

Life School
Life School Carrollton
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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 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
- Utilizing a variety of content intervention softwares (Progress Learning, StemScopes, etc)
- Continue implementation of a viable phonics curriculum
- Ongoing phonics training for all K-2 teachers
- Instructional coaches and Curriculum Coordinators supporting teachers
- Curricular alignment across campuses
- Additional digital literacy resources for teachers (Flight for Reading, digital Heggerty, digital Handwriting without Tears)
- End of unit celebration to recognize students' achievement in reading (classrooms)
- Consistent PLCs to review data and support teacher instruction

Problem Statements Identifying Close the Opportunity Gap - Elementary Needs

Problem Statement 1 (Prioritized): As of May 2024 STAAR, ____% of students in Grade 4-6 met academic growth in Mathematics. **Root Cause:** 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, lack of coaching for K-3 related to small groups, interventions, and differentiation

Problem Statement 2 (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, lack of coaching for K-3 related to small groups, interventions, and dif

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
- Staff shout outs

Problem Statements Identifying Employer of Choice Needs

Problem Statement 1 (Prioritized): As of May Staff Master List, 20% of staff is projected to be 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.

Problem Statement 2 (Prioritized): According to the HR Exit Survey Report in 2023-2024, 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. A need for more staff support needed for increased task.

Problem Statement 3 (Prioritized): On the Spring 2023 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. Limit the amount of PLCs. Specialized PLCs to advance 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, 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 Power House
- 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 2023 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 2023 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 2022 -2023, LSC had an decreased discipline referrals by 58 referrals as of MOY 2023-2024. **Root Cause:** Continuous implementation of PBIS/CHAMPS, continuous behavioral/classroom management professional development, social emotional training for staff, and increase funding for Cardinal store for rewarding positive behaviors, classroom reward parties.and positive office referrals, cardinal of the month.

Problem Statement 4 (Prioritized): According to the June Enrollment data, LSC increased enrollment by 37 students moving into the 2023-2024 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 2023-2024 Enrollment Data for the 2024 school year, there is a 90% re-enrollment rate for our campus. **Root Cause:** Families are relocating to our area, before and after school care is now available, and 4 day school week.

LifeLeader

LifeLeader Summary

Life Leader: Students and staff develop each Life Leader attribute so that they can become effective leaders in our school and our community to support our mission statement.

LifeLeader Strengths

Morning announcements, positive office referral, Life Habits lessons, PBIS, cardinal bucks

Problem Statements Identifying LifeLeader Needs

Problem Statement 1 (Prioritized): There is not 100% engagement of teacher, staff, and students in the Life Leader for the morning announcements, Life Habits, and incorporating the Life Leader vocabulary into daily conversations/instruction. **Root Cause:** It's not an enforced expectation/accountability and not incorporated into PD's for how to incorporate the Life Leader verbiage. Not everyone has the Life Leader 15 attributes accessible to view at all times for reference (ex: with a poster that's easy to view/student friendly-verbiage).

Problem Statement 2 (Prioritized): No enforcement or significant acknowledgement to students of the behavior-flow chart, more language-friendly for the younger students, and a rubric for positive office referral (PBIS) does not exist. **Root Cause:** Lack of explicit instruction around positive behavior and negative behavior and what consequences follow. No rubric for positive office referrals vs cardinal bucks. Lack of consistency due to not all staff having the behavior-flow chart.

Growth and Development

Growth and Development Summary

Growth and development encompasses these following things: 1. Pedagogical skills 2. Classroom Management 3. Professional Development 4. Technology Integration 5. Student relationships 6. Reflective Practice 7. Leadership opportunities 8. Wellbeing

Growth and Development Strengths

Provides opportunities for professional development in the newsletter

Consistency with PLC's

Problem Statements Identifying Growth and Development Needs

Problem Statement 1 (Prioritized): According to the Fall Q12 Gallup Survey, 82% of staff answered agree or strongly agree to Q3 "I have the opportunity to do what I do best every day." **Root Cause:** Different people have different expectations for what they do best daily. 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 2 (Prioritized): According to the Fall Q12 Gallup Survey, 86% of staff answered agree or strongly agree to Q6 "There is someone at work who encourages my development." **Root Cause:** Communication on expectations for development. Frequency of feedback conversations. Teacher turnover rate.

Parent Engagement

Parent Engagement Summary

What is parent engagement?

At LSC parent engagement means to us:

- Having an active role on and off campus with your student.
- Attending events/programs
- Volunteers - time and/or financial support
- Referring other families

Parent Engagement Strengths

What are LSC's strengths in regards to parent engagement?

- Partners for Life
- Communication (Newsletter, School Dojo, Class Dojo, Facebook & Instagram, School Messenger)
- Once a month (minimum) school events to involve community, families, students, and staff
- Open campus for observations and visits
- Multiple ways to get involved

Problem Statements Identifying Parent Engagement Needs

Problem Statement 1 (Prioritized): Based on Raptor data, we are seeing a decrease in quarterly district required events (Parent Orientation, Fall Festival, Literacy Night, & STEM Night). **Root Cause:** Lack of interest in events in the event (same titles/types) and monthly school evening spirit events added to school calendar.

Community Engagement

Community Engagement Summary

At LSC Community Engagement means:

- Connecting community businesses with our campus
- Connecting community leaders with events/activities/ways to volunteer on campus
- Financial Support
- Participating in community events by LSC staff/parents/students

Community Engagement Strengths

At LSC our community engagement strengths are:

- Our front office staff (Registrar/Enrollment Liaison/Receptionist)
- Community Engagement Committee
- Partners for Life
- American Legion

Problem Statements Identifying Community Engagement Needs

Problem Statement 1 (Prioritized): Reaching out in a timely manner (far in advance) to involve key community members in campus events. **Root Cause:** Lack of forethought and awareness of school calendar. Need for a Master LSC/Community calendar team to reach out and reach in to get LSC/Community involved in both directions.

Priority Problem Statements

Problem Statement 1: As of May 2024 STAAR, ____% of students in Grade 4-6 met academic growth in Mathematics.

Root Cause 1: 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, lack of coaching for K-3 related to small groups, interventions, and differentiation

Problem Statement 1 Areas: Close the Opportunity Gap - Elementary

Problem Statement 2: As of May 2022 STAAR, ____% of students in Grade 4-6 met academic growth in Reading.

Root Cause 2: 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, lack of coaching for K-3 related to small groups, interventions, and dif

Problem Statement 2 Areas: Close the Opportunity Gap - Elementary

Problem Statement 3: As of May Staff Master List, 20% of staff is projected to be new to district at Life School Carrollton.

Root Cause 3: Mentor Teacher program for staff not implemented-did not meet District criteria for mentorship. LEAD needs specific roles, responsibilities, and training outlining campus goals.

Problem Statement 3 Areas: Employer of Choice

Problem Statement 4: According to the HR Exit Survey Report in 2023-2024, LSC staff turnover rate was 16% .

Root Cause 4: 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. A need for more staff support needed for increased task.

Problem Statement 4 Areas: Employer of Choice

Problem Statement 5: On the Spring 2023 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 5: Consistency of observations and feedback interactions. Limit the amount of PLCs. Specialized PLCs to advance classroom learning progression. Continued training for administration through the Texas Instructional Leadership program.

Problem Statement 5 Areas: Employer of Choice

Problem Statement 6: On the Spring 2023 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 6: 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 6 Areas: School of Choice

Problem Statement 7: On the 2023 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 7: 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 7 Areas: School of Choice

Problem Statement 8: Based on the EOY Discipline Referrals Report from 2022 -2023, LSC had an decreased discipline referrals by 58 referrals as of MOY 2023-2024.

Root Cause 8: Continuous implementation of PBIS/CHAMPS, continuous behavioral/classroom management professional development, social emotional training for staff, and increase funding for Cardinal store for rewarding positive behaviors, classroom reward parties.and positive office referrals, cardinal of the month.

Problem Statement 8 Areas: School of Choice

Problem Statement 9: According to the June Enrollment data, LSC increased enrollment by 37 students moving into the 2023-2024 school year.

Root Cause 9: 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 9 Areas: School of Choice

Problem Statement 10: According to the 2023-2024 Enrollment Data for the 2024 school year, there is a 90% re-enrollment rate for our campus.

Root Cause 10: Families are relocating to our area, before and after school care is now available, and 4 day school week.

Problem Statement 10 Areas: School of Choice

Problem Statement 11: There is not 100% engagement of teacher, staff, and students in the Life Leader for the morning announcements, Life Habits, and incorporating the Life Leader vocabulary into daily conversations/instruction.

Root Cause 11: It's not an enforced expectation/accountability and not incorporated into PD's for how to incorporate the Life Leader verbiage. Not everyone has the Life Leader 15 attributes accessible to view at all times for reference (ex: with a poster that's easy to view/student friendly-verbiage).

Problem Statement 11 Areas: LifeLeader

Problem Statement 12: No enforcement or significant acknowledgement to students of the behavior-flow chart, more language-friendly for the younger students, and a rubric for positive office referral (PBIS) does not exist.

Root Cause 12: Lack of explicit instruction around positive behavior and negative behavior and what consequences follow. No rubric for positive office referrals vs cardinal bucks. Lack of consistency due to not all staff having the behavior-flow chart.

Problem Statement 12 Areas: LifeLeader

Problem Statement 13: According to the Fall Q12 Gallup Survey, 82% of staff answered agree or strongly agree to Q3 " I have the opportunity to do what I do best every day."

Root Cause 13: Different people have different expectations for what they do best daily. 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 13 Areas: Growth and Development

Problem Statement 14: According to the Fall Q12 Gallup Survey, 86% of staff answered agree or strongly agree to Q6 "There is someone at work who encourages my development."

Root Cause 14: Communication on expectations for development. Frequency of feedback conversations. Teacher turnover rate.

Problem Statement 14 Areas: Growth and Development

Problem Statement 15: Based on Raptor data, we are seeing a decrease in quarterly district required events (Parent Orientation, Fall Festival, Literacy Night, & STEM Night).

Root Cause 15: Lack of interest in events in the event (same titles/types) and monthly school evening spirit events added to school calendar.

Problem Statement 15 Areas: Parent Engagement

Problem Statement 16: Reaching out in a timely manner (far in advance) to involve key community members in campus events.

Root Cause 16: Lack of forethought and awareness of school calendar. Need for a Master LSC/Community calendar team to reach out and reach in to get LSC/Community involved in both directions.

Problem Statement 16 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

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 - 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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0%

No Progress

100%

Accomplished

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Continue/Modify

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



Discontinue

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
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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
	Nov	Feb	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Character Training

Performance Objective 1: 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</p> <p>- 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
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Partnerships with Parents and the Community

Performance Objective 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 one engagement opportunities a month. Use Galaxy Digital to post monthly event.</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: 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
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Goal 3: Partnerships with Parents and the Community

Performance Objective 2: Community Engagement - Cultivate Life School Stakeholder Connections

Evaluation Data Sources: Charitable Donations
Community Stakeholder present on campus

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. Created formalized opportunities for local business to partner with Life School Carrollton to partner on/with campus activities, via charitable contributions, volunteering on campus, adopting our campus to sponsor classrooms or school-wide events, etc.</p> <p>Strategy's Expected Result/Impact: Lead Measure: LSC will partner with at least 4 community organizations during the 2023-2024 school year.</p> <p>Lag Measure: Measurement of financial contributions to campus and on site volunteering.</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
	Review content area			

 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