

Life School
Life Middle School Waxahachie
2024-2025 Campus Improvement Plan



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

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 Advancement Via Individual Determination "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.

Study Skills - Teaching effective study habits, time management, and organizational skills helps students develop the discipline needed for higher education.

Career Exploration - Introducing students to various career paths through guest speakers, field trips, or career assessments helps them understand the connection between their education and future career options.

Social-Emotional Learning - Supporting students' emotional well-being and resilience prepares them for the challenges of high school and college life.

Technology Integration - Using technology effectively in the classroom helps students become comfortable with digital tools and resources that will be essential in higher education.

Parent and Community Involvement - Engaging families and community members in the educational process creates a supportive network for students and helps them understand the value of education.

College Awareness - Introducing concepts related to college admissions, financial aid, and campus life can help demystify the process and make higher education seem more attainable.

Extracurricular Activities - Encouraging participation in clubs, sports, and other activities helps students develop leadership skills, teamwork, and a sense of commitment.

Mentorship Programs - Providing opportunities for students to connect with mentors, whether through tutoring, career counseling, or peer mentoring, offers additional support and guidance.

Problem Statements Identifying Close the Opportunity Gap - Secondary Needs

Problem Statement 1 (Prioritized): Per 2022- 2023 TEA Accountability Rating, 82% of LMSW students approaches grade level in reading. **Root Cause:** Academic Rigor - Providing engaging reading materials & curriculum with advanced coursework or enrichment opportunities to help students develop strong academic skills and a love for reading.

Problem Statement 2: Per 2022- 2023 TEA Accountability Rating, 67% of LMSW students approach grade level in math. **Root Cause:** Enhance building thinking classrooms to increase rigor, analytical thinking, and problem-solving skills.

Problem Statement 3 (Prioritized): Per 2022 - 2023 TEA Accountability Rating, in all grades (all subjects) at approaches grade level or above is 69%. **Root Cause:** Teachers need additional training and professional development in strong instructional practices, differentiating learning, and innovative strategies to increase student engagement and achievement.

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 What do you think "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 a supportive and collaborative environment.

Problem Statement 2 (Prioritized): Per the Fall 2020 Q12 Survey, 78% 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 2020 Q12 Survey, 59% 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 2020 Q12 Survey, 78% 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 LifeLeader attributes, exceptional customer service and SAFE and clean buildings and classrooms for students and staff to reach their full potential. Providing new or update technology including but not limited to cameras, materials, and/or resources to impact the learning of all participants. 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)
- One-to-one device
- Materials and resources that impact learning (including but not limited to science and computer labs with equipment (i.e. microscopes/desk top computers)
- 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)
- LifeLeader Profile Cards
- Principal visits with parents before they withdraw student (at LMSW).
- Athletic Coordinators/Coaches communication with parents prior to withdrawal.
- LifeLeader 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 2020-2021 LMSW student enrollment capacity rate is 100% as of week 20. **Root Cause:** Provide opportunity for Life School families/ students to tell their story via many platforms.

Problem Statement 2 (Prioritized): The 2020-2021 LMSW student enrollment retention rate is 83% as of week 20. **Root Cause:** More course selections for learners

Problem Statement 3 (Prioritized): The 2020-2021 LMSW student retention rate is 83% as of week 20. **Root Cause:** Transportation requests from parents are constant yearly.

Problem Statement 4 (Prioritized): Per posts made on the LMSW Facebook page in March 2021, less than 5% 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: 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 2020-2021 school year, LMSW offered 3 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: Per the Fall 2020 Q12 Survey, 48% 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.

Problem Statement 9: Administration will spend hours, if not days, investigating disciplinary concerns. **Root Cause:** The lack of cameras in throughout our building causes investigations to involved many more learners than necessary to ascertain what occurred.

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 LifeLeader attributes displayed on bulletin boards and/or throughout the hallways
- Staff are tweeting with #LifeLeader
- Most (if not all) departments are using the LifeLeader cards in meetings
- Weekly Quality of Life Email to all staff incorporates LifeLeader attributes
- Videos created for all 15 attributes and shared with staff and parents via email
- LifeLeader 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 LifeLeader language into counseling curriculum (2020-2021)
- 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: 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: Per the Fall 2020 Q12 Survey, 78% 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 2020-21 LMSW Behavior Reports, 84.3% (699) 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 2020 Q12 Survey, 78% 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 a supportive and collaborative environment.

Problem Statement 3 (Prioritized): During the 2020-2021 school year, LMSW offered 3 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 2022 - 2023 TEA Accountability Rating, in all grades (all subjects) at approaches grade level or above is 69%. **Root Cause:** Teachers need additional training and professional development in strong instructional practices, differentiating learning, and innovative strategies to increase student engagement and achievement.

Problem Statement 5: Per the Fall 2020 Q12 Survey, 59% 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: Per the Fall 2020 Q12 Survey, 88% 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.

Problem Statement 7 (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 8: Per 2022- 2023 TEA Accountability Rating, 67% of LMSW students approach grade level in math. **Root Cause:** Enhance building thinking classrooms to increase rigor, analytical thinking, and problem-solving skills.

Problem Statement 9 (Prioritized): Per 2022- 2023 TEA Accountability Rating, 82% of LMSW students approaches grade level in reading. **Root Cause:** Academic Rigor - Providing engaging reading materials & curriculum with advanced coursework or enrichment opportunities to help students develop strong academic skills and a love for reading.

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 2020-2021 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 (Virtual)
- Partners for Life
- Internet Safety Parent Night
- Food Drives
- Clothing/Toy Drive
- 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
- New LMSW Open House

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 March 2021, less than 5% 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: 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 opportunities for teachers on Professional Development days
- Clothing Drive
- Toy Drive
- Cheer- nursing home
- Parent Opportunities to observe (suspended due to COVID-19)
- 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 2020-2021 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 2020-2021 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

Priority Problem Statements

Problem Statement 1: Per HR Report, LMSW had 23% teacher turnover in 2019-2020.

Root Cause 1: Provide a supportive and collaborative environment.

Problem Statement 1 Areas: Employer of Choice - Growth and Development

Problem Statement 2: Per 2022- 2023 TEA Accountability Rating, 82% of LMSW students approaches grade level in reading.

Root Cause 2: Academic Rigor - Providing engaging reading materials & curriculum with advanced coursework or enrichment opportunities to help students develop strong academic skills and a love for reading.

Problem Statement 2 Areas: Close the Opportunity Gap - Secondary - Growth and Development

Problem Statement 3: Per the Fall 2020 Q12 Survey, 78% of LMSW staff answered strongly agree to Q12: "This last year, I have had opportunities at work to learn and grow."

Root Cause 3: 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 Areas: Employer of Choice - Growth and Development

Problem Statement 4: The 2020-2021 LMSW student retention rate is 83% as of week 20.

Root Cause 4: Transportation requests from parents are constant yearly.

Problem Statement 4 Areas: School of Choice

Problem Statement 5: The 2020-2021 LMSW student enrollment retention rate is 83% as of week 20.

Root Cause 5: More course selections for learners

Problem Statement 5 Areas: School of Choice

Problem Statement 6: The 2020-2021 LMSW student enrollment capacity rate is 100% as of week 20.

Root Cause 6: Provide opportunity for Life School families/students to tell their story via many platforms.

Problem Statement 6 Areas: School of Choice

Problem Statement 7: 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 7: 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 7 Areas: LifeLeader

Problem Statement 8: 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 8: Need an introduction for parents and stakeholders to better understand.

Problem Statement 8 Areas: LifeLeader

Problem Statement 9: During the 2020-2021 school year, LMSW offered 3 clubs for students to participate in after school.

Root Cause 9: There is no consistency across the district for student clubs/course offerings. Teacher interest in clubs is minimal

Problem Statement 9 Areas: School of Choice - Growth and Development

Problem Statement 10: Per May 8, 2020 School Messenger report, 245 of 448 parents opened the email.

Root Cause 10: Remind parents to update their information with our school.

Problem Statement 10 Areas: School of Choice - Parent Engagement

Problem Statement 11: 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 11: Increase the numbers and variety of opportunity for parent participation

Problem Statement 11 Areas: Parent Engagement

Problem Statement 12: Per posts made on the LMSW Facebook page in March 2021, less than 5% of people who were reached with the post engaged with the posts (by liking or commenting on the posts).

Root Cause 12: Life Middle School Waxahachie Facebook page does not reflect what is happening on campus or current student population.

Problem Statement 12 Areas: School of Choice - Parent Engagement

Problem Statement 13: During 2020-2021 school year, LMSW students were highlighted each week in positive news stories by the campus, district and/or media..

Root Cause 13: Learner apathy when encouraged to participate in community service. Provide positive publicity for actions taken by learners

Problem Statement 13 Areas: Community Engagement

Problem Statement 14: During 2020-2021 school year, 100% learners were offered an opportunity to participated in community service events.

Root Cause 14: There are few off-campus opportunities offered for participation due to bus transportation and/or parent participation is limited.

Problem Statement 14 Areas: Community Engagement

Problem Statement 15: Per 2018-2019 TEA Accountability Rating, 83% of LMSW student groups met their academic growth rate.

Root Cause 15: Increase Learners' Affinity for Reading

Problem Statement 15 Areas: Growth and Development

Problem Statement 16: Per 2022 - 2023 TEA Accountability Rating, in all grades (all subjects) at approaches grade level or above is 69%.

Root Cause 16: Teachers need additional training and professional development in strong instructional practices, differentiating learning, and innovative strategies to increase student engagement and achievement.

Problem Statement 16 Areas: Close the Opportunity Gap - Secondary - 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
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Strong Academics

Performance Objective 1: Close the Opportunity Gap for Elementary

High Priority

Evaluation Data Sources: Intentionally Left Blank

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 2023-2024 school year]


Evaluation Data Sources: TEA Report


Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure Secondary Instructional Standards are implemented. - Intentional focus during PD, PLC, and walkthroughs to ensure teachers have the resources and information needed to implement secondary instructional standards.</p> <p>Strategy's Expected Result/Impact: Lead: PD sessions over instructional standards. Training for admin team to know what to look for. Identify the instructional standards being used during walkthroughs and evaluations.</p> <p>Lag: 50% of observations will reflect that teachers are checking for understanding.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Evidence: walkthroughs and observations</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: AVID Membership - 288 - Title IV - 288-11-6495-00-041M-30-00-000 - \$3,999, AVID Weekly Subscription - 288 - Title IV - 288-11-6395-00-041M-30-00-000 - \$560, New or replacement devices and equipment to provide teachers, students, and/or staff the technology resources (Calculators & Microscopes) - 211 - Title I - 211-11-6395-000-041M-30-00-000 - \$17,714.17, Classroom Curriculum & Materials - 211 - Title I - \$5,000</p>	Formative			Summative
	Nov	Feb	May	July


Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunity for each learner to engage in enhanced instruction during Advisory.</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. Learners will engage in mini-lesson, including but not limited to character lessons, weekly during Advisory. Comprehension checks completed, including but not limited to grade checks and SMART Goal checks.</p> <p>Lag: Growth in reading scores from 81% to 90%. Increase Q02 scores (Materials & Equipment) Enhance Student Achievement (Grow Student Performance from 76% to 85%)</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>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Books for DEAR reading time - 211 - Title I - 211-11-6329-00-041M-30-00-000 - \$3,173.22</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide intentional professional development to facilitate improved teacher performance.</p> <p>Strategy's Expected Result/Impact: Lead: Ensure secondary instructional standards are implemented. Teachers will participate in at least one PLC a week</p> <p>Lag: Enhance Student Achievement (Grow Student Performance from 76% to 85%) Increase Q12 Results: Opportunities to learn and grow Improve turnover rate</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Provide Professional Development - 211 - Title I - 211-13-6411-00-041M-30-00-000 - \$2,714.97</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide relevant and current staff development for all staff throughout the school year including but not limited to:</p> <ul style="list-style-type: none"> -Region 10 -District PD -Campus PD <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>	Formative			Summative
	Nov	Feb	May	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue





Goal 1: Strong Academics

Performance Objective 3: Employer of Choice [90% of our staff will return in the year following 2022-2023 school year]

Evaluation Data Sources: Survey
 HR Report
 TAPR Report

Strategy 1 Details	Reviews			
<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>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Instructional Coach - Salary and Benefits - 211 - Title I - 211.13.6119.000.041M.30.00.000 - \$67,628</p>	Formative			Summative
	Nov	Feb	May	July





Strategy 2 Details	Reviews			
<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: Provide opportunities to receive meaningful input and feedback from staff through a comprehensive listening program.</p> <p>Lag: Increase Q07 Results: My opinions seem to count</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach</p> <p>Agenda item on PLC for Instructional Coach to solicit feedback from teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
<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 (Recognition) Current TopBox from 60% to 90%.</p> <p>Staff Responsible for Monitoring: Receptionist Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide an environment where teammates produce high quality work and reject mediocre work.</p> <p>Strategy's Expected Result/Impact: Lead: Establish performance and high quality standards. Confirm and recognize teammates who exhibit high quality work. Share and exchange best practices. Retain and recruit high quality teachers and staff.</p> <p>Lag: Increase Q09 (Commitment to Quality) Current TopBox from 42% to 90%.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 5 Details	Reviews			
<p>Strategy 5: The permanent sub will work provide coverage for teacher absences and/or vacancies so that teachers are less likely to be pulled to cover classes.</p> <p>Strategy's Expected Result/Impact: Lead: The sub will cover absence and/or vacant positions daily.</p> <p>Lag: Improvement in instruction as documented in teacher observations.</p> <p>Enhance Student Achievement (Grow Student Performance from 83% to 90%) Increase Q03 Results: At work, I have the opportunity to do what I do best every day.</p> <p>Staff Responsible for Monitoring: Administrator</p> <p>Funding Sources: Permanent Sub - 211 - Title I - \$25,000</p>	Formative			Summative
	Nov	Feb	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Strong Academics

Performance Objective 4: School of Choice [Maintain 100% enrollment throughout the 2023-24 school year.]

Strategy 1 Details	Reviews			
<p>Strategy 1: Create, implement, and monitor a student attendance plan.</p> <p>Strategy's Expected Result/Impact: Lead: Ask parents to monitor attendance using Parent Portal Sending weekly campus newsletters via School Messenger Providing incentives for perfect attendance Stories shared in newsletter will be linked to social media accounts each month. Provide a quality customer experience for all learners and their families. Share and encourage families to share their positive experiences via social media.</p> <p>Lag: Increase ADA from 92% to 96% Increase engagement on social media to 15% of those who are reached. Meet enrollment capacity.</p> <p>Staff Responsible for Monitoring: Campus Liaison Campus PEIMS Principal</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Develop and implement a Pregnancy Related Services (PRS) plan through Compensatory Education Home Instruction (CEHI) to serve prenatal and postpartum students.</p> <p>Strategy's Expected Result/Impact: Students will continue to receive instruction during prenatal and postpartum timelines. A schedule will be created to support each student academically during their time away from school. Students will continue learning even while away from school to prevent dropout.</p> <p>Staff Responsible for Monitoring: Counselors Administrators</p> <p>Title I: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide instructional support by providing, including but not limited to, cameras throughout the building to facilitate efficient disciplinary investigations.</p> <p>Strategy's Expected Result/Impact: Students, parents, and staff will be provided an additional safety feature. The time needed for investigation will be expedited resulting in more administrator time in classrooms providing instructional leadership support to teachers and students.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Character Training

Performance Objective 1: LifeLeader [Achieve a 10% reduction in the total number of disciplinary infractions in the 2022-2023 school year]

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide LifeLeader Attributes to parents and stakeholders in our activities and communication.</p> <p>Strategy's Expected Result/Impact: Lead: Include a LifeLeader Attribute in our biweekly newsletter. Incorporate LifeLeader Attributes into Positive Behavior and Intervention Supports (PBIS), Social, Emotional, Behavior (SEB), and recognition. One assembly each quarter 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. Coaches to provide LifeLeader lessons during athletics monthly during class period.</p> <p>Lag: Increase the number of parents who respond they agree we are preparing students with leadership skills. There will be a 10% reduction in disciplinary infractions as indicated by disciplinary reports. Increase email open rate</p> <p>Staff Responsible for Monitoring: Administration</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	May	July
	Empty review cells			





Goal 2: Character Training

Performance Objective 2: Growth and Development [Increase Current TopBox from 68% to 100% for Q06:There is someone at work who encourages my development.]

Evaluation Data Sources: Q12 Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide relevant and current staff development for all staff throughout the school year including but not limited to:</p> <ul style="list-style-type: none"> -Region 10 -District PD -Campus PD <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>Funding Sources: Teacher Professional Development - 211 - Title I - 211-13-6411-000-041M-30-00-000 - \$3,936.47</p>	Formative			Summative
	Nov	Feb	May	July
	This area is intentionally left blank for data entry			

Strategy 2 Details	Reviews			
<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 *Anime Club <p>Strategy's Expected Result/Impact: Lead: At least multiple 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, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Goal 3: Partnerships with Parents and the Community

Performance Objective 1: Parent Engagement [Improve parent attendance during parent nights from 77.89% to 90%) via our parent survey]

Strategy 1 Details	Reviews			
<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 multiple opportunities for parents to engage in the school community. Cultivate meaningful connections.</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>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	May	July

Goal 3: Partnerships with Parents and the Community

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


Strategy 1 Details	Reviews			
<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 will be given an opportunity to participate in at least one community service opportunity.</p> <p>Staff Responsible for Monitoring: Administration Counselors Teachers</p>	Formative			Summative
	Nov	Feb	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 3: Partnerships with Parents and the Community

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

Strategy 1 Details	Reviews			
<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: When health and safety guidelines permit, 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>	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
<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>	Formative			Summative
	Nov	Feb	May	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Classroom Curriculum & Materials		\$5,000.00
1	2	1	New or replacement devices and equipment to provide teachers, students, and/or staff the technology resources (Calculators & Microscopes)	211-11-6395-000-041M-30-00-000	\$17,714.17
1	2	2	Books for DEAR reading time	211-11-6329-00-041M-30-00-000	\$3,173.22
1	2	3	Provide Professional Development	211-13-6411-00-041M-30-00-000	\$2,714.97
1	3	1	Instructional Coach - Salary and Benefits	211.13.6119.000.041M.30.00.000	\$67,628.00
1	3	5	Permanent Sub		\$25,000.00
2	2	1	Teacher Professional Development	211-13-6411-000-041M-30-00-000	\$3,936.47
Sub-Total					\$125,166.83
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