

Life School
Life Middle 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 - Elementary

Close the Opportunity Gap - Elementary Summary

Reading on grade level by the end of 3rd grade has been shown to be a predictor of improved learning and life outcomes. Reading on grade level is essential for closing the opportunity gap for our students. At this age students are transitioning from learning to read to reading to learn and we need our students to be ready for their required course content.

Close the Opportunity Gap - Elementary Strengths

- Enhancement- Student required to read for 10 minutes.
- Working on STAAR scores for strong Academics by review and questions/writing
- Incorporating more AVID strategies in all content areas to improve academic readiness and teaching for student success
- Collaboration between departments for reading and writing
- Intentionally using data
- Instructional Coach helping teachers and students

Close the Opportunity Gap - Secondary

Close the Opportunity Gap - Secondary Summary

To provide intentional professional development, meaningful PLCs, and strong instructional practices. To provide opportunities for successful completion of TSI, community college entrance exam, and open the door for students to have more options of colleges they can attend.

Close the Opportunity Gap - Secondary Strengths

Provide AVID Awareness by offering the AVID elective class to 7th and 8th grade students to help close the achievement gap by preparing all students the opportunity for college readiness and success in a global society.

Career Day

Goal Setting in Enhancement

Weekly PLCs

Monthly Learning Meetings

DEAR (Daily reading time for each learner)

Problem Statements Identifying Close the Opportunity Gap - Secondary Needs

Problem Statement 1 (Prioritized): Per 2018-2019 TEA Accountability Rating, 83% of LMSW student groups met their academic growth rate. **Root Cause:** Increase Learners' Affinity for Reading

Problem Statement 2 (Prioritized): Per 2018-19 TEA Accountability Rating, 81% of LMSW students approaches grade level in reading. **Root Cause:** Students do not have access to reading material with an academic style that grabs the learners' attention or sufficient time to explore reading.

Problem Statement 3 (Prioritized): Per 2018-2019 TEA Accountability Rating, 41% of LMSW students earned their CCMR point. **Root Cause:** Student/Teacher/Parent awareness & knowledge of the impact of this for MS moving in to HS

Problem Statement 4 (Prioritized): Per 2018-2019 TEA Accountability Rating, LMSW campus achievement score was 76% **Root Cause:** Teachers need additional training in strong instructional practices.

Employer of Choice

Employer of Choice Summary

Our staff has the greatest influence on improving student outcomes. We cannot be successful without quality, skilled staff. An equitable and excellent employee experience with competitive compensation and support provided by, but not limited to, instructional coaches, mentors, and coordinators will increase our retention, assist our recruiting efforts, and increase our student academic achievement.

Employer of Choice Strengths

- Benefits
- Moral Compass
- Fair Pay
- Employees have a voice WDYT
- At will contract
- Parental Support
- Instructional Coach
- Teacher/Staff Recognition

Problem Statements Identifying Employer of Choice Needs

Problem Statement 1 (Prioritized): Per HR Report, LMSW had 23% teacher turnover in 2019-2020. **Root Cause:** Provide competitive compensation, support and collaborative environment.

Problem Statement 2 (Prioritized): Per the Fall 2019 Q12 Survey, 72% of LMSW staff answered strongly agree to Q12: "This last year, I have had opportunities at work to learn and grow." **Root Cause:** Need for specific/personalized professional development on campus centered on learner needs. Help develop teachers by providing differentiated professional support and strategic, targeted development.

Problem Statement 3 (Prioritized): Per the Fall 2019 Q12 Survey, 50% of LMSW staff answered strongly agree to Q07: "At work my opinions seem to count." **Root Cause:**

Need to communicate the reasons why some opinions were implemented and others were not.

Problem Statement 4 (Prioritized): Per the Fall 2019 Q12 Survey, 59% of LMSW answered strongly agree (Top Box) to Q04: "In the last seven days, I have received recognition or praise for doing good work." **Root Cause:** Need to improve the variety of snacks in the teachers' snack lounge. Additionally, need to increase the frequency of "Thank you" notes handwritten and given to teachers.

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

- Clean Schools (Campus walks)
- Leadership opportunities for learners (announcements, clubs, NJHS, Student Council, Leadership Lessons)
- Facilities
- Athletics offered
- Customer service charts
- Safe Schools/Safety awareness training/S.A.F.E district-wide protocol (push for all staff to be trained in active shooter and triage)
- Life Leader Profile Cards
- Principal visits with parents before they withdraw student (at LMSW).
- Athletic Coordinators/Coaches communication with parents prior to withdrawal.
- Life Leader Videos rolling out
- Accessibility - you see administrators, teachers and other staff when you visit*
- Promotional flyers/advertisements

- Community person - greeted by the front desk and wonderful tone set when they walk in*
- Pushing to be prepared for the future including, but not limited to, use of and/or improvements to existing technological tools (i.e. interactive projectors)*
- Feeder campuses
- Partnership with Powerhouse
- Great staff
- Online enrollment with parent/bilingual assistance
- Can make changes to procedures quickly

Problem Statements Identifying School of Choice Needs

Problem Statement 1 (Prioritized): The 2019-2020 LMSW student retention rate is 83% as of week 20 and we are 11 students under capacity. **Root Cause:** Provide opportunity for Life School families/students to tell their story via many platforms.

Problem Statement 2 (Prioritized): The 2019-2020 LMSW student retention rate is 83% as of week 20 and we are 11 students under capacity. **Root Cause:** More course selections for learners

Problem Statement 3 (Prioritized): The 2019-2020 LMSW student retention rate is 83% as of week 20 and we are 11 students under capacity. **Root Cause:** Transportation requests from parents are constant yearly.

Problem Statement 4 (Prioritized): Per posts made on the LMSW Facebook page in May 2020, less than 10% of people who were reached with the post engaged with the posts (by liking or commenting on the posts).. **Root Cause:** Life Middle School Waxahachie Facebook page does not reflect what is happening on campus or current student population.

Problem Statement 5 (Prioritized): Per May 8, 2020 School Messenger report, 245 of 448 parents opened the email. **Root Cause:** Remind parents to update their information with our school.

Problem Statement 6 (Prioritized): Per May 2020 Parent survey, 91% (32 out of 35 responses) agree/strongly agree that we are preparing their student(s) with leadership skills. The parents who are engaged agree we are preparing students with leadership skills. However, only 35 parents responded to the district survey. **Root Cause:** There are not regular interactions with parents to communicate the LifeLeader attributes or opportunities to encourage them to provide feedback.

Problem Statement 7 (Prioritized): During the 2019-2020 school year, LMSW offered 5 clubs for students to participate in after school. **Root Cause:** There is no consistency across the district for student clubs/course offerings. Teacher interest in clubs is minimal

Problem Statement 8 (Prioritized): Per the Fall 2019 Q12 Survey, 38% of LMSW answered strongly agree (Top Box) to Q02: "I have the materials and equipment I need to do my job right." **Root Cause:** Classrooms need projectors and other materials and equipment to meet the educational needs of students.

LifeLeader

LifeLeader Summary

The Life School 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.

We believe all employees should model the Leader Profile attributes.

LifeLeader Strengths

- Attributes are established and cards are printed with definitions and actionable behaviors (all staff have a deck of Action Cards)
- Classroom sets of Life Leader cards have been printed and are available for distribution (some have been distributed on a limited basis)
- Some campuses have been early adopters and have created specific activities for students using the Life Leader attributes
- Most campuses have Life Leader attributes displayed on bulletin boards and/or throughout the hallways
- Staff are tweeting with #LifeLeader
- Most (if not all) departments are using the Life Leader cards in meetings
- Weekly Quality of Life Email to all staff incorporates Life Leader attributes
- Videos created for all 15 attributes and shared with staff and parents via email
- Life Leader book is written and in final edit stage

- District shared drive with electronic copies of cards available to all staff (requested by campus to use in classroom instruction)
- Counselors have integrated Life Leader language into counseling curriculum (2019-2020)
- Life School staff member has created a survey to be reviewed by a team of teachers and administrators (see copy in DNA Folder)
- Development of powerpoint and handout for announcements/weekly lesson

Problem Statements Identifying LifeLeader Needs

Problem Statement 1 (Prioritized): Per February 2020 LifeLeader survey, 29% of LMSW staff answered "often" to "I use LifeLeader language in conversations with stakeholders (staff, students, parents, etc.)" **Root Cause:** Need an introduction for parents and stakeholders to better understand.

Problem Statement 2 (Prioritized): Per February 2020 LifeLeader survey, 33% of LMSW staff strongly agree they understand how to integrate LifeLeader into daily activities. Increase those with knowledge of the Life Leader Attributes **Root Cause:** Need to be intentional with the daily implementation of the attribute(s). The Life Leader Attributes are great, but tend to be pushed aside due to lack of time and the overwhelming amount of of verbiage.

Problem Statement 3 (Prioritized): Per May 2020 Parent survey, 91% (32 out of 35 responses) agree/strongly agree that we are preparing their student(s) with leadership skills. The parents who are engaged agree we are preparing students with leadership skills. However, only 35 parents responded to the district survey. **Root Cause:** There are not regular interactions with parents to communicate the LifeLeader attributes or opportunities to encourage them to provide feedback.

Problem Statement 4 (Prioritized): Per the Fall 2019 Q12 Survey, 59% of LMSW answered strongly agree (Top Box) to Q04: "In the last seven days, I have received recognition or praise for doing good work." **Root Cause:** Need to improve the variety of snacks in the teachers' snack lounge. Additionally, need to increase the frequency of "Thank you" notes handwritten and given to teachers.

Problem Statement 5: Per our 2019-20 LMSW Behavior Reports, 32.7% (907) of infractions were positive (PBIS). **Root Cause:** Need for our LMSW School Community to find ways to increase positive behavior recognition of all our stakeholders.

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

- Life School provides opportunities for professional development for teachers throughout the school year on dedicated work days.
- The Leadership profiles offer opportunities to reinforce character development, social development, and academic development
- Good character development is encouraged through the use of weekly shout outs.
- Life School encourages community service from its employees by providing structured times to serve the community.
- Departments use multiple school days for department planning and PLCs.
- Leadership opportunities for learners during school including but not limited to our monthly assemblies.
- Cross curriculum strategies and collaboration is encouraged.
- DEAR time is engaged in by all learners daily.

Problem Statements Identifying Growth and Development Needs

Problem Statement 1 (Prioritized): Per the Fall 2019 Q12 Survey, 72% of LMSW staff answered strongly agree to Q12: "This last year, I have had opportunities at work to learn and grow." **Root Cause:** Need for specific/personalized professional development on campus centered on learner needs. Help develop teachers by providing differentiated professional support and strategic, targeted development.

Problem Statement 2 (Prioritized): Per HR Report, LMSW had 23% teacher turnover in 2019-2020. **Root Cause:** Provide competitive compensation, support and collaborative environment.

Problem Statement 3 (Prioritized): During the 2019-2020 school year, LMSW offered 5 clubs for students to participate in after school. **Root Cause:** There is no consistency across the district for student clubs/course offerings. Teacher interest in clubs is minimal

Problem Statement 4 (Prioritized): Per 2018-2019 TEA Accountability Rating, LMSW campus achievement score was 76% **Root Cause:** Teachers need additional training in strong instructional practices.

Problem Statement 5 (Prioritized): Per the Fall 2019 Q12 Survey, 50% of LMSW staff answered strongly agree to Q07: "At work my opinions seem to count." **Root Cause:** Need to communicate the reasons why some opinions were implemented and others were not.

Problem Statement 6 (Prioritized): Per the Fall 2019 Q12 Survey, 78% of LMSW staff answered strongly agree to Q06: "There is someone at work who encourages my development" **Root Cause:** Need for specific/personalized professional development on campus centered on learner needs. Help develop teachers by providing differentiated professional support and strategic, targeted development.

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.

At Life Middle School Waxahachie, we strive to be a beacon of excellence by committing to foster a strong partnership with families and the community through transparency and effective communication. This collaboration allows us to create a campus culture that is inclusive and rooted in student achievement and leadership. Students and parents gain a sense of social awareness and a global perspective by participating in food and clothing drives that give back to those in need in our community. With the support of the community and the families we serve, LMSW will continue to demonstrate its dedication to the mission of Life School.

Throughout the course of the 2019-2020 school year, LMSW held several events to engage parents and the community including:

Students spent two weeks studying, researching and creating written and oral presentations on historical figures. The project culminated in ELAR Parent Night, which drew in 150+ parents and guardians.

The teachers and staff at LMSW want to provide students with more real world experiences. In April 2018, we had our 3rd Annual Career Day, which included parents, as well as community and business partners from the surrounding area.

Resources:

- Sign-in sheets from parent nights
- Sign-in sheets from student orientation
- Sign-in sheets from parent observations
- Responses from parent surveys

Parent Engagement Strengths

- Incoming Student Orientation/Meet the Teacher (Aug.)
- Pastries with the Principals (Sept.)
- Internet Safety Parent Night (Sept.)
- Food Drives (Oct. and Jan./Feb.)

- Clothing/Toy Drive (Dec.)
- Departmental parent nights
- Fine Arts Showcases - Art, Band, Choir and Theatre
- Parent Observations
- Parent volunteer opportunities - Thanksgiving feast, Field Day
- Friday Feasts in which families and community members were invited
- Email communications to parents regarding discipline and/or academic concerns
- Remind 101 and Mustang Message
- Parent Portal
- Increased attendance at athletic events
- Career Day that included parent and community presenters (April)
- New LMSW Open House (April)

Problem Statements Identifying Parent Engagement Needs

Problem Statement 1 (Prioritized): Per May 2020 Parent survey, 82.86% (29 out of 35 responses) are satisfied with parent night engagement opportunities. The parents who responded to the survey are satisfied, however, only 35 parents responded to the district survey. **Root Cause:** Increase the numbers and variety of opportunity for parent participation

Problem Statement 2 (Prioritized): Per May 8, 2020 School Messenger report, 245 of 448 parents opened the email. **Root Cause:** Remind parents to update their information with our school.

Problem Statement 3 (Prioritized): Per posts made on the LMSW Facebook page in May 2020, less than 10% of people who were reached with the post engaged with the posts (by liking or commenting on the posts).. **Root Cause:** Life Middle School Waxahachie Facebook page does not reflect what is happening on campus or current student population.

Problem Statement 4 (Prioritized): Per May 2020 Parent survey, 91% (32 out of 35 responses) agree/strongly agree that we are preparing their student(s) with leadership skills. The parents who are engaged agree we are preparing students with leadership skills. However, only 35 parents responded to the district survey. **Root Cause:** There are not regular interactions with parents to communicate the LifeLeader attributes or opportunities to encourage them to provide feedback.

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 activities are aligned to the Life School mission and goals.

Community Engagement Strengths

Food Drive

Volunteer for teachers on pd days

Clothing Drive

Toy Drive

Cheer- nursing home

Parent Opportunities to observe

Opportunities to Donate

Sending Reminds (Communication)

Career Day

Weekly Leadership Lesson offered via our athletic department featuring our community partners

AVID presenters/ community partners

Problem Statements Identifying Community Engagement Needs

Problem Statement 1 (Prioritized): During 2019-2020 school year, 100% learners were offered an opportunity to participated in community service events. **Root Cause:** There are few off-campus opportunities offered for participation due to bus transportation and/or parent participation is limited.

Problem Statement 2 (Prioritized): During 2019-2020 school year, LMSW students were highlighted each week in positive news stories by the campus, district and/or media..
Root Cause: Learner apathy when encouraged to participate in community service. Provide positive publicity for actions taken by learners

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

- Partnerships w/
 - Navarro
 - DBU
 - UT Tyler
 - SAGU
- Dual Credit

- Health Science
- AV Tech
- AVID
- Career Day
- Field Trips
- Parent Involvement
 - Parent Night
 - Parent Observations
 - Remind 101
 - Website
 - Newsletter
 - Schoolmint
 - Field Day
 - Thanksgiving Feast
 - Donations
 - Volunteers
 - Friday Feasts
- Community
 - Toy Drive
 - Canned Food Drive

- Friday Feast
- Staff/Student Volunteering
- Shoe Drive
- Care Closet

Problem Statements Identifying Corporate and University Partnerships Needs

Problem Statement 1 (Prioritized): During the 2019-2020 school year, four teachers had corporate and/or university partners visit their classroom. **Root Cause:** Students exposure to college and careers need to begin in middle school and be used as a catalyst to students early achievement in high school.. Teachers lack the resources to secure more college visits and/or host college or corporate speakers.

Priority Problem Statements

Problem Statement 1: Per 2018-19 TEA Accountability Rating, 81% of LMSW students approaches grade level in reading.

Root Cause 1: Students do not have access to reading material with an academic style that grabs the learners' attention or sufficient time to explore reading.

Problem Statement 1 Areas: Close the Opportunity Gap - Secondary

Problem Statement 2: Per 2018-2019 TEA Accountability Rating, 83% of LMSW student groups met their academic growth rate.

Root Cause 2: Increase Learners' Affinity for Reading

Problem Statement 2 Areas: Close the Opportunity Gap - Secondary

Problem Statement 3: Per HR Report, LMSW had 23% teacher turnover in 2019-2020.

Root Cause 3: Provide competitive compensation, support and collaborative environment.

Problem Statement 3 Areas: Employer of Choice - Growth and Development

Problem Statement 4: Per the Fall 2019 Q12 Survey, 72% of LMSW staff answered strongly agree to Q12: "This last year, I have had opportunities at work to learn and grow."

Root Cause 4: Need for specific/personalized professional development on campus centered on learner needs. Help develop teachers by providing differentiated professional support and strategic, targeted development.

Problem Statement 4 Areas: Employer of Choice - Growth and Development

Problem Statement 5: The 2019-2020 LMSW student retention rate is 83% as of week 20 and we are 11 students under capacity.

Root Cause 5: Transportation requests from parents are constant yearly.

Problem Statement 5 Areas: School of Choice

Problem Statement 6: The 2019-2020 LMSW student retention rate is 83% as of week 20 and we are 11 students under capacity.

Root Cause 6: More course selections for learners

Problem Statement 6 Areas: School of Choice

Problem Statement 7: The 2019-2020 LMSW student retention rate is 83% as of week 20 and we are 11 students under capacity.

Root Cause 7: Provide opportunity for Life School families/students to tell their story via many platforms.

Problem Statement 7 Areas: School of Choice

Problem Statement 8: Per February 2020 LifeLeader survey, 33% of LMSW staff strongly agree they understand how to integrate LifeLeader into daily activities. Increase those

with knowledge of the Life Leader Attributes

Root Cause 8: Need to be intentional with the daily implementation of the attribute(s). The Life Leader Attributes are great, but tend to be pushed aside due to lack of time and the overwhelming amount of of verbiage.

Problem Statement 8 Areas: LifeLeader

Problem Statement 9: Per February 2020 LifeLeader survey, 29% of LMSW staff answered "often" to "I use LifeLeader language in conversations with stakeholders (staff, students, parents, etc.)

Root Cause 9: Need an introduction for parents and stakeholders to better understand.

Problem Statement 9 Areas: LifeLeader

Problem Statement 10: During the 2019-2020 school year, LMSW offered 5 clubs for students to participate in after school.

Root Cause 10: There is no consistency across the district for student clubs/course offerings. Teacher interest in clubs is minimal

Problem Statement 10 Areas: School of Choice - Growth and Development

Problem Statement 12: Per May 8, 2020 School Messenger report, 245 of 448 parents opened the email.

Root Cause 12: Remind parents to update their information with our school.

Problem Statement 12 Areas: School of Choice - Parent Engagement

Problem Statement 13: Per May 2020 Parent survey, 82.86% (29 out of 35 responses) are satisfied with parent night engagement opportunities. The parents who responded to the survey are satisfied, however, only 35 parents responded to the district survey.

Root Cause 13: Increase the numbers and variety of opportunity for parent participation

Problem Statement 13 Areas: Parent Engagement

Problem Statement 14: Per posts made on the LMSW Facebook page in May 2020, less than 10% of people who were reached with the post engaged with the posts (by liking or commenting on the posts)..

Root Cause 14: Life Middle School Waxahachie Facebook page does not reflect what is happening on campus or current student population.

Problem Statement 14 Areas: School of Choice - Parent Engagement

Problem Statement 15: During 2019-2020 school year, LMSW students were highlighted each week in positive news stories by the campus, district and/or media..

Root Cause 15: Learner apathy when encouraged to participate in community service. Provide positive publicity for actions taken by learners

Problem Statement 15 Areas: Community Engagement

Problem Statement 17: During 2019-2020 school year, 100% learners were offered an opportunity to participated in community service events.

Root Cause 17: There are few off-campus opportunities offered for participation due to bus transportation and/or parent participation is limited.

Problem Statement 17 Areas: Community Engagement

Problem Statement 18: During the 2019-2020 school year, four teachers had corporate and/or university partners visit their classroom.

Root Cause 18: Students exposure to college and careers need to begin in middle school and be used as a catalyst to students early achievement in high school.. Teachers lack the resources to secure more college visits and/or host college or corporate speakers.

Problem Statement 18 Areas: Corporate and University Partnerships

Problem Statement 20: Per the Fall 2019 Q12 Survey, 50% of LMSW staff answered strongly agree to Q07: "At work my opinions seem to count."

Root Cause 20: Need to communicate the reasons why some opinions were implemented and others were not.

Problem Statement 20 Areas: Employer of Choice - Growth and Development

Problem Statement 21: Per the Fall 2019 Q12 Survey, 59% of LMSW answered strongly agree (Top Box) to Q04: "In the last seven days, I have received recognition or praise for doing good work."

Root Cause 21: Need to improve the variety of snacks in the teachers' snack lounge. Additionally, need to increase the frequency of "Thank you" notes handwritten and given to teachers.

Problem Statement 21 Areas: Employer of Choice - LifeLeader

Problem Statement 22: Per May 2020 Parent survey, 91% (32 out of 35 responses) agree/strongly agree that we are preparing their student(s) with leadership skills. The parents who are engaged agree we are preparing students with leadership skills. However, only 35 parents responded to the district survey.

Root Cause 22: There are not regular interactions with parents to communicate the LifeLeader attributes or opportunities to encourage them to provide feedback.

Problem Statement 22 Areas: School of Choice - LifeLeader - Parent Engagement

Problem Statement 23: Per 2018-2019 TEA Accountability Rating, 41% of LMSW students earned their CCMR point.

Root Cause 23: Student/Teacher/Parent awareness & knowledge of the impact of this for MS moving in to HS

Problem Statement 23 Areas: Close the Opportunity Gap - Secondary

Problem Statement 24: Per 2018-2019 TEA Accountability Rating, LMSW campus achievement score was 76%

Root Cause 24: Teachers need additional training in strong instructional practices.

Problem Statement 24 Areas: Close the Opportunity Gap - Secondary - Growth and Development

Problem Statement 25: Per the Fall 2019 Q12 Survey, 38% of LMSW answered strongly agree (Top Box) to Q02: "I have the materials and equipment I need to do my job right."

Root Cause 25: Classrooms need projectors and other materials and equipment to meet the educational needs of students.

Problem Statement 25 Areas: School of Choice

Problem Statement 26: Per the Fall 2019 Q12 Survey, 78% of LMSW staff answered strongly agree to Q06: "There is someone at work who encourages my development"

Root Cause 26: Need for specific/personalized professional development on campus centered on learner needs. Help develop teachers by providing differentiated professional support and strategic, targeted development.

Problem Statement 26 Areas: Growth and Development

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 programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Goals

Revised/Approved: June 5, 2020

Goal 1: Strong Academics

Performance Objective 1: Close the Opportunity Gap for Elementary

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 Learners [At least, 85% of learners will approach grade level on STAAR in the 2020-2021 school year]

Evaluation Data Sources: TEA Report

Summative Evaluation: None

<p>Strategy 1: Provide communication to students, parents and all stakeholders to bring awareness about CCMR (various careers will be highlighted in our newsletter and/or career day). Provide the AVID elective class to 7th and 8th grade students to begin closing the achievement gap by preparing all students for college readiness and success in a global society. AVID special guest speakers from college and career professionals.</p> <p>Strategy's Expected Result/Impact: Lead: Monthly CCMR information is included in our newsletter.</p> <p>Lag: At least 10 new careers and experiences for our learners. Increase the number of teachers who host partners in their classroom</p> <p>Staff Responsible for Monitoring: Counselors Principal Coordinator</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Corporate and University Partnerships 1</p> <p>Funding Sources: AVID Weekly Subscription - 288 - Title IV - 288-11-6395-00-041M-30-00-000 - \$560, AVID Membership - 288 - Title IV - 288-11-6495-00-041M-30-00-000 - \$3,999</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 2: Provide opportunity for each learner to engage in DEAR time daily during enhancement.</p> <p>Books will be provided to each classroom.</p> <p>Strategy's Expected Result/Impact: Lead: Learners will engage in reading at least 5 minutes daily.</p> <p>Comprehension checks completed</p> <p>Lag: Growth in reading scores from 81% to 90%.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Teachers</p> <p>Teachers will monitor learner performance.</p> <p>Teachers evaluate learner comprehension daily through comparison between the text and the Life Leader Attributes.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 2</p> <p>Funding Sources: Books for DEAR reading time - 211 - Title I - 211-11-6329-00-041M-30-00-000 - \$3,173.22</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 3: Continue with enhancement time built into the master schedule to help all students improve.</p> <p>Strategy's Expected Result/Impact: Lead: Learners will engage in mini-lesson at least 10-20 minutes daily during enhancement.</p> <p>Lag: Enhance Student Achievement (Grow Student Performance from 76% to 85%)</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 2</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: Enhance Student Achievement (Grow Student Performance from 76% to 85%) Increase Q12 Results: Opportunities to learn and grow</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Employer of Choice 2 - Growth and Development 1</p> <p>Funding Sources: Provide Professional Development - 211 - Title I - 211-13-6411-00-041M-30-00-000 - \$5,214.97</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 5: Provide meaningful PLC's to promote strong instructional practices.</p> <p>Strategy's Expected Result/Impact: Lead: Teachers will participate in at least one PLC a week</p> <p>Lag: Increase student achievement</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 4 - Growth and Development 4</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Close the Opportunity Gap - Secondary
Problem Statement 2: Per 2018-19 TEA Accountability Rating, 81% of LMSW students approaches grade level in reading. Root Cause: Students do not have access to reading material with an academic style that grabs the learners' attention or sufficient time to explore reading.
Problem Statement 4: Per 2018-2019 TEA Accountability Rating, LMSW campus achievement score was 76% Root Cause: Teachers need additional training in strong instructional practices.
Employer of Choice
Problem Statement 2: Per the Fall 2019 Q12 Survey, 72% of LMSW staff answered strongly agree to Q12: "This last year, I have had opportunities at work to learn and grow." Root Cause: Need for specific/personalized professional development on campus centered on learner needs. Help develop teachers by providing differentiated professional support and strategic, targeted development.
Growth and Development

Problem Statement 1: Per the Fall 2019 Q12 Survey, 72% of LMSW staff answered strongly agree to Q12: "This last year, I have had opportunities at work to learn and grow."
Root Cause: Need for specific/personalized professional development on campus centered on learner needs. Help develop teachers by providing differentiated professional support and strategic, targeted development.

Problem Statement 4: Per 2018-2019 TEA Accountability Rating, LMSW campus achievement score was 76% **Root Cause:** Teachers need additional training in strong instructional practices.

Corporate and University Partnerships

Problem Statement 1: During the 2019-2020 school year, four teachers had corporate and/or university partners visit their classroom. **Root Cause:** Students exposure to college and careers need to begin in middle school and be used as a catalyst to students early achievement in high school.. Teachers lack the resources to secure more college visits and/or host college or corporate speakers.

Goal 1: Strong Academics

Performance Objective 3: Employer of Choice [90% of our staff will return in the year following 2020-2021 school year]

Evaluation Data Sources: Survey

HR Report

TAPR Report

Summative Evaluation: None

<p>Strategy 1: Instructional Coach will work with teachers on improving their instruction</p> <p>Strategy's Expected Result/Impact: Lead: Instructional Coach meets with teacher groups at least 2 times per semester</p> <p>Lag: Improvement in instruction as documented in teacher observations.</p> <p>Enhance Student Achievement (Grow Student Performance from 76% to 85%) Increase Q12 Results: Opportunities to learn and grow</p> <p>Staff Responsible for Monitoring: Administrator Instructional Coach</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Employer of Choice 2 - Growth and Development 1</p> <p>Funding Sources: Instructional Coach - Salary and Benefits - 211 - Title I - 211.13.6119.000.041M.30.00.000 - \$67,628</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 2: Provide opportunities for teachers to provide input and feedback.</p> <ul style="list-style-type: none"> - Survey teachers and staff for their preferences regarding their professional development/support needs - Increase opportunities for teachers to provide feedback during PLCs and learning meetings - Maintain a Staff Response sheet to gather feedback <p>Strategy's Expected Result/Impact: Lead: Each PLC has an agenda item to receive feedback Staff Response sheet is reviewed/updated monthly in Admin Meeting</p> <p>Lag: Increase the number of teachers who provide feedback on Staff Response sheet Increase Q07 Results: My opinions seem to count</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>Agenda item on PLC for Instructional Coach to solicit feedback from teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Employer of Choice 1, 2, 3 - Growth and Development 1, 2, 5</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 3: Provide a supportive and collaborative environment through recognition and praise using the LifeLeader language (Teacher and Support Staff of the Month, shout outs, monthly lunch together).</p> <p>Strategy's Expected Result/Impact: Lead: Two or more teachers receive recognition and praise monthly.</p> <p>Lag: Increase Q04 Current TopBox from 59% to 90%.</p> <p>Staff Responsible for Monitoring: Receptionist Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Employer of Choice 1, 4 - LifeLeader 4 - Growth and Development 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 1: Per HR Report, LMSW had 23% teacher turnover in 2019-2020. Root Cause: Provide competitive compensation, support and collaborative environment.
Problem Statement 2: Per the Fall 2019 Q12 Survey, 72% of LMSW staff answered strongly agree to Q12: "This last year, I have had opportunities at work to learn and grow." Root Cause: Need for specific/personalized professional development on campus centered on learner needs. Help develop teachers by providing differentiated professional support and strategic, targeted development.
Problem Statement 3: Per the Fall 2019 Q12 Survey, 50% of LMSW staff answered strongly agree to Q07: "At work my opinions seem to count." Root Cause: Need to communicate the reasons why some opinions were implemented and others were not.
Problem Statement 4: Per the Fall 2019 Q12 Survey, 59% of LMSW answered strongly agree (Top Box) to Q04: "In the last seven days, I have received recognition or praise for doing good work." Root Cause: Need to improve the variety of snacks in the teachers' snack lounge. Additionally, need to increase the frequency of "Thank you" notes handwritten and given to teachers.
LifeLeader
Problem Statement 4: Per the Fall 2019 Q12 Survey, 59% of LMSW answered strongly agree (Top Box) to Q04: "In the last seven days, I have received recognition or praise for doing good work." Root Cause: Need to improve the variety of snacks in the teachers' snack lounge. Additionally, need to increase the frequency of "Thank you" notes handwritten and given to teachers.
Growth and Development
Problem Statement 1: Per the Fall 2019 Q12 Survey, 72% of LMSW staff answered strongly agree to Q12: "This last year, I have had opportunities at work to learn and grow." Root Cause: Need for specific/personalized professional development on campus centered on learner needs. Help develop teachers by providing differentiated professional support and strategic, targeted development.
Problem Statement 2: Per HR Report, LMSW had 23% teacher turnover in 2019-2020. Root Cause: Provide competitive compensation, support and collaborative environment.
Problem Statement 5: Per the Fall 2019 Q12 Survey, 50% of LMSW staff answered strongly agree to Q07: "At work my opinions seem to count." Root Cause: Need to communicate the reasons why some opinions were implemented and others were not.

Goal 1: Strong Academics

Performance Objective 4: School of Choice [Maintain 100% enrollment throughout the 2020-21 school year.]

<p>Strategy 1: Provide classroom projectors to enhance the communication of learning objects in order to improve student achievement.</p> <p>Strategy's Expected Result/Impact: Lead: Teachers are utilizing classroom projectors for instruction.</p> <p>Lag: Enhance Student Achievement (Grow Student Performance from 76% to 85%) Increase Q02 Results: Materials and Equipment</p> <p>Staff Responsible for Monitoring: Campus Administration Teacher</p> <p>Evaluation: Monitoring learner engagement through teacher walkthroughs and observations. All teachers will demonstrate the effective use of projectors in at least one teacher observation or walkthrough.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 4 - School of Choice 8 - Growth and Development 4</p> <p>Funding Sources: Classroom Projectors - 211 - Title I - 211.11.6395.000.041M.30.00.000 - \$17,714.17</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 2: Provide a supportive and collaborative environment through quality customer service for students and parents by:</p> <ul style="list-style-type: none"> - Sending bi-weekly campus email via School Messenger - Asking parents to update their email in Parent Portal <p>Strategy's Expected Result/Impact: Lead: Bi-weekly sent and includes a request for parents to update info</p> <p>Lag: Increase open rate Increase social media engagement</p> <p>Staff Responsible for Monitoring: Campus Liaison Principal</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: School of Choice 4, 5 - Parent Engagement 2, 3</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 3: Create opportunities for families to share their Life School story and positive experiences by posting stories on social media and encouraging families to follow social media accounts.</p> <p>Strategy's Expected Result/Impact: Lead: Stories shared in newsletter will be linked to social media accounts each month</p> <p>Lag: Increase engagement on social media to 15% of those who are reached Meet enrollment capacity</p> <p>Staff Responsible for Monitoring: None</p> <p>Title I Schoolwide Elements: 3.2</p> <p>Problem Statements: School of Choice 1, 4 - Parent Engagement 3</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 4: Per 2018-2019 TEA Accountability Rating, LMSW campus achievement score was 76% Root Cause: Teachers need additional training in strong instructional practices.
School of Choice
Problem Statement 1: The 2019-2020 LMSW student retention rate is 83% as of week 20 and we are 11 students under capacity. Root Cause: Provide opportunity for Life School families/students to tell their story via many platforms.
Problem Statement 4: Per posts made on the LMSW Facebook page in May 2020, less than 10% of people who were reached with the post engaged with the posts (by liking or commenting on the posts).. Root Cause: Life Middle School Waxahachie Facebook page does not reflect what is happening on campus or current student population.
Problem Statement 5: Per May 8, 2020 School Messenger report, 245 of 448 parents opened the email. Root Cause: Remind parents to update their information with our school.
Problem Statement 8: Per the Fall 2019 Q12 Survey, 38% of LMSW answered strongly agree (Top Box) to Q02: "I have the materials and equipment I need to do my job right." Root Cause: Classrooms need projectors and other materials and equipment to meet the educational needs of students.
Growth and Development
Problem Statement 4: Per 2018-2019 TEA Accountability Rating, LMSW campus achievement score was 76% Root Cause: Teachers need additional training in strong instructional practices.
Parent Engagement
Problem Statement 2: Per May 8, 2020 School Messenger report, 245 of 448 parents opened the email. Root Cause: Remind parents to update their information with our school.
Problem Statement 3: Per posts made on the LMSW Facebook page in May 2020, less than 10% of people who were reached with the post engaged with the posts (by liking or commenting on the posts).. Root Cause: Life Middle School Waxahachie Facebook page does not reflect what is happening on campus or current student population.

Goal 2: Character Training

Performance Objective 1: LifeLeader [Achieve a 10% reduction in the total number of disciplinary infractions in the 2020-2021 school year]

<p>Strategy 1: Provide LifeLeader Attribute word(s) to parents and stakeholders in biweekly newsletter. Presentations will be made at Parent Meetings.</p> <p>Strategy's Expected Result/Impact: Lead: Include a LifeLeader Attribute in our biweekly newsletter. 100% of families will receive the LifeLeader attribute words.</p> <p>Lag: Increase the number of parents who respond they agree we are preparing students with leadership skills Increase email open rate</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School of Choice 5, 6 - LifeLeader 1, 3 - Parent Engagement 2, 4</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 2: Coaches to provide LifeLeader lessons during athletics 10 times a year during class period.</p> <p>Strategy's Expected Result/Impact: Lead: All learners will be exposed to character lesson at least 10 times a year.</p> <p>Lag: There will be a 10% reduction in disciplinary infractions as indicated by disciplinary reports.</p> <p>Staff Responsible for Monitoring: Athletic Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>Problem Statements: LifeLeader 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 3: Provide leadership opportunity and exposure to the LifeLeader Attributes each month.</p> <p>Strategy's Expected Result/Impact: Lead: One assembly each month for each grade will be held in which a leadership lesson involving the Leader Attribute will be presented by one of our grade level learners or relevant speaker.</p> <p>A 100% of our learners will observe at least one Life Leader Attribute Lesson.</p> <p>Lag: Increase teachers who answer "often" to using language in conversations with students</p> <p>Staff Responsible for Monitoring: Administration Counselors</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>Problem Statements: LifeLeader 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 4: Create awareness of LifeLeader by including LifeLeader language in campus-wide communication systems and display in hallway on a bulletin board that includes student work samples.</p> <p>Strategy's Expected Result/Impact: Lead: Every LifeLeader attribute will be covered by the end of the school year.</p> <p>Lag: A 100% of our learners will observe at least one Life Leader Attribute Lesson.</p> <p>Staff Responsible for Monitoring: LifeLeader Campus Representative</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Connect high school to career and college</p> <p>Problem Statements: LifeLeader 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 5: Recognize students and staff for exhibiting the LifeLeader attributes.</p> <p>Strategy's Expected Result/Impact: Lead: One student, per grade level each month; One staff member and one support staff member each month</p> <p>Lag: There will be a 10% reduction in disciplinary infractions as indicated by disciplinary reports.</p> <p>Staff Responsible for Monitoring: Administration Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: LifeLeader 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 6: LifeLeader Campus Committee will provide different training and/or activities for teachers and staff to use in the classroom.</p> <p>Strategy's Expected Result/Impact: Lead: A 100% of our staff will receive training on the LifeLeader Attributes.</p> <p>Lag: Staff become more comfortable with the LifeLeader language and applying it naturally, and easily to the classroom as evidenced by increase in percent of staff or agree to understanding how to integrate LifeLeader into daily activities</p> <p>Staff Responsible for Monitoring: LifeLeader Committee members</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: LifeLeader 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

School of Choice
Problem Statement 5: Per May 8, 2020 School Messenger report, 245 of 448 parents opened the email. Root Cause: Remind parents to update their information with our school.
Problem Statement 6: Per May 2020 Parent survey, 91% (32 out of 35 responses) agree/strongly agree that we are preparing their student(s) with leadership skills. The parents

who are engaged agree we are preparing students with leadership skills. However, only 35 parents responded to the district survey. **Root Cause:** There are not regular interactions with parents to communicate the LifeLeader attributes or opportunities to encourage them to provide feedback.

LifeLeader

Problem Statement 1: Per February 2020 LifeLeader survey, 29% of LMSW staff answered "often" to "I use LifeLeader language in conversations with stakeholders (staff, students, parents, etc.) **Root Cause:** Need an introduction for parents and stakeholders to better understand.

Problem Statement 2: Per February 2020 LifeLeader survey, 33% of LMSW staff strongly agree they understand how to integrate LifeLeader into daily activities. Increase those with knowledge of the Life Leader Attributes **Root Cause:** Need to be intentional with the daily implementation of the attribute(s). The Life Leader Attributes are great, but tend to be pushed aside due to lack of time and the overwhelming amount of of verbiage.

Problem Statement 3: Per May 2020 Parent survey, 91% (32 out of 35 responses) agree/strongly agree that we are preparing their student(s) with leadership skills. The parents who are engaged agree we are preparing students with leadership skills. However, only 35 parents responded to the district survey. **Root Cause:** There are not regular interactions with parents to communicate the LifeLeader attributes or opportunities to encourage them to provide feedback.

Parent Engagement

Problem Statement 2: Per May 8, 2020 School Messenger report, 245 of 448 parents opened the email. **Root Cause:** Remind parents to update their information with our school.

Problem Statement 4: Per May 2020 Parent survey, 91% (32 out of 35 responses) agree/strongly agree that we are preparing their student(s) with leadership skills. The parents who are engaged agree we are preparing students with leadership skills. However, only 35 parents responded to the district survey. **Root Cause:** There are not regular interactions with parents to communicate the LifeLeader attributes or opportunities to encourage them to provide feedback.

Goal 2: Character Training





Performance Objective 2: Growth and Development [Increase Current TopBox from 78% to 100% for Q06:There is someone at work who encourages my development.]

Evaluation Data Sources: Q12 Survey

Summative Evaluation: None

<p>Strategy 1: Provide relevant and current staff development for all staff throughout the school year including but not limited to:</p> <p>-Region 10 -District PD -Campus PD</p> <p>Strategy's Expected Result/Impact: Lead: All teachers will earn 30 hours of continuing education through professional development courses.</p> <p>Lag: Enhance Student Achievement (Grow Student Performance from 76% to 85%) Increase Q06 Results: Someone encourages my development</p> <p>Staff Responsible for Monitoring: Administration Teachers Instructional Coach</p> <p>As indicated by: *Sign in sheets *Lesson plans *Agendas for meetings</p> <p>all to be monitored as they are turned in</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 4 - Growth and Development 4, 6</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 2: Provide leadership opportunities for students including, but not limited to:</p> <ul style="list-style-type: none"> *National Junior Honor Society (NJHS) *Announcement Club *Student Council *Chess Club *Animae Club <p>Strategy's Expected Result/Impact: Lead: At least 10 opportunities for learners to lead a club, lesson, and/or service opportunity.</p> <p>Lag: Parent survey will report that at least 85% of learners agree that we are preparing their student(s) with leadership skills.</p> <p>Staff Responsible for Monitoring: Administration Counselors Teachers</p> <p>As indicated by: *Club membership roll sheets turned into administration *Meeting agendas turned in to administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: School of Choice 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

 0% No Progress
 100% Accomplished
 Continue/Modify
 Discontinue





Performance Objective 2 Problem Statements:

Close the Opportunity Gap - Secondary
Problem Statement 4: Per 2018-2019 TEA Accountability Rating, LMSW campus achievement score was 76% Root Cause: Teachers need additional training in strong instructional practices.
School of Choice
Problem Statement 1: The 2019-2020 LMSW student retention rate is 83% as of week 20 and we are 11 students under capacity. Root Cause: Provide opportunity for Life School families/students to tell their story via many platforms.
Growth and Development
Problem Statement 4: Per 2018-2019 TEA Accountability Rating, LMSW campus achievement score was 76% Root Cause: Teachers need additional training in strong instructional practices.
Problem Statement 6: Per the Fall 2019 Q12 Survey, 78% of LMSW staff answered strongly agree to Q06: "There is someone at work who encourages my development" Root Cause: Need for specific/personalized professional development on campus centered on learner needs. Help develop teachers by providing differentiated professional support and strategic, targeted development.

Goal 3: Partnerships with Parents and the Community

Performance Objective 1: Parent Engagement [Improve parent attendance during parent nights from 86.05% to 90%) via our parent survey]

<p>Strategy 1: Provide opportunities for parent involvement by hosting four Parent Nights during the year and two Parent Engagement Meetings during the day.</p> <p>Strategy's Expected Result/Impact: Lead: Provide at least 6 opportunities for parents to engage in the school community.</p> <p>Lag: At least 50% of parents will attend parent nights throughout the course of the year as indicated by Parent Survey and sign in sheets turned into administration.</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselors</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Parent Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July





 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Parent Engagement
<p>Problem Statement 1: Per May 2020 Parent survey, 82.86% (29 out of 35 responses) are satisfied with parent night engagement opportunities. The parents who responded to the survey are satisfied, however, only 35 parents responded to the district survey. Root Cause: Increase the numbers and variety of opportunity for parent participation</p>

Goal 3: Partnerships with Parents and the Community

Performance Objective 2: Community Engagement [100% of our learners and staff participate in at least one community service opportunity.]





<p>Strategy 1: Partner with community to provide a community service opportunity for learners and/or staff.</p> <p>Strategy's Expected Result/Impact: Lead: At least one opportunity for staff and/or learners to serve others in the community each semester.</p> <p>Lag: 100% of our learners and staff participate in at least one community service opportunity.</p> <p>Staff Responsible for Monitoring: Administration Counselors Teachers</p> <p>Problem Statements: Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Community Engagement
<p>Problem Statement 1: During 2019-2020 school year, 100% learners were offered an opportunity to participated in community service events. Root Cause: There are few off-campus opportunities offered for participation due to bus transportation and/or parent participation is limited.</p>

Goal 3: Partnerships with Parents and the Community

Performance Objective 3: Corporate and University Partnerships [100% of our learners and staff will speak with at least one business person.]

<p>Strategy 1: Partner with local colleges/universities to recruit student teachers and/or student observers to complete hours on campus.</p> <p>Strategy's Expected Result/Impact: Lead: At least one college/university student will be assigned to Life School as a student teacher and/or complete observations each semester.</p> <p>Lag: Fill staff vacancies through established partnerships</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Evidence: Logged hours Presence on campus</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Employer of Choice 1 - Growth and Development 2 - Corporate and University Partnerships 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 2: Partner with local universities and corporations for exposure to their campuses and/or business experience.</p> <p>Strategy's Expected Result/Impact: Lead: Host a Career Day annually and/or Career Highlights monthly.</p> <p>Lag: Allow each learner an opportunity to visit a college and/or opportunity to speak with someone from the business community.</p> <p>Staff Responsible for Monitoring: Administration Counselors</p> <p>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:

Employer of Choice
Problem Statement 1: Per HR Report, LMSW had 23% teacher turnover in 2019-2020. Root Cause: Provide competitive compensation, support and collaborative environment.
Growth and Development
Problem Statement 2: Per HR Report, LMSW had 23% teacher turnover in 2019-2020. Root Cause: Provide competitive compensation, support and collaborative

environment.

Corporate and University Partnerships

Problem Statement 1: During the 2019-2020 school year, four teachers had corporate and/or university partners visit their classroom. **Root Cause:** Students exposure to college and careers need to begin in middle school and be used as a catalyst to students early achievement in high school.. Teachers lack the resources to secure more college visits and/or host college or corporate speakers.

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Books for DEAR reading time	211-11-6329-00-041M-30-00-000	\$3,173.22
1	2	4	Provide Professional Development	211-13-6411-00-041M-30-00-000	\$5,214.97
1	3	1	Instructional Coach - Salary and Benefits	211.13.6119.000.041M.30.00.000	\$67,628.00
1	4	1	Classroom Projectors	211.11.6395.000.041M.30.00.000	\$17,714.17
Sub-Total					\$93,730.36
288 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	AVID Weekly Subscription	288-11-6395-00-041M-30-00-000	\$560.00
1	2	1	AVID Membership	288-11-6495-00-041M-30-00-000	\$3,999.00
Sub-Total					\$4,559.00
Grand Total					\$98,289.36

Addendums