

Life School
Life School Oak Cliff Secondary
Campus Improvement Plan
2020-2021



Mission Statement

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

Vision

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

- Awareness that this is a need
- Instructional coaches and curriculum coordinators on campuses as a resource

Close the Opportunity Gap - Secondary

Close the Opportunity Gap - Secondary Summary

To provide opportunities for success as adults, all graduating seniors will be prepared for post high school life experiences as shown by their college entrance exams scores, military information overview or college prep course completion. Successful completion of college entrance exams, like the SAT and ACT, opens the door for students to have more options of colleges they can attend. Successful completion of TSI, community college entrance exam, opens the door for students to get an Associates degree or begin their Bachelor's degree. Students who complete, as shown on their transcript, an English or Math College Prep class can begin at a community college without qualifying TSI scores for one year before taking the TSI.

Close the Opportunity Gap - Secondary Strengths

Life School Oak Cliff offers several ways for student to either acquire their CCMR point or prepare to get it.

We offer:

- College English prep
- College Math prep
- SAT/TSI prep during Advisory
- TSI testing is paid for/administered by the district
- SAT testing paid for/ administered by district
- PSAT testing paid for/administered by district
- The AVID elective class to 7th- 12th grade students to help close the achievement gap by preparing all students for college readiness and success in a global society.

Problem Statements Identifying Close the Opportunity Gap - Secondary Needs

Problem Statement 1 (Prioritized): Per 2019 Accountability rating, LSOCS campus achievement score was 77%. **Root Cause:** PLC meetings are not structured to collaborate on student achievement and behavior, or make an impact on student/teacher outcomes. Everyone in a department does not have a common planning period. Teachers are not all from the same grade level so that teachers can service students in a meaningful way.

Problem Statement 2 (Prioritized): Per 2019 Accountability rating for 2019, LSOCS CCMR score was 89%. **Root Cause:** Low number of students are getting their CCMR point through SAT, ACT, TSI scores and CTE Cert exams. There needed to be more courses added to the master schedule to help students increase reading and math scores for CCMR.

Problem Statement 3 (Prioritized): Per 2019 Accountability Rating, LSOCS scored 19% Reading & 23% Math at the meets level for SPED **Root Cause:** Special Education teachers had lack of access to data monitoring with the special pop, training, and time with instructional leadership to implement rigorous curriculum and interventions.

Problem Statement 4 (Prioritized): Per the Fall 2019 Q12 Survey, 32% of LSOCS staff answered with a 5- strongly agree to Q02: "I have the materials and equipment to do my job right". **Root Cause:** Staff and students need up to date technology and access to technology that is working at capacity for planning, instruction and engagement of students. Technology such as but not limited to chromebooks are damaged, broken and worn out over time. Inadequate room assignments and use, storage space, fixtures, room size, and supply budgets are factors.

Problem Statement 5 (Prioritized): Per the Fall 2019 Q12 Survey, 53% of LSOCS staff answered strongly agree to Q12: "This last year, I have had opportunities at work to learn and grow." **Root Cause:** Meaningful professional development that is specific to core subjects, fine arts, general electives, and SPED is needed.

Problem Statement 6 (Prioritized): Per 2019 Accountability rating, LSOCS CCMR score was 89%. **Root Cause:** Students need additional opportunities to explore CCMR options to determine what aligns with their long-term goals.

Employer of Choice

Employer of Choice Summary

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

Employer of Choice Strengths

- On Boarding
- Instructional coaches
- PLC time each day
- Benefits package for all staff
- Competitive salary
- Coordinator/Content Support in some areas

Problem Statements Identifying Employer of Choice Needs

Problem Statement 1 (Prioritized): Per 2019 HR Report, LSOCS campus turnover rate was 12.2% **Root Cause:** Higher needs (students and teachers) with a lack of experience and training, both academically and in classroom management leads to high turnover and difficulty recruiting.

Problem Statement 2 (Prioritized): The 2019 Q12 survey results show that 73% of respondents agree or strongly agree with the statement (Q09), "my coworkers are committed to doing quality work." **Root Cause:** Staff retention and general feelings toward this statement could be affected by the level of public celebration, praise, and recognition for quality work, as well as of awareness of what others are doing.

School of Choice

School of Choice Summary

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

- Homecoming Week Activities
- Non-academic Events
- School climate is improving
- Before and After school tutoring opportunities
- Stipends for hard to fill positions, not guarantee
- Many different UIL sports and academic choices for students and staff to support
- Administration present and visible
- Shout-outs on announcements
- Potlucks & other on-campus social events/group activities

Problem Statements Identifying School of Choice Needs

Problem Statement 1 (Prioritized): Per the Fall 2019 Q12 Survey, 32% of LSOCS staff answered with a 5- strongly agree to Q02: "I have the materials and equipment to do my job right". **Root Cause:** Staff and students need up to date technology and access to technology that is working at capacity for planning, instruction and engagement of students. Technology such as but not limited to chromebooks are damaged, broken and worn out over time. Inadequate room assignments and use, storage space, fixtures, room size, and supply budgets are factors.

LifeLeader

LifeLeader Summary

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

LifeLeader Strengths

- Some staff that model leadership skills and collaboration
- Excellent administrative support
- High school community involvement and community service opportunities
- Administration sends weekly email
- Staff sends weekly shout-outs with Life Leader Attributes

Problem Statements Identifying LifeLeader Needs

Problem Statement 1 (Prioritized): Per February 2020 LifeLeader survey, 16% of LSOCS staff strongly agree they understand how to integrate LifeLeader into daily activities. **Root Cause:** There is no formal baseline data determining knowledge or application of attributes. Lack of clarity and guidance on how to appropriately implement attributes into daily interactions and processes.

Problem Statement 2 (Prioritized): Per February 2020 LifeLeader survey, 64% of LSOCS staff answered "often/sometimes" to "I use LifeLeader language in conversations with stakeholders (staff, students, parents, etc.)" **Root Cause:** Lack of clarity on how to show value to students and teachers, and no defined expectations for integration.

Problem Statement 3: Per February 2020 LifeLeader survey, 67% of LSOCS staff answered "often/sometimes" to "I use LifeLeader to reinforce positive behavior." **Root Cause:** Lack of clarity on how to show value to students and teachers, and no defined expectations for integration.

Growth and Development

Growth and Development Summary

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

Growth and Development Strengths

- Meaningful PD opportunities.
- AVID program being launched school-wide
- Instructional Coach,
- Staff Development Days,
- Professional Learning Communities (PLCS)
- Building Positive Relationships (staff, parents and students)
- Aggressive Monitoring

Problem Statements Identifying Growth and Development Needs

Problem Statement 1 (Prioritized): Per 2019 HR Report, LSOCS campus turnover rate was 12.2% **Root Cause:** Turnover rate leads to fewer club offerings and lower academic performance.

Problem Statement 2 (Prioritized): Per the Fall 2019 Q12 Survey, 53% of LSOCS staff answered strongly agree to Q12: "This last year, I have had opportunities at work to learn and grow." **Root Cause:** Meaningful professional development that is specific to core subjects, fine arts, general electives, and SPED is needed.

Problem Statement 3 (Prioritized): Per 2019 Accountability rating, LSOCS campus achievement score was 77%. **Root Cause:** PLC meetings are not structured to collaborate on student achievement and behavior, or make an impact on student/teacher outcomes. Everyone in a department does not have a common planning period. Teachers are not all from the same grade level so that teachers can service students in a meaningful way.

Problem Statement 4 (Prioritized): Per 2019 HR Report, LSOCS campus turnover rate was 12.2% **Root Cause:** Higher needs (students and teachers) with a lack of experience and training, both academically and in classroom management leads to high turnover and difficulty recruiting.

Parent Engagement

Parent Engagement Summary

Life School believes that the parent is the primary educator of a child. We invite and encourage parents to participate in the education of their child. Parent engagement improves student outcomes, increases student retention, and enhances word-of-mouth marketing.

Parent Engagement Strengths

- Parenting Program
- Open door policy with parents
- Parents as partner mentality
- Parent engagement a priority with all Life School stakeholders
- There are some concerned parents
- Fall Festival

Problem Statements Identifying Parent Engagement Needs

Problem Statement 1 (Prioritized): Per Q11 on the Fall 2019 Parent Satisfaction survey, 92% of respondents stated they would be encouraged to attend parent nights if incentives were offered for students and parents. **Root Cause:** Attendance at campus parent nights is declining. There is a lack of incentives for parents and students to attend, and a lack of consistency in tracking parenting points.

Problem Statement 2 (Prioritized): The level of parent participation to meetings, school functions, meetings, etc is declining. **Root Cause:** Per 2019-2020 District Demographics data, Life School Students reside in 48 different cities across the metroplex. LSOCS is not a "community" school students come from various areas; parents work hours; language barriers

Community Engagement

Community Engagement Summary

Life School believes in making a positive impact in the community. We seek to bring value to the communities we serve. Engaging community provides benefits to individual community members and to our students and our fund development projects. Engaged community members become supporters, volunteers, and mentors.

Community Engagement Strengths

- We help out with World Vision and the North Texas Food Bank.
- Our choir sponsors concerts for various schools.
- Working with the nursing home next door
- Athletic teams community service each semester
- Partnering with El Centro for dual credit opportunities
- Partnership with the Dallas Stars Hockey Team
- Musgrove football camp
- Community Car show

Problem Statements Identifying Community Engagement Needs

Problem Statement 1 (Prioritized): There is not a consistent method to track volunteerism and community involvement for students, staff, parents, community partners, and community members volunteering at our campuses. **Root Cause:** We do not have systems in place to track how we are doing, therefore data is lacking in determining our success in this area.

Corporate and University Partnerships

Corporate and University Partnerships Summary

Building corporate and university partnerships will improve student outcomes by providing resources, expertise, and closing student opportunity gaps, especially for low-income students. Corporate and university partners help students develop a global perspective and social awareness, learn collaboration and effective communication skills, and experience ethical leadership in action.

Corporate partners support development projects, provide access to grants and resources, provide access to individual donors (particularly potential donors with large capacities to give), become mentors, communicate career readiness needs to inform academic instruction, and provide necessary expertise.

University partners provide opportunities to increase the employment pipeline for both teaching and administrative candidates, subject area and pedagogical expertise, research opportunities, learning opportunities for students (field trips, etc), communicate college readiness needs to inform academic instruction, access to enrollment options for our students, preferred partnership opportunities for increased financial aid through scholarships and discounted tuition.

Adding value to organizations we partner with will create synergy for both organizations.

Corporate and University Partnerships Strengths

- Campus relationships with Methodist for our Health Science program
- Community relationship with The Villages of Dallas through our Family and Community Classes
- Partnership with Dallas Life Recovery for the Homeless Center-Downtown
- Dual Credit-El Centro

Problem Statements Identifying Corporate and University Partnerships Needs

Problem Statement 1 (Prioritized): We need a system for gaining and maintaining corporate and university partners. **Root Cause:** There is not an accessible system in place for gaining, maintaining, and tracking corporate and university partnerships and their cohesiveness and effectiveness and communication/utilization of this information at campus and district levels.

Priority Problem Statements

Problem Statement 2: Per 2019 Accountability rating for 2019, LSOCS CCMR score was 89%.

Root Cause 2: Low number of students are getting their CCMR point through SAT, ACT, TSI scores and CTE Cert exams. There needed to be more courses added to the master schedule to help students increase reading and math scores for CCMR.

Problem Statement 2 Areas: Close the Opportunity Gap - Secondary

Problem Statement 3: Per 2019 Accountability rating, LSOCS campus achievement score was 77%.

Root Cause 3: PLC meetings are not structured to collaborate on student achievement and behavior, or make an impact on student/teacher outcomes. Everyone in a department does not have a common planning period. Teachers are not all from the same grade level so that teachers can service students in a meaningful way.

Problem Statement 3 Areas: Close the Opportunity Gap - Secondary - Growth and Development

Problem Statement 4: Per 2019 Accountability Rating, LSOCS scored 19% Reading & 23% Math at the meets level for SPED

Root Cause 4: Special Education teachers had lack of access to data monitoring with the special pop, training, and time with instructional leadership to implement rigorous curriculum and interventions.

Problem Statement 4 Areas: Close the Opportunity Gap - Secondary

Problem Statement 5: Per the Fall 2019 Q12 Survey, 32% of LSOCS staff answered with a 5- strongly agree to Q02: "I have the materials and equipment to do my job right".

Root Cause 5: Staff and students need up to date technology and access to technology that is working at capacity for planning, instruction and engagement of students. Technology such as but not limited to chromebooks are damaged, broken and worn out over time. Inadequate room assignments and use, storage space, fixtures, room size, and supply budgets are factors.

Problem Statement 5 Areas: Close the Opportunity Gap - Secondary - School of Choice

Problem Statement 6: Per the Fall 2019 Q12 Survey, 53% of LSOCS staff answered strongly agree to Q12: "This last year, I have had opportunities at work to learn and grow."

Root Cause 6: Meaningful professional development that is specific to core subjects, fine arts, general electives, and SPED is needed.

Problem Statement 6 Areas: Close the Opportunity Gap - Secondary - Growth and Development

Problem Statement 7: Per 2019 HR Report, LSOCS campus turnover rate was 12.2%

Root Cause 7: Higher needs (students and teachers) with a lack of experience and training, both academically and in classroom management leads to high turnover and difficulty recruiting.

Problem Statement 7 Areas: Employer of Choice - Growth and Development

Problem Statement 9: The 2019 Q12 survey results show that 73% of respondents agree or strongly agree with the statement (Q09), "my coworkers are committed to doing quality work."

Root Cause 9: Staff retention and general feelings toward this statement could be affected by the level of public celebration, praise, and recognition for quality work, as well as of awareness of what others are doing.

Problem Statement 9 Areas: Employer of Choice

Problem Statement 11: Per February 2020 LifeLeader survey, 16% of LSOCS staff strongly agree they understand how to integrate LifeLeader into daily activities.

Root Cause 11: There is no formal baseline data determining knowledge or application of attributes. Lack of clarity and guidance on how to appropriately implement attributes into daily interactions and processes.

Problem Statement 11 Areas: LifeLeader

Problem Statement 12: Per February 2020 LifeLeader survey, 64% of LSOCS staff answered "often/sometimes" to "I use LifeLeader language in conversations with stakeholders (staff, students, parents, etc.)"

Root Cause 12: Lack of clarity on how to show value to students and teachers, and no defined expectations for integration.

Problem Statement 12 Areas: LifeLeader

Problem Statement 13: Per 2019 HR Report, LSOCS campus turnover rate was 12.2%

Root Cause 13: Turnover rate leads to fewer club offerings and lower academic performance.

Problem Statement 13 Areas: Growth and Development

Problem Statement 14: Per Q11 on the Fall 2019 Parent Satisfaction survey, 92% of respondents stated they would be encouraged to attend parent nights if incentives were offered for students and parents.

Root Cause 14: Attendance at campus parent nights is declining. There is a lack of incentives for parents and students to attend, and a lack of consistency in tracking parenting points.

Problem Statement 14 Areas: Parent Engagement

Problem Statement 15: The level of parent participation to meetings, school functions, meetings, etc is declining.

Root Cause 15: Per 2019-2020 District Demographics data, Life School Students reside in 48 different cities across the metroplex. LSOCS is not a "community" school students come from various areas; parents work hours; language barriers

Problem Statement 15 Areas: Parent Engagement

Problem Statement 16: There is not a consistent method to track volunteerism and community involvement for students, staff, parents, community partners, and community members volunteering at our campuses.

Root Cause 16: We do not have systems in place to track how we are doing, therefore data is lacking in determining our success in this area.

Problem Statement 16 Areas: Community Engagement

Problem Statement 17: We need a system for gaining and maintaining corporate and university partners.

Root Cause 17: There is not an accessible system in place for gaining, maintaining, and tracking corporate and university partnerships and their cohesiveness and effectiveness and communication/utilization of this information at campus and district levels.

Problem Statement 17 Areas: Corporate and University Partnerships

Problem Statement 18: Per 2019 Accountability rating, LSOCS CCMR score was 89%.

Root Cause 18: Students need additional opportunities to explore CCMR options to determine what aligns with their long-term goals.

Problem Statement 18 Areas: Close the Opportunity Gap - Secondary

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Local benchmark or common assessments data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Dyslexia Data

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: June 7, 2020

Goal 1: Strong Academics

Performance Objective 1: Close the opportunity gap for elementary students

Targeted or ESF High Priority

Evaluation Data Sources: Intentionally left blank

Summative Evaluation: None

Goal 1: Strong Academics

Performance Objective 2: Close the opportunity gap for secondary students - Improve Closing the Gap score to 80% by increasing student grade level performance on STAAR.

Evaluation Data Sources: Accountability Rating
College prep classes, TSI data, SAT results, benchmark data

Summative Evaluation: None

<p>Strategy 1: Provide meaningful PLC's by including student growth and achievement analysis and reviewing effective instructional strategies. Teachers will review students' needs and provide/recommend the necessary supports.</p> <p>*45 day instructional tutor for students who receive intervention in preparation for state, local and federal testing in and out of the school day hours. *extra duty pay for staff to tutor students</p> <p>Strategy's Expected Result/Impact: Lead: Student Growth and Achievement is on the PLC agenda each month Identified students receive at least 1 intervention</p> <p>Lag: Improve Student growth and achievement</p> <p>Staff Responsible for Monitoring: Administration Instructional coach</p> <p>Student growth and achievement to be looked at during PLC time throughout the year.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 1 - Growth and Development 3</p> <p>Funding Sources: Instructional Tutors to help students meet state standards - 211 - Title I - 211-11-6118-011-001S-30-00-000 - \$4,911</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

Strategy 2: Monitor and provide enhanced CCMR opportunities:

- * SAT and TSI testing
- * Tutoring
- * College prep classes for math and reading
- * CTE exam for certification
- * CTE career awareness
- * AVID Curriculum and Resources
- * Supplemental resources for core content areas

Master schedule to include math prep and English prep classes to help prepare students to take the required tests for college entrance.

Master schedule to also include a 30 minute enhancement/intervention time daily.

Provide communication to students and families regarding opportunities and progress toward CCMR completion.

Strategy's Expected Result/Impact: Lead:

All students have the opportunity to earn their CCMR point.

Key CCMR communication sent to families.

Lag:

90% of seniors earn their CCMR point by graduation

Staff Responsible for Monitoring: CCMR Coordinator

Admin

Counselor

Testing Coordinator

Review CCMR identification spreadsheet daily

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Connect high school to career and college

Problem Statements: Close the Opportunity Gap - Secondary 2

Funding Sources: Career Cruising - 244 - Carl Perkins - 244-11-6395-000-001S-22-00-000 - \$1,491, AVID Weekly Subscriptions - 288 - Title IV - 288-11-6495-000-001S-30-00-000 - \$560, SAT/ACT/TSI Testing - 211 - Title I - 211-11-6339-000-001S-30-00-000 - \$900, MOS Campus License & Curriculum - Oak Cliff (Business) - 244 - Carl Perkins - 244-11-6395-000-001S-22-00-000 - \$8,230, Adobe Campus License - Full Suite - Oak Cliff (AV) - 244 - Carl Perkins - 244-11-6395-000-001S-22-00-000 - \$8,178, AVID Membership Fee - 288 - Title IV - 288-11-6495-000-001S-30-00-000 - \$3,999

Reviews

Formative

Summative

Nov

Feb

May

July

<p>Strategy 3: Provide enhanced CCMR opportunities for secondary students through: *college/military and career fair each semester to enhance their experience with life after high school. *AVID Elective class to help close the achievement gap by preparing all students for college readiness and success in a global society. *Guest speakers in the AVID Elective courses; *college field trips</p> <p>Strategy's Expected Result/Impact: Lead: At least one CCMR opportunity is provided each semester</p> <p>Lag: Achieve a score of 100% for students who are accepted to college/military or career ready</p> <p>Staff Responsible for Monitoring: Teachers Admin Coordinators Counselor</p> <p>Team of staff will work together to ensure we two college fairs each year</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 6</p> <p>Funding Sources: College/Career/Military Fair - 211 - Title I - 211-11-6399-000-001S-30-00-000 - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Close the Opportunity Gap - Secondary	
Problem Statement 1: Per 2019 Accountability rating, LSOCS campus achievement score was 77%. Root Cause: PLC meetings are not structured to collaborate on student achievement and behavior, or make an impact on student/teacher outcomes. Everyone in a department does not have a common planning period. Teachers are not all from the same grade level so that teachers can service students in a meaningful way.	
Problem Statement 2: Per 2019 Accountability rating for 2019, LSOCS CCMR score was 89%. Root Cause: Low number of students are getting their CCMR point through SAT, ACT, TSI scores and CTE Cert exams. There needed to be more courses added to the master schedule to help students increase reading and math scores for CCMR.	
Problem Statement 6: Per 2019 Accountability rating, LSOCS CCMR score was 89%. Root Cause: Students need additional opportunities to explore CCMR options to determine what aligns with their long-term goals.	
Growth and Development	
Problem Statement 3: Per 2019 Accountability rating, LSOCS campus achievement score was 77%. Root Cause: PLC meetings are not structured to collaborate on student achievement and behavior, or make an impact on student/teacher outcomes. Everyone in a department does not have a common planning period. Teachers are not all from the same grade level so that teachers can service students in a meaningful way.	

Goal 1: Strong Academics

Performance Objective 3: Employer of Choice 90% of staff will return for the 2021-2022 school year.

Evaluation Data Sources: Q12 Survey Results
HR Data

Summative Evaluation: None

<p>Strategy 1: Remain competitive with stipends to retain and recruit high quality teachers in hard to fill positions stipends in math, science, CTE and Spanish. Stipends are not automatically renewed each year.</p> <p>Strategy's Expected Result/Impact: Lead: Provide competitive stipends</p> <p>Lag: Teacher Retention</p> <p>Staff Responsible for Monitoring: Administration Coordinators</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Problem Statements: Employer of Choice 1 - Growth and Development 4</p> <p>Funding Sources: Stipends in hard to fill positions - 211 - Title I - 211-11-6118-000-001S-30-00-000 - \$70,729</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 2: Continue Instructional Coaching to provide growth and development opportunities for staff with student learners in mind to increase staff collaboration, improved classroom management, and teacher growth and support.</p> <p>Instructional Coach will offer campus-based growth opportunities for teachers at least once a month. The coach will ensure that sessions offered are of teacher interest, are directly tied to district and campus goals, and that sessions take students in mind.</p> <p>Strategy's Expected Result/Impact: Lead: Teachers meet with the instructional coach at least once a month</p> <p>Lag: Increase staff who answer agree/strongly agree to Q12 Increase accountability scores Decrease staff turnover</p> <p>Staff Responsible for Monitoring: Administration C & I Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 1, 5 - Employer of Choice 1 - Growth and Development 2, 3, 4</p> <p>Funding Sources: Instructional Coach - 211 - Title I - 211-13-6119-000-001S-30-00-000 - \$72,884</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>July</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	July				
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Formative			Summative														
Nov	Feb	May	July														
<p>Strategy 3: Provide a supportive and collaborative environment through intentional opportunities to highlight best practices among staff by: *Recognizing and praising quality work by sharing specific examples monthly of staff exhibiting quality standards outlined within LifeLeader Attributes.</p> <p>Strategy's Expected Result/Impact: Lead: At least one specific example of quality work will be shared at each staff meeting</p> <p>Lag: Increase Q09 (coworkers committed to quality work) score</p> <p>Staff Responsible for Monitoring: Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Employer of Choice 2</p>	<table border="1"> <thead> <tr> <th colspan="4">Reviews</th> </tr> <tr> <th colspan="3">Formative</th> <th>Summative</th> </tr> <tr> <th>Nov</th> <th>Feb</th> <th>May</th> <th>July</th> </tr> </thead> <tbody> <tr> <td></td> <td></td> <td></td> <td></td> </tr> </tbody> </table>	Reviews				Formative			Summative	Nov	Feb	May	July				
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<p>Strategy 4: Increase the number of opportunities for staff collaboration and collegiality in order to foster school spirit and a more cohesive staff/campus culture.</p> <p>Staff Development days will be used not only for learning but also for fostering a culture of collaboration on campus.</p> <p>Strategy's Expected Result/Impact: Lead: At least one opportunity is provided each semester for teachers to work collaboratively on a team that supports campus goals and fosters positive collegial relationships.</p> <p>Lag: Increase Q09 (coworkers committed to quality work) score</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Counselors Athletic Coaches Teachers Coordinators</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Problem Statements: Employer of Choice 2</p>	Reviews			
	Formative			Summative
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 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Close the Opportunity Gap - Secondary	
Problem Statement 1: Per 2019 Accountability rating, LSOCS campus achievement score was 77%. Root Cause: PLC meetings are not structured to collaborate on student achievement and behavior, or make an impact on student/teacher outcomes. Everyone in a department does not have a common planning period. Teachers are not all from the same grade level so that teachers can service students in a meaningful way.	
Problem Statement 5: Per the Fall 2019 Q12 Survey, 53% of LSOCS staff answered strongly agree to Q12: "This last year, I have had opportunities at work to learn and grow." Root Cause: Meaningful professional development that is specific to core subjects, fine arts, general electives, and SPED is needed.	
Employer of Choice	
Problem Statement 1: Per 2019 HR Report, LSOCS campus turnover rate was 12.2% Root Cause: Higher needs (students and teachers) with a lack of experience and training, both academically and in classroom management leads to high turnover and difficulty recruiting.	
Problem Statement 2: The 2019 Q12 survey results show that 73% of respondents agree or strongly agree with the statement (Q09), "my coworkers are committed to doing quality work." Root Cause: Staff retention and general feelings toward this statement could be affected by the level of public celebration, praise, and recognition for quality work, as well as of awareness of what others are doing.	
Growth and Development	
Problem Statement 2: Per the Fall 2019 Q12 Survey, 53% of LSOCS staff answered strongly agree to Q12: "This last year, I have had opportunities at work to learn and grow." Root Cause: Meaningful professional development that is specific to core subjects, fine arts, general electives, and SPED is needed.	
Problem Statement 3: Per 2019 Accountability rating, LSOCS campus achievement score was 77%. Root Cause: PLC meetings are not structured to collaborate on student achievement and behavior, or make an impact on student/teacher outcomes. Everyone in a department does not have a common planning period. Teachers are not all from the	

same grade level so that teachers can service students in a meaningful way.

Problem Statement 4: Per 2019 HR Report, LSOCS campus turnover rate was 12.2% **Root Cause:** Higher needs (students and teachers) with a lack of experience and training, both academically and in classroom management leads to high turnover and difficulty recruiting.

Goal 1: Strong Academics

Performance Objective 4: School of Choice - 100% of students will re-enroll for the 2021-2022 school year.

Evaluation Data Sources: Q12 Survey Results
Re-enrollment Data

Summative Evaluation: None

<p>Strategy 1: Provide a supportive and collaborative environment for students and parents by increasing positive interactions with staff. Increase positive interactions with parents and students by incorporating various methods to disseminate information, engaging in two-way communication, and providing a positive stakeholder experience.</p> <p>Strategy's Expected Result/Impact: Lead: Increase positive interactions with parent and student by communicating through the website, email, phone, social media, and in-person on consistent but varying timelines.</p> <p>Lag: Increase stakeholder satisfaction and student re-enrollment for the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: Parent Engagement 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 2: Provide resources and supplemental materials that expose students to a variety of collaborative, Inquiry-based classroom instruction in the elective classrooms.</p> <p>Strategy's Expected Result/Impact: Lead: Collaborate with stakeholders twice per semester to identify, acquire, and replace resources and materials.</p> <p>Lag: Increase score of 32% on the Q12 survey for Q02: "I have the materials and equipment to do my job right".</p> <p>Staff Responsible for Monitoring: Admin Coordinator</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 4 - School of Choice 1</p> <p>Funding Sources: supplementary materials - 211 - Title I - 211-11-6399-000-001S-30-00-000 - \$2,500</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 3: Provide replacement technology across the campus as needed including but not limited to projectors, bulbs, keys, keyboards and document cameras.</p> <p>Strategy's Expected Result/Impact: Lead: Collaborate with stakeholders monthly to identify, acquire, and replace resources and materials.</p> <p>Lag: Increase score of 32% on the Q12 survey for Q02: "I have the materials and equipment to do my job right". Increase accountability score.</p> <p>Staff Responsible for Monitoring: Admin Technology</p> <p>Monitor needs across campus through meeting with technology on a monthly basis.</p> <p>Title I Schoolwide Elements: 2.6</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 1, 4 - School of Choice 1 - Growth and Development 3</p> <p>Funding Sources: replacement parts/technology - 211 - Title I - 211-11-6395-000-001S-30-00-000 - \$10,000</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Close the Opportunity Gap - Secondary
<p>Problem Statement 1: Per 2019 Accountability rating, LSOCS campus achievement score was 77%. Root Cause: PLC meetings are not structured to collaborate on student achievement and behavior, or make an impact on student/teacher outcomes. Everyone in a department does not have a common planning period. Teachers are not all from the same grade level so that teachers can service students in a meaningful way.</p>
<p>Problem Statement 4: Per the Fall 2019 Q12 Survey, 32% of LSOCS staff answered with a 5- strongly agree to Q02: "I have the materials and equipment to do my job right". Root Cause: Staff and students need up to date technology and access to technology that is working at capacity for planning, instruction and engagement of students. Technology such as but not limited to chromebooks are damaged, broken and worn out over time. Inadequate room assignments and use, storage space, fixtures, room size, and supply budgets are factors.</p>
School of Choice
<p>Problem Statement 1: Per the Fall 2019 Q12 Survey, 32% of LSOCS staff answered with a 5- strongly agree to Q02: "I have the materials and equipment to do my job right". Root Cause: Staff and students need up to date technology and access to technology that is working at capacity for planning, instruction and engagement of students. Technology such as but not limited to chromebooks are damaged, broken and worn out over time. Inadequate room assignments and use, storage space, fixtures, room size, and supply budgets are factors.</p>
Growth and Development
<p>Problem Statement 3: Per 2019 Accountability rating, LSOCS campus achievement score was 77%. Root Cause: PLC meetings are not structured to collaborate on student achievement and behavior, or make an impact on student/teacher outcomes. Everyone in a department does not have a common planning period. Teachers are not all from the same grade level so that teachers can service students in a meaningful way.</p>
Parent Engagement
<p>Problem Statement 2: The level of parent participation to meetings, school functions, meetings, etc is declining. Root Cause: Per 2019-2020 District Demographics data, Life School Students reside in 48 different cities across the metroplex. LSOCS is not a "community" school students come from various areas; parents work hours; language barriers</p>

Goal 2: Character Training

Performance Objective 1: LifeLeader - Improve staff score to 89% agree/strongly agree that they understand how to integrate Life Leader into daily activities (2020 Spring percentage is 79%).

Evaluation Data Sources: LifeLeader Staff Survey
Q12 Survey Results

Summative Evaluation: None

<p>Strategy 1: LifeLeader Lessons will be integrated into learning at least once per month highlighting a key attribute.</p> <p>Strategy's Expected Result/Impact: Lead: Teachers will facilitate LifeLeader Lessons in Advisory at least once per month on LifeLeader attributes.</p> <p>Lag: Increase staff who agree/strongly agree to understanding how to integrate LifeLeader</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: LifeLeader 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 2: Provide weekly recognition for staff, students, and the community who exhibit LifeLeader attributes.</p> <p>Strategy's Expected Result/Impact: Lead: Recognize staff, students, and the community weekly for exhibiting LifeLeader attributes through Shout-Outs and Staff/Student of the Month.</p> <p>Lag: Improve staff responses to the Life Leader Survey question, "I use LifeLeader language in conversations with stakeholders (staff, students, parents, etc.) Increase Q09 Results: Coworkers committed to quality work</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: Employer of Choice 2 - LifeLeader 1, 2</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 3: Provide Social and Emotional support for students through the implementation of Restorative Practices, Guidance Lessons, and Life Leader Lessons to foster student social and emotional growth.</p> <p>Strategy's Expected Result/Impact: Lead: Implementation of Restorative Practices (daily), Guidance Lessons, & LifeLeader Lessons (monthly)</p> <p>Lag: Increase parent satisfaction and student re-enrollment for the 2021-2022 school year.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: LifeLeader 1, 2</p> <p>Funding Sources: books and materials to support SEL - 211 - Title I - 211-11-6399-000-001S-30-00-000 - \$2,500</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Employer of Choice
<p>Problem Statement 2: The 2019 Q12 survey results show that 73% of respondents agree or strongly agree with the statement (Q09), "my coworkers are committed to doing quality work." Root Cause: Staff retention and general feelings toward this statement could be affected by the level of public celebration, praise, and recognition for quality work, as well as of awareness of what others are doing.</p>
LifeLeader
<p>Problem Statement 1: Per February 2020 LifeLeader survey, 16% of LSOCS staff strongly agree they understand how to integrate LifeLeader into daily activities. Root Cause: There is no formal baseline data determining knowledge or application of attributes. Lack of clarity and guidance on how to appropriately implement attributes into daily interactions and processes.</p>
<p>Problem Statement 2: Per February 2020 LifeLeader survey, 64% of LSOCS staff answered "often/sometimes" to "I use LifeLeader language in conversations with stakeholders (staff, students, parents, etc.) Root Cause: Lack of clarity on how to show value to students and teachers, and no defined expectations for integration.</p>

Goal 2: Character Training

Performance Objective 2: Growth and Development - 90% of LSOCS employees will answer agree or strongly agree to question 12 on the Life School Gallup Survey

Provide opportunities for students to grow as individuals based on their strengths and interests while building meaningful relationships.

Evaluation Data Sources: Q12 Survey

Summative Evaluation: None

<p>Strategy 1: Provide structured instructional support and collaborative opportunities through the use of regular PLC meetings to increase teacher collaboration, new learnings being applied in courses, and vertical and horizontal alignment.</p> <p>PLC meetings will be scheduled at a designated time once a week, and be attended by administration, coach, or coordinator. Meeting agenda will be provided in advance.</p> <p>Strategy's Expected Result/Impact: Lead: Teachers will sign in and attend at least 90% of PLC meetings over the course of the year.</p> <p>Lag: Increase staff who answer agree/strongly agree to Q09 (coworkers committed to quality work) score on Q12. Increase accountability scores Decrease staff turnover</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach Coordinators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 1, 5 - Employer of Choice 1, 2 - Growth and Development 2, 3, 4</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July

<p>Strategy 2: Provide specific and intentional PD for all staff including but not limited to administration for targeted growth opportunities including but not limited to CAST, Restorative practices, PLC or TEMA.</p> <p>Strategy's Expected Result/Impact: Lead: Teachers to return and share knowledge with others in their departments that will impact student growth and development, as well as job satisfaction.</p> <p>Lag: Increase staff who answer agree/strongly agree to Q09 (coworkers committed to quality work) score on Q12.</p> <p>Staff Responsible for Monitoring: coordinators administrators learning leads</p> <p>Title I Schoolwide Elements: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 1, 5 - Employer of Choice 2 - Growth and Development 2, 3</p> <p>Funding Sources: Enrollment fees and travel for PD - 211 - Title I - 211-13-6411-000-001S-30-00-000 - \$2,000, Administrative PD - 420 - State Comp Ed - \$1,000</p>	Reviews				
	Formative			Summative	
	Nov	Feb	May	July	
<p>Strategy 3: Build relationships with students and provide opportunities for their growth through course selection, coursework, and one-on-one meetings.</p> <p>Strategy's Expected Result/Impact: Lead: Engage middle school students in conversations through the Career Explorations course about goals and interests. Each high school student will meet individually with their grade level counselor once per year to determine goals and develop plans based on interests.</p> <p>Lag: Create opportunities for students to explore options and determine goals based on their interests</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I Schoolwide Elements: 2.6 - TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 6</p>	Reviews				
	Formative			Summative	
	Nov	Feb	May	July	
					
 No Progress		 Accomplished		 Continue/Modify	 Discontinue

Performance Objective 2 Problem Statements:

Close the Opportunity Gap - Secondary
<p>Problem Statement 1: Per 2019 Accountability rating, LSOCS campus achievement score was 77%. Root Cause: PLC meetings are not structured to collaborate on student achievement and behavior, or make an impact on student/teacher outcomes. Everyone in a department does not have a common planning period. Teachers are not all from the same grade level so that teachers can service students in a meaningful way.</p>
<p>Problem Statement 5: Per the Fall 2019 Q12 Survey, 53% of LSOCS staff answered strongly agree to Q12: "This last year, I have had opportunities at work to learn and grow." Root Cause: Meaningful professional development that is specific to core subjects, fine arts, general electives, and SPED is needed.</p>
<p>Problem Statement 6: Per 2019 Accountability rating, LSOCS CCMR score was 89%. Root Cause: Students need additional opportunities to explore CCMR options to</p>

determine what aligns with their long-term goals.

Employer of Choice

Problem Statement 1: Per 2019 HR Report, LSOCS campus turnover rate was 12.2% **Root Cause:** Higher needs (students and teachers) with a lack of experience and training, both academically and in classroom management leads to high turnover and difficulty recruiting.

Problem Statement 2: The 2019 Q12 survey results show that 73% of respondents agree or strongly agree with the statement (Q09), "my coworkers are committed to doing quality work." **Root Cause:** Staff retention and general feelings toward this statement could be affected by the level of public celebration, praise, and recognition for quality work, as well as of awareness of what others are doing.

Growth and Development

Problem Statement 2: Per the Fall 2019 Q12 Survey, 53% of LSOCS staff answered strongly agree to Q12: "This last year, I have had opportunities at work to learn and grow." **Root Cause:** Meaningful professional development that is specific to core subjects, fine arts, general electives, and SPED is needed.

Problem Statement 3: Per 2019 Accountability rating, LSOCS campus achievement score was 77%. **Root Cause:** PLC meetings are not structured to collaborate on student achievement and behavior, or make an impact on student/teacher outcomes. Everyone in a department does not have a common planning period. Teachers are not all from the same grade level so that teachers can service students in a meaningful way.

Problem Statement 4: Per 2019 HR Report, LSOCS campus turnover rate was 12.2% **Root Cause:** Higher needs (students and teachers) with a lack of experience and training, both academically and in classroom management leads to high turnover and difficulty recruiting.

Goal 3: Partnerships with Parents and the Community

Performance Objective 1: Parent Engagement - 60% of parents are members in a Parent Organization by 2023.

Evaluation Data Sources: Galaxy Digital Reports
 Spring Parent Satisfaction Survey
 Attendance at Events
 Partners for Life Reports

Summative Evaluation: None

<p>Strategy 1: Align parent engagement opportunities to district/campus by collaborating with other campuses and district community relations team to coordinate parent events.</p> <p>Strategy's Expected Result/Impact: Lead: At least 4 parent events will be aligned to district/campus objectives.</p> <p>Lag: Increase parent attendance and participation at parent events and participation the Partners for Life Organization.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Parent Engagement 1, 2</p> <p>Funding Sources: food and supplies - 211 - Title I - \$2,156</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 2: Use a strategic approach to parent engagement to allow multiple ways for parents to engage by: *Using the Parent Engagement Digital platform to provide opportunities *Launch/Promote the Partners for Life Organization</p> <p>Strategy's Expected Result/Impact: Lead: Provide varied opportunities twice per semester for parents and community members to engage utilizing the Galaxy Digital Platform.</p> <p>Lag: Increase Parent Engagement and Participation in the Partners for Life Organization.</p> <p>Staff Responsible for Monitoring: teachers admin</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Parent Engagement 1, 2 - Community Engagement 1</p> <p>Funding Sources: food, equipment and supplies - 211 - Title I - \$2,500</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Parent Engagement

Problem Statement 1: Per Q11 on the Fall 2019 Parent Satisfaction survey, 92% of respondents stated they would be encouraged to attend parent nights if incentives were offered for students and parents. **Root Cause:** Attendance at campus parent nights is declining. There is a lack of incentives for parents and students to attend, and a lack of consistency in tracking parenting points.

Problem Statement 2: The level of parent participation to meetings, school functions, meetings, etc is declining. **Root Cause:** Per 2019-2020 District Demographics data, Life School Students reside in 48 different cities across the metroplex. LSOCS is not a "community" school students come from various areas; parents work hours; language barriers

Community Engagement

Problem Statement 1: There is not a consistent method to track volunteerism and community involvement for students, staff, parents, community partners, and community members volunteering at our campuses. **Root Cause:** We do not have systems in place to track how we are doing, therefore data is lacking in determining our success in this area.

Goal 3: Partnerships with Parents and the Community

Performance Objective 2: Community Engagement - Increase community engagement and participation in campus events.

Evaluation Data Sources: Galaxy Digital Volunteer Reports

Summative Evaluation: None

<p>Strategy 1: Create opportunities for community partners to engage with Life School.</p> <p>Strategy's Expected Result/Impact: Lead: Increase interactions with community members by collaborating with district Community Relations Team.</p> <p>Lag: Increase the number of community volunteers for 2020-2021 school year.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: Community Engagement 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Community Engagement
<p>Problem Statement 1: There is not a consistent method to track volunteerism and community involvement for students, staff, parents, community partners, and community members volunteering at our campuses. Root Cause: We do not have systems in place to track how we are doing, therefore data is lacking in determining our success in this area.</p>

Goal 3: Partnerships with Parents and the Community

Performance Objective 3: Corporate and University Partnerships - At least one new corporate or university partnership will be created during the 2020-21 school.

Evaluation Data Sources: Community Relations Data

Summative Evaluation: None

<p>Strategy 1: Provide opportunity for students to visit, intern, volunteer and learn about corporations and universities that would enhance the education of our student population.</p> <p>During weekly PLC time, administration and staff would discuss opportunities for our students to participate.</p> <p>Strategy's Expected Result/Impact: Lead: Increase student awareness of corporate and university opportunities</p> <p>Lag: Increase number of students participating in internships</p> <p>Staff Responsible for Monitoring: Teachers Administration Counselors</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Problem Statements: Corporate and University Partnerships 1</p> <p>Funding Sources: transportation and supplies - 211 - Title I - \$1,500</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 2: District and campus personnel will work collaboratively to identify and build relationships with corporate and university contacts.</p> <p>Strategy's Expected Result/Impact: Lead: Number of relationships identified</p> <p>Lag: Increase the number of corporate and university partnerships for the 2020-2021 school year.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: Corporate and University Partnerships 1</p>	Reviews			
	Formative			Summative
	Nov	Feb	May	July
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 3 Problem Statements:

Corporate and University Partnerships	
Problem Statement 1: We need a system for gaining and maintaining corporate and university partners. Root Cause: There is not an accessible system in place for gaining, maintaining, and tracking corporate and university partnerships and their cohesiveness and effectiveness and communication/utilization of this information at campus and district	

levels.

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1	Instructional Tutors to help students meet state standards	211-11-6118-011-001S-30-00-000	\$4,911.00
1	2	2	SAT/ACT/TSI Testing	211-11-6339-000-001S-30-00-000	\$900.00
1	2	3	College/Career/Military Fair	211-11-6399-000-001S-30-00-000	\$1,500.00
1	3	1	Stipends in hard to fill positions	211-11-6118-000-001S-30-00-000	\$70,729.00
1	3	2	Instructional Coach	211-13-6119-000-001S-30-00-000	\$72,884.00
1	4	2	supplementary materials	211-11-6399-000-001S-30-00-000	\$2,500.00
1	4	3	replacement parts/technology	211-11-6395-000-001S-30-00-000	\$10,000.00
2	1	3	books and materials to support SEL	211-11-6399-000-001S-30-00-000	\$2,500.00
2	2	2	Enrollment fees and travel for PD	211-13-6411-000-001S-30-00-000	\$2,000.00
3	1	1	food and supplies		\$2,156.00
3	1	2	food, equipment and supplies		\$2,500.00
3	3	1	transportation and supplies		\$1,500.00
Sub-Total					\$174,080.00
420 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	Administrative PD		\$1,000.00
Sub-Total					\$1,000.00
244 - Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	Career Cruising	244-11-6395-000-001S-22-00-000	\$1,491.00
1	2	2	MOS Campus License & Curriculum - Oak Cliff (Business)	244-11-6395-000-001S-22-00-000	\$8,230.00
1	2	2	Adobe Campus License - Full Suite - Oak Cliff (AV)	244-11-6395-000-001S-22-00-000	\$8,178.00
Sub-Total					\$17,899.00
288 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	AVID Weekly Subscriptions	288-11-6495-000-001S-30-00-000	\$560.00

288 - Title IV

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	AVID Membership Fee	288-11-6495-000-001S-30-00-000	\$3,999.00
Sub-Total					\$4,559.00
Grand Total					\$197,538.00

Addendums