

Life School
Life School Carrollton
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

District

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

Campus

Every student is achieving at his or her maximum potential in an engaging, inspiring and challenging learning environment.

Values

Build Trust

Value People

Continous 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 2nd 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

- Viable reading assessment- Bi-weekly assessments, DRAs
- The strong Kindergarten foundation will help set students up for success in later grade levels.
- Most grade levels demonstrated substantial growth in literacy from the beginning to the middle of the school year.
- Each classroom has a leveled library
- Professional development on reading, assessments (running records) and literacy strategies
- Campus instructional coach available for weekly PLC and coaching of instructional pedagogy
- Grade level teams and administration intentionally using data to guide professional development and instructional practices
- Early identification of reading difficulties through MTSS process and informal teachers observations
- Common District and campus literacy goals
- Partner guided reading to help build student confidence
- Peer mentor reading groups
- Instructional Aide pullout for intervention

Problem Statements Identifying Close the Opportunity Gap - Elementary Needs

Problem Statement 1 (Prioritized): As of January 2020, 35% of kindergarten students are reading on grade level. **Root Cause:** Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.

Problem Statement 2 (Prioritized): As of January 2020, 24% of 1st grade students are reading on grade level. **Root Cause:** Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.

Problem Statement 3 (Prioritized): As of January 2020, 68% of 2nd grade students are reading on grade level. **Root Cause:** Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.

Problem Statement 4 (Prioritized): As of January 2020, 90% of Fifth Graders showed academic growth on District Benchmarks for Math. **Root Cause:** Execution and fidelity of implementation of our curriculum plans/strategies/activities and training of all staff.

Problem Statement 5 (Prioritized): As of January 2020, 50% of Fifth Graders showed academic growth on District Benchmarks for Reading. **Root Cause:** Execution and fidelity of implementation of our curriculum plans/strategies/activities and training of all staff.

Problem Statement 6 (Prioritized): As of January 2020, 32% of Fourth Graders showed academic growth on District Benchmarks for Reading. **Root Cause:** Execution and fidelity of implementation of our curriculum plans/strategies/activities and training of all staff.

Problem Statement 7 (Prioritized): As of January 2020, 50% of Fourth Graders showed academic growth on District Benchmarks for Math. **Root Cause:** Execution and fidelity of implementation of our curriculum plans/strategies/activities and training of all staff.

Problem Statement 8 (Prioritized): According to the 2019-2020 Coaching Data, there were 55 formal coaching conversations and 78 classroom observations completed by Instructional Coach. **Root Cause:** Teachers understanding of the role of the instructional coach. Lack of building teacher capacity. No individualized learning plans or available resources for teachers to continually improve their craft as educators.

Problem Statement 9 (Prioritized): On a scale of 1-5, with 5 being strongly agree, 31% of LSC staff answered below a 4 on the question, "In the last six months, someone at work has talked to me about my progress." on the 2019-2020 Life School Gallup Survey **Root Cause:** Calendar observation and feedback interactions. PLCs lack structure to advance professional learning to impact classroom learning progression. Newly implemented framework and lack of training of administrators and staff.

Problem Statement 10 (Prioritized): As of January 2020, 10% of 3rd grade students are reading on grade level. **Root Cause:** Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.

Employer of Choice

Employer of Choice Summary

Everything stops at the door-teacher will or skill are the key influencer in success. Our staff has the greatest influence on improving student outcomes. We cannot be successful without quality staff. An excellent employee experience will increase our retention, assist our recruiting efforts, and increase our student academic achievement Our goal is to keep highly qualified and experienced teachers. This will ultimately decrease a higher turnover rate. While our campus turnover rate is low, we have lost many experienced teachers.

Employer of Choice Strengths

- Positive culture of Life School/people care/Co-workers
- Pay
- Welcoming atmosphere
- Life School Values
- Walkthroughs and Observations are made throughout the year
- Staff feel recognized
- Principal-teacher relationships
- Benefits
- Instructional Coaching
- StrengthFinder Coaching Support

Problem Statements Identifying Employer of Choice Needs

Problem Statement 1 (Prioritized): According to the 2019-2020 Coaching Data, there were 55 formal coaching conversations and 78 classroom observations completed by Instructional Coach. **Root Cause:** Teachers understanding of the role of the instructional coach. Lack of building teacher capacity. No individualized learning plans or available resources for teachers to continually improve their craft as educators.

Problem Statement 2 (Prioritized): "Life School Carrollton was a brand new campus in 2019-2020, the focus was on getting a new campus started, and the focus on teacher mentors was secondary." **Root Cause:** Since all teachers were new to the campus, there was a lack of administrative appointed teacher leadership to lead and mentor colleagues.

Problem Statement 3 (Prioritized): "Life School Carrollton was a brand new campus in 2019-2020, the focus was on getting a new campus started, and the focus on teacher leaders was secondary." **Root Cause:** The size of campus hindered the need for teacher leaders. In addition, there was a lack of administrative focus on developing teacher leaders since all teachers were new to the campus.

Problem Statement 4 (Prioritized): As of May 2020 HR Report, LSC teacher turnover rate was 11%. **Root Cause:** A need exists for differentiated professional support and strategic, targeted development.

Problem Statement 5 (Prioritized): On a scale of 1-5, with 5 being strongly agree, 19% of LSC staff answered below a 4 on the question, "I have the materials and equipment I

need to do my work right." on the 2019-2020 Life School Gallup Survey **Root Cause:** With a limited budget, it is difficult to build an inventory of needed materials and equipment throughout the school year.

Problem Statement 6 (Prioritized): On a scale of 1-5, with 5 being strongly agree, 31% of LSC staff answered below a 4 on the question, "In the last six months, someone at work has talked to me about my progress." on the 2019-2020 Life School Gallup Survey **Root Cause:** Calendar observation and feedback interactions. PLCs lack structure to advance professional learning to impact classroom learning progression. Newly implemented framework and lack of training of administrators and staff.

Problem Statement 7 (Prioritized): On a scale of 1-5, with 5 being strongly agree, 40% of LSC staff answered below a 4 on the question, "I have a best friend at work." on the 2019-2020 Life School Gallup Survey. **Root Cause:** Create more opportunities for staff to interact and participate in staff team building activities.

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

- Facilities
- Customer Service
- Communication with families
- Clean Schools (Campus walks)
- 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/Assistant Principal visits with parents before they withdraw the student.
- Accessibility - you see administrators, teachers and other staff when you visit
- Kinder round-up - come to see the campus
- Promotional flyers - piques interest
- Partnership with Kids Club
- Great staff
- Online enrollment with parent/bilingual assistance
- Currently low teacher/student ratio
- High academic and behavioral standards
- Diversity
- CHAMPS/PBIS
- Uniforms
- Welcoming and warm at student arrival and dismissal

Problem Statements Identifying School of Choice Needs

Problem Statement 1 (Prioritized): As of May 2020, LSC has approximately 622 books per grade level across all genre and reading level according to the Units of Study Curriculum. **Root Cause:** There is a lack of on level books of different genres available for all students on all reading levels.

Problem Statement 2 (Prioritized): As of May 2020, 1 of 10 Facebook reviews reveals a negative parent experience. **Root Cause:** Lack of clear expectations, customer service training for front office staff, no FAQ for receptionist to use when directing families to requested needs.

Problem Statement 3 (Prioritized): On a scale of 1-5, with 5 being strongly agree, 19% of LSC staff answered below a 4 on the question, "I have the materials and equipment I need to do my work right." on the 2019-2020 Life School Gallup Survey **Root Cause:** With a limited budget, it is difficult to build an inventory of needed materials and equipment throughout the school year.

Problem Statement 4 (Prioritized): LSC students were not able to engage in learning experiences and field trips beyond the classroom. **Root Cause:** Lack of funding to extend the learning experience beyond the classroom.

Problem Statement 5 (Prioritized): 58.3% of parents answered strongly agree to Parent Satisfaction Survey Q 14 "My student(s) feel safe at school." **Root Cause:** New campus with new protocols and procedures. New staff. Continued behavior management training to support student behavior in the classroom.

Problem Statement 6 (Prioritized): 42% of parents answered strongly agree to Parent Satisfaction Survey Q19 "Information and events provided for parents allow me to better support my student's educational and leadership development." **Root Cause:** Lack of LifeLeader Attribute focus at Parent Nights. Lack of parent fellowship nights.

Problem Statement 7 (Prioritized): 63% of parents answered strongly agree to Parent Satisfaction Survey Q21 "The academic needs of my student(s) are met at Life School." **Root Cause:** With limited funding for curricular materials. Students need additional support materials since this was the first year LSC was in operation.

Problem Statement 8 (Prioritized): 83% of parents answered strongly agree or agree to Parent Satisfaction Survey Q16 "I receive effective communication from the school." **Root Cause:** Consistency of communication, no Thursday Folder, systemic means to communicate with families.

Problem Statement 9 (Prioritized): 88% of parents answered strongly agree or agree to Parent Satisfaction Survey Q18 "I am satisfied with the parent engagement opportunities provided throughout the year." **Root Cause:** Calendar of events, share events earlier with families, utilize web-page to post events, more frequent invites to encourage participation in events, consistent communication with parents.

Problem Statement 10 (Prioritized): 58% of parents answered strongly agree to Parent Satisfaction Survey Q23 "I am satisfied with the education my child receives at Life School." **Root Cause:** Lack of extracurricular opportunities for students to participate in, lack of funding to pay for additional learning experiences outside the classroom, create opportunities for students to share their learning experiences outside the classroom.

LifeLeader

LifeLeader Summary

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

The Servant Leader

We believe all employees should model the Leader Profile attributes. We expect our employees to have integrity. We expect our employees to be professional with students, staff, parents, and community members. The language we use brands our culture. (not just words, but a “language”) Life Leader is not something we do, it is who we are. (Culture)

LifeLeader Strengths

1.
 - Life Leader classes every Friday
 - Life Leader lessons included in announcements every morning
 - Life Leader Cards
 - Positive Referrals
 - Cardinal of the Month exhibiting qualities.
 - Nine- week Assemblies celebrating students
 - Staff of the Month and Teacher of the Month that exhibits Life Leader Attributes.
 - Evidence of Life Leader implementation in the building
 - According to the Q12 survey question #8, staff members are motivated and believe in the mission of Life School, including LifeLeader attributes.
 - The schools broadcast daily LifeLeader messages in our morning announcements as a teachable lesson to students.
 - The school has visits by Andy Chester to help frame LifeLeader attributes through staff personality traits using StrengthFinder.

Problem Statements Identifying LifeLeader Needs

Problem Statement 1 (Prioritized): Per February 2020 Life Leader Survey shows that 33% of staff utilizes the Life Leader attributes with students in the classroom. **Root Cause:** Time constraints, no set curriculum to follow, and lack of cohesive school communicated message regarding designated LifeLeader attributes or activities to support the attributes.

Problem Statement 2 (Prioritized): Approximately two students in each classroom distracts away from the learning environment, lack of fidelity in documenting behavioral deficits. **Root Cause:** Diversity is student backgrounds, limited number of teacher training focusing on classroom management, and lack of behavioral documentation.

Problem Statement 3 (Prioritized): 58.3% of parents answered strongly agree to Parent Satisfaction Survey Q 14 "My student(s) feel safe at school." **Root Cause:** New campus with new protocols and procedures. New staff. Continued behavior management training to support student behavior in the classroom.

Problem Statement 4 (Prioritized): Based on the 2019-2020 Discipline Referrals Report, LSC had 114 office referrals. **Root Cause:** New implementation of PBIS/CHAMPS,

need for continuous behavioral professional development, need for social emotional training for staff, lack of funding for Cardinal store for rewarding positive behaviors.

Problem Statement 5 (Prioritized): According to the 2019-2020 LifeLeader Survey, only 30% of staff replied that they often incorporate LifeLeader into classroom/work activities I am responsible for planning. **Root Cause:** Lack of LifeLeader training, no LifeLeader curriculum to embed into classroom activities, no focused time brainstorming ways to incorporate LifeLeader attributes.

Problem Statement 6 (Prioritized): According to the 2019-2020 LifeLeader Survey, only 48% of staff replied "yes" to "I have been recognized for exhibiting LifeLeader attributes. **Root Cause:** Recognition was not tied to the attributes for the first semester of the school year. Lack of LifeLeader attribute awareness or work. Not intentionally focused of incorporating into recognition.

Growth and Development

Growth and Development Summary

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

Gallup found that teachers' engagement levels are directly related to those of their students. Thus, engaged teachers yield engaged students. Additionally, that same study proved that a one-percentage-point increase in a school's student engagement GrandMean was associated with a six-point increase in reading achievement and an eight-point increase in math achievement scores.

Key Lifeleader Attributes that tie to personal growth and development are Self-Aware, Self-Managed, and Social Awareness. In addition, understanding strengths helps staff and students learn to grow in all Lifeleader Attributes.

Growth and Development Strengths

- Daily PLC built into the school day
- On campus instructional coach
- Students have a variety of Specials classes (Music, Art, Science Lab, PE)

Problem Statements Identifying Growth and Development Needs

Problem Statement 1 (Prioritized): Currently two after school student clubs and activities offered to showcase student talents. . **Root Cause:** Availability of teacher sponsors and availability of shared spaces in the building to use as a space to meet.

Problem Statement 2 (Prioritized): According to the 2019-2020 Coaching Data, there were 55 formal coaching conversations and 78 classroom observations completed by Instructional Coach. **Root Cause:** Teachers understanding of the role of the instructional coach. Lack of building teacher capacity. No individualized learning plans or available resources for teachers to continually improve their craft as educators.

Problem Statement 3 (Prioritized): "Life School Carrollton was a brand new campus in 2019-2020, the focus was on getting a new campus started, and the focus on teacher mentors was secondary." **Root Cause:** Since all teachers were new to the campus, there was a lack of administrative appointed teacher leadership to lead and mentor colleagues.

Problem Statement 4 (Prioritized): "Life School Carrollton was a brand new campus in 2019-2020, the focus was on getting a new campus started, and the focus on teacher leaders was secondary." **Root Cause:** The size of campus hindered the need for teacher leaders. In addition, there was a lack of administrative focus on developing teacher leaders since all teachers were new to the campus.

Problem Statement 5 (Prioritized): On a scale of 1-5, with 5 being strongly agree, 31% of LSC staff answered below a 4 on the question, "In the last six months, someone at work has talked to me about my progress." on the 2019-2020 Life School Gallup Survey **Root Cause:** Calendar observation and feedback interactions. PLCs lack structure to advance professional learning to impact classroom learning progression. Newly implemented framework and lack of training of administrators and staff.

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. Parents are Life School's greatest advocate in both the education of their child and at the state level.

Parent Engagement Strengths

- Families want to be involved (according to the Parent Engagement Survey)
- Families who are currently involved have expressed continued interest in helping our school community grow.
- There are a number of parent volunteer opportunities at school (parent nights, Guardian Angels, Career Week, etc)
- Coffee and Conversations
- Spirit Nights
- Charter school parents are already advocates for campus.

Problem Statements Identifying Parent Engagement Needs

Problem Statement 1 (Prioritized): Parents are unsure of the ways to engage with LSC. **Root Cause:** There is not an operation parent group that parents can be a part of and volunteer opportunities are not communicated in a way that parents respond.

Problem Statement 2 (Prioritized): No functioning parental program (volunteer group). **Root Cause:** District streamlining parent program and there was a delay in the rollout.

Problem Statement 3 (Prioritized): 88% of parents answered strongly agree or agree to Parent Satisfaction Survey Q18 "I am satisfied with the parent engagement opportunities provided throughout the year." **Root Cause:** Calendar of events, share events earlier with families, utilize web-page to post events, more frequent invites to encourage participation in events, consistent communication with parents.

Problem Statement 4 (Prioritized): 71% of parents answered strongly agree or agree to Parent Engagement Survey Q16 "As a parent, I feel well informed about the many ways I can be involved on my student's campus." **Root Cause:** Consistent campus newsletter, varied platforms of sharing information, low utilization of social media platforms for events.

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, mentors and ambassadors for Life School.

Community Engagement Strengths

- Connection to Covenant Church has helped to promote our school and increase student enrollment.
- There has been support from businesses around the area surrounding the school.
- Working with companies to give students opportunities to give back through donations.
- Family Nights at local restaurants.

Problem Statements Identifying Community Engagement Needs

Problem Statement 1 (Prioritized): LSC participated in 4 community events throughout the 2019-2020 school year. **Root Cause:** Lack of volunteer opportunities for the campus. Lack of organizations to partner with to provide volunteer opportunities.

Problem Statement 2 (Prioritized): Community partnerships limited due to new campus establishment. **Root Cause:** We have not focused on developing community partnerships. There is a lack of knowledge on how to establish these partnerships and foster a two way relationship.

Problem Statement 3 (Prioritized): The City of Carrollton, mainly the Police Officers, are not aware of our presence. Incorporating law enforcement in at least one community activity per year. **Root Cause:** Our school has not connected with the City of Carrollton, this is a safety hazard along with other issues.

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 the 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.

Corporate and University Partnerships Strengths

- Student teaching partnerships with UNT and TCU
- We have a diverse group of faculty members; this allows a good range of input and experiences.
- We are members of the Metrocrest Chamber
- Donations from Einstein Bagels, Chick-Fil-A, etc.
- I9 Sports enrollment partnership/advertising
- vouchers for uniforms

Problem Statements Identifying Corporate and University Partnerships Needs

Problem Statement 1 (Prioritized): We currently have zero corporate partners. **Root Cause:** We have not sought out corporate partnerships or held hands with new potential partnerships. There is a lack of knowledge on how to establish these partnerships and foster a two way relationship.

Problem Statement 2 (Prioritized): We do not celebrate and recognize corporate partnerships. **Root Cause:** We do not track corporate donations or outreach.

Priority Problem Statements

Problem Statement 6: Approximately two students in each classroom distracts away from the learning environment, lack of fidelity in documenting behavioral deficits.

Root Cause 6: Diversity is student backgrounds, limited number of teacher training focusing on classroom management, and lack of behavioral documentation.

Problem Statement 6 Areas: LifeLeader

Problem Statement 9: Per February 2020 Life Leader Survey shows that 33% of staff utilizes the Life Leader attributes with students in the classroom.

Root Cause 9: Time constraints, no set curriculum to follow, and lack of cohesive school communicated message regarding designated LifeLeader attributes or activities to support the attributes.

Problem Statement 9 Areas: LifeLeader

Problem Statement 10: Currently two after school student clubs and activities offered to showcase student talents. .

Root Cause 10: Availability of teacher sponsors and availability of shared spaces in the building to use as a space to meet.

Problem Statement 10 Areas: Growth and Development

Problem Statement 12: As of May 2020, LSC has approximately 622 books per grade level across all genre and reading level according to the Units of Study Curriculum.

Root Cause 12: There is a lack of on level books of different genres available for all students on all reading levels.

Problem Statement 12 Areas: School of Choice

Problem Statement 16: No functioning parental program (volunteer group).

Root Cause 16: District streamlining parent program and there was a delay in the rollout.

Problem Statement 16 Areas: Parent Engagement

Problem Statement 18: Parents are unsure of the ways to engage with LSC.

Root Cause 18: There is not an operation parent group that parents can be a part of and volunteer opportunities are not communicated in a way that parents respond.

Problem Statement 18 Areas: Parent Engagement

Problem Statement 19: LSC participated in 4 community events throughout the 2019-2020 school year.

Root Cause 19: Lack of volunteer opportunities for the campus. Lack of organizations to partner with to provide volunteer opportunities.

Problem Statement 19 Areas: Community Engagement

Problem Statement 20: The City of Carrollton, mainly the Police Officers, are not aware of our presence. Incorporating law enforcement in at least one community activity per

year.

Root Cause 20: Our school has not connected with the City of Carrollton, this is a safety hazard along with other issues.

Problem Statement 20 Areas: Community Engagement

Problem Statement 21: We currently have zero corporate partners.

Root Cause 21: We have not sought out corporate partnerships or held hands with new potential partnerships. There is a lack of knowledge on how to establish these partnerships and foster a two way relationship.

Problem Statement 21 Areas: Corporate and University Partnerships

Problem Statement 24: "Life School Carrollton was a brand new campus in 2019-2020, the focus was on getting a new campus started, and the focus on teacher leaders was secondary."

Root Cause 24: The size of campus hindered the need for teacher leaders. In addition, there was a lack of administrative focus on developing teacher leaders since all teachers were new to the campus.

Problem Statement 24 Areas: Employer of Choice - Growth and Development

Problem Statement 25: "Life School Carrollton was a brand new campus in 2019-2020, the focus was on getting a new campus started, and the focus on teacher mentors was secondary."

Root Cause 25: Since all teachers were new to the campus, there was a lack of administrative appointed teacher leadership to lead and mentor colleagues.

Problem Statement 25 Areas: Employer of Choice - Growth and Development

Problem Statement 26: According to the 2019-2020 Coaching Data, there were 55 formal coaching conversations and 78 classroom observations completed by Instructional Coach.

Root Cause 26: Teachers understanding of the role of the instructional coach. Lack of building teacher capacity. No individualized learning plans or available resources for teachers to continually improve their craft as educators.

Problem Statement 26 Areas: Close the Opportunity Gap - Elementary - Employer of Choice - Growth and Development

Problem Statement 27: As of May 2020, 1 of 10 Facebook reviews reveals a negative parent experience.

Root Cause 27: Lack of clear expectations, customer service training for front office staff, no FAQ for receptionist to use when directing families to requested needs.

Problem Statement 27 Areas: School of Choice

Problem Statement 29: Community partnerships limited due to new campus establishment.

Root Cause 29: We have not focused on developing community partnerships. There is a lack of knowledge on how to establish these partnerships and foster a two way relationship.

Problem Statement 29 Areas: Community Engagement

Problem Statement 30: We do not celebrate and recognize corporate partnerships.

Root Cause 30: We do not track corporate donations or outreach.

Problem Statement 30 Areas: Corporate and University Partnerships

Problem Statement 31: As of January 2020, 35% of kindergarten students are reading on grade level.

Root Cause 31: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.

Problem Statement 31 Areas: Close the Opportunity Gap - Elementary

Problem Statement 32: As of January 2020, 24% of 1st grade students are reading on grade level.

Root Cause 32: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.

Problem Statement 32 Areas: Close the Opportunity Gap - Elementary

Problem Statement 33: As of January 2020, 68% of 2nd grade students are reading on grade level.

Root Cause 33: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.

Problem Statement 33 Areas: Close the Opportunity Gap - Elementary

Problem Statement 34: As of January 2020, 90% of Fifth Graders showed academic growth on District Benchmarks for Math.

Root Cause 34: Execution and fidelity of implementation of our curriculum plans/strategies/activities and training of all staff.

Problem Statement 34 Areas: Close the Opportunity Gap - Elementary

Problem Statement 35: As of January 2020, 50% of Fifth Graders showed academic growth on District Benchmarks for Reading.

Root Cause 35: Execution and fidelity of implementation of our curriculum plans/strategies/activities and training of all staff.

Problem Statement 35 Areas: Close the Opportunity Gap - Elementary

Problem Statement 36: As of January 2020, 32% of Fourth Graders showed academic growth on District Benchmarks for Reading.

Root Cause 36: Execution and fidelity of implementation of our curriculum plans/strategies/activities and training of all staff.

Problem Statement 36 Areas: Close the Opportunity Gap - Elementary

Problem Statement 37: As of January 2020, 50% of Fourth Graders showed academic growth on District Benchmarks for Math.

Root Cause 37: Execution and fidelity of implementation of our curriculum plans/strategies/activities and training of all staff.

Problem Statement 37 Areas: Close the Opportunity Gap - Elementary

Problem Statement 38: As of May 2020 HR Report, LSC teacher turnover rate was 11%.

Root Cause 38: A need exists for differentiated professional support and strategic, targeted development.

Problem Statement 38 Areas: Employer of Choice

Problem Statement 39: On a scale of 1-5, with 5 being strongly agree, 19% of LSC staff answered below a 4 on the question, "I have the materials and equipment I need to do my work right." on the 2019-2020 Life School Gallup Survey

Root Cause 39: With a limited budget, it is difficult to build an inventory of needed materials and equipment throughout the school year.

Problem Statement 39 Areas: Employer of Choice - School of Choice

Problem Statement 40: On a scale of 1-5, with 5 being strongly agree, 31% of LSC staff answered below a 4 on the question, "In the last six months, someone at work has talked to me about my progress." on the 2019-2020 Life School Gallup Survey

Root Cause 40: Calendar observation and feedback interactions. PLCs lack structure to advance professional learning to impact classroom learning progression. Newly implemented framework and lack of training of administrators and staff.

Problem Statement 40 Areas: Close the Opportunity Gap - Elementary - Employer of Choice - Growth and Development

Problem Statement 41: On a scale of 1-5, with 5 being strongly agree, 40% of LSC staff answered below a 4 on the question, "I have a best friend at work." on the 2019-2020 Life School Gallup Survey.

Root Cause 41: Create more opportunities for staff to interact and participate in staff team building activities.

Problem Statement 41 Areas: Employer of Choice

Problem Statement 42: LSC students were not able to engage in learning experiences and field trips beyond the classroom.

Root Cause 42: Lack of funding to extend the learning experience beyond the classroom.

Problem Statement 42 Areas: School of Choice

Problem Statement 43: 58.3% of parents answered strongly agree to Parent Satisfaction Survey Q 14 "My student(s) feel safe at school."

Root Cause 43: New campus with new protocols and procedures. New staff. Continued behavior management training to support student behavior in the classroom.

Problem Statement 43 Areas: School of Choice - LifeLeader

Problem Statement 44: Based on the 2019-2020 Discipline Referrals Report, LSC had 114 office referrals.

Root Cause 44: New implementation of PBIS/CHAMPS, need for continuous behavioral professional development, need for social emotional training for staff, lack of funding for Cardinal store for rewarding positive behaviors.

Problem Statement 44 Areas: LifeLeader

Problem Statement 45: According to the 2019-2020 LifeLeader Survey, only 30% of staff replied that they often incorporate LifeLeader into classroom/work activities I am responsible for planning.

Root Cause 45: Lack of LifeLeader training, no LifeLeader curriculum to embed into classroom activities, no focused time brainstorming ways to incorporate LifeLeader attributes.

Problem Statement 45 Areas: LifeLeader

Problem Statement 46: According to the 2019-2020 LifeLeader Survey, only 48% of staff replied "yes" to "I have been recognized for exhibiting LifeLeader attributes.

Root Cause 46: Recognition was not tied to the attributes for the first semester of the school year. Lack of LifeLeader attribute awareness or work. Not intentionally focused of incorporating into recognition.

Problem Statement 46 Areas: LifeLeader

Problem Statement 47: 58% of parents answered strongly agree to Parent Satisfaction Survey Q23 "I am satisfied with the education my child receives at Life School."

Root Cause 47: Lack of extracurricular opportunities for students to participate in, lack of funding to pay for additional learning experiences outside the classroom, create opportunities for students to share their learning experiences outside the classroom.

Problem Statement 47 Areas: School of Choice

Problem Statement 48: 88% of parents answered strongly agree or agree to Parent Satisfaction Survey Q18 "I am satisfied with the parent engagement opportunities provided throughout the year."

Root Cause 48: Calendar of events, share events earlier with families, utilize web-page to post events, more frequent invites to encourage participation in events, consistent communication with parents.

Problem Statement 48 Areas: School of Choice - Parent Engagement

Problem Statement 49: 83% of parents answered strongly agree or agree to Parent Satisfaction Survey Q16 "I receive effective communication from the school."

Root Cause 49: Consistency of communication, no Thursday Folder, systemic means to communicate with families.

Problem Statement 49 Areas: School of Choice

Problem Statement 50: 63% of parents answered strongly agree to Parent Satisfaction Survey Q21 "The academic needs of my student(s) are met at Life School."

Root Cause 50: With limited funding for curricular materials. Students need additional support materials since this was the first year LSC was in operation.

Problem Statement 50 Areas: School of Choice

Problem Statement 51: 42% of parents answered strongly agree to Parent Satisfaction Survey Q19 "Information and events provided for parents allow me to better support my student's educational and leadership development."

Root Cause 51: Lack of LifeLeader Attribute focus at Parent Nights. Lack of parent fellowship nights.

Problem Statement 51 Areas: School of Choice

Problem Statement 52: 71% of parents answered strongly agree or agree to Parent Engagement Survey Q16 "As a parent, I feel well informed about the many ways I can be involved on my student's campus."

Root Cause 52: Consistent campus newsletter, varied platforms of sharing information, low utilization of social media platforms for events.

Problem Statement 52 Areas: Parent Engagement

Problem Statement 53: As of January 2020, 10% of 3rd grade students are reading on grade level.

Root Cause 53: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.

Problem Statement 53 Areas: Close the Opportunity Gap - Elementary

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
- Effective Schools Framework data
- Local Accountability Systems (LAS) 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
- STAAR Released Test Questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

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
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- STEM/STEAM data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Goals

Revised/Approved: June 1, 2020

Goal 1: Strong Academics

Performance Objective 1: Close the Opportunity Gap by showing academic growth for 100% of our students.

Targeted or ESF High Priority

Evaluation Data Sources: DRA/Running Records assessments; Istation; Q12 Survey; CFAs and weekly District Content Assessments; Benchmark; STAAR; Teacher T-Tess Goal Setting Conference

Summative Evaluation: None

<p>Strategy 1: Teachers will attend at a minimum of 2 professional development opportunities outside the prescribed beginning of year District/campus led inservice days and required staff meetings throughout the school year.</p> <p>Strategy's Expected Result/Impact: Lead Measure: 100% of teachers will attend advanced training to improve student learning.</p> <p>Lag Measure: 90% of teachers will implement the trainings at high levels 85% of students will show academic growth.</p> <p>Staff Responsible for Monitoring: Instructional Coach Team Leads</p> <p>Scoreboards: PD Sign-in Sheets Walkthroughs with observable implementation Weekly Conversations at Admin Meeting</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, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2, 3, 4, 5, 6, 7, 10</p> <p>Funding Sources: Trainings such as but not limited to: PLCs, Classroom Management, Content focused training (such as but not limited to: CAMT, CAST, Lead Forward, PLC, TC Homegrown) - 211 - Title I - \$8,500, Out of state training- Teachers College Columbia University - 211 - Title I - \$3,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

Strategy 2: Leadership team will offer weekly PLC support and provide feedback from walkthroughs to each staff members 4 times a semester.

Strategy's Expected Result/Impact: Lead Measure: 100% of teachers will attend advanced training to improve student learning.

Lag Measure:

90% of teachers will implement the trainings at high levels

85% of students will show academic growth.

Staff Responsible for Monitoring: Leadership Team

Scoreboard:

Walkthrough Forms

PLC Agendas

Admin Team Lesson Plans/Calendar

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, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Close the Opportunity Gap - Elementary 8, 9 - Employer of Choice 1, 6 - Growth and Development 2, 5

Funding Sources: Materials for Professional Development-PLC Training and Implementation Funding - 211 - Title I - \$1,500

Reviews			
Formative			Summative
Nov	Feb	May	July

Strategy 3: Implement a progress monitoring tracking system to ensure student needs/accommodations are provided for DRA, Benchmark, CFA's, Bi-weekly assessments and track historical student data.

Strategy's Expected Result/Impact: Lead Measure: 100% of students will receive appropriate testing supports.

100% of students will receive historical data/tracking of progress.

100% of students will engage in actively monitoring their academic progress.

Lag Measure:

80% of K-3 students on reading level

85% of student will show academic growth.

Staff Responsible for Monitoring: Special Program Specialist

Classroom Teachers

Scoreboard:

Data Digs Spreadsheet

MTSS /Intervention Documentation

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Close the Opportunity Gap - Elementary 1, 2, 3, 4, 5, 6, 7, 10 - Employer of Choice 5 - School of Choice 1, 3

Funding Sources: Progress Monitoring Materials - 211 - Title I - \$500, Testing program - 211 - Title I - \$800

Reviews			
Formative			Summative
Nov	Feb	May	July

<p>Strategy 4: Ensure every student has access to books at home and in the classroom by providing the following programs: Raz Kids, Epic, iStation, Mentor Reading, and book purchases.</p> <p>Strategy's Expected Result/Impact: Lead Measure: 100% of students that utilize Raz Kids, Epic, iStation (K-2) and/ or participate in reading challenges.</p> <p>100% of classrooms are equipped with libraries with a variety of genres for students to have access to appropriate level books for class use and/or at home use.</p> <p>Lag Measure: 80% of K-3 students on reading level 85% student will make academic growth</p> <p>Staff Responsible for Monitoring: Instructional Coach Principal Campus Tech Teacher</p> <p>Scoreboard: Online Resource Usage Spreadsheet Lesson Plans</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2, 3, 5, 6, 10 - Employer of Choice 5 - School of Choice 1, 3, 4</p> <p>Funding Sources: Additional classroom library books - 211 - Title I - \$5,784.32</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

Close the Opportunity Gap - Elementary
Problem Statement 1: As of January 2020, 35% of kindergarten students are reading on grade level. Root Cause: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.
Problem Statement 2: As of January 2020, 24% of 1st grade students are reading on grade level. Root Cause: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.
Problem Statement 3: As of January 2020, 68% of 2nd grade students are reading on grade level. Root Cause: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.
Problem Statement 4: As of January 2020, 90% of Fifth Graders showed academic growth on District Benchmarks for Math. Root Cause: Execution and fidelity of implementation of our curriculum plans/strategies/activities and training of all staff.
Problem Statement 5: As of January 2020, 50% of Fifth Graders showed academic growth on District Benchmarks for Reading. Root Cause: Execution and fidelity of implementation of our curriculum plans/strategies/activities and training of all staff.
Problem Statement 6: As of January 2020, 32% of Fourth Graders showed academic growth on District Benchmarks for Reading. Root Cause: Execution and fidelity of

implementation of our curriculum plans/strategies/activities and training of all staff.

Problem Statement 7: As of January 2020, 50% of Fourth Graders showed academic growth on District Benchmarks for Math. **Root Cause:** Execution and fidelity of implementation of our curriculum plans/strategies/activities and training of all staff.

Problem Statement 8: According to the 2019-2020 Coaching Data, there were 55 formal coaching conversations and 78 classroom observations completed by Instructional Coach. **Root Cause:** Teachers understanding of the role of the instructional coach. Lack of building teacher capacity. No individualized learning plans or available resources for teachers to continually improve their craft as educators.

Problem Statement 9: On a scale of 1-5, with 5 being strongly agree, 31% of LSC staff answered below a 4 on the question, "In the last six months, someone at work has talked to me about my progress." on the 2019-2020 Life School Gallup Survey **Root Cause:** Calendar observation and feedback interactions. PLCs lack structure to advance professional learning to impact classroom learning progression. Newly implemented framework and lack of training of administrators and staff.

Problem Statement 10: As of January 2020, 10% of 3rd grade students are reading on grade level. **Root Cause:** Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.

Employer of Choice

Problem Statement 1: According to the 2019-2020 Coaching Data, there were 55 formal coaching conversations and 78 classroom observations completed by Instructional Coach. **Root Cause:** Teachers understanding of the role of the instructional coach. Lack of building teacher capacity. No individualized learning plans or available resources for teachers to continually improve their craft as educators.

Problem Statement 5: On a scale of 1-5, with 5 being strongly agree, 19% of LSC staff answered below a 4 on the question, "I have the materials and equipment I need to do my work right." on the 2019-2020 Life School Gallup Survey **Root Cause:** With a limited budget, it is difficult to build an inventory of needed materials and equipment throughout the school year.

Problem Statement 6: On a scale of 1-5, with 5 being strongly agree, 31% of LSC staff answered below a 4 on the question, "In the last six months, someone at work has talked to me about my progress." on the 2019-2020 Life School Gallup Survey **Root Cause:** Calendar observation and feedback interactions. PLCs lack structure to advance professional learning to impact classroom learning progression. Newly implemented framework and lack of training of administrators and staff.

School of Choice

Problem Statement 1: As of May 2020, LSC has approximately 622 books per grade level across all genre and reading level according to the Units of Study Curriculum. **Root Cause:** There is a lack of on level books of different genres available for all students on all reading levels.

Problem Statement 3: On a scale of 1-5, with 5 being strongly agree, 19% of LSC staff answered below a 4 on the question, "I have the materials and equipment I need to do my work right." on the 2019-2020 Life School Gallup Survey **Root Cause:** With a limited budget, it is difficult to build an inventory of needed materials and equipment throughout the school year.

Problem Statement 4: LSC students were not able to engage in learning experiences and field trips beyond the classroom. **Root Cause:** Lack of funding to extend the learning experience beyond the classroom.

Growth and Development

Problem Statement 2: According to the 2019-2020 Coaching Data, there were 55 formal coaching conversations and 78 classroom observations completed by Instructional Coach. **Root Cause:** Teachers understanding of the role of the instructional coach. Lack of building teacher capacity. No individualized learning plans or available resources for teachers to continually improve their craft as educators.

Problem Statement 5: On a scale of 1-5, with 5 being strongly agree, 31% of LSC staff answered below a 4 on the question, "In the last six months, someone at work has talked to me about my progress." on the 2019-2020 Life School Gallup Survey **Root Cause:** Calendar observation and feedback interactions. PLCs lack structure to advance professional learning to impact classroom learning progression. Newly implemented framework and lack of training of administrators and staff.

Goal 1: Strong Academics

Performance Objective 2: Employer of Choice- Teacher Retention Rate of 90%

Evaluation Data Sources: Q12 Survey, Position Review, Teacher Intent Survey, HR Dismissal Surveys, staff feedback through support programs

Summative Evaluation: None

<p>Strategy 1: Improve Staff Morale that will help teachers connect to LSC through recruiting high quality teachers, building a supportive and collaborative environment for staff, utilizing our instructional coach for teacher support, implementing a mentor program to support staff new to Life School Carrollton, creating a calendar with bi-monthly staff events and creating a campus teacher leadership program.</p> <p>Strategy's Expected Result/Impact: Lead Measure: Two friendship building events per semester will be planned for staff.</p> <p>Lag Measure: 80% of Staff will answer a 4 or 5 for Q10 (I have a best friend at work) on the Q12 Survey, an improvement of 20%.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Scoreboard: Calendar Q10 results on Q12 Staff Survey Additional Campus Q12 supported surveys</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Employer of Choice 2, 4, 7 - Growth and Development 3</p> <p>Funding Sources: Supplies for Staff Morale Events (Food, gifts, shirts, etc) - 461 - Campus Activity Fund - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

Strategy 2: Implementation of instructional coaching resulting in each teacher receiving at a minimum on 3 coaching session each nine weeks.

Strategy's Expected Result/Impact: Lead Measure:

100% of teachers will receive instructional coaching each nine weeks and implementation of instructional targets will be embedded into curriculum delivery.

Lag Measure:

85% of teachers will respond with a 4 or 5 to the Q11- In the last six months, someone at work has talked to me about my progress.

85% of students will meet academic growth

Staff Responsible for Monitoring: Instructional Coach

Principal

Scoreboard:

Coaching Spreadsheet

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Close the Opportunity Gap - Elementary 8, 9 - Employer of Choice 1, 4, 6 - Growth and Development 2, 5

Funding Sources: Materials for teacher development coaching sessions - 211 - Title I - \$500, Instructional Materials for teacher support - 211 - Title I - \$500

Reviews			
Formative			Summative
Nov	Feb	May	July

Strategy 3: Assign all first year teachers new to Life School Carrollton to a mentor and enroll into the Teacher Mentoring Program.

Teachers will complete monthly meetings with mentors.

Strategy's Expected Result/Impact: Lead Measure:

100% of all new to LSC teachers to a mentor and complete requirements for the Teacher Mentoring Program.

Lag Measure:

100% of teachers new to LSC will feel supported and will have clarity around campus/district expectations.

100% of teachers will answer a 4 or 5 on Q1 "I know what is expected from me at work." and Q6 "There is someone at work who encourages my development.

85% of students will meet academic growth

Staff Responsible for Monitoring: Instructional Coach
Principal

Scoreboard:

Teacher Satisfaction Survey

Teacher Mentor Program Documentation

Title I Schoolwide Elements: 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction

Problem Statements: Employer of Choice 2, 4 - Growth and Development 3

Funding Sources: Materials for Mentoring Program - 211 - Title I - \$200

Reviews			
Formative			Summative
Nov	Feb	May	July

<p>Strategy 4: Establish a Teacher Leadership program, LEAD.</p> <p>Select at least 3 teachers into LEAD and establish a calendar for LEAD meetings and curriculum for LEAD.</p> <p>Strategy's Expected Result/Impact: Lead Measure: Four LEAD meetings each semester.</p> <p>Lag Measure: LEAD teachers will initiate leadership opportunities among staff and volunteer.</p> <p>100% of LEAD teachers will respond with a 5 on Q11- "In the last six months, someone at work has talked to me about my progress.</p> <p>Staff Responsible for Monitoring: Principal AP</p> <p>Scoreboard: LEAD Agendas LEAD Professional Development for Staff</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 9 - Employer of Choice 3, 6 - Growth and Development 4, 5</p> <p>Funding Sources: Books for Leadership Book Study and other professional development materials - 211 - Title I - \$300, Supplies for Teacher LEAD portfolios - 211 - Title I - \$150, Stipend for teacher LEAD. - 211 - Title I - \$1,250</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Close the Opportunity Gap - Elementary	
Problem Statement 8: According to the 2019-2020 Coaching Data, there were 55 formal coaching conversations and 78 classroom observations completed by Instructional Coach. Root Cause: Teachers understanding of the role of the instructional coach. Lack of building teacher capacity. No individualized learning plans or available resources for teachers to continually improve their craft as educators.	
Problem Statement 9: On a scale of 1-5, with 5 being strongly agree, 31% of LSC staff answered below a 4 on the question, "In the last six months, someone at work has talked to me about my progress." on the 2019-2020 Life School Gallup Survey Root Cause: Calendar observation and feedback interactions. PLCs lack structure to advance professional learning to impact classroom learning progression. Newly implemented framework and lack of training of administrators and staff.	
Employer of Choice	
Problem Statement 1: According to the 2019-2020 Coaching Data, there were 55 formal coaching conversations and 78 classroom observations completed by Instructional Coach. Root Cause: Teachers understanding of the role of the instructional coach. Lack of building teacher capacity. No individualized learning plans or available resources for teachers to continually improve their craft as educators.	
Problem Statement 2: "Life School Carrollton was a brand new campus in 2019-2020, the focus was on getting a new campus started, and the focus on teacher mentors was secondary." Root Cause: Since all teachers were new to the campus, there was a lack of administrative appointed teacher leadership to lead and mentor colleagues.	

Problem Statement 3: "Life School Carrollton was a brand new campus in 2019-2020, the focus was on getting a new campus started, and the focus on teacher leaders was secondary." **Root Cause:** The size of campus hindered the need for teacher leaders. In addition, there was a lack of administrative focus on developing teacher leaders since all teachers were new to the campus.

Problem Statement 4: As of May 2020 HR Report, LSC teacher turnover rate was 11%. **Root Cause:** A need exists for differentiated professional support and strategic, targeted development.

Problem Statement 6: On a scale of 1-5, with 5 being strongly agree, 31% of LSC staff answered below a 4 on the question, "In the last six months, someone at work has talked to me about my progress." on the 2019-2020 Life School Gallup Survey **Root Cause:** Calendar observation and feedback interactions. PLCs lack structure to advance professional learning to impact classroom learning progression. Newly implemented framework and lack of training of administrators and staff.

Problem Statement 7: On a scale of 1-5, with 5 being strongly agree, 40% of LSC staff answered below a 4 on the question, "I have a best friend at work." on the 2019-2020 Life School Gallup Survey. **Root Cause:** Create more opportunities for staff to interact and participate in staff team building activities.

Growth and Development

Problem Statement 2: According to the 2019-2020 Coaching Data, there were 55 formal coaching conversations and 78 classroom observations completed by Instructional Coach. **Root Cause:** Teachers understanding of the role of the instructional coach. Lack of building teacher capacity. No individualized learning plans or available resources for teachers to continually improve their craft as educators.

Problem Statement 3: "Life School Carrollton was a brand new campus in 2019-2020, the focus was on getting a new campus started, and the focus on teacher mentors was secondary." **Root Cause:** Since all teachers were new to the campus, there was a lack of administrative appointed teacher leadership to lead and mentor colleagues.

Problem Statement 4: "Life School Carrollton was a brand new campus in 2019-2020, the focus was on getting a new campus started, and the focus on teacher leaders was secondary." **Root Cause:** The size of campus hindered the need for teacher leaders. In addition, there was a lack of administrative focus on developing teacher leaders since all teachers were new to the campus.

Problem Statement 5: On a scale of 1-5, with 5 being strongly agree, 31% of LSC staff answered below a 4 on the question, "In the last six months, someone at work has talked to me about my progress." on the 2019-2020 Life School Gallup Survey **Root Cause:** Calendar observation and feedback interactions. PLCs lack structure to advance professional learning to impact classroom learning progression. Newly implemented framework and lack of training of administrators and staff.

Goal 1: Strong Academics

Performance Objective 3: School of Choice -95% of Life School Carrollton students will re-enroll for the 2021-2022 school year

Evaluation Data Sources: Re-enrollment data

- Parent Survey
- Campus Readiness Checklist
- Facility Walks
- Curriculum inventories

Summative Evaluation: None

<p>Strategy 1: Promote Life School Carrollton's supportive and collaborative environment in a positive manner by providing at least three community events (family picnics, summer outreach, literacy camps, etc) in order to increase the enrollment rate.</p> <p>Strategy's Expected Result/Impact: Lead Measure: Three events a year will be dedicated to community outreach/recruitment.</p> <p>Lag Measure: 80% of parents will answer strongly agree to Q19 on the Parent Satisfaction Survey "Information and events provided for parents allow me to better support my student's educational and leadership development.</p> <p>80% of parents will answer strongly agree to Q21 on the Parent Satisfaction Survey "The academic needs of my student(s) are met at Life School.</p> <p>Parents will share their experience with others and leave positive reviews on social media.</p> <p>Increase enrollment by 30%.</p> <p>Staff Responsible for Monitoring: Campus Liaison Receptionist Admin Team</p> <p>Scoreboard: Parent Satisfaction Survey Campus Enrollment Social Media Reviews</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School of Choice 2, 6, 7</p> <p>Funding Sources: Supplies for outreach - 211 - Title I - \$2,000, Supplemental pay for supervision of Summer camps/outreach - 211 - Title I - \$600</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

Strategy 2: Complete curriculum inventory system to identify needed supply/equipment for high caliber, individualized classroom instruction.

Strategy's Expected Result/Impact: Lead Measure:

Order needed equipment/supply required for teachers to deliver high caliber instruction.

Lag Measure:

85% of students will meet academic growth

100% of staff will select a 4 or a 5 on Gallup Employee Engagement Survey Q2 - I have the materials and equipment I need to do my work right.

80% of parents will answer Strongly agree to Q21 on the Parent Satisfaction survey.

Staff Responsible for Monitoring: Principal

Assistant Principal

Scoreboards:

Parent Satisfaction Survey

Gallup Staff Survey

Assessment Data

Inventory Spreadsheets

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, Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction

Problem Statements: Employer of Choice 5 - School of Choice 1, 3, 7

Funding Sources: General Supplies - 420 - State Funding - \$2,000, Technology- Subscriptions for online support programs - 211 - Title I - \$2,000, Science consumables for 5th grade curriculum like Think It Up Science or similar - 211 - Title I - \$1,000, Science Consumable Supplies for Stem Kits - 211 - Title I - \$500, STEM Lab Supplies - 211 - Title I - \$300, Math Materials - 211 - Title I - \$500, Social Studies support materials - 211 - Title I - \$2,500, Elective Courses Materials - 211 - Title I - \$1,500

Reviews			
Formative			Summative
Nov	Feb	May	July

Strategy 3: Create Front Office protocols and attend customer service training. Continue to communicate effectively by using Remind, daily announcements, Thursday Exchange, school webpage, and grade level newsletters to inform parents and community stakeholders of the engagement opportunities at LSC.

Strategy's Expected Result/Impact: Lead Measure:
Implement front office protocol and attend 1 training focused on customer service.

Lag Measure:
Parents will share their experience with others and leave positive reviews on social media.

90% of parents will answer strongly agree or agree to Parent Satisfaction Survey Q16 " I receive effective communication from the school."

90% of parents will answer strongly agree to Parent Satisfaction Survey Q18 " I am satisfied with the parent engagement opportunities provided throughout the year".

Staff Responsible for Monitoring: AP

Scoreboard:
PD Calendar
Parent Satisfaction Survey
Campus Survey
Communication Log information from Remind, School Messenger, and Smore

Title I Schoolwide Elements: 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

Problem Statements: School of Choice 2, 8, 9 - Parent Engagement 3

Funding Sources: Communication Software Subscriptions for disseminate information to parents - 211 - Title I - \$300, Training for front end processes and customer service - 211 - Title I - \$300

Reviews			
Formative			Summative
Nov	Feb	May	July

Strategy 4: Create opportunities for students to extend their learning beyond the classroom through hands on experiences, UIL events, expos/fairs, clubs, and field trips.

Strategy's Expected Result/Impact: Lead Measure:

Each grade level will plan at least one field trip or experience for students to extend learning beyond the classroom.

Lag Measure:

85% of students will make academic progress and growth.

80% of parents will answer strongly agree to Parent Satisfaction Survey Q23 "I am satisfied with the education my child receives at Life School." on the Parent Satisfaction survey.

Staff Responsible for Monitoring: Principal
Teachers

Scoreboard:

Field Trip Schedule

Fundraising

Parent Satisfaction Survey

Assessment Data

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3: Positive School Culture

Problem Statements: Close the Opportunity Gap - Elementary 1, 2, 3, 4, 5, 6, 7, 10 - School of Choice 4, 10

Funding Sources: Science Fair Fees - 211 - Title I - \$360, UIL Training Materials - 211 - Title I - \$500, Clubs and Activities Supplies - 211 - Title I - \$500, Field Trip expenses - 461 - Campus Activity Fund - \$1,000

Reviews			
Formative			Summative
Nov	Feb	May	July

<p>Strategy 5: Equip campus with adequate security measures by continuing SAFE at Life, including but not limited to safety drills, Raptor background checks for all visitors, an on duty officer on campus at all times, and training over emergency scenarios and procedures.</p> <p>Strategy's Expected Result/Impact: Lead Measure: All visitors will be checked in at the front office, fire drills will occur each month, and tornado and lockdown drills will occur each semester.</p> <p>All new staff will attend active shooter training. All staff will attend any required safety trainings during the school year.</p> <p>Lag Measure: 90% of parents will answer strongly agree to Parent Satisfaction Survey Q14 "My student(s) feel safe at school."</p> <p>Staff Responsible for Monitoring: Administrators will schedule safety drills each month.</p> <p>Teachers will attend trainings on active shooter scenarios and procedures when available and have a SAFE at Life sign in their classroom.</p> <p>Office staff will give every visitor that enters the building a raptor or visitor badge.</p> <p>Dashboards: Campus Drill Spreadsheet Raptor Reports</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School of Choice 5, 8 - LifeLeader 3</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Close the Opportunity Gap - Elementary
Problem Statement 1: As of January 2020, 35% of kindergarten students are reading on grade level. Root Cause: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.
Problem Statement 2: As of January 2020, 24% of 1st grade students are reading on grade level. Root Cause: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.
Problem Statement 3: As of January 2020, 68% of 2nd grade students are reading on grade level. Root Cause: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.
Problem Statement 4: As of January 2020, 90% of Fifth Graders showed academic growth on District Benchmarks for Math. Root Cause: Execution and fidelity of implementation of our curriculum plans/strategies/activities and training of all staff.
Problem Statement 5: As of January 2020, 50% of Fifth Graders showed academic growth on District Benchmarks for Reading. Root Cause: Execution and fidelity of implementation of our curriculum plans/strategies/activities and training of all staff.

Problem Statement 6: As of January 2020, 32% of Fourth Graders showed academic growth on District Benchmarks for Reading. **Root Cause:** Execution and fidelity of implementation of our curriculum plans/strategies/activities and training of all staff.

Problem Statement 7: As of January 2020, 50% of Fourth Graders showed academic growth on District Benchmarks for Math. **Root Cause:** Execution and fidelity of implementation of our curriculum plans/strategies/activities and training of all staff.

Problem Statement 10: As of January 2020, 10% of 3rd grade students are reading on grade level. **Root Cause:** Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.

Employer of Choice

Problem Statement 5: On a scale of 1-5, with 5 being strongly agree, 19% of LSC staff answered below a 4 on the question, "I have the materials and equipment I need to do my work right." on the 2019-2020 Life School Gallup Survey **Root Cause:** With a limited budget, it is difficult to build an inventory of needed materials and equipment throughout the school year.

School of Choice

Problem Statement 1: As of May 2020, LSC has approximately 622 books per grade level across all genre and reading level according to the Units of Study Curriculum. **Root Cause:** There is a lack of on level books of different genres available for all students on all reading levels.

Problem Statement 2: As of May 2020, 1 of 10 Facebook reviews reveals a negative parent experience. **Root Cause:** Lack of clear expectations, customer service training for front office staff, no FAQ for receptionist to use when directing families to requested needs.

Problem Statement 3: On a scale of 1-5, with 5 being strongly agree, 19% of LSC staff answered below a 4 on the question, "I have the materials and equipment I need to do my work right." on the 2019-2020 Life School Gallup Survey **Root Cause:** With a limited budget, it is difficult to build an inventory of needed materials and equipment throughout the school year.

Problem Statement 4: LSC students were not able to engage in learning experiences and field trips beyond the classroom. **Root Cause:** Lack of funding to extend the learning experience beyond the classroom.

Problem Statement 5: 58.3% of parents answered strongly agree to Parent Satisfaction Survey Q 14 "My student(s) feel safe at school." **Root Cause:** New campus with new protocols and procedures. New staff. Continued behavior management training to support student behavior in the classroom.

Problem Statement 6: 42% of parents answered strongly agree to Parent Satisfaction Survey Q19 "Information and events provided for parents allow me to better support my student's educational and leadership development." **Root Cause:** Lack of LifeLeader Attribute focus at Parent Nights. Lack of parent fellowship nights.

Problem Statement 7: 63% of parents answered strongly agree to Parent Satisfaction Survey Q21 "The academic needs of my student(s) are met at Life School." **Root Cause:** With limited funding for curricular materials. Students need additional support materials since this was the first year LSC was in operation.

Problem Statement 8: 83% of parents answered strongly agree or agree to Parent Satisfaction Survey Q16 "I receive effective communication from the school." **Root Cause:** Consistency of communication, no Thursday Folder, systemic means to communicate with families.

Problem Statement 9: 88% of parents answered strongly agree or agree to Parent Satisfaction Survey Q18 "I am satisfied with the parent engagement opportunities provided throughout the year." **Root Cause:** Calendar of events, share events earlier with families, utilize web-page to post events, more frequent invites to encourage participation in events, consistent communication with parents.

Problem Statement 10: 58% of parents answered strongly agree to Parent Satisfaction Survey Q23 "I am satisfied with the education my child receives at Life School." **Root Cause:** Lack of extracurricular opportunities for students to participate in, lack of funding to pay for additional learning experiences outside the classroom, create opportunities for students to share their learning experiences outside the classroom.

LifeLeader

Problem Statement 3: 58.3% of parents answered strongly agree to Parent Satisfaction Survey Q 14 "My student(s) feel safe at school." **Root Cause:** New campus with new protocols and procedures. New staff. Continued behavior management training to support student behavior in the classroom.

Parent Engagement

Problem Statement 3: 88% of parents answered strongly agree or agree to Parent Satisfaction Survey Q18 "I am satisfied with the parent engagement opportunities provided

throughout the year." **Root Cause:** Calendar of events, share events earlier with families, utilize web-page to post events, more frequent invites to encourage participation in events, consistent communication with parents.

Goal 2: Character Training

Performance Objective 1: Life Leader- 80% of LSC staff will integrate LifeLeader attributes into daily conversations

Evaluation Data Sources: Recognitions

Discipline data

Number of positive office referral

Summative Evaluation: None

<p>Strategy 1: Continued professional development for staff for behavior management and social emotional learning. Professional development on behavior management from Region Service Center for summer pd and ongoing support from District.</p> <p>Strategy's Expected Result/Impact: Lead Measure: 100% of teachers will implement the strategies presented during training and will participate in follow up professional development.</p> <p>Lag Measure: Number of disciplinary referrals will reduce by 20%.</p> <p>90% of Parents will respond strong agree or agree to Parent Satisfaction Survey Q14 "My student(s) feel safe at school."</p> <p>Staff Responsible for Monitoring: PBIS Action Team Assistant Principal</p> <p>Scoreboard: Disciplinary Referral Data PBIS/CHAMPS Implementation Observations Positive Office Referral Documentation Parent Satisfaction Survey PLC Data PD Agendas</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School of Choice 5 - LifeLeader 1, 2, 3, 4</p> <p>Funding Sources: Behavior Management and Social Emotional Workshops and training - 211 - Title I - \$700, Behavior Management and Social Emotional reading materials - 211 - Title I - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 2: Continued implementation of PBIS and CHAMPS by increasing positive office referrals and Cardinal Bucks. Link positive referrals and Cardinal Bucks to LifeLeader attributes.</p> <p>Strategy's Expected Result/Impact: Lead Measure: A minimum of 90 positive referrals per 30 day period.</p> <p>Lag Measure: Number of disciplinary referrals will reduce by 20%.</p> <p>90% of Parents will respond strong agree or agree to Parent Satisfaction Survey Q14 "My student(s) feel safe at school."</p> <p>Staff Responsible for Monitoring: PBIS Action Team Assistant Principal</p> <p>Scoreboard: Disciplinary Referral Data PBIS/CHAMPS Implementation Observations Positive Office Referral Documentation Parent Satisfaction Survey</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School of Choice 5 - LifeLeader 2, 3, 4</p> <p>Funding Sources: Incentives for PBIS and CHAMPS implementation - 461 - Campus Activity Fund - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 3: Celebrate staff and students on a monthly basis who exhibit LifeLeader attributes.</p> <p>Strategy's Expected Result/Impact: Lead Measure: 100% of monthly recognition will be tied to a LifeLeader attribute.</p> <p>Lag Measure: 80% of staff will respond that they have been recognized for exhibiting a LifeLeader attribute on the LifeLeader Survey.</p> <p>Staff Responsible for Monitoring: Principal AP</p> <p>Scoreboard: Monthly Recognition Data LifeLeader Implementation Observations LifeLeader Survey</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: LifeLeader 1, 6</p> <p>Funding Sources: Awards - 420 - State Funding - \$500</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 4: Continued training on LifeLeader implementation in lessons, PLCs, and staff meetings.</p> <p>Strategy's Expected Result/Impact: Lead Measure: LifeLeader attributes will be an element of 1 staff lesson a week.</p> <p>Lag Measure: 80% of staff will respond often on the LifeLeader Survey to the question "I incorporate LifeLeader into classroom/work activities I am responsible for planning."</p> <p>Staff Responsible for Monitoring: Life Leader Ambassador AP</p> <p>Scoreboard: LifeLeader Implementation Observations LifeLeader Survey</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: LifeLeader 1, 2, 5</p> <p>Funding Sources: Professional Development-LifeLeader - 211 - Title I - \$200</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 5: Send shout-out and parent recognitions on social media "Volunteer of the Month." This volunteer of the month will also be tied to the LifeLeader attributes. All parents who volunteered throughout the school year will be invited to an end of year celebration/recognition.</p> <p>Strategy's Expected Result/Impact: Lead Measure: Parents will be recognized monthly.</p> <p>Lag Measure: 80% of parents will respond with strongly agree to Parent Satisfaction Survey Q18. 80% of parents will respond with strongly agree or agree to Parent Engagement Survey Q16 "I feel well informed about the many ways I can be involved on my student's campus."</p> <p>Staff Responsible for Monitoring: Receptionist AP Counselor</p> <p>Scoreboard: Parent Satisfaction Survey Social Media Celebrations Parent Engagement Survey</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: LifeLeader 1 - Parent Engagement 1, 4</p> <p>Funding Sources: Volunteer awards - 420 - State Funding - \$300, EOY Volunteer Celebration - 420 - State Funding - \$600</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: 58.3% of parents answered strongly agree to Parent Satisfaction Survey Q 14 "My student(s) feel safe at school." **Root Cause:** New campus with new protocols and procedures. New staff. Continued behavior management training to support student behavior in the classroom.

LifeLeader

Problem Statement 1: Per February 2020 Life Leader Survey shows that 33% of staff utilizes the Life Leader attributes with students in the classroom. **Root Cause:** Time constraints, no set curriculum to follow, and lack of cohesive school communicated message regarding designated LifeLeader attributes or activities to support the attributes.

Problem Statement 2: Approximately two students in each classroom distracts away from the learning environment, lack of fidelity in documenting behavioral deficits. **Root Cause:** Diversity is student backgrounds, limited number of teacher training focusing on classroom management, and lack of behavioral documentation.

Problem Statement 3: 58.3% of parents answered strongly agree to Parent Satisfaction Survey Q 14 "My student(s) feel safe at school." **Root Cause:** New campus with new protocols and procedures. New staff. Continued behavior management training to support student behavior in the classroom.

Problem Statement 4: Based on the 2019-2020 Discipline Referrals Report, LSC had 114 office referrals. **Root Cause:** New implementation of PBIS/CHAMPS, need for continuous behavioral professional development, need for social emotional training for staff, lack of funding for Cardinal store for rewarding positive behaviors.

Problem Statement 5: According to the 2019-2020 LifeLeader Survey, only 30% of staff replied that they often incorporate LifeLeader into classroom/work activities I am responsible for planning. **Root Cause:** Lack of LifeLeader training, no LifeLeader curriculum to embed into classroom activities, no focused time brainstorming ways to incorporate LifeLeader attributes.

Problem Statement 6: According to the 2019-2020 LifeLeader Survey, only 48% of staff replied "yes" to "I have been recognized for exhibiting LifeLeader attributes. **Root Cause:** Recognition was not tied to the attributes for the first semester of the school year. Lack of LifeLeader attribute awareness or work. Not intentionally focused of incorporating into recognition.

Parent Engagement

Problem Statement 1: Parents are unsure of the ways to engage with LSC. **Root Cause:** There is not an operation parent group that parents can be a part of and volunteer opportunities are not communicated in a way that parents respond.

Problem Statement 4: 71% of parents answered strongly agree or agree to Parent Engagement Survey Q16 "As a parent, I feel well informed about the many ways I can be involved on my student's campus." **Root Cause:** Consistent campus newsletter, varied platforms of sharing information, low utilization of social media platforms for events.

Goal 2: Character Training

Performance Objective 2: Growth and Development: 80% of LSC staff will answer a 5 on Gallup Employee Engagement Survey to questions Q12 "This last year, I have had opportunities at work to learn and grow."


Evaluation Data Sources: Q12 Survey

- Student participation
- Parent Surveys
- T-Tess Conference
- Walkthroughs
- Evaluations
- Instructional Coaching Sessions Survey

Summative Evaluation: None

<p>Strategy 1: Provide individualized personal/professional development and growth opportunities for staff through T-Tess goal setting conference, teacher one on one coaching meetings, and continued professional development on PBIS/CHAMPS, classroom management, MTSS implementation, aggressive monitoring, small group instruction, data dialogue, etc.</p> <p>Strategy's Expected Result/Impact: Lead Measure: Staff will engage in two development opportunities a month on topics such as PBIS/CHAMPS, classroom management, MTSS implementation, aggressive monitoring, content delivery, data dialogue, etc.</p> <p>Lag Measure: 80% of LSC staff will answer a 5 on Gallup Employee Engagement Survey question Q12 "This last year, I have had opportunities at work to learn and grow."</p> <p>Staff Responsible for Monitoring: LEAD AP Principal Instructional Coach</p> <p>Scoreboard: PLC Agendas Coaching Spreadsheet Gallup Employee Engagement Survey</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, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 8, 9 - Employer of Choice 1, 2, 3, 6 - Growth and Development 2, 3, 4, 5</p> <p>Funding Sources: Training Materials for Professional Development Topics - 211 - Title I - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 2: Provide opportunities for students to grow as individuals based on their strengths and interests by creating two more after-school extracurricular clubs.</p> <p>Strategy's Expected Result/Impact: Lead Measure: Create two more after school extracurricular clubs.</p> <p>Lag Measure: 80% of parents will answer strongly agree to Parent Satisfaction Survey Q23 "I am satisfied with the education my child receives at Life School." on the Parent Satisfaction survey.</p> <p>Staff Responsible for Monitoring: Counselor Club Sponsors</p> <p>Scoreboard: Extracurricular Club List</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School of Choice 10 - Growth and Development 1</p> <p>Funding Sources: Club Supplies and Resources - 211 - Title I - \$750</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Close the Opportunity Gap - Elementary
<p>Problem Statement 8: According to the 2019-2020 Coaching Data, there were 55 formal coaching conversations and 78 classroom observations completed by Instructional Coach. Root Cause: Teachers understanding of the role of the instructional coach. Lack of building teacher capacity. No individualized learning plans or available resources for teachers to continually improve their craft as educators.</p>
<p>Problem Statement 9: On a scale of 1-5, with 5 being strongly agree, 31% of LSC staff answered below a 4 on the question, "In the last six months, someone at work has talked to me about my progress." on the 2019-2020 Life School Gallup Survey Root Cause: Calendar observation and feedback interactions. PLCs lack structure to advance professional learning to impact classroom learning progression. Newly implemented framework and lack of training of administrators and staff.</p>
Employer of Choice
<p>Problem Statement 1: According to the 2019-2020 Coaching Data, there were 55 formal coaching conversations and 78 classroom observations completed by Instructional Coach. Root Cause: Teachers understanding of the role of the instructional coach. Lack of building teacher capacity. No individualized learning plans or available resources for teachers to continually improve their craft as educators.</p>
<p>Problem Statement 2: "Life School Carrollton was a brand new campus in 2019-2020, the focus was on getting a new campus started, and the focus on teacher mentors was secondary." Root Cause: Since all teachers were new to the campus, there was a lack of administrative appointed teacher leadership to lead and mentor colleagues.</p>
<p>Problem Statement 3: "Life School Carrollton was a brand new campus in 2019-2020, the focus was on getting a new campus started, and the focus on teacher leaders was secondary." Root Cause: The size of campus hindered the need for teacher leaders. In addition, there was a lack of administrative focus on developing teacher leaders since all teachers were new to the campus.</p>
<p>Problem Statement 6: On a scale of 1-5, with 5 being strongly agree, 31% of LSC staff answered below a 4 on the question, "In the last six months, someone at work has talked to me about my progress." on the 2019-2020 Life School Gallup Survey Root Cause: Calendar observation and feedback interactions. PLCs lack structure to advance professional learning to impact classroom learning progression. Newly implemented framework and lack of training of administrators and staff.</p>

School of Choice

Problem Statement 10: 58% of parents answered strongly agree to Parent Satisfaction Survey Q23 "I am satisfied with the education my child receives at Life School." **Root Cause:** Lack of extracurricular opportunities for students to participate in, lack of funding to pay for additional learning experiences outside the classroom, create opportunities for students to share their learning experiences outside the classroom.

Growth and Development

Problem Statement 1: Currently two after school student clubs and activities offered to showcase student talents. . **Root Cause:** Availability of teacher sponsors and availability of shared spaces in the building to use as a space to meet.

Problem Statement 2: According to the 2019-2020 Coaching Data, there were 55 formal coaching conversations and 78 classroom observations completed by Instructional Coach. **Root Cause:** Teachers understanding of the role of the instructional coach. Lack of building teacher capacity. No individualized learning plans or available resources for teachers to continually improve their craft as educators.

Problem Statement 3: "Life School Carrollton was a brand new campus in 2019-2020, the focus was on getting a new campus started, and the focus on teacher mentors was secondary." **Root Cause:** Since all teachers were new to the campus, there was a lack of administrative appointed teacher leadership to lead and mentor colleagues.

Problem Statement 4: "Life School Carrollton was a brand new campus in 2019-2020, the focus was on getting a new campus started, and the focus on teacher leaders was secondary." **Root Cause:** The size of campus hindered the need for teacher leaders. In addition, there was a lack of administrative focus on developing teacher leaders since all teachers were new to the campus.

Problem Statement 5: On a scale of 1-5, with 5 being strongly agree, 31% of LSC staff answered below a 4 on the question, "In the last six months, someone at work has talked to me about my progress." on the 2019-2020 Life School Gallup Survey **Root Cause:** Calendar observation and feedback interactions. PLCs lack structure to advance professional learning to impact classroom learning progression. Newly implemented framework and lack of training of administrators and staff.

Goal 3: Partnerships with Parents and the Community

Performance Objective 1: Parent Engagement -85% of LSC parent will respond strongly agree/agree that they feel well informed about the many ways I can be involved on my student's campus.

Evaluation Data Sources: Parent Engagement Survey

Parent Reviews

Parent Feedback

Teacher Need Surveys

Attendance to Parent Events

Calendar of events highlighting opportunities for parents to get involved.

Summative Evaluation: None

<p>Strategy 1: Two Literacy Family Nights that focuses on the parental developments of at-home literacy strategies.</p> <p>Strategy's Expected Result/Impact: Leading Measure: Parents will have the opportunity to acquire skills of various literacy strategies to help support the continuous growth of literacy.</p> <p>Lag Measure: Parents will attend the event and implement the skills learned at home with their students.</p> <p>85% of students will be on reading level</p> <p>Staff Responsible for Monitoring: Admin team Instructional Coach</p> <p>Scoreboard: Parent Night Attendance Assessment Data Reading Logs</p> <p>Title I Schoolwide Elements: 2.4, 2.6, 3.2 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2, 3, 5, 6 - Parent Engagement 1</p> <p>Funding Sources: Supplies/Resources for Parent Night - 211 - Title I - \$1,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

Strategy 2: Create a calendar of events for parent/family engagement opportunities.

Send communication to families highlighting the needs for each event in a timely fashion and have parents sign-up to volunteer at these events.

Send out more frequent invites to get parents at the school volunteering on a weekly basis.

Strategy's Expected Result/Impact: Lead Measure:
Create a minimum of two engagement opportunities a month.

Lag Measure:
Parents will find value and purpose in participating on campus.
Parents will attend parent engagement opportunities.

Staff Responsible for Monitoring: Principal
Assistant Principal
Receptionist

Scoreboard:
Schedule of Events
80% of parents will respond with strongly agree to Parent Satisfaction Survey Q18.

Title I Schoolwide Elements: 3.1, 3.2 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 3:
Positive School Culture

Problem Statements: Parent Engagement 1, 2

Funding Sources: Parent Volunteer recognition banquet - 420 - State Funding - \$500

Reviews			
Formative			Summative
Nov	Feb	May	July

<p>Strategy 3: Create summer enrichment opportunities to engage with families during times when we are apart.</p> <p>Strategy's Expected Result/Impact: Lead Measure: Two enrichment opportunities offered over the summer.</p> <p>Lag Measure: Parents will attend and participate in the summer event. Students will show a 10% increase to academic growth. 80% of parents will respond with strongly agree to Parent Satisfaction Survey Q18.</p> <p>Staff Responsible for Monitoring: LEAD Team AP</p> <p>Scoreboard: Calendar of Events Attendance to Opportunities Parent Satisfaction Survey</p> <p>Title I Schoolwide Elements: 3.1, 3.2 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent Engagement 1, 2</p> <p>Funding Sources: Summer enrichment - 211 - Title I - \$700</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:





Close the Opportunity Gap - Elementary
Problem Statement 1: As of January 2020, 35% of kindergarten students are reading on grade level. Root Cause: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.
Problem Statement 2: As of January 2020, 24% of 1st grade students are reading on grade level. Root Cause: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.
Problem Statement 3: As of January 2020, 68% of 2nd grade students are reading on grade level. Root Cause: Execution and fidelity of implementation of our reading plans/strategies/activities and training of all staff.
Problem Statement 5: As of January 2020, 50% of Fifth Graders showed academic growth on District Benchmarks for Reading. Root Cause: Execution and fidelity of implementation of our curriculum plans/strategies/activities and training of all staff.
Problem Statement 6: As of January 2020, 32% of Fourth Graders showed academic growth on District Benchmarks for Reading. Root Cause: Execution and fidelity of implementation of our curriculum plans/strategies/activities and training of all staff.
Parent Engagement
Problem Statement 1: Parents are unsure of the ways to engage with LSC. Root Cause: There is not an operation parent group that parents can be a part of and volunteer opportunities are not communicated in a way that parents respond.
Problem Statement 2: No functioning parental program (volunteer group). Root Cause: District streamlining parent program and there was a delay in the rollout.

Goal 3: Partnerships with Parents and the Community

Performance Objective 2: Community Engagement- Create opportunities with community partners to engage. Celebrate community partnerships and volunteers with LifeLeader attributes.

Evaluation Data Sources: Community Partnership feedback
List of active community partners.

Summative Evaluation: None

<p>Strategy 1: Create formalized opportunities for corporations to partner with Life School Carrollton through volunteer and/or community service activities; including but not limited to, Sock Drive, Food Drives, Carrollton Fire Department, Operation Christmas Child, Covenant Church Outreach, etc.</p> <p>Strategy's Expected Result/Impact: Lead Measure: LSC will partner with at least 2 community organizations during the 20-21 school year.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Scoreboard: Partnership Spreadsheet Community Service Spreadsheet</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Community Engagement 3</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:





Community Engagement
<p>Problem Statement 3: The City of Carrollton, mainly the Police Officers, are not aware of our presence. Incorporating law enforcement in at least one community activity per year. Root Cause: Our school has not connected with the City of Carrollton, this is a safety hazard along with other issues.</p>

Goal 3: Partnerships with Parents and the Community

Performance Objective 3: Corporate and University Partnerships- Create opportunities with corporate partners to engage with LSC. Celebrate partnerships with LifeLeader attributes.

Evaluation Data Sources: Corporate Partnership feedback
List of active corporate partners.

Summative Evaluation: None

<p>Strategy 1: Continue to work with local universities to provide classroom observation and student teaching opportunities.</p> <p>Strategy's Expected Result/Impact: Lead Measure: We will mentor at least one student teacher a semester.</p> <p>Lag Measure: Student teachers will become future staff on our campus.</p> <p>Staff Responsible for Monitoring: Principal Classroom teachers</p> <p>Scoreboard: Observer/Student Teacher Spreadsheet</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Corporate and University Partnerships 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 2: Identify 2 corporate partnerships. Recognize and celebrate these partnerships. Tie recognition to LifeLeader attributes.</p> <p>Strategy's Expected Result/Impact: Lead Measure: LSC will schedule at least 5 fundraising opportunities throughout the school year.</p> <p>Staff Responsible for Monitoring: Campus Liaison</p> <p>Scoreboard: Campus Calendar</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Corporate and University Partnerships 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Corporate and University Partnerships
<p>Problem Statement 1: We currently have zero corporate partners. Root Cause: We have not sought out corporate partnerships or held hands with new potential partnerships. There is a lack of knowledge on how to establish these partnerships and foster a two way relationship.</p>

Problem Statement 2: We do not celebrate and recognize corporate partnerships. **Root Cause:** We do not track corporate donations or outreach.

CNA/CIP Planning Committee Members

Committee Role	Name	Position
Administrator	Jennifer Villavaso	Principal
Administrator	Aimee Vinten	Assistant Principal
Business Representative	Emma Vinten	Parks and Wildlife
Parent	Shasity Davidson	
Classroom Teacher	Stefanie Pearson	First Grade
Parent	Chandor Martinez	
Non-classroom Professional	Rebecca Lewis	Counselor
Parent	Alison Moseley	
Non-classroom Professional	Christy Alvillar	Specialist - Special Programs
Parent	Kwanita Smith	
Parent	Umeka Paloalto	
Parent	Alysha Garcia	
Parent	Julia Daniel	
Parent	Tim Rubio	
Parent	Krystal Gulley	
Parent	Ian Lewis	
Paraprofessional	Sherah Mukendi	Admin Support III
Community Representative	Larry Mason	Realtor
Classroom Teacher	Rachel Bloss	Fourth Grade
Classroom Teacher	Jessica Klezmer	Fifth Grade
Classroom Teacher	Shana Walch	First Grade
Classroom Teacher	Kelli Welsh	Third Grade
Classroom Teacher	Danny Enriquez	Specials Teacher
Classroom Teacher	Lesli Pytowski-Bernanke	Sped/Dyslexia

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Trainings such as but not limited to: PLCs, Classroom Management, Content focused training (such as but not limited to: CAMT, CAST, Lead Forward, PLC, TC Homegrown)		\$8,500.00
1	1	1	Out of state training-Teachers College Columbia University		\$3,000.00
1	1	2	Materials for Professional Development-PLC Training and Implementation Funding		\$1,500.00
1	1	3	Progress Monitoring Materials		\$500.00
1	1	3	Testing program		\$800.00
1	1	4	Additional classroom library books		\$5,784.32
1	2	2	Materials for teacher development coaching sessions		\$500.00
1	2	2	Instructional Materials for teacher support		\$500.00
1	2	3	Materials for Mentoring Program		\$200.00
1	2	4	Books for Leadership Book Study and other professional development materials		\$300.00
1	2	4	Supplies for Teacher LEAD portfolios		\$150.00
1	2	4	Stipend for teacher LEAD.		\$1,250.00
1	3	1	Supplies for outreach		\$2,000.00
1	3	1	Supplemental pay for supervision of Summer camps/outreach		\$600.00
1	3	2	Technology- Subscriptions for online support programs		\$2,000.00
1	3	2	Science consumables for 5th grade curriculum like Think It Up Science or similar		\$1,000.00
1	3	2	Science Consumable Supplies for Stem Kits		\$500.00
1	3	2	STEM Lab Supplies		\$300.00
1	3	2	Math Materials		\$500.00
1	3	2	Social Studies support materials		\$2,500.00
1	3	2	Elective Courses Materials		\$1,500.00
1	3	3	Communication Software Subscriptions for disseminate information to parents		\$300.00
1	3	3	Training for front end processes and customer service		\$300.00
1	3	4	Science Fair Fees		\$360.00

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4	UIL Training Materials		\$500.00
1	3	4	Clubs and Activities Supplies		\$500.00
2	1	1	Behavior Management and Social Emotional Workshops and training		\$700.00
2	1	1	Behavior Management and Social Emotional reading materials		\$500.00
2	1	4	Professional Development-LifeLeader		\$200.00
2	2	1	Training Materials for Professional Development Topics		\$1,000.00
2	2	2	Club Supplies and Resources		\$750.00
3	1	1	Supplies/Resources for Parent Night		\$1,000.00
3	1	3	Summer enrichment		\$700.00
Sub-Total					\$40,694.32
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Supplies for Staff Morale Events (Food, gifts, shirts, etc)		\$1,500.00
1	3	4	Field Trip expenses		\$1,000.00
2	1	2	Incentives for PBIS and CHAMPS implementation		\$1,500.00
Sub-Total					\$4,000.00
420 - State Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	General Supplies		\$2,000.00
2	1	3	Awards		\$500.00
2	1	5	Volunteer awards		\$300.00
2	1	5	EOY Volunteer Celebration		\$600.00
3	1	2	Parent Volunteer recognition banquet		\$500.00
Sub-Total					\$3,900.00
Grand Total					\$48,594.32

Addendums