

Life School
Life School Mountain Creek
2023-2024 Campus Improvement Plan



Mission Statement

The Mission of Life School is to train leaders with life skills for the twenty-first century by establishing strong academics, character training, and a parenting program.

Vision

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

Values

Build Trust

Value People

Continuous Improvement

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Comprehensive Needs Assessment

Close the Opportunity Gap - Elementary

Close the Opportunity Gap - Elementary Summary

Reading on grade level by the end of 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. At this age, students are transitioning from learning to read to reading to learn and we need our students to be ready for their required course content.

Close the Opportunity Gap - Elementary Strengths

K-6 Teachers will spend 1 hour a week in vertical PLC work.

Maintain a district-wide book inventory by level

We are offering phonics and small group instruction PLCs at all campuses

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 (face-to-face readers, campus reading nights, leveling up celebrations, book clubs, data walls)

Continue professional development and partnership with Columbia University Teacher's College through professional development at one of our district campuses

Additional digital literacy resources (Reading A-Z, Epic, Education Galaxy)

Provide professional development for teachers in reading strategies and reading curriculum by participating in training

provided by Columbia Teacher's College and other relevant sources.

HB3 Training

- PLC (Professional Learning Community) work

- instruction/alignment

-team/vertical planning and development

-Provide Focus on professional development for phonics at elementary campuses.

Problem Statements Identifying Close the Opportunity Gap - Elementary Needs

Problem Statement 1 (Prioritized): In the middle of the 2022-2023 school year, 21% of the total K-3rd students are reading at the grade level, according to the Developmental Reading Assessment. **Root Cause:** Our K-2 teachers lack initial professional development and resources in the science of reading and small group instruction to address significant

reading gaps in students.

Problem Statement 2 (Prioritized): Per Fall 2022 Q12 Survey, 36% of LSMC staff answered "strongly agree" to Q02: I have the materials and equipment to do my work right.

Root Cause: Teachers did not have all the resources or organized materials needed to implement quality instruction and intervention (phonics kits or Learning Dynamics) libraries, and student math, science, and ELAR workbooks, math manipulatives, and leveled readers for student intervention groups.

Problem Statement 3: Students need support from home in order to thrive in the educational environment. **Root Cause:** Lack of parent-at-home support and partnerships with the school help to close the gap in student learning.

Problem Statement 4: Per the 2021-2022 TEA Accountability Report, LSMC scored 70 out of 100 for an overall campus grade of a C. **Root Cause:** Students lack foundational reading skills due to missed opportunities during the Covid pandemic years.

Employer of Choice

Employer of Choice Summary

Everything stops at the door-teacher will or skill are the key influencer in success. Our staff has the greatest influence on improving student outcomes. We cannot be successful without quality staff. An excellent employee experience will increase our retention, assist our recruiting efforts, and increase our student's academic achievement.

Employer of Choice Strengths

- Strengths Coaching
- Staff Incentives
- Casual Dress Days
- Team building activities
- Teacher appreciation days throughout the year
- Instructional coaching model
- Instructional support through professional development

Problem Statements Identifying Employer of Choice Needs

Problem Statement 1 (Prioritized): Per the 2021-2022, HR Report the campus retention rate was 40%. **Root Cause:** Teachers were nervous about the campus's future and did not feel secure in their current positions.

Problem Statement 2 (Prioritized): Per the Fall 2022 Q12 Survey, 33% answered 3 or below on Q2 (materials and equipment) and 56% of Exit Survey respondents indicated Lie School performed "fair in terms of availability of materials/supplies. **Root Cause:** We have a lack of funding or access to funds as a campus.

Problem Statement 3: Per Fall 2022 Q12 survey, 42% answered strongly agree to, Q03, "I have the opportunity to do what I do best every day" **Root Cause:** A need exists for differentiated professional support and strategic, targeted development. The staff has not had an opportunity to explore their strengths in depth. Staff often does not seek out opportunities for professional development and support.

Problem Statement 4: Per Fall 2022 Q12 Survey, 36% of LSMC staff answered "strongly agree" to Q07: At work my opinions seem to count. **Root Cause:** Teachers were not provided enough opportunities to collaborate with administration and give input during decision-making or implementation.

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

- Clean Schools (Campus walks)
- Facilities
- Safe Schools/Safety awareness training/S.A.F.E district-wide protocol (push for all staff to be trained in active shooter and triage)
- Life Leader Profile Cards
- Family-based and involvement - treatment is wonderful at events
- Accessibility - you see administrators, teachers, and other staff when you visit*
- Kinder round-up - come to see the campus
- promotional flyers - pique interest
- Community person - greeted by front desk and wonderful tone set when they walk in*
- pushing to be prepared for the future*
- great staff
- Online enrollment with parent/bilingual assistance
- can make changes to procedures quickly
- District-wide PBIS

Life School will post on Facebook, the campus newsletter, and announce during morning announcements for various Cultural Awareness, History, and Appreciation months, weeks, and days.

Problem Statements Identifying School of Choice Needs

Problem Statement 1: At the end of January 2023, campus enrollment is at 79% of building capacity (261 students out of 330 capacity). **Root Cause:** Our neighboring schools offer a K-12 campus, where parents are able to keep all of the siblings together. Lack of signage and flyers promoting our campus.

Problem Statement 2 (Prioritized): Per the Fall 2022 Parent Engagement Survey Q15, parents selected that received effective communication in the following ways: 24% Partners for Life, 94% Email communication, and 0% do not receive effective communication. **Root Cause:** Parents are not signed up for Partners for Life. Lack of updated parent information in TEAMS.

Problem Statement 3 (Prioritized): The 2021-2022 student retention rate is 69% as of Spring 2022, we are 54 students under adjusted capacity. By being under the adjusted capacity, we are losing about \$540,000 in potential revenue based on \$10,000 per student. **Root Cause:** Missed opportunities of reaching out to families and daycares in our location. Also missed opportunities to reach out to preschools and a nearby Middle School for students to transfer into.

Problem Statement 4 (Prioritized): Per the 2021-2022, HR Report the campus retention rate was 40%. **Root Cause:** Teachers were nervous about the campus's future and did not feel secure in their current positions.

Priority Problem Statements

Problem Statement 1: In the middle of the 2022-2023 school year, 21% of the total K-3rd students are reading at the grade level, according to the Developmental Reading Assessment.

Root Cause 1: Our K-2 teachers lack initial professional development and resources in the science of reading and small group instruction to address significant reading gaps in students.

Problem Statement 1 Areas: Close the Opportunity Gap - Elementary

Problem Statement 2: Per Fall 2022 Q12 Survey, 36% of LSMC staff answered "strongly agree" to Q02: I have the materials and equipment to do my work right.

Root Cause 2: Teachers did not have all the resources or organized materials needed to implement quality instruction and intervention (phonics kits or Learning Dynamics) libraries, and student math, science, and ELAR workbooks, math manipulatives, and leveled readers for student intervention groups.

Problem Statement 2 Areas: Close the Opportunity Gap - Elementary

Problem Statement 3: Per the 2021-2022, HR Report the campus retention rate was 40%.

Root Cause 3: Teachers were nervous about the campus's future and did not feel secure in their current positions.

Problem Statement 3 Areas: Employer of Choice

Problem Statement 4: Per the Fall 2022 Q12 Survey, 33% answered 3 or below on Q2 (materials and equipment) and 56% of Exit Survey respondents indicated Lie School performed "fair in terms of availability of materials/supplies.

Root Cause 4: We have a lack of funding or access to funds as a campus.

Problem Statement 4 Areas: Employer of Choice

Problem Statement 5: Per Fall 2022 LifeLeader survey Q4, (recognition and praise), 28% of staff answered with a 4, and 28% answered with a 5 on a 5-point scale to "In the last seven days, I have received recognition or praise for doing good work.

Root Cause 5: Staff does not get the opportunity to notice the positives that may occur on campus, due to lack of time.

Problem Statement 5 Areas: LifeLeader

Problem Statement 6: We scored roughly between 20-50% on our November formative review regarding incorporating LifeLeader into classroom/work activities staff is responsible for planning.

Root Cause 6: Due to not focusing in on the InFocus or not everyone using the SEL block time. Teachers and staff also need to focus on the weekly LifeLeader attribute that is discussed during announcements by integrating them throughout the day.

Problem Statement 6 Areas: LifeLeader

Problem Statement 7: Per Fall 2022 Parent Engagement Survey Q9, 58% of parents agree/strongly agree they feel well-informed about the many ways they can be involved on their student's campus.

Root Cause 7: Most information is sent digitally or through email and some parents may not have accessibility to the information.

Problem Statement 7 Areas: Parent Engagement

Problem Statement 8: Per Fall 2022 Q12 survey, 42% answered strongly agree to, Q03, "I have the opportunity to do what I do best every day."

Root Cause 8: A need exists for differentiated professional support and strategic, targeted development. Staff has not had an opportunity to explore their strengths in depth. Staff often does not seek out opportunities for professional development and support.

Problem Statement 8 Areas: Growth and Development

Problem Statement 9: A minimal number of volunteers have participated in the campus Partners for Life organization.

Root Cause 9: Most volunteers have stated they don't have time to attend due to work or life obligations.

Problem Statement 9 Areas: Community Engagement

Problem Statement 10: Per the Parent Survey, 16% of parents reported not attending parent nights due to their work schedule.

Root Cause 10: Parents work schedules do not allow them opportunities to attend evening events.

Problem Statement 10 Areas: Parent Engagement

Problem Statement 11: The 2021-2022 student retention rate is 69% as of Spring 2022, we are 54 students under adjusted capacity. By being under the adjusted capacity, we are losing about \$540,000 in potential revenue based on \$10,000 per student.

Root Cause 11: Missed opportunities of reaching out to families and daycares in our location. Also missed opportunities to reach out to preschools and a nearby Middle School for students to transfer into.

Problem Statement 11 Areas: School of Choice

Problem Statement 12: Per the 2021-2022, HR Report the campus retention rate was 40%.

Root Cause 12: Teachers were nervous about the campus's future and did not feel secure in their current positions.

Problem Statement 12 Areas: School of Choice

Problem Statement 13: Per the Fall 2022 Parent Engagement Survey Q15, parents selected that received effective communication in the following ways: 24% Partners for Life, 94% Email communication, and 0% do not receive effective communication.

Root Cause 13: Parents are not signed up for Partners for Life. Lack of updated parent information in TEAMS.

Problem Statement 13 Areas: School of Choice

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Running Records results
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback

- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Strong Academics

Performance Objective 1: 60% of 2nd-grade students will be on grade level as reported on May 2024 DRA/NWEA MAP.

High Priority

HB3 Goal

Evaluation Data Sources: Campus DRA/NWEA MAP Scores review 3 times per year.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide intentional professional development and strong instructional practices including but not limited to the following: Allow teachers, staff, and admin to attend local, regional, state, and national conferences for professional learning and certification opportunities: -Regularly engage in data chats to reflect and plan intentional small groups using the MAPS/NWEA data along with other data. -Instructional planning calendars -Backward design planning and development -Data disaggregation -small group instruction -ELL Strategies</p> <p>Strategy's Expected Result/Impact: Lead: 100% of teachers are onboarded and trained properly on strategies and the use of the curriculum. 100% of K-6 Teachers will incorporate reading and math small groups into their daily practices. 100% of lesson plans reflect small-group instruction</p> <p>Lag: 60% of 3rd graders reading on grade level for reading at the end of 3rd grade Show growth in 3-6 reading scores by 5-10% Show growth in 3-6 math scores by 5-10%</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2</p> <p>Funding Sources: Leveled Readers - 420 - State Funding - \$500</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide access to reading and writing materials through, including but not limited to:</p> <ul style="list-style-type: none"> -Weekly book bags -Library partnerships -Mentor reading programs -Book fairs -Guided reading books -Visuals -Writer's workshop resources -TX KEA/NWEA MAP -Haggerty resources -Units of Study Reading and Phonics -Developmental Reading Assessment (DRA) and Running Record materials <p>Strategy's Expected Result/Impact: Lead: 100% of campus reading teachers will send home student book bags/books weekly. 100% of campus k-3 reading teachers will use guided reading books in their reading small groups. Maintain campus book inventories and set book goals for 100% of classrooms Increase the book/resource inventory for various reading levels.</p> <p>Lag: Increase in student reading scores (On 3 By 3) Increase Q02 score</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principals, Instructional Coach</p> <p>Scoreboards: Walk-Throughs in Strive</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2 - Employer of Choice 2</p> <p>Funding Sources: Instructional materials - 211 - Title I - 11-6399-000-105E-30-00-000 - \$1,928.89</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Support K-6 students in RLA and Math, through the use of Instructional Tutors throughout the school year.</p> <p>Strategy's Expected Result/Impact: Lead: Identified students will work with up to 2 instructional tutors to increase their small group instruction time in these areas.</p> <p>Lag: Increase student reading and math scores</p> <p>Staff Responsible for Monitoring: Instructional coach and teachers</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1 - Employer of Choice 2</p> <p>Funding Sources: Instructional Tutor - 211 - Title I - 211-11-6119-011-105E-30-00-000 - \$4,911</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 4 Details	Reviews			
<p>Strategy 4: 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:</p>	Formative			Summative
	Nov	Feb	May	July

<p>100% of teachers will be trained in the District Instructional Standards and Instructional Framework. 80% of teachers will implement the lesson planning component of the District Instructional Standards and Instructional Framework.</p> <p>Lag: Increase student growth scores by 2% in Reading and Math from prior year</p> <p>Staff Responsible for Monitoring: Administrators/Instructional Coach will monitor the implementation of instructional standards and instructional framework through lesson plans and activities.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2 - Employer of Choice 1, 2 - Growth and Development 2</p> <p>Funding Sources: Instructional Coach - 211 - Title I - 211-13-6119-000-105E-30-00-000 - \$75,901</p>				
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Close the Opportunity Gap - Elementary
<p>Problem Statement 1: In the middle of the 2022-2023 school year, 21% of the total K-3rd students are reading at the grade level, according to the Developmental Reading Assessment. Root Cause: Our K-2 teachers lack initial professional development and resources in the science of reading and small group instruction to address significant reading gaps in students.</p>
<p>Problem Statement 2: Per Fall 2022 Q12 Survey, 36% of LSMC staff answered "strongly agree" to Q02: I have the materials and equipment to do my work right. Root Cause: Teachers did not have all the resources or organized materials needed to implement quality instruction and intervention (phonics kits or Learning Dynamics) libraries, and student math, science, and ELAR workbooks, math manipulatives, and leveled readers for student intervention groups.</p>
Employer of Choice
<p>Problem Statement 1: Per the 2021-2022, HR Report the campus retention rate was 40%. Root Cause: Teachers were nervous about the campus's future and did not feel secure in their current positions.</p>
<p>Problem Statement 2: Per the Fall 2022 Q12 Survey, 33% answered 3 or below on Q2 (materials and equipment) and 56% of Exit Survey respondents indicated Lie School performed "fair in terms of availability of materials/supplies. Root Cause: We have a lack of funding or access to funds as a campus.</p>

Growth and Development

Problem Statement 2: Per Fall 2022 Q12 survey, 42% answered strongly agree to, Q03, "I have the opportunity to do what I do best every day." **Root Cause:** A need exists for differentiated professional support and strategic, targeted development. Staff has not had an opportunity to explore their strengths in depth. Staff often does not seek out opportunities for professional development and support.

Goal 1: Strong Academics

Performance Objective 2: Employer of Choice 70% of staff will return for the 2024-2025 school year.

High Priority





Evaluation Data Sources: HR Report

Staff Lists

Letters of Intent

Staff Spreadsheets

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a supportive and collaborative environment for staff through maintaining positive campus morale; including but not limited to methods such as:</p> <ul style="list-style-type: none"> -Employee celebrations/recognition (Peer recognized) -Employee appreciation (Admin & Sunshine Committee--theme/spirit days, jean days, etc) -Strengths coaching and training (Culture Dept) -SEB, mindfulness prior to all staff meetings -Semester Team events that are staff created <p>Strategy's Expected Result/Impact: Lead: Employee Recognition/Appreciation One teacher and one staff member will be recognized monthly Administrators will provide at least 4 opportunities for staff to participate in dress-up days and activities. Staff will engage in team opportunities</p> <p>Lag: Increase the percentage of staff who answer strongly agree to Q04: In the last seven days, I have received recognition or praise for doing good work. Increase Q07 results, at work my opinions seem to count.</p> <p>Staff Responsible for Monitoring: Staff will nominate a teacher and staff member to recognize each month. AP will monitor Monthly mentor meetings Admin & Sunshine Committee will create special celebrations and team events throughout the school year.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Employer of Choice 1 - LifeLeader 1 - Growth and Development 2</p> <p>Funding Sources: Lead Stipends - 420 - State Funding - \$1,500</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a supportive and collaborative environment for staff through ongoing instructional coach support to model, co-teach, coach, and work with teachers to improve and grow Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Lead: Teachers will meet with the instructional coach at minimum of least two times per semester depending on the phase of the coaching cycle. All teachers will participate in a minimum of the instructional round session.</p> <p>Lag: Increase teacher retention of first-year and new Life School teachers</p> <p>Staff Responsible for Monitoring: Instructional Coaches will maintain a log of instructional rounds completed. Instructional Coaches will maintain a calendar of co-teaching and modeling</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Employer of Choice 1 - Growth and Development 2</p> <p>Funding Sources: Instructional Coach - 211 - Title I - 13-6119-000-105E-30-00-000 - \$75,901.11</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Support first-year and new to Life School teachers through the Campus Mentor Program</p> <p>Strategy's Expected Result/Impact: Lead: New teachers will engage in New Teacher academies once every nine weeks during the school year. Mentors will meet monthly with their assigned teacher.</p> <p>Lag: Increase teacher retention</p> <p>Staff Responsible for Monitoring: Administrators will assign mentor/mentee partners during the school year. Instructional Coaches will schedule New Teacher Academies during the school year.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Employer of Choice 1 - Growth and Development 2</p>	Formative			Summative
	Nov	Feb	May	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Employer of Choice

Problem Statement 1: Per the 2021-2022, HR Report the campus retention rate was 40%. **Root Cause:** Teachers were nervous about the campus's future and did not feel secure in their current positions.

LifeLeader

Problem Statement 1: Per Fall 2022 LifeLeader survey Q4, (recognition and praise), 28% of staff answered with a 4, and 28% answered with a 5 on a 5-point scale to "In the last seven days, I have received recognition or praise for doing good work. **Root Cause:** Staff does not get the opportunity to notice the positives that may occur on campus, due to lack of time.

Growth and Development

Problem Statement 2: Per Fall 2022 Q12 survey, 42% answered strongly agree to, Q03, "I have the opportunity to do what I do best every day." **Root Cause:** A need exists for differentiated professional support and strategic, targeted development. Staff has not had an opportunity to explore their strengths in depth. Staff often does not seek out opportunities for professional development and support.

Goal 1: Strong Academics

Performance Objective 3: School of Choice - 10% Increase in the percentage of students who re-enroll for the 2023-2024 school year

High Priority





Evaluation Data Sources: District-prepared Re-enrollment spreadsheets:

- 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)

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a warm, friendly, and welcoming environment for stakeholders in our front office.</p> <p>Strategy's Expected Result/Impact: Lead: Flyers, information, and business cards will be accessible for parents needing them in the front office. All office staff will be trained CPI De-escalation as well as Customer Service training to best assist parents.</p> <p>Lag: Lag: Increase score on Parent Satisfaction Survey</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent Engagement 1</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Collaborate and communicate effectively by providing quality customer service and positive experiences for all stakeholders by:</p> <p>Strategy's Expected Result/Impact: Lead: Effective communicator - 100% of grade level teachers will communicate weekly with parents. Effective communicator - campus newsletters will be sent to parents weekly.</p> <p>Lag: At least 60% of parents will report on the 23-24 Parent Survey "As a parent, I feel well informed about the many ways I can be involved on my students' campus."</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent Engagement 1</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to identify opportunities for growth and expansion through our annual Kinder Round Up and Open House for incoming Kindergarten students and parents.</p> <p>Strategy's Expected Result/Impact: Lead: Effective Communicator - 100% of accepted/enrolled kinder parents and students will be invited to Kinder Round Up through School Mint.</p> <p>Lag: Attendance at Kinder Roundup Enrollment first 10 days of school</p> <p>Staff Responsible for Monitoring: Campus Liaison</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent Engagement 1</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide equity and excellence in every classroom by investing in every room being ready for students and teacher through an increase in and improvements to classroom technology and supplemental resources. (Technology, curriculum, curriculum resources, school supplies, leveled libraries, and books.</p> <p>Strategy's Expected Result/Impact: Lead: Information Literacy - All students will have access to technology in the form of Chromebooks, Chromotablets, computer labs, and/or interactive whiteboards.</p> <p>Lag: Increase Q2 Scores Improve teacher retention</p> <p>Staff Responsible for Monitoring: Campus Technology Support will maintain a classroom technology inventory. Principal will consider new purchases to improve technology on campus.</p> <p>ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Employer of Choice 2 - Growth and Development 2 - Parent Engagement 1</p> <p>Funding Sources: Social Studies Weekly - 211 - Title I - 211-11-6329-00-105E-30-00-000 - \$1,928.89</p>	Formative			Summative
	Nov	Feb	May	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 3 Problem Statements:





Employer of Choice
<p>Problem Statement 2: Per the Fall 2022 Q12 Survey, 33% answered 3 or below on Q2 (materials and equipment) and 56% of Exit Survey respondents indicated Lie School performed "fair in terms of availability of materials/supplies. Root Cause: We have a lack of funding or access to funds as a campus.</p>
Growth and Development
<p>Problem Statement 2: Per Fall 2022 Q12 survey, 42% answered strongly agree to, Q03, "I have the opportunity to do what I do best every day." Root Cause: A need exists for differentiated professional support and strategic, targeted development. Staff has not had an opportunity to explore their strengths in depth. Staff often does not seek out opportunities for professional development and support.</p>
Parent Engagement
<p>Problem Statement 1: Per Fall 2022 Parent Engagement Survey Q9, 58% of parents agree/strongly agree they feel well-informed about the many ways they can be involved on their student's campus. Root Cause: Most information is sent digitally or through email and some parents may not have accessibility to the information.</p>

Goal 2: Character Training

Performance Objective 1: LifeLeader - 80% of staff who answer "often" to incorporating LifeLeader into daily classroom/work activities

Evaluation Data Sources: LifeLeader Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Highlight student of the month as LifeLeader of the Month, where teachers recognize students for demonstrating LifeLeader attributes.</p> <p>Strategy's Expected Result/Impact: Lead: Citizenship - One student from each grade level will be recognized as a student of the month every nine weeks, based on at least one LifeLeader Attribute. Each student will receive a certificate in recognition of their good work.</p> <p>Lag: All staff will answer "yes" to I provide recognition of students/staff using LifeLeader attributes.</p> <p>Staff Responsible for Monitoring: One teacher per grade level will fill out a Nomination Form for a student in their grade level.</p> <p>Assistant Principal will recognize students on Morning Announcements and in our campus monthly newsletter.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: LifeLeader 2</p> <p>Funding Sources: LifeLeader Student Rewards - 461 - Campus Activity Fund - \$500</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue the integration of LifeLeader attributes into daily announcements by focusing on one attribute every 2-3 weeks, and continue the integration of the LifeLeader attributes into the daily activities of the campus through Eagle Club character lessons.</p> <p>Strategy's Expected Result/Impact: Lead: Students can earn positive referrals focusing on LifeLeader attributes.</p> <p>Lag: Increase the number of staff who answer "often" to incorporate LifeLeader into classroom/work activities.</p> <p>Staff Responsible for Monitoring: The administrators/counselor will share weekly I will statement during morning announcements.</p> <p>The Counselor will plan and implement LifeLeader/SEB lessons with each grade level.</p> <p>Specials Teachers will plan and implement LifeLeader lessons with each grade level during Eagle Club.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: LifeLeader 2</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Incorporate LifeLeader attributes into Positive Behavior and Intervention Supports (PBIS) by continuing Positive Office Referrals, LifeLeader language and 15 minute daily Life Habit lesson within the classroom.</p> <p>Strategy's Expected Result/Impact: Lead: As a campus, we will write at least 20 Positive Office Referrals each month. Each teacher will teach at least one 15 minute Life Habits lesson each day.</p> <p>Lag: A decrease in the number of discipline referrals by 10%.</p> <p>Staff Responsible for Monitoring: Assistant Principal will monitor the number of Positive Office Referrals received each month. Admin will monitor Life Habits lesson in the classroom.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: LifeLeader 2</p>	Formative			Summative
	Nov	Feb	May	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

LifeLeader





Problem Statement 2: We scored roughly between 20-50% on our November formative review regarding incorporating LifeLeader into classroom/work activities staff is responsible for planning. **Root Cause:** Due to not focusing in on the InFocus or not everyone using the SEL block time. Teachers and staff also need to focus on the weekly LifeLeader attribute that is discussed during announcements by integrating them throughout the day.

Goal 2: Character Training

Performance Objective 2: Growth and Development - 70% of staff will answer agree or strongly agree to Q03 (At work, I have the opportunity to do what I do best every day) on the Spring 2024 Gallup Q12 engagement survey

Evaluation Data Sources: Gallup Q12 Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue providing specialized support through Professional Development opportunities including, but not limited to PLC (Professional Learning Community) work, instruction, alignment, team planning, assessment, annual compliance training, data disaggregation, Units of Study, PBIS, Special Education support, GT, and Gallup Strengths.</p> <p>Strategy's Expected Result/Impact: Lead: All K-8 Teachers will spend an hour a week in grade level PLC work. 100% of certified teaching staff will receive ongoing staff development throughout the 23-24 school year. 100% of campus teachers will complete either their 30 hour GT training or 6 hour Refresher.</p> <p>Lag: 70% of staff will respond "Strongly Agree" to Q06: There is someone at work who encourages my development.</p> <p>Staff Responsible for Monitoring: Teachers will maintain weekly PLC agendas and schedules. Instructional Coach and/or Coordinators will gather sign in sheet for professional development sessions. Principal and Assistant Principal will main Compliance Training Google Folder.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Employer of Choice 2 - Growth and Development 2</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to incorporate an instructional coach to model, co-teach, coach, and work with teachers to improve and grow Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Lead: The instructional coach will meet with teachers she/he coaches weekly or bi-weekly.</p> <p>Lag: 70% of staff will respond strongly agree on the Q12 Staff Survey, "There is someone at work who encourages my development."</p> <p>Staff Responsible for Monitoring: Instructional Coach will maintain a calendar of coaching, co-teaching, and modeling.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Growth and Development 2</p>	Formative			Summative
	Nov	Feb	May	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Performance Objective 2 Problem Statements:

Employer of Choice
<p>Problem Statement 2: Per the Fall 2022 Q12 Survey, 33% answered 3 or below on Q2 (materials and equipment) and 56% of Exit Survey respondents indicated Lie School performed "fair in terms of availability of materials/supplies. Root Cause: We have a lack of funding or access to funds as a campus.</p>
Growth and Development
<p>Problem Statement 2: Per Fall 2022 Q12 survey, 42% answered strongly agree to, Q03, "I have the opportunity to do what I do best every day." Root Cause: A need exists for differentiated professional support and strategic, targeted development. Staff has not had an opportunity to explore their strengths in depth. Staff often does not seek out opportunities for professional development and support.</p>

Goal 3: Partnerships with Parents and the Community

Performance Objective 1: Parent Engagement - At least 10% of parents will participate in the Partners for Life Organization.

Evaluation Data Sources: Parent Surveys, Galaxy Digital reports, Partners for Life Meeting Agendas

Strategy 1 Details	Reviews			
<p>Strategy 1: Align family nights to district/campus goals by collaborating with other campuses and the district community relations team to coordinate family nights (LifeLeader, Literacy/On 3 by 3, etc.)</p> <p>Strategy's Expected Result/Impact: Lead: 4 out of 4 Family Nights will align with On 3 by 3, LifeLeader, and district initiatives. Teachers and staff will participate in Family Nights to promote district goals.</p> <p>Lag: Parent Survey Results</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent Engagement 1, 2</p> <p>Funding Sources: - 461 - Campus Activity Fund - \$200</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for parents to connect through classroom volunteer opportunities, class parties, field trips, fundraising, and Coffee Talks with the Principals.</p> <p>Strategy's Expected Result/Impact: Lead: Every grade level will invite parents to volunteer opportunities throughout the year.</p> <p>Lag: Number of volunteers</p> <p>Staff Responsible for Monitoring: Teachers will reach out to parents to invite them to volunteer on campus. Principal will invite parents to a Coffee Talk with the Principal throughout the year.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent Engagement 1</p> <p>Funding Sources: - 461 - Campus Activity Fund - \$100</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: Per Fall 2022 Parent Engagement Survey Q9, 58% of parents agree/strongly agree they feel well-informed about the many ways they can be involved on their student's campus. **Root Cause:** Most information is sent digitally or through email and some parents may not have accessibility to the information.

Problem Statement 2: Per the Parent Survey, 16% of parents reported not attending parent nights due to their work schedule. **Root Cause:** Parents work schedules do not allow them opportunities to attend evening events.

Goal 3: Partnerships with Parents and the Community

Performance Objective 2: Community Engagement - 40% of students will participate in a community event during the 2023-2024 school year

Evaluation Data Sources: Sign in Sheets from Community Events

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for stakeholders to volunteer and participate in community events including but not limited to local food banks and Lighthouse Church Angel Tree.</p> <p>Strategy's Expected Result/Impact: At least one opportunity for stakeholders to volunteer in the community.</p> <p>Staff Responsible for Monitoring: Administrators will provide at least one opportunity for stakeholders to volunteer in the community.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Community Engagement 1</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to establish additional revenue streams by partnering with corporate businesses to raise funds for the campus, including but not limited to, Smencils, School Store, Scholastic Book Fairs, Life Touch, Big Kahuna, EPI Spirit Wear, and Kona Ice, etc.</p> <p>Strategy's Expected Result/Impact: The campus will schedule at least 4 fundraising opportunities throughout the school year.</p> <p>Staff Responsible for Monitoring: Admin support will schedule a variety of fundraising events throughout the school year.</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: A minimal number of volunteers have participated in the campus Partners for Life organization. Root Cause: Most volunteers have stated they don't have time to attend due to work or life obligations.</p>

Campus Funding Summary

420 - State Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Leveled Readers		\$500.00
1	2	1	Lead Stipends		\$1,500.00
Sub-Total					\$2,000.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	1	LifeLeader Student Rewards		\$500.00
3	1	1			\$200.00
3	1	2			\$100.00
Sub-Total					\$800.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Instructional materials	11-6399-000-105E-30-00-000	\$1,928.89
1	1	3	Instructional Tutor	211-11-6119-011-105E-30-00-000	\$4,911.00
1	1	4	Instructional Coach	211-13-6119-000-105E-30-00-000	\$75,901.00
1	2	2	Instructional Coach	13-6119-000-105E-30-00-000	\$75,901.11
1	3	4	Social Studies Weekly	211-11-6329-00-105E-30-00-000	\$1,928.89
Sub-Total					\$160,570.89