

Life School
Life School Carrollton
2023-2024 Campus Improvement Plan



Mission Statement

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

Vision

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

Table of Contents

- Comprehensive Needs Assessment 4
 - Close the Opportunity Gap - Elementary 4
 - Employer of Choice 5
 - School of Choice 7
- Priority Problem Statements 9
- Goals 13
 - Goal 1: Strong Academics 14
 - Goal 2: Character Training 19
 - Goal 3: Partnerships with Parents and the Community 21
- Campus Funding Summary 23

Comprehensive Needs Assessment

Close the Opportunity Gap - Elementary

Close the Opportunity Gap - Elementary Summary

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

Close the Opportunity Gap - Elementary Strengths

- Maintain a district wide book inventory by level
- We are offering phonics and small group instruction PLCs at all campuses
- Utilizing a variety of content intervention softwares (Flocabulary, Wizerme, Learning Farm, Educational Galaxy, StemScopes, etc)
- Continue implementation of a viable phonics curriculum
- Ongoing phonics training for all K-3 teachers
- Compelling scoreboards for on 3 by 3
- Completing a Homegrown Learning institute each summer
- Instructional coaches and Curriculum Coordinators supporting teachers
- Campus reading initiatives (leveling up celebrations)
- Continue professional development and partnership with Columbia University Teacher's College
- Project School relationship with Columbia University which allows teachers to participate in ongoing professional development throughout the school year
- Curricular alignment across campuses
- Additional digital literacy resources

Problem Statements Identifying Close the Opportunity Gap - Elementary Needs

Problem Statement 1 (Prioritized): On end of year reading assessment data, 65% of students in grades K-3 are on reading level. **Root Cause:** Additional professional development needed to support student learning and intervention supports, lack of direction for supplemental curriculum use and implementation-knowledge of what to supplement

curriculum with to ensure student learning.

Problem Statement 2 (Prioritized): As of May 2022 STAAR, ____% of students in Grade 4-6 met academic growth in Mathematics. **Root Cause:** Misalignment of rigor in curriculum and STAAR, additional support and coaching needed to equip staff to differentiate curriculum opposed to teaching to the middle, continued training of small group implementation, continued supports and system creation for the development and delivery of data driven instructions and supports.

Problem Statement 3 (Prioritized): As of May 2022 STAAR, ____% of students in Grade 4-6 met academic growth in Reading. **Root Cause:** Misalignment of rigor in curriculum and STAAR, additional support and coaching needed to equip staff to differentiate curriculum opposed to teaching to the middle, continued training of small group implementation, continued supports and system creation for the development and delivery of data driven instructions and supports.

Employer of Choice

Employer of Choice Summary

Our staff has the greatest influence on improving student outcomes. In order for students to be successful, we must ensure we have quality staff. Having an excellent employee experience will increase our retention, assist our recruiting efforts, and increase our student academic achievement. As a district, it is our responsibility to evaluate staff and consider the implications of staffing changes due to performance and leadership changes. We will calculate retention with functional turnover factored into the final percentage.

Employer of Choice Strengths

- Instructional coaching model
- Differentiated pay scales
- Employer benefit contributions
- Math, Science, and Reading curriculum/manipulatives for all elementary teachers
- LifeLeader-development on climate and culture
- Strengths Coaching-anecdotally say it impacts teacher retention
- Quality of Life Interviews
- Additional recruiters-having someone designated to the process from beginning to end, relationships built with new staff have impacted buy-in from new teachers
- Principal consistency
- Leadership Academy-promotion from within
- Participation in several programs such as TIA and TCLAS
- What Do You Think, Cardinal Edition to support ways for staff to share thoughts, concerns, and improvements

Problem Statements Identifying Employer of Choice Needs

Problem Statement 1 (Prioritized): On the May Staff Master List, 19% of staff is projected to be beginning staff (new to district) at Life School Carrollton. **Root Cause:** Mentor Teacher program for staff not implemented-did not meet District criteria for mentorship. LEAD needs specific roles, responsibilities, and training outlining campus goals, Increase accessibility for staff to share opinions, thoughts, and needs.

Problem Statement 2 (Prioritized): According to the HR Exit Survey Report in 2021-2022, LSC staff turnover rate was 16% . **Root Cause:** A need exists for differentiated professional support and strategic, targeted development, discipline intervention, timely and effective communication, equal pay to comparable districts, and equal planning time to comparable districts.

Problem Statement 3 (Prioritized): On the Spring 2022 Q12 survey, the mean score was 4.08 out of 5 (76%) to the question (Q03), "At work, I have the opportunity to do what I do best every day." **Root Cause:** Consistency of observations and feedback interactions. PLCs lack structure to advance professional learning to impact classroom learning progression. Continued training for administration through the Texas Instructional Leadership program.

School of Choice

School of Choice Summary

Families and their students have a variety of available education options. Life School aims to meet the needs of families and students by providing a great educational opportunity, preparing students, parents and stakeholders for Life through the intentional focus on LifeLeader attributes, exceptional customer service and SAFE and clean buildings and classrooms for students and staff to reach their full potential. Providing 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

- New and well equipped 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)
- LifeLeader Profile Cards
- Principal/Assistant Principal visits with parents before they withdraw the student.
- Accessibility - you see administrators, teachers and other staff when you visit
- Parent/Community events
- Partnership with Kids Club
- Online enrollment with parent/bilingual assistance
- High academic and behavioral standards
- Diversity
- CHAMPS/PBIS
- Uniforms
- Student engagement during arrival and dismissal by all staff
- Classrooms well equipped for high levels of engagement and learning

Problem Statements Identifying School of Choice Needs

Problem Statement 1 (Prioritized): On the Spring 2022 Q12 Survey, the mean respondent score was 4.08 out of 5 Q2, "I have the materials and equipment I need to do my work right." an increase of 0.46 pts. **Root Cause:** Delay in purchases for start up materials due to Title Funds availability. Lack of utilizing the ordering form to request materials and equipment. Change in staff and poor inventory resulting in missed materials. Prioritizing funding which may impact some programs. Title 1 Funds being utilized to pay Instructional Coach salary reducing funding for additional materials.

Problem Statement 2 (Prioritized): On the 2022 Parent Satisfaction Survey, 89% of parents answered agree or strongly agree to Parent Satisfaction Survey Q19 "I am satisfied with the education my child receives at their campus." **Root Cause:** Increase Intervention supports, tutoring for students, implement a variety of teaching strategies to improvement student support and classroom management. Increase time in small groups, targeted supports for students. Implement Aggressive Monitoring training and Progress Monitoring practices.

Problem Statement 3 (Prioritized): Based on the EOY Discipline Referrals Report from 2021 and 2022, LSC had an increase of 75 referrals from 2020-2021 to the end of the

2021-2022 school year. **Root Cause:** Continuous implementation of PBIS/CHAMPS, continuous behavioral/classroom management professional development, social emotional training for staff, increase funding for Cardinal store for rewarding positive behaviors, all students returned to the campus, no more virtual options, students possible lack of peer engagement during the COVID restricted time frame.

Problem Statement 4 (Prioritized): According to the June Enrollment data, LSC increased enrollment by 37 students moving into the 2022-2023 school year. **Root Cause:** Improve after school student clubs and activities offered to showcase student talents. Availability of teacher sponsors and availability of shared spaces in the building to use as a space to meet. Increase emphasis on the LifeLeader Character Training.

Problem Statement 5 (Prioritized): According to the 2021-2022 Enrollment Data for the 2023 school year, there is a 73% re-enrollment rate for our campus. **Root Cause:** Families are relocating out of the area, before and after school care availability, transportation to/from campus, no secondary option

Priority Problem Statements

Problem Statement 1: As of May 2022 STAAR, ____% of students in Grade 4-6 met academic growth in Mathematics.

Root Cause 1: Misalignment of rigor in curriculum and STAAR, additional support and coaching needed to equip staff to differentiate curriculum opposed to teaching to the middle, continued training of small group implementation, continued supports and system creation for the development and delivery of data driven instructions and supports.

Problem Statement 1 Areas: Close the Opportunity Gap - Elementary

Problem Statement 2: On end of year reading assessment data, 65% of students in grades K-3 are on reading level.

Root Cause 2: Additional professional development needed to support student learning and intervention supports, lack of direction for supplemental curriculum use and implementation-knowledge of what to supplement curriculum with to ensure student learning.

Problem Statement 2 Areas: Close the Opportunity Gap - Elementary

Problem Statement 3: As of May 2022 STAAR, ____% of students in Grade 4-6 met academic growth in Reading.

Root Cause 3: Misalignment of rigor in curriculum and STAAR, additional support and coaching needed to equip staff to differentiate curriculum opposed to teaching to the middle, continued training of small group implementation, continued supports and system creation for the development and delivery of data driven instructions and supports.

Problem Statement 3 Areas: Close the Opportunity Gap - Elementary

Problem Statement 4: On the May Staff Master List, 19% of staff is projected to be beginning staff (new to district) at Life School Carrollton.

Root Cause 4: Mentor Teacher program for staff not implemented-did not meet District criteria for mentorship. LEAD needs specific roles, responsibilities, and training outlining campus goals, Increase accessibility for staff to share opinions, thoughts, and needs.

Problem Statement 4 Areas: Employer of Choice

Problem Statement 5: According to the HR Exit Survey Report in 2021-2022, LSC staff turnover rate was 16% .

Root Cause 5: A need exists for differentiated professional support and strategic, targeted development, discipline intervention, timely and effective communication, equal pay to comparable districts, and equal planning time to comparable districts.

Problem Statement 5 Areas: Employer of Choice

Problem Statement 6: On the Spring 2022 Q12 survey, the mean score was 4.08 out of 5 (76%) to the question (Q03), "At work, I have the opportunity to do what I do best every day."

Root Cause 6: Consistency of observations and feedback interactions. PLCs lack structure to advance professional learning to impact classroom learning progression. Continued training for administration through the Texas Instructional Leadership program.

Problem Statement 6 Areas: Employer of Choice

Problem Statement 7: On the Spring 2022 Q12 Survey, the mean respondent score was 4.08 out of 5 Q2, "I have the materials and equipment I need to do my work right." an increase of 0.46 pts.

Root Cause 7: Delay in purchases for start up materials due to Title Funds availability. Lack of utilizing the ordering form to request materials and equipment. Change in staff and poor inventory resulting in missed materials. Prioritizing funding which may impact some programs. Title 1 Funds being utilized to pay Instructional Coach salary reducing funding for additional materials.

Problem Statement 7 Areas: School of Choice

Problem Statement 8: On the 2022 Parent Satisfaction Survey, 89% of parents answered agree or strongly agree to Parent Satisfaction Survey Q19 "I am satisfied with the education my child receives at their campus."

Root Cause 8: Increase Intervention supports, tutoring for students, implement a variety of teaching strategies to improvement student support and classroom management. Increase time in small groups, targeted supports for students. Implement Aggressive Monitoring training and Progress Monitoring practices.

Problem Statement 8 Areas: School of Choice

Problem Statement 9: Based on the EOY Discipline Referrals Report from 2021 and 2022, LSC had an increase of 75 referrals from 2020-2021 to the end of the 2021-2022 school year.

Root Cause 9: Continuous implementation of PBIS/CHAMPS, continuous behavioral/classroom management professional development, social emotional training for staff, increase funding for Cardinal store for rewarding positive behaviors, all students returned to the campus, no more virtual options, students possible lack of peer engagement during the COVID restricted time frame.

Problem Statement 9 Areas: School of Choice

Problem Statement 10: According to the June Enrollment data, LSC increased enrollment by 37 students moving into the 2022-2023 school year.

Root Cause 10: Improve after school student clubs and activities offered to showcase student talents. Availability of teacher sponsors and availability of shared spaces in the building to use as a space to meet. Increase emphasis on the LifeLeader Character Training.

Problem Statement 10 Areas: School of Choice

Problem Statement 11: According to the 2021-2022 Enrollment Data for the 2023 school year, there is a 73% re-enrollment rate for our campus.

Root Cause 11: Families are relocating out of the area, before and after school care availability, transportation to/from campus, no secondary option

Problem Statement 11 Areas: School of Choice

Problem Statement 12: On the Spring 2022 Parent Satisfaction Survey, 89% of parents responded agree and strongly agree to Q20 "Life School's focus on the 15 LifeLEader attributes is preparing my student with leadership skills."

Root Cause 12: Parent accessibility to LifeLeader attribute training and in home support. Improve naturally embedding LifeLeader attributes in daily conversations and learning. LifeLeader attributes are not currently tied to the SEL curriculum and circle up time.

Problem Statement 12 Areas: LifeLeader

Problem Statement 13: According to the 2021-2022 Counselor Report, LSC had 543 student requests for counseling/student meetings and there were 24 suicide packets completed (few students had multiple packets).

Root Cause 13: SEL curriculum implementation is new at LSC. Possible stress due to COVID times and the return to "normal". Lack of or reduction in peer interaction over the last few years.

Problem Statement 13 Areas: LifeLeader

Problem Statement 14: According to the Gallup Q12 Spring 2022 survey, 79% of staff responded agree or strongly agree to LifeLeader Attributes reinforce behaviors positively.

Root Cause 14: LifeLeaders are not tied to Cardinal Bucks. Realign rules and procedures to LifeLeader Attributes.

Problem Statement 14 Areas: LifeLeader

Problem Statement 15: According to the Spring Q12 Gallup Survey, 76% of staff answered agree or strongly agree to Q3 "I have the opportunity to do what I do best every day."

Root Cause 15: Communication on expectations for development. Implementation of the training attended due to lack of time. Uncertainty around available professional learning opportunities. Lack of substitutes to support teachers absences from campus in order to continually grow.

Problem Statement 15 Areas: Growth and Development

Problem Statement 16: According to the Spring Q12 Gallup Survey, 87% of staff answered agree or strongly agree to Q6 "There is someone at work who encourages my development."

Root Cause 16: Communication on expectations for development. Frequency of feedback conversations.

Problem Statement 16 Areas: Growth and Development

Problem Statement 17: According to the Spring Q12 Gallup Survey, 83% of staff answered agree or strongly agree to Q11 "In the last six months someone at work has talked to me about my progress."

Root Cause 17: Communication on expectations for development. Frequency of feedback conversations.

Problem Statement 17 Areas: Growth and Development

Problem Statement 18: According to the Spring Q12 Gallup Survey, 91% of staff answered agree or strongly agree to Q12 "This last year I have had opportunities at work to learn and to grow."

Root Cause 18: Communication on expectations for development. Implementation of the training attended due to lack of time. Uncertainty around available professional learning opportunities. Lack of substitutes to support teachers absences from campus in order to continually grow.

Problem Statement 18 Areas: Growth and Development

Problem Statement 19: On the Spring 2022 Parent Engagement Survey, 94% of parents agree or strongly agree to Q7 "I am satisfied with the parent engagement opportunities provided throughout the year."

Root Cause 19: Reducing the number of opportunities when COVID protocols were implemented. District Policy of No Field Trips this school year.

Problem Statement 19 Areas: Parent Engagement

Problem Statement 20: On the Spring 2022 Parent Engagement Survey, 70% of parents stated "They were unable to participate this year" on Q9 "I participated in the following Partners for Life (Parent Organization) activities this year."

Root Cause 20: Follow through with program implementation and utilizing District support to assist in the launch. Improve communication regarding opportunities to participate.

Problem Statement 20 Areas: Parent Engagement

Problem Statement 21: Limited community connections and opportunities from the community for students, staff, and families to engage.

Root Cause 21: COVID protocols. Outreach of campus. Lack of community recognition when community partners volunteer. Lack of community opportunities shared in outreach communication from LSC publicizing opportunities.

Problem Statement 21 Areas: Community Engagement

Goals

Goal 1: Strong Academics

Performance Objective 1: Close the Opportunity Gap for Elementary Students (On 3 By 3) - 80% of students will show academic growth.

High Priority

Evaluation Data Sources: DRA Scores - review 3 times per year

Benchmarks- 2 times a year

STAAR- 1 time a year

MAP- 3 times a year

SLO Data

Campus Academic Profiles

Strategy 1 Details	Reviews			
<p>Strategy 1: Training to deepen teacher content knowledge and pedagogy. We will do this through:</p> <ol style="list-style-type: none"> 1. Phonics/phonemic awareness, 2. Differentiation-intervention and enrichment, 3. Building structures for supported PLC and vertical alignment (revised master schedule structure), and 4. Peer observations. <p>Strategy's Expected Result/Impact: Lead Measure: 100% of teachers will engage/participate in content trainings, PLCs and vertical team meetings.</p> <p>Lag Measure: 80% of students will show academic growth.</p> <p>Staff Responsible for Monitoring: Instructional Admin Leadership Team</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Trainings such as but not limited to: PLCs, Classroom Management, Aggressive Monitoring, Data Driven Instruction (in house). - 420 - State Funding, Content focused training (such as but not limited to: CAMT, CAST, TC Homegrown, Reading Academy, Project School - 211 - Title I - District</p>	Formative			Summative
	Nov	Feb	May	July
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Strategy 2 Details	Reviews			
<p>Strategy 2: On 3X3 support through:</p> <ol style="list-style-type: none"> Continued Leveling Up Parades, Campus grade partnerships (buddy reading) Incentives for leveling up such as punch cards for book reading, stamina, comprehension improvements to motivate students. Increased books in classroom library to increase availability and choice. <p>Strategy's Expected Result/Impact: Lead Measure: Teachers will participate in buddy reading groups and Leveling Up Parades.</p> <p>Lag Measure: 80% of students will show academic growth and will be on reading level by grade 3.</p> <p>Staff Responsible for Monitoring: Instructional Admin Leadership Team LEAD</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Books - 461 - Campus Activity Fund - Scholastic Dollars, Incentives - None - Donations from Corporate partnerships, General supplies (ink, card stock, hole punches) to create punch cards - 420 - State Comp Ed</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Implementing the District Instructional Standards and Instructional Framework (including all components of curricular expectations and small group instruction). Lesson plans posted in Forethought by Thursday at 4 pm.</p> <p>Strategy's Expected Result/Impact: Lead Measure: 100% of teachers will be trained in the District Instructional Standards and Instructional Framework. 100% of teachers will implement the District Instructional Standards and Instructional Framework.</p> <p>Lag Measure: 80% of students will show academic growth/progress.</p> <p>Staff Responsible for Monitoring: Instructional Coach Principal Assistant Principal</p> <p>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 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	July



No Progress



Accomplished



Continue/Modify







Discontinue

Goal 1: Strong Academics

Performance Objective 2: Employer of Choice - Teacher Retention Rate of 85%- Providing a supportive and collaborative environment for staff through instructional coaching, mentoring program, and working with district level support.

Evaluation Data Sources: Review teacher position
 Q12 Survey
 Mentor Logs
 EOY Teacher Retention Report
 WDYT Cardinal Edition

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve Staff Morale by offering one team building event outside of school once per semester and conducting a staff connect activity monthly during faculty meetings.</p> <p>Strategy's Expected Result/Impact: Lead Measure: Faculty meetings will include a team building activity once a month.</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: Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	July





Strategy 2 Details	Reviews			
<p>Strategy 2: 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.</p> <p>Strategy's Expected Result/Impact: Lead Measure: 100% of all new to LSC teachers assigned to a mentor and complete requirements for the Teacher Mentoring Program.</p> <p>Lag Measure: 100% of teachers new to LSC will feel supported and will have clarity around campus/district expectations.</p> <p>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.</p> <p>80% of students will meet academic growth</p> <p>Staff Responsible for Monitoring: Instructional Coach Teacher Mentors Principal/AP</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p>	Formative			Summative
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Goal 1: Strong Academics

Performance Objective 3: School of Choice - Student Re-enrollment Rate of 70% for Fall 2023.

Evaluation Data Sources: Re-enrollment Number/Percentage (November-December)
 Number of New Applications during Open Enrollment (January)
 Number of New Applications (February-July)
 Number of students at orientation (August)
 Enrollment Count/Percent of Capacity (August-May)
 Parent Satisfaction Survey





Strategy 1 Details	Reviews			
<p>Strategy 1: Complete curriculum inventory to identify needed supply/equipment for high caliber, individualized classroom instruction. Purchase technology to support the delivery of this instruction and the implementation of instruction assessments.</p> <p>Strategy's Expected Result/Impact: Lead Measure: Order needed equipment/supply required for teachers to deliver high caliber instruction.</p> <p>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.</p> <p>Staff Responsible for Monitoring: Instructional Coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Create opportunities for students to extend their learning beyond the classroom through hands on experiences, expos/fairs, clubs, and field trips.</p> <p>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.</p> <p>Lag Measure: 80% 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.</p> <p>Staff Responsible for Monitoring: Teachers AP/Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Field Trips, fairs/expos, etc - 461 - Campus Activity Fund</p>	Formative			Summative
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Goal 2: Character Training

Performance Objective 1: Integrate the LifeLeader language within the Life School culture as evidenced by 100% of teachers agree/strongly agree to understanding how to integrate LifeLeader in daily classroom activities by October 2024

Evaluation Data Sources: LifeLeader Survey
 Recognitions
 Discipline Data
 Positive Office Referrals





Strategy 1 Details	Reviews			
<p>Strategy 1: Continued professional development for staff for behavior management and social emotional behavioral supports. Professional development and implementations of the district LifeHabits curriculum.</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 classroom management professional development.</p> <p>Lag Measure: Increase in positive office referrals by 20% 90% of Parents will respond strongly agree or agree to Parent Satisfaction Survey Q14 "My student(s) feel safe at school."</p> <p>Staff Responsible for Monitoring: Counselor Assistant Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
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Goal 2: Character Training

Performance Objective 2: Growth and Development - 85% of employees answer agree or strongly agree to Q03 (At work, I have the opportunity to do what I do best every day) on the Spring 2023 Gallup Q12 engagement survey

Evaluation Data Sources: Gallup Q12 Engagement Survey (Fall and Spring)





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide individualized personal/professional development and growth opportunities for staff through T-Tess SLO goal setting conference, teacher one on one coaching meetings with instructional coach and admin, TIL/Obs coaching sessions with admin. and continued professional development on PBIS/CHAMPS, classroom management, MTSS implementation, aggressive monitoring, small group instruction, data dialogue, etc. Provide support materials/trainings for curriculum implementation. Publish professional development opportunities in the campus staff newsletter.</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 Instructional Admin Team</p> <p>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 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: Instructional Coach - 211 - Title I - \$61,743.39</p>	Formative			Summative
	Nov	Feb	May	July
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 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Goal 3: Partnerships with Parents and the Community





Performance Objective 1: Parent Engagement - 60% of parents will participate in a campus wide activity or event each semester.

Evaluation Data Sources: Parent Engagement Survey
Event Attendance

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a calendar of events for parent/family engagement opportunities.</p> <p>Send communication to families highlighting the needs for each event in a timely fashion and have parents sign-up to volunteer at these events.</p> <p>Continued publication of events in newsletters, social media, and invites.</p> <p>Strategy's Expected Result/Impact: Lead Measure: Create a minimum of two engagement opportunities a month.</p> <p>Lag Measure: Parents will find value and purpose in participating on campus. Parents will attend parent engagement opportunities.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Receptionist</p> <p>Scoreboard: Event Attendance Parent Survey results</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	July
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Goal 3: Partnerships with Parents and the Community

Performance Objective 2: Community Engagement - Cultivate Life School Community Ambassadors

Strategy 1 Details	Reviews			
<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 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Counselor AP Principal Receptionist</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Campus Funding Summary

420 - State Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Trainings such as but not limited to: PLCs, Classroom Management, Aggressive Monitoring, Data Driven Instruction (in house).		\$0.00
Sub-Total					\$0.00
420 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General supplies (ink, card stock, hole punches) to create punch cards		\$0.00
Sub-Total					\$0.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Books	Scholastic Dollars	\$0.00
1	3	2	Field Trips, fairs/expos, etc		\$0.00
Sub-Total					\$0.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Content focused training (such as but not limited to: CAMT, CAST, TC Homegrown, Reading Academy, Project School	District	\$0.00
2	2	1	Instructional Coach		\$61,743.39
Sub-Total					\$61,743.39
None					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Incentives	Donations from Corporate partnerships	\$0.00
Sub-Total					\$0.00