(s) with leadership skills. **Root Cause:** Parents/students do not have enough opportunities or a platform to share their stories with other parents/students.

LifeLeader

LifeLeader Summary

The Life School charter was founded on the belief that character is an essential part of developing the whole individual. We believe that emphasizing character development for our staff, students and parents will improve student outcomes. Soft skills are important in the ever-changing labor market. The Life Leader Profile includes 15 attributes that represent skills and knowledge necessary to be Ready to Learn, Ready to Lead and Ready for Life.

LifeLeader Strengths

- I Will Statements on announcements and posted in the classroom
- Shoutouts for teachers and students tied to LifeLeader profile
- Nominating students for EOY awards based off the Leadership profiles

Problem Statements Identifying LifeLeader Needs

Problem Statement 1 (Prioritized): Per the February 2020 LifeLeader Staff Survey, 14% of LHSW staff answered "Often" to the question "I incorporate LifeLeader into classroom/work activities I am responsible for planning." **Root Cause:** There is not a clearly defined expectation for how staff can include LifeLeader in activities.

Problem Statement 2 (Prioritized): Per the February 2020 LifeLeader Staff Survey, 77% of LHSW staff answered agree/strongly agree to "I understand how to integrate LifeLeader into daily activities" **Root Cause:** More training is needed to help teachers understand how to integrate LifeLeader into daily activities

Problem Statement 3: Although the number of discipline referrals has decreased from 2018-19 to 2019-20 school year, positive student recognition remains low. **Root Cause:** There has been too much focus on discipline and there is a need to focus more on positive behavior.

Growth and Development

Growth and Development Summary

Life School believes in valuing and investing in people. Continual growth and development improves engagement, satisfaction, retention, and outcomes. It is important as an organization that we are committed to developing ourselves and others.

Growth and Development Strengths

Listed below are a number of ways that we are actively growing and developing our

- Campus coach
- Common planning periods
- PLC with coordinators, campus, and team lead
- Fundamental Five
- iTech program (optional)
- Summer book study (optional)
- AVID trainings at CO
- Leadership Academy
- Campus/district PD training
- Region 10 & outside training (CAST, AP Summer Institute, etc.)
- Strengths Training
- Mentor Teachers

Problem Statements Identifying Growth and Development Needs

Problem Statement 1 (Prioritized): 34% of Staff marked Strongly Agree on Q07 Results: At work, my opinion seems to count. **Root Cause:** Teachers do not consistently have voice/choice within their campus PD. Lack of choice within PD offerings. When whole campus PD is offered, teachers often struggle making the connection between the PD and a direct application to their curriculum.

Problem Statement 2: Per the Fall 2019 Q12 Survey, 51% of LHSW staff answered strongly agree to Q12-"This last year, I have had opportunities to learn and grow at work."
Root Cause: Some teachers (ex. Health Science) don't have the opportunity to meet regularly for common planning with their peers. Time/Scheduling

Problem Statement 3: Per the Fall 2019 Q12 Survey, 54% of LHSW staff answered strongly agree to Q03-"At work, I have the opportunity to do what I do best." **Root Cause:** All staff need more training on how to intentionally apply their strengths to daily activities.

Parent Engagement

Parent Engagement Summary

Life School believes that the parent is the primary educator of a child. We invite and encourage parents to participate in the education of their child. Parent engagement improves student outcomes, increases student retention, and enhances word-of-mouth marketing.

Parent Engagement Strengths

- - Responsiveness of Parents
 - Community amongst the parents of long term enrollees
 - Attendance at Sporting Events
 - Parent Groups amongst clubs/sports/extracurricular
 - Intent of Parent Night
 - Knowledge and expertise of staff is already there

Problem Statements Identifying Parent Engagement Needs

Problem Statement 1: Per Fall 2019 Parent Engagement survey, 42% of parents strongly agree that they feel well informed about how their students are doing at school. **Root Cause:** High School Parents are harder to target as students become more responsible and independent.

Problem Statement 2 (Prioritized): Per Spring 2020 Parent Satisfaction survey, 33% of parents strongly agree that information and events provided to parents allows them to better support their students' needs. **Root Cause:** Parent nights are not relevant to parent needs.

Community Engagement

Community Engagement Summary

Life School believes in making a positive impact in the community. We seek to bring value to the communities we serve. Engaging community provides benefits to individual community members and to our students and our fund development projects. Engaged community members become supporters, volunteers, and mentors.

Core Belief: We are a complement to what is happening in the community. We should influence others by sharing operational best practices. We should collaborate with all school models to benefit students within and outside of our system. A high tide raises all boats. We believe in helping others become the best they can be.

Community Engagement Strengths

- - We have clubs that get involved with community service projects
 - Partnership with The Avenue
 - Partnership with Navarro College
 - Staff outreach through community service
 - All sport teams participates in community service events each year
 - Groups were in a community parade representing Life School
 - Senior project mentor
 - Practicum for students at the local hospital
 - Participate in the Ellis County College Fair
 - Sooper Hoopers partnership w/ DeSoto
 - Students volunteer to help with Special Olympics
 - Softball will participate in the Miracle League of Ellis County

Problem Statements Identifying Community Engagement Needs

Problem Statement 1 (Prioritized): In 2019, LHSW participated in fewer than 10 community events for the school year. **Root Cause:** Lack of organizations to accommodate the number of staff or students we have.

Problem Statement 2: LHSW did not have many volunteers at events throughout the school year. **Root Cause:** Parents are often unaware of volunteer opportunities at the campus. We do not currently have a way to track these opportunities.

Corporate and University Partnerships

Corporate and University Partnerships Summary

Building corporate and university partnerships will improve student outcomes by providing resources, expertise, and closing student opportunity gaps, especially for low-income students. Corporate and university partners help students develop a global perspective and social awareness, learn collaboration and effective communication skills, and experience ethical leadership in action.

Corporate partners support development projects, provide access to grants and resources, provide access to individual donors (particularly potential donors with large capacities to give), become mentors, communicate career readiness needs to inform academic instruction, and provide necessary expertise.

University partners provide opportunities to increase the employment pipeline for both teaching and administrative candidates, subject area and pedagogical expertise, research opportunities, learning opportunities for students (field trips, etc), communicate college readiness needs to inform academic instruction, access to enrollment options for our students, preferred partnership opportunities for increased financial aid through scholarships and discounted tuition.

Adding value to organizations we partner with will create synergy for both organizations.

Corporate and University Partnerships Strengths

- Teachers on campus encouraging and facilitating conversations about colleges and post high school education/opportunities.
- Counselors start at 8th grade with orientations and conversations; open-door policy to meet with students
- Teen leadership
- College fairs with local districts
- CTE level grant money

Problem Statements Identifying Corporate and University Partnerships Needs

Problem Statement 1 (Prioritized): There is a lack of community and parent engagement at the secondary level. **Root Cause:** We do not have a way to track parent/community volunteers at this time.

Priority Problem Statements

Problem Statement 1: The current 2019-2020 student retention rate is 85% as of snapshot week 10 (96% re-enrollment Feb 2019) and we are 33 students under capacity. By being under capacity, we are losing about \$231,000 in revenue based on \$7,000 per student which could be invested in initiatives to make Life School the school of choice..

Root Cause 1: Parents have more options than ever about where to send their children to school. The number of charters in Ellis and Dallas county has grown. Local ISD's are also opening their enrollment to people outside their attendance zones. With more choice available to parents than before Life School must focus on a set of specific parent needs or offer options and programs on par with what other schools can offer. Other root causes for this problem are transportation issues and changes in parental custody of our students.

Problem Statement 1 Areas: School of Choice

Problem Statement 2: Per the February 2020 LifeLeader Staff Survey, 14% of LHSW staff answered "Often" to the question "I incorporate LifeLeader into classroom/work activities I am responsible for planning."

Root Cause 2: There is not a clearly defined expectation for how staff can include LifeLeader in activities.

Problem Statement 2 Areas: LifeLeader

Problem Statement 3: Per the February 2020 LifeLeader Staff Survey, 77% of LHSW staff answered agree/strongly agree to "I understand how to integrate LifeLeader into daily activities"

Root Cause 3: More training is needed to help teachers understand how to integrate LifeLeader into daily activities

Problem Statement 3 Areas: LifeLeader

Problem Statement 4: On our 18-19 Accountability Report, 61% of our students earned their CCMR point.

Root Cause 4: Our students were not being successful on the SAT/ACT, TSI, & CTE Certification tests and only 61% of our students earned the minimum score to gain their CCMR point. We need to provide additional materials and resources in the core academics areas that can prepare students for exams that they will take throughout the year and that can result in earning a CCMR point.

Problem Statement 4 Areas: Close the Opportunity Gap - Secondary

Problem Statement 5: Per LHSW 2017-18 Accountability Rating, student achievement in the area of Math is below the state for Approaches/Meets/Masters level.

Root Cause 5: Teachers are not meeting in PLC's in the math department weekly to review data and discuss instructional strategies.

Problem Statement 5 Areas: Close the Opportunity Gap - Secondary

Problem Statement 6: In the SPED student group LHSW met 0 out of 2 of the indicators in the 2019 federal accountability report and needed to score 4% or higher

Root Cause 6: Special Education teachers had lack of access to data monitoring with the special pop, training, and time with instructional leadership to implement rigorous curriculum and interventions.

Problem Statement 6 Areas: Close the Opportunity Gap - Secondary

Problem Statement 7: 97% of students are meeting standard on science EOC tests and only 20% are meeting masters . We want to increase this to 30% so students are prepared with post-secondary skills.

Root Cause 7: Students need access to hands on materials for science labs to engage them in the lessons being taught in the classroom, it allows them to not only listen to a lecture, but to actively engage in what they are learning.

Problem Statement 7 Areas: Close the Opportunity Gap - Secondary

Problem Statement 8: Per the Fall 2019 Q12 Survey, 33% of LHSW staff answered strongly agree to Q02: "I have the materials and equipment to do my job right."

Root Cause 8: There is little to no funding available in campus general budgets and many campuses pay for staff out of their Title 1 budgets so there is little funding left for technology or curriculum resources

Problem Statement 8 Areas: School of Choice

Problem Statement 9: Per Spring 2020 Parent Satisfaction survey, 33% of parents strongly agree that information and events provided to parents allows them to better support their students' needs.

Root Cause 9: Parent nights are not relevant to parent needs.

Problem Statement 9 Areas: Parent Engagement

Problem Statement 10: In 2019, LHSW participated in fewer than 10 community events for the school year.

Root Cause 10: Lack of organizations to accommodate the number of staff or students we have.

Problem Statement 10 Areas: Community Engagement

Problem Statement 11: There is a lack of community and parent engagement at the secondary level.

Root Cause 11: We do not have a way to track parent/community volunteers at this time.

Problem Statement 11 Areas: Corporate and University Partnerships

Problem Statement 12: 34% of Staff marked Strongly Agree on Q07 Results: At work, my opinion seems to count.

Root Cause 12: Teachers do not consistently have voice/choice within their campus PD. Lack of choice within PD offerings. When whole campus PD is offered, teachers often struggle making the connection between the PD and a direct application to their curriculum.

Problem Statement 12 Areas: Growth and Development

Problem Statement 13: Per the Fall 2019 Q12 Survey, 34% of LHSW staff answered strongly agree to Q7, "At work, my opinions seem to count."

Root Cause 13: Throughout the school year there is very little time for admin to meet with teachers and receive feedback, due to the number of meetings/trainings that occur.

Problem Statement 13 Areas: Employer of Choice

Problem Statement 14: Average years of teachers with the district remains below the state (7%) at 3%.

Root Cause 14: The district pay scale is not competitive for teachers with more than 5 years of experience.

Problem Statement 14 Areas: Employer of Choice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Federal Report Card Data

Student Data: Assessments

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

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data

Goals

Revised/Approved: May 11, 2020

Goal 1: Strong Academics

Performance Objective 1: Close the Opportunity Gap for Elementary Students

Targeted or ESF High Priority

Evaluation Data Sources: Intentionally left blank

Summative Evaluation: None

Goal 1: Strong Academics

Performance Objective 2: Close the Opportunity Gap for Secondary Students- Improve Closing the Gaps percentage to 80% as determined by the TEA Accountability Rating by improving student performance on the STAAR Test.





Targeted or ESF High Priority

Evaluation Data Sources: Accountability Rating
TSI/SAT/Benchmark data

Summative Evaluation: None

<p>Strategy 1: Ensure all secondary students have opportunities to meet CCMR state requirement by providing: * College Prep classes for Math and Reading, PSAT, TSI, ACT, and SAT, ASVAB, AP, Dual Credit Classes, endorsement pathways and certifications</p> <p>Strategy's Expected Result/Impact: Lead: All students have the opportunity to earn their CCMR point</p> <p>Lag: 95% of seniors earn their CCMR point by graduation</p> <p>Staff Responsible for Monitoring: CCMR Coordinator Admin Counselor</p> <p>Review CCMR identification spreadsheet daily</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college - Comprehensive Support Strategy</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 1</p> <p>Funding Sources: Resources needed for Math and Reading College Prep Courses - 211 - Title I - 211-11-6399-000-002S-30-00-000 - \$1,000, Funds needed for SAT exams and TSI exams. - 410 - Instructional Materials Allotment (IMA) - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 2: Review student data for decision making.</p> <p>Utilize software such as, but not limited to Lead4ward, Eduphoria, and IXL Learning to make curriculum and instruction decisions.</p> <p>Strategy's Expected Result/Impact: Lead: Data will be reviewed during ARDs, 504 meetings, and PLC's to improve student performance. All students will continue to be successful and graduate.</p> <p>Lag: Increase in student performance on EOC exams</p> <p>100% graduation rate</p> <p>Staff Responsible for Monitoring: Campus Administration, Counselors</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 5</p> <p>Funding Sources: Software - 211 - Title I - 211-11-6395-000-002S-30-00-000 - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 3: Teachers will provide additional tutoring before/after school for low performing and struggling students.</p> <p>Strategy's Expected Result/Impact: Lead: All students will be assigned to an enhancement class. All core teachers will provide 2 days of tutoring before/after school.</p> <p>Lag: 90% of students in all grades and all student groups will pass all STAAR Tests.</p> <p>Staff Responsible for Monitoring: Teachers, Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 5, 7</p> <p>Funding Sources: Tutoring - 211 - Title I - 211-11-6118-000-002S-30-00-000 - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 4: Provide intentional professional development to continue to develop teachers for improved instruction</p> <p>Strategy's Expected Result/Impact: Lead: All teachers will attend professional development for their content area on staff development days.</p> <p>Lag: 90% of students in all grades and all student groups will pass all STAAR Tests.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 7</p> <p>Funding Sources: Professional development registration and travel expenses - 211 - Title I - 211-13-6411-000-002S-30-00-000 - \$11,599</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 5: Provide structured instructional support and collaborative opportunities through the use of regular PLC meetings.</p> <p>Strategy's Expected Result/Impact: Lead: PLCs meet once at least once a week.</p> <p>Lag: 90% of students in all grades and all student groups will pass all STAAR Tests.</p> <p>Staff Responsible for Monitoring: Principals Coordinators Department Heads</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 5, 6, 7</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Close the Opportunity Gap - Secondary
<p>Problem Statement 1: On our 18-19 Accountability Report, 61% of our students earned their CCMR point. Root Cause: Our students were not being successful on the SAT/ACT, TSI, & CTE Certification tests and only 61% of our students earned the minimum score to gain their CCMR point. We need to provide additional materials and resources in the core academics areas that can prepare students for exams that they will take throughout the year and that can result in earning a CCMR point.</p>
<p>Problem Statement 5: 97% of students are meeting standard on science EOC tests and only 20% are meeting masters . We want to increase this to 30% so students are prepared with post-secondary skills. Root Cause: Students need access to hands on materials for science labs to engage them in the lessons being taught in the classroom, it allows them to not only listen to a lecture, but to actively engage in what they are learning.</p>
<p>Problem Statement 6: In the SPED student group LHSW met 0 out of 2 of the indicators in the 2019 federal accountability report and needed to score 4% or higher Root Cause: Special Education teachers had lack of access to data monitoring with the special pop, training, and time with instructional leadership to implement rigorous curriculum and interventions.</p>





Problem Statement 7: Per LHSW 2017-18 Accountability Rating, student achievement in the area of Math is below the state for Approaches/Meets/Masters level. **Root Cause:** Teachers are not meeting in PLC's in the math department weekly to review data and discuss instructional strategies.

Goal 1: Strong Academics

Performance Objective 3: Employer of Choice- According to the district exit survey, the staff turnover rate will decrease to less than 10% for LHSW (The rate for 2018-19 is 15.3%).

Evaluation Data Sources: Exit survey results, Q12 Survey Results

Summative Evaluation: None

<p>Strategy 1: Provide a supportive and collaborative environment for staff through the use of a campus instructional coach in order to improve classroom instruction and retain teachers longer.</p> <p>Strategy's Expected Result/Impact: Lead: All new or struggling teachers meet with the campus instructional coach weekly and Instructional practices are implemented in classroom instruction.</p> <p>Lag: Increase the Q07 results.</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional coach</p> <p>Campus administration will monitor the campus instructional coaching schedule and notes to ensure new or struggling teachers are meeting weekly.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Growth and Development 1</p> <p>Funding Sources: Instructional Coach Salary and Benefits - 211 - Title I - 211-13-6119-000-002S-30-00-000 - \$71,776.56</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 2: We will provide opportunities for staff to give feedback through surveys and meetings.</p> <p>Strategy's Expected Result/Impact: Lead: Meet with department heads once a month.</p> <p>Lag: Increase the number of staff that strongly agree.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Campus administration will collect sign in sheets from the monthly meetings and compare survey results from year to year.</p> <p>Problem Statements: Employer of Choice 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Employer of Choice
Problem Statement 2: Per the Fall 2019 Q12 Survey, 34% of LHSW staff answered strongly agree to Q7, "At work, my opinions seem to count." Root Cause: Throughout the

school year there is very little time for admin to meet with teachers and receive feedback, due to the number of meetings/trainings that occur.

Growth and Development

Problem Statement 1: 34% of Staff marked Strongly Agree on Q07 Results: At work, my opinion seems to count. **Root Cause:** Teachers do not consistently have voice/choice within their campus PD. Lack of choice within PD offerings. When whole campus PD is offered, teachers often struggle making the connection between the PD and a direct application to their curriculum.





Goal 1: Strong Academics

Performance Objective 4: School of Choice- LHSW will maintain enrollment at 97% Capacity throughout the school year.

Evaluation Data Sources: Enrollment Reports

Summative Evaluation: None

<p>Strategy 1: Intentionally connect with parents via one on one phone calls and emails to update about student progress and success. We will practice safety drills to be prepared for emergencies.</p> <p>Strategy's Expected Result/Impact: Lead: All safety drills are completed by the district timeline. Staff will make 3 points of contact for students who are academically at risk.</p> <p>Lag: Students have met progress in their courses. Retention of students for enrollment.</p> <p>Staff Responsible for Monitoring: Administration, Counselors, Teachers</p> <p>Enrollment numbers will be monitored monthly by campus administration.</p> <p>Problem Statements: School of Choice 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 2: Provide technology materials and equipment for operational classroom readiness (Q02) to manage assignments and access teaching videos.</p> <p>Strategy's Expected Result/Impact: Lead: Chromebooks will be used to log attendance and access daily assignments via the LMS.</p> <p>Lag: ADA Attendance Logs Q02</p> <p>Staff Responsible for Monitoring: Campus administration, PIEMS</p> <p>Campus admin will ensure needed technology is purchased annually and that these are in use by students, as observed in administrative walk throughs.</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 1, 5, 7 - School of Choice 3</p> <p>Funding Sources: Chromebooks, cart, chargers - 211 - Title I, 1003 (School Improvement) - \$29,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 3: Provide materials and equipment for instruction including, but not limited to science supplies for hands-on learning experiences, novels for Reading, tutoring resources for enhancement period, math resources and prep materials for TSI/SAT/ACT, CTE Certification Test.</p> <p>Provide the AP materials to prepare them for AP exams, provide AVID resources to help close the achievement gap and to prepare all students for college, career and military readiness.</p> <p>Strategy's Expected Result/Impact: Lead: operational classroom readiness rubric</p> <p>Lag: Increase scores on Q2-I have the Materials and Equipment to do my job right.</p> <p>Increase student achievement</p> <p>Staff Responsible for Monitoring: Content Coordinators, Campus Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: School of Choice 3</p> <p>Funding Sources: Curriculum and Instruction Resources (calculators, etc.) - 211 - Title I - 211-11-6399-000-002S-30-00-000 - \$10,000, Curriculum and Instruction Resources - 244 - Carl Perkins - \$27,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 4: Create opportunities for families to share their Life School story and positive experiences.</p> <p>Strategy's Expected Result/Impact: Lead: 1 parent/student story will be shared on social media, newsletter, or daily announcements each month.</p> <p>Lag: Increase Facebook page likes Meet enrollment capacity</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: School of Choice 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 5: Provide replacement technology as needed including, but not limited to projectors, projector bulbs, keyboards, and document cameras.</p> <p>Strategy's Expected Result/Impact: Lead: Teachers will have the opportunity to make these requests as needed through the district electronic ticketing system.</p> <p>Lag: Increase scores on Q2-I have the Materials and Equipment to do my job right.</p> <p>Staff Responsible for Monitoring: Campus administration</p> <p>Problem Statements: School of Choice 3</p> <p>Funding Sources: document cameras, bulbs, keyboards - 211 - Title I - \$6,372</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 4 Problem Statements:

Close the Opportunity Gap - Secondary

Problem Statement 1: On our 18-19 Accountability Report, 61% of our students earned their CCMR point. **Root Cause:** Our students were not being successful on the SAT/ACT, TSI, & CTE Certification tests and only 61% of our students earned the minimum score to gain their CCMR point. We need to provide additional materials and resources in the core academics areas that can prepare students for exams that they will take throughout the year and that can result in earning a CCMR point.

Problem Statement 5: 97% of students are meeting standard on science EOC tests and only 20% are meeting masters . We want to increase this to 30% so students are prepared with post-secondary skills. **Root Cause:** Students need access to hands on materials for science labs to engage them in the lessons being taught in the classroom, it allows them to not only listen to a lecture, but to actively engage in what they are learning.

Problem Statement 7: Per LHSW 2017-18 Accountability Rating, student achievement in the area of Math is below the state for Approaches/Meets/Masters level. **Root Cause:** Teachers are not meeting in PLC's in the math department weekly to review data and discuss instructional strategies.

School of Choice

Problem Statement 1: The current 2019-2020 student retention rate is 85% as of snapshot week 10 (96% re-enrollment Feb 2019) and we are 33 students under capacity. By being under capacity, we are losing about \$231,000 in revenue based on \$7,000 per student which could be invested in initiatives to make Life School the school of choice.. **Root Cause:** Parents have more options than ever about where to send their children to school. The number of charters in Ellis and Dallas county has grown. Local ISD's are also opening their enrollment to people outside their attendance zones. With more choice available to parents than before Life School must focus on a set of specific parent needs or offer options and programs on par with what other schools can offer. Other root causes for this problem are transportation issues and changes in parental custody of our students.

Problem Statement 3: Per the Fall 2019 Q12 Survey, 33% of LHSW staff answered strongly agree to Q02: "I have the materials and equipment to do my job right." **Root Cause:** There is little to no funding available in campus general budgets and many campuses pay for staff out of their Title 1 budgets so there is little funding left for technology or curriculum resources

Goal 2: Character Training


Performance Objective 1: LifeLeader- 85% of staff agree/strongly agree that they understand how to integrate LifeLeader into daily activities (2019 Spring percentage is 77%).


Evaluation Data Sources: Life Leader Staff Survey

Summative Evaluation: None

<p>Strategy 1: Align LifeLeader activities based on best practices by:</p> <ul style="list-style-type: none"> - Weekly I Will Statements - Utilize the campus slideshow that is displayed on TV's throughout the school to highlight the LifeLeader profile. - Provide examples of best practices to teachers during staff meetings <p>Strategy's Expected Result/Impact: Lead: Weekly I Will Statements are displayed on campus and in newsletter LifeLeader best practices are shared at each staff meeting</p> <p>Lag: Increase the percent of staff who answer "Often" to "I incorporate LifeLeader into classroom/work activities I am responsible for planning"</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: LifeLeader 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 2: Recognize student, teacher and staff of the month and highlight LifeLeader attribute.</p> <p>Strategy's Expected Result/Impact: Lead: Recognitions occur every month and are tied to LifeLeader</p> <p>Lag: The percentage of staff that report having been recognized in the past 7 days, according to Q4 of the Q12 Survey, will continue to increase.</p> <p>Staff Responsible for Monitoring: None</p> <p>Problem Statements: LifeLeader 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 3: Incorporate LifeLeader attributes into Positive Behavior and Intervention Supports (PBIS) by recognizing students and staff weekly.</p> <p>Strategy's Expected Result/Impact: Lead: Increase the number of Positive Referrals</p> <p>Lag: Decrease the number of discipline referrals</p> <p>Staff Responsible for Monitoring: None</p> <p>Problem Statements: LifeLeader 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

LifeLeader

Problem Statement 1: Per the February 2020 LifeLeader Staff Survey, 14% of LHSW staff answered "Often" to the question "I incorporate LifeLeader into classroom/work activities I am responsible for planning." **Root Cause:** There is not a clearly defined expectation for how staff can include LifeLeader in activities.





Problem Statement 2: Per the February 2020 LifeLeader Staff Survey, 77% of LHSW staff answered agree/strongly agree to "I understand how to integrate LifeLeader into daily activities" **Root Cause:** More training is needed to help teachers understand how to integrate LifeLeader into daily activities

Goal 2: Character Training

Performance Objective 2: Growth and Development- 80% of LHSW employees will answer agree or strongly agree to question 12 on the Life School Gallup Survey.

Evaluation Data Sources: Q12 Survey Results

Summative Evaluation: None

<p>Strategy 1: Provide opportunities for staff to access professional development that is relevant and targeted to them</p> <p>Strategy's Expected Result/Impact: Lead: Staff will submit 1 professional growth goal in strive of their choice to provide growth in the area of their choosing</p> <p>Lag: Campus Administration will evaluate the completion of these goals at the end of each school year.</p> <p>Staff Responsible for Monitoring: None</p> <p>Problem Statements: Growth and Development 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 2: Give staff a voice into the types of training they would like to see in an upcoming year</p> <p>Strategy's Expected Result/Impact: Lead: At the end of each year Department heads will gather feedback from their departments to learn about how staff would like to grow for the upcoming year. Submissions will align with campus and Life Leader goals</p> <p>Lag: PD will be targeted to staff choices and opinions.</p> <p>Staff Responsible for Monitoring: None</p> <p>Problem Statements: Growth and Development 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 3: Provide individualized personal/professional development and growth opportunities for staff by providing: - Gallup Strengths training, professional development opportunities, etc.</p> <p>Strategy's Expected Result/Impact: Lead: Strengths Training during PLC's</p> <p>Lag: Increase in Q3, Q6 and or Q12 survey results</p> <p>Staff Responsible for Monitoring: None</p> <p>Problem Statements: Growth and Development 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Growth and Development





Problem Statement 1: 34% of Staff marked Strongly Agree on Q07 Results: At work, my opinion seems to count. **Root Cause:** Teachers do not consistently have voice/choice within their campus PD. Lack of choice within PD offerings. When whole campus PD is offered, teachers often struggle making the connection between the PD and a direct application to their curriculum.

Goal 3: Partnerships with Parents and the Community

Performance Objective 1: Parent Engagement will be improved as measured by the percentage of parents enrolled in the Partners 4 Life Program.

Evaluation Data Sources: Fall Parent Engagement Survey
 Spring Parent Satisfaction Survey
 Galaxy Digital Reports

Summative Evaluation: None

<p>Strategy 1: Offer parent engagement opportunities at least 2 times a semester through the Partners 4 Life Program</p> <p>Strategy's Expected Result/Impact: Lead: Parents will be invited to learn about our Partners for life programs virtually.</p> <p>Lag: Parent engagement will improve throughout the year, as measured by the digital platform.</p> <p>Staff Responsible for Monitoring: Principals/Admin Team/Lead Teachers</p> <p>Title I Schoolwide Elements: 3.1</p> <p>Problem Statements: Parent Engagement 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 2: Provide opportunities for staff to be trained in effective parent involvement strategies.</p> <p>Strategy's Expected Result/Impact: Lead: - Attend training for Parent Involvement - Successful implementation of Parent Involvement Policy / Parent Involvement Compact / Training Staff on the Value and Contribution of Parents</p> <p>Lag: Increase attendance at parent events</p> <p>Staff Responsible for Monitoring: Principals / Admin Team</p> <p>Problem Statements: Parent Engagement 2</p> <p>Funding Sources: Title I, Part A - Parent and Family Engagement Cluster Training - 211 - Title I - 211-61-6411-000-820A-30-00-000 - \$75</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:





Parent Engagement
<p>Problem Statement 2: Per Spring 2020 Parent Satisfaction survey, 33% of parents strongly agree that information and events provided to parents allows them to better support their students' needs. Root Cause: Parent nights are not relevant to parent needs.</p>

Goal 3: Partnerships with Parents and the Community

Performance Objective 2: Community Engagement - at least 2 community volunteers will be invited to present to our stakeholders

Evaluation Data Sources: Volunteer reports (from new software)

Summative Evaluation: None

<p>Strategy 1: Community members & Parents will be invited to virtual parent nights, lunches, and/or classroom discussions/events. Examples include, but are not limited to military personnel visits during lunch/class, annual parent compact and parent involvement meetings, and visits by college recruiters.</p> <p>Strategy's Expected Result/Impact: Lead: Number of opportunities offered</p> <p>Lag: Increased involvement in parent nights and other campus events.</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Title I Schoolwide Elements: 2.5, 3.1, 3.2 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent Engagement 2 - Community Engagement 1 - Corporate and University Partnerships 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				





Performance Objective 2 Problem Statements:

Parent Engagement
Problem Statement 2: Per Spring 2020 Parent Satisfaction survey, 33% of parents strongly agree that information and events provided to parents allows them to better support their students' needs. Root Cause: Parent nights are not relevant to parent needs.
Community Engagement
Problem Statement 1: In 2019, LHSW participated in fewer than 10 community events for the school year. Root Cause: Lack of organizations to accommodate the number of staff or students we have.
Corporate and University Partnerships
Problem Statement 1: There is a lack of community and parent engagement at the secondary level. Root Cause: We do not have a way to track parent/community volunteers at this time.

Goal 3: Partnerships with Parents and the Community

Performance Objective 3: Corporate and University Partnerships: At least one new community partnership will be created during 2020-21 school year.

<p>Strategy 1: Invite colleges and military representatives to present information in a virtual or classroom visit.</p> <p>Strategy's Expected Result/Impact: Lead: Number of presentations provided</p> <p>Lag: Increase # of students with their CCMR point demonstrating they are ready for CCMR.</p> <p>Staff Responsible for Monitoring: Campus administration, Counselors, Avid Teacher</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Corporate and University Partnerships 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:

Corporate and University Partnerships
Problem Statement 1: There is a lack of community and parent engagement at the secondary level. Root Cause: We do not have a way to track parent/community volunteers at this time.

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Resources needed for Math and Reading College Prep Courses	211-11-6399-000-002S-30-00-000	\$1,000.00
1	2	2	Software	211-11-6395-000-002S-30-00-000	\$1,000.00
1	2	3	Tutoring	211-11-6118-000-002S-30-00-000	\$10,000.00
1	2	4	Professional development registration and travel expenses	211-13-6411-000-002S-30-00-000	\$11,599.00
1	3	1	Instructional Coach Salary and Benefits	211-13-6119-000-002S-30-00-000	\$71,776.56
1	4	3	Curriculum and Instruction Resources (calculators, etc.)	211-11-6399-000-002S-30-00-000	\$10,000.00
1	4	5	document cameras, bulbs, keyboards		\$6,372.00
3	1	2	Title I, Part A - Parent and Family Engagement Cluster Training	211-61-6411-000-820A-30-00-000	\$75.00
Sub-Total					\$111,822.56
410 - Instructional Materials Allotment (IMA)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Funds needed for SAT exams and TSI exams.		\$1,000.00
Sub-Total					\$1,000.00
244 - Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	3	Curriculum and Instruction Resources		\$27,000.00
Sub-Total					\$27,000.00
211 - Title I, 1003 (School Improvement)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	2	Chromebooks, cart, chargers		\$29,000.00
Sub-Total					\$29,000.00
Grand Total					\$168,822.56