

Life School

Life School Lancaster

2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Values

Build Trust

Value People

Continuous Improvement

Table of Contents

Comprehensive Needs Assessment	4
Close the Opportunity Gap - Elementary	4
Employer of Choice	5
School of Choice	6
LifeLeader	7
Growth and Development	8
Parent Engagement	9
Community Engagement	10
Priority Problem Statements	11
Comprehensive Needs Assessment Data Documentation	13
Goals	15
Goal 1: Strong Academics	15
Goal 2: Character Training	22
Goal 3: Partnerships with Parents and the Community	26
Campus Funding Summary	29

Comprehensive Needs Assessment

Close the Opportunity Gap - Elementary

Close the Opportunity Gap - Elementary Summary

Summary: Teachers feel resources such as lesson plans, PLCs, interventionists and instructional coaching all helps provide quality teaching and learning, but students still have many gaps due to lack of teacher autonomy to monitor and adjust instruction and students not learning or being taught some foundational skills due to gaps in the curriculum.



Close the Opportunity Gap - Elementary Strengths

Strengths:

- Heggerty Phonics
- CORE Phonics
- Resources
- Instructional coach
- Phonics carts
- Technology 1:1
- STEM & Literacy family nights to teach parents to utilize resources for daily practice
- CPG's and lesson plans are provided
- PLCs focusing on curriculum and data

Problem Statements Identifying Close the Opportunity Gap - Elementary Needs

Problem Statement 1 (Prioritized): K-2 students are not reading on grade level by 3rd grade. **Root Cause:** The reading curriculum is not aligned to the Science of Teaching Reading or the TEKS.

Problem Statement 2 (Prioritized): Students in 3rd-6th grade are not meeting state standards or having needed growth. **Root Cause:** Gaps exist in the math and reading curriculum and students are not receiving basic skills or enough guided practice and repetition with gradual release.

Problem Statement 3 (Prioritized): Students do not receive consistent instruction when different substitutes cover classes. **Root Cause:** Substitutes don't know the students or have relationships with them or the teacher.

Employer of Choice

Employer of Choice Summary

Teachers and staff feel valued, supported, and recognized, but they feel they need more support for student behavior as well as work time during PD.

Employer of Choice Strengths

- Welcoming and appreciation
- Employees feel valued and recognized
- Support from all levels (curriculum, behavior, etc.)

Problem Statements Identifying Employer of Choice Needs

Problem Statement 1 (Prioritized): Teachers do not have adequate time during the week or during staff development days to collaborate with teams, prepare content lessons, and/or prepare the physical classroom environment. **Root Cause:** Some of the staff development sessions are unnecessary or just time fillers, and they often extend beyond the allotted time.

Problem Statement 2 (Prioritized): Student behaviors are interrupting classroom learning and teaching. **Root Cause:** The system for holding students accountability needs to be strengthened and additional staff and training are needed for behavior management.

School of Choice

School of Choice Summary

Student enrollment numbers have increased since implementing the 4-day school week. The campus offers multiple activities for families throughout the year, and communication with parents via campus newsletters and Class Dojo is consistent. However, more academic opportunities could further engage students and parents.

School of Choice Strengths

- Improved student enrollment
- Parent/Student/Campus Activities: Valentine Dance, Fall Festival, Math/Literacy Night
- Colleague/Admin Support
- UIL
- Work with the “whole’ child
- Parent Portal - but provide a parent training
- We offer food for students to take home when a need is observed
- Smore - the more we all know, the more we are all together
- DOJO

Problem Statements Identifying School of Choice Needs

Problem Statement 1 (Prioritized): Students do not have routine incentive activities as part of our disciplinary/academic plan. **Root Cause:** There is not adequate staff to plan or organize these activities to become routine and effective.

Problem Statement 2 (Prioritized): The campus has few extracurricular activities that surrounding schools do which can attract more students (clubs, sports teams, cheer, choir, etc). **Root Cause:** The root cause for this is staff are unwilling to stay later in the day now that we have 9hr days.

LifeLeader

LifeLeader Summary

The campus prioritizes the consistent incorporation of LifeLeader attributes when working with students and staff. This has created a common language and prioritized character recognition as well as SEBL/LifeHabits.

LifeLeader Strengths

- Life Habits incorporation
- Campus priority of Character Training
- Collaborative Environment with all of the Staff
- Positive Referrals for Student and Staff
- Counselor guidance Lessons

Problem Statements Identifying LifeLeader Needs

Problem Statement 1 (Prioritized): Students struggle with the terminology connected to LifeLeader which limits their growth. **Root Cause:** There is a lack of teacher understanding for effectively and routinely integrating LifeLeader attributes into the classroom environment.

Problem Statement 2 (Prioritized): Students do not have adequate opportunities to serve as campus leaders. **Root Cause:** Lack of time, resources, and staff are all barriers to developing a strong program of student leadership.

Growth and Development

Growth and Development Summary

The district provides professional development for content as well as opportunities to grow within the classroom and beyond. However, some of the resources are hard to find or staff are unaware they exist.

Growth and Development Strengths

- Professional Development for Beginning of the Year and Returning Teachers
- All Staff Communication
- Content Based Instructional Coaches

Problem Statements Identifying Growth and Development Needs

Problem Statement 1 (Prioritized): Access to resources can be difficult and some staff are unaware of their existence or location. **Root Cause:** There is not a system in place to ensure teachers and staff know all the resources available to them or where to locate them.

Parent Engagement

Parent Engagement Summary

Engaging families can look many different ways, from an actual presence on the campus or in the classroom to volunteering for events, to donating items needed for campus activities.

Parent Engagement Strengths

- Beary Christmas
- Love on Your Littles Event
- Literacy Night
- Talent Show
- Valentines Dance
- Stem Night
- Partners 4 Life

Problem Statements Identifying Parent Engagement Needs

Problem Statement 1 (Prioritized): The campus does not have a consistent group of parents in the Partners4Life organization. **Root Cause:** Staff is not fully aware of how to be a liaison to parents or encourage participation in Partners4Life.

Community Engagement

Community Engagement Summary

The campus has multiple opportunities throughout the school year in which the local community can be involved with students and staff. It is important to be part of our larger community and develop those relationships in order to benefit our students and staff.

Community Engagement Strengths

- Books4Kids in the fall

Angel Cadets to send Pringles to the soldiers

North Tx Food Bank

Career Day

Firefighters

Teacher Appreciation Week volunteers (chiropractor, Ulta)

Problem Statements Identifying Community Engagement Needs

Problem Statement 1 (Prioritized): There is not a centralized system in place for developing relationships with the community. **Root Cause:** The role of a community liaison has not been prioritized.

Priority Problem Statements

Problem Statement 1: K-2 students are not reading on grade level by 3rd grade.

Root Cause 1: The reading curriculum is not aligned to the Science of Teaching Reading or the TEKS.

Problem Statement 1 Areas: Close the Opportunity Gap - Elementary

Problem Statement 2: Students in 3rd-6th grade are not meeting state standards or having needed growth.

Root Cause 2: Gaps exist in the math and reading curriculum and students are not receiving basic skills or enough guided practice and repetition with gradual release.

Problem Statement 2 Areas: Close the Opportunity Gap - Elementary

Problem Statement 3: Teachers do not have adequate time during the week or during staff development days to collaborate with teams, prepare content lessons, and/or prepare the physical classroom environment.

Root Cause 3: Some of the staff development sessions are unnecessary or just time fillers, and they often extend beyond the allotted time.

Problem Statement 3 Areas: Employer of Choice

Problem Statement 4: Student behaviors are interrupting classroom learning and teaching.

Root Cause 4: The system for holding students accountability needs to be strengthened and additional staff and training are needed for behavior management.

Problem Statement 4 Areas: Employer of Choice

Problem Statement 5: Students do not have routine incentive activities as part of our disciplinary/academic plan.

Root Cause 5: There is not adequate staff to plan or organize these activities to become routine and effective.

Problem Statement 5 Areas: School of Choice

Problem Statement 6: The campus has few extracurricular activities that surrounding schools do which can attract more students (clubs, sports teams, cheer, choir, etc).

Root Cause 6: The root cause for this is staff are unwilling to stay later in the day now that we have 9hr days.

Problem Statement 6 Areas: School of Choice

Problem Statement 7: Students struggle with the terminology connected to LifeLeader which limits their growth.

Root Cause 7: There is a lack of teacher understanding for effectively and routinely integrating LifeLeader attributes into the classroom environment.

Problem Statement 7 Areas: LifeLeader

Problem Statement 8: Students do not have adequate opportunities to serve as campus leaders.

Root Cause 8: Lack of time, resources, and staff are all barriers to developing a strong program of student leadership.

Problem Statement 8 Areas: LifeLeader

Problem Statement 9: Access to resources can be difficult and some staff are unaware of their existence or location.

Root Cause 9: There is not a system in place to ensure teachers and staff know all the resources available to them or where to locate them.

Problem Statement 9 Areas: Growth and Development

Problem Statement 10: The campus does not have a consistent group of parents in the Partners4Life organization.

Root Cause 10: Staff is not fully aware of how to be a liaison to parents or encourage participation in Partners4Life.

Problem Statement 10 Areas: Parent Engagement

Problem Statement 11: There is not a centralized system in place for developing relationships with the community.

Root Cause 11: The role of a community liaison has not been prioritized.

Problem Statement 11 Areas: Community Engagement

Problem Statement 12: Students do not receive consistent instruction when different substitutes cover classes.

Root Cause 12: Substitutes don't know the students or have relationships with them or the teacher.

Problem Statement 12 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
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Other PreK - 2nd grade assessment data

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Other additional data

Goals

Revised/Approved: July 21, 2024





Goal 1: Strong Academics

Performance Objective 1: Close the Opportunity Gap - Elementary

High Priority

Evaluation Data Sources: Campus and state assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will collaborate during PLCs to understand how to utilize curriculum and resources, effective instructional strategies, analyze student data, and provide interventions for instructional gaps. K-2 will meet in grade level teams, while 3-6th will meet in content teams with a content team lead in order to improve vertical alignment.</p> <p>Strategy's Expected Result/Impact: Lead: Teachers will collaborate weekly in PLCs and participate in staff development. LAG: Students will receive quality Tier 1 instruction that is explicit, systematic, and includes repetition and practice (evidence: 3rd-6th will score at least Approaches and K-2 students will increase their reading level.) Staff Responsible for Monitoring: Principal, coaches, APs, curriculum coordinators</p> <p>Title I: 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 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Close the Opportunity Gap - Elementary 1, 2 - Employer of Choice 1 - Growth and Development 1 Funding Sources: Team Leads - 7 total - 420 - State Funding - 420 - \$3,500</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Hire, train, and support two interventionists who will provide targeted intervention for K-2 students in phonics and 3-6th grade students in math.</p> <p>Strategy's Expected Result/Impact: LEAD: Interventionists will provide intervention weekly. LAG: Students in K-2 will show growth in phonics as measure by CORE , and 3-6th will show growth in math as measured by benchmarks and STAAR.</p> <p>Staff Responsible for Monitoring: Principal, instructional coach, coordinator</p> <p>Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2</p> <p>Funding Sources: One math interventionist paid with grant funds and district monies and one Title Tutor/ interventionist paid with campus Title funds. - 211 - Title I - \$12,500</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to hire and train a campus permanent substitute to cover classes when teachers are absent to reduce the loss of learning time for students.</p> <p>Strategy's Expected Result/Impact: LEAD: Hire and train a new permanent substitute. LAG: Students will continue to have instruction when the teacher is absent.</p> <p>Staff Responsible for Monitoring: Garton</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2, 3</p> <p>Funding Sources: Permanent substitute salary - 211 - Title I - \$23,500</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>				

Performance Objective 1 Problem Statements:

Close the Opportunity Gap - Elementary

Problem Statement 1: K-2 students are not reading on grade level by 3rd grade. **Root Cause:** The reading curriculum is not aligned to the Science of Teaching Reading or the TEKS.

Problem Statement 2: Students in 3rd-6th grade are not meeting state standards or having needed growth. **Root Cause:** Gaps exist in the math and reading curriculum and students are not receiving basic skills or enough guided practice and repetition with gradual release.

Problem Statement 3: Students do not receive consistent instruction when different substitutes cover classes. **Root Cause:** Substitutes don't know the students or have relationships with them or the teacher.

Employer of Choice

Problem Statement 1: Teachers do not have adequate time during the week or during staff development days to collaborate with teams, prepare content lessons, and/or prepare the physical classroom environment. **Root Cause:** Some of the staff development sessions are unnecessary or just time fillers, and they often extend beyond the allotted time.

Growth and Development





Problem Statement 1: Access to resources can be difficult and some staff are unaware of their existence or location. **Root Cause:** There is not a system in place to ensure teachers and staff know all the resources available to them or where to locate them.

Goal 1: Strong Academics

Performance Objective 2: Employer of Choice

Evaluation Data Sources: Q12 survey, teacher retention rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Focus afternoon/campus staff development time so that it is bite-sized and stays within an allotted time, that is focuses on teams working together and collaborating, and that it also provides teacher work time into the afternoon for at least 2hrs.</p> <p>Strategy's Expected Result/Impact: LEAD: Plan days, times, and topics for SD days and ensure it takes no longer two hours. LAG: Staff will answer agree or above on Q12 - someone at work cares about my development Staff Responsible for Monitoring: principal</p> <p>Problem Statements: Employer of Choice 1, 2</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Support teachers through weekly instructional coaching from the campus Instructional Coach and through targeted professional development opportunities such as conferences or out of district trainings.</p> <p>Strategy's Expected Result/Impact: LEAD: Teachers will receive ongoing and systematic coaching from the campus and district staff. LAG: Teachers will increase their personal self-efficacy and effectiveness in the classroom. Staff Responsible for Monitoring: Principal and instructional coach</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2 Funding Sources: Instructional coach - 211 - Title I - \$88,000, Conference fees - 211 - Title I - \$1,500</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Purchase technology to replace or update current instructional technology in the classroom. Strategy's Expected Result/Impact: LEAD: Campus leadership and IT will determine technology needed and create a priority list to order. LAG: Teachers will use technology to support their instruction and student learning. Staff Responsible for Monitoring: principal, IT tech</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Problem Statements: Close the Opportunity Gap - Elementary 1, 2 Funding Sources: Technology updates and replacements for instructional use by teachers and/or students. - 211 - Title I - \$2,500</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 4 Details	Reviews			
<p>Strategy 4: Create a culture of support by providing classroom materials and resources for teachers as well as coffee, snacks, and special meals throughout the school year. Strategy's Expected Result/Impact: LEAD: Teachers will feel supported in a positive campus environment. LAG: Teacher retention rates will increase by 20%. Staff Responsible for Monitoring: principal, admin II position</p> <p>Title I: 2.4 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Problem Statements: Close the Opportunity Gap - Elementary 1, 2 Funding Sources: - 420 - State Funding - \$3,000</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>				

Performance Objective 2 Problem Statements:

Close the Opportunity Gap - Elementary

Problem Statement 1: K-2 students are not reading on grade level by 3rd grade. **Root Cause:** The reading curriculum is not aligned to the Science of Teaching Reading or the TEKS.

Problem Statement 2: Students in 3rd-6th grade are not meeting state standards or having needed growth. **Root Cause:** Gaps exist in the math and reading curriculum and students are not receiving basic skills or enough guided practice and repetition with gradual release.

Employer of Choice

Problem Statement 1: Teachers do not have adequate time during the week or during staff development days to collaborate with teams, prepare content lessons, and/or prepare the physical classroom environment. **Root Cause:** Some of the staff development sessions are unnecessary or just time fillers, and they often extend beyond the allotted time.


Problem Statement 2: Student behaviors are interrupting classroom learning and teaching. **Root Cause:** The system for holding students accountability needs to be strengthened and additional staff and training are needed for behavior management.


Goal 1: Strong Academics


Performance Objective 3: School of Choice


Evaluation Data Sources: enrollment rates and discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Create a PBIS team to consistently implement a system that allows for student activities as an incentive, reward, or academic and non-academic opportunities.</p> <p>Strategy's Expected Result/Impact: LEAD: The PBIS team will be formed and meet regularly to plan incentives. LAG: Student discipline incidents will decrease.</p> <p>Staff Responsible for Monitoring: assistant principal</p> <p>Title I: 2.4</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Employer of Choice 2 - School of Choice 1</p> <p>Funding Sources: Resources for PBIS incentives and reward parties - 420 - State Funding - \$500</p>	Formative			Summative
	Nov	Feb	May	July

 0% No Progress

 100% Accomplished

 Continue/Modify

 Discontinue

Performance Objective 3 Problem Statements:

Employer of Choice
<p>Problem Statement 2: Student behaviors are interrupting classroom learning and teaching. Root Cause: The system for holding students accountability needs to be strengthened and additional staff and training are needed for behavior management.</p>
School of Choice
<p>Problem Statement 1: Students do not have routine incentive activities as part of our disciplinary/academic plan. Root Cause: There is not adequate staff to plan or organize these activities to become routine and effective.</p>

Goal 2: Character Training


Performance Objective 1: LifeLeader

Evaluation Data Sources: Classroom observations, discipline data

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will receive systematic training and opportunities for collaboration and reflection to learn how to teach and manage social-emotional behaviors, emotions, and trauma informed practices using the LifeHabits district curriculum.</p> <p>Strategy's Expected Result/Impact: LEAD: All teachers will be trained in LifeHabits curriculum and practices and consistently implement the LifeHabits curriculum. LAG: Teacher will be equipped to manage student behaviors and emotions and students will begin to utilize the strategies learned.</p> <p>Staff Responsible for Monitoring: admin, behavior coach</p> <p>Title I: 2.5, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Employer of Choice 2 - LifeLeader 1</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Create visuals with the 3 school rules and LifeLeader attributes to help teachers when praising and correcting students using LifeLeader attributes.</p> <p>Strategy's Expected Result/Impact: LEAD: Teachers and staff will internalize LifeLeader attributes and use them more fluidly daily in the classroom. LAG: Student behaviors will improve and discipline incidents decrease.</p> <p>Staff Responsible for Monitoring: admin and teachers</p> <p>Title I: 2.5</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Employer of Choice 2 - LifeLeader 1</p>	Formative			Summative
	Nov	Feb	May	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Employer of Choice

Problem Statement 2: Student behaviors are interrupting classroom learning and teaching. **Root Cause:** The system for holding students accountability needs to be strengthened and additional staff and training are needed for behavior management.

LifeLeader

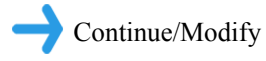
Problem Statement 1: Students struggle with the terminology connected to LifeLeader which limits their growth. **Root Cause:** There is a lack of teacher understanding for effectively and routinely integrating LifeLeader attributes into the classroom environment.

Goal 2: Character Training

Performance Objective 2: Growth and Development

Evaluation Data Sources: classroom observations, record of students involved in student leadership on campus

Strategy 1 Details	Reviews			
<p>Strategy 1: Offer intentional trainings, Strengths Coaching, and LifeLeader coaching to help staff and students learn conflict resolution skills, learn how to vocalize feelings, and learn how to assume positive intent and see the Strengths of others.</p> <p>Strategy's Expected Result/Impact: LEAD: Schedule Strengths Coaching with Andy for Friday staff development and coach staff through conflict using Strengths and LifeLeader. LAG: Teachers and students will utilize LifeLeader attributes to resolve conflicts. Staff Responsible for Monitoring: admin</p> <p>Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: LifeLeader 1, 2 - Growth and Development 1</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for students to serve on campus or in the community and build leadership skills.</p> <p>Strategy's Expected Result/Impact: LEAD: Staff will choose and develop students be be campus leaders. LAG: Students will become more engaged and stronger leaders. Staff Responsible for Monitoring: admin and team leads</p> <p>Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: LifeLeader 2</p>	Formative			Summative
	Nov	Feb	May	July



Performance Objective 2 Problem Statements:

LifeLeader

Problem Statement 1: Students struggle with the terminology connected to LifeLeader which limits their growth. **Root Cause:** There is a lack of teacher understanding for effectively and routinely integrating LifeLeader attributes into the classroom environment.

Problem Statement 2: Students do not have adequate opportunities to serve as campus leaders. **Root Cause:** Lack of time, resources, and staff are all barriers to developing a strong program of student leadership.





Growth and Development

Problem Statement 1: Access to resources can be difficult and some staff are unaware of their existence or location. **Root Cause:** There is not a system in place to ensure teachers and staff know all the resources available to them or where to locate them.

Goal 3: Partnerships with Parents and the Community

Performance Objective 1: Parent Engagement

Evaluation Data Sources: number of parents attending Partners4Life meetings, number of parents involved in campus activities, parent survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Inform and communicate engagement opportunities using multiple platforms (Galaxy Digital, website, FB page, Class Dojo, campus and teacher newsletters) and offer at least four Parent Nights/Family Nights during the school year.</p> <p>Strategy's Expected Result/Impact: LEAD: Publish all Partners4Life parent meeting dates in the newsletter with sign up/participation survey as well as parent engagement policy and agreement. LAG: Parents engagement will increase as noted in monthly P4L meetings and other campus activities.</p> <p>Staff Responsible for Monitoring: admin</p> <p>Title I: 4.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent Engagement 1</p> <p>Funding Sources: Materials and food for parent engagement activities - 420 - State Funding - \$750</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Create a system that helps teachers understand, promote, and maintain parent involvement opportunities such as Momma Bears and Papa Bears, volunteers, etc. Frequently refer to the Parent Partnership Agreement.</p> <p>Strategy's Expected Result/Impact: LEAD: Teachers will learn creative ways to engage parents. LAG: More parents will engage as partners on campus.</p> <p>Staff Responsible for Monitoring: admin</p> <p>Title I: 4.1</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent Engagement 1</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>				

Performance Objective 1 Problem Statements:





Parent Engagement

Problem Statement 1: The campus does not have a consistent group of parents in the Partners4Life organization. Root Cause: Staff is not fully aware of how to be a liaison to parents or encourage participation in Partners4Life.
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Goal 3: Partnerships with Parents and the Community

Performance Objective 2: Community Engagement

Evaluation Data Sources: record of community involvement during the year

Strategy 1 Details	Reviews			
<p>Strategy 1: Build relationship with churches, businesses, or non-profits to engage community members in campus activities or campus outreach.</p> <p>Strategy's Expected Result/Impact: LEAD: Create a list of possible community members to engage with during the school year and make contact. LAG: By the end of the school year, we will have interacted with at least four members of the community.</p> <p>Staff Responsible for Monitoring: admin</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Community Engagement 1</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>				

Performance Objective 2 Problem Statements:

Community Engagement
<p>Problem Statement 1: There is not a centralized system in place for developing relationships with the community. Root Cause: The role of a community liaison has not been prioritized.</p>

Campus Funding Summary

420 - State Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Team Leads - 7 total	420	\$3,500.00
1	2	4			\$3,000.00
1	3	1	Resources for PBIS incentives and reward parties		\$500.00
3	1	1	Materials and food for parent engagement activities		\$750.00
Sub-Total					\$7,750.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	One math interventionist paid with grant funds and district monies and one Title Tutor/interventionist paid with campus Title funds.		\$12,500.00
1	1	3	Permanent substitute salary		\$23,500.00
1	2	2	Conference fees		\$1,500.00
1	2	2	Instructional coach		\$88,000.00
1	2	3	Technology updates and replacements for instructional use by teachers and/or students.		\$2,500.00
Sub-Total					\$128,000.00