

Life School
Life School Oak Cliff Elementary
2024-2025 Campus Improvement Plan



Mission Statement

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

Vision

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

Values

Build Trust

Value People

Continuous Improvement

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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. Due to students reading below 3rd grade level by 3rd grade causes our students in 4th-6th grade difficulties on reading and writing assessments.

Close the Opportunity Gap - Elementary Strengths

- a) RTI (keeping track of growth, meeting regularly, parent involvement)
- b) Continuity in curriculum
- c) Funding for access to books - Books in room
- d) Professional development on reading and literacy and assessment
- e) District instructional literacy coach
- f) Campus instructional coaches
- g) Intentionally using data
- h) Not using data punitively just to inform
- i) Parent Night trainings
- j) Collaboration time with all content coordinators to plan together
- k) Columbia University Partnership/Dr. Katie's trainings
- l) Professional Learning Communities (PLC)/coaching with campus coach

Problem Statements Identifying Close the Opportunity Gap - Elementary Needs

Problem Statement 1: As of January 2022, 35% of the total K-3rd students are reading at the Meets Level, according to the Developmental Assessment. **Root Cause:** Students come to us below grade level.

Problem Statement 2 (Prioritized): As of January 2022, 35% of the total K-3rd students are reading at the Meets Level, according to the Developmental Assessment. **Root Cause:** Currently, we are working on alignment and fidelity in our K-2 phonics program with all of the teachers. Teachers are in year one of - Phonics Unit of Study

Problem Statement 3 (Prioritized): As of January 2022, 35% of the total K-3rd students are reading at the Meets Level, according to the Developmental Assessment. **Root Cause:** Teachers are challenged with moving students up in levels throughout the year. Teachers need continuing professional development in leveling students up using leveled books to develop independent readers.

Problem Statement 4 (Prioritized): Per Spring 2022, Reading Benchmark scores, 47.6% of 3rd-6 grade students passed with approaches. **Root Cause:** Teachers time is limited during reading block due to misbehavior with our students in 3rd through 6th grade (tested grades). Lack of teacher consistency in dealing with the social emotional needs of our students/behaviors in the classroom during instruction time.

Problem Statement 5 (Prioritized): Per Spring 2022, Reading Benchmark scores, 5.3% of 3rd through 6th Grade SPED students passed with approaches. **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 6 (Prioritized): Based on 2021 benchmark test scores, the lowest performing TEK (55%) that the students missed was vocabulary based questions. (Unfamiliar words and multi-meaning words.) **Root Cause:** Students do not have enough access to vocabulary models and instructional techniques to support vocabulary development.

Problem Statement 7 (Prioritized): Per 2019-2020 TEA Accountability Report, LSOCE student had minimum growth which gave a campus a letter grade of an F. **Root Cause:** Consistency in training and follow-up throughout the school year as well as classroom supplies and materials to meet educational needs.

Problem Statement 8 (Prioritized): Per Fall 2022 Q12 Survey, 41% of staff answered "strongly agree" to Q02: I have the materials and equipment to do my work right. **Root Cause:** Need for updated technology, projectors, leveled classroom books for libraries, and classroom supplies to meet the needs of students.

Close the Opportunity Gap - Secondary

Close the Opportunity Gap - Secondary Summary

We are an elementary campus, therefore, there is no need to complete this section.

Employer of Choice

Employer of Choice Summary

Teacher will and skill are the key influencers in success. Our staff has the greatest influence on improving student outcomes. We cannot be successful without quality staff. Excellent employee experience will increase our retention, assist our recruiting efforts, and increase our student academic achievement. Our goal is to keep highly qualified and experienced teachers. This will ultimately decrease a higher turnover rate.

Employer of Choice Strengths

- Instructional Coaching/Coordinator support
- Professional Development supporting all content areas
- Diverse teaching staff
- Welcoming atmosphere
- Benefits
- Life School values
- Competitive Salaries
- Fall Break for 2022-2023 school year
- Teacher incentives for morale
- Counselor Lessons inside classrooms
- Instructional Aid support
- Staff Recognitions
- Birthday Shout-outs
- Professional Learning Communities (PLC) time to support teachers
- Mentor/Mentees Program
- New Teacher Academy
- Social Emotional Behavior (SEB) Support

Problem Statements Identifying Employer of Choice Needs

Problem Statement 1 (Prioritized): Per 2018-2019 HR Exit Interview Report, LSOCE staff turnover rate was 29.4% with a +2.9% increase from 2018. **Root Cause:** Higher need students are challenging to teach. Therefore, with the lack of experience and training in teaching these students, it leads to a high turnover rate.

Problem Statement 2 (Prioritized): Per 2019 TAPR Report, 41.2% of LSOCE teachers have more than 5 years of experience. **Root Cause:** Need for more behavioral training on campus. Lack of experienced teaching staff that could support the campus' high behavior needs and the continued implementation of CHAMPS and restorative practices.

Problem Statement 3 (Prioritized): Per 2018-2019 HR Exit Interview Report, 54% of LSOCE have been with Life School for 3 or more years. **Root Cause:** Lack of experienced staff on student culture/school culture. A need for differentiated professional support and strategic targeted development of student culture/school culture

Problem Statement 4 (Prioritized): Per Fall 2020 Q12 Survey, 26% of staff answered "strongly agree" to Q04: In the last seven days, I have received recognition or praise for doing good work. **Root Cause:** There is consistent appreciation, but there has not been intentional focus on consistent recognition for doing good work.

Problem Statement 5 (Prioritized): Per Fall 2022 Q12 Survey, 41% of staff answered "strongly agree" to Q02: I have the materials and equipment to do my work right. **Root Cause:** Need for updated technology, projectors, leveled classroom books for libraries, and classroom supplies to meet the needs of students.

Problem Statement 6 (Prioritized): Per Fall 2020 Q12 Survey, 28% of staff answered "strongly agree" to Q7: At work, my opinions seem to count. **Root Cause:** Need for more opportunities during team meetings, PLC, and staff meetings to lead the discussions and surveys to gather feedback.

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 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

- Personal communication from teachers i.e., Class Dojo, text messages, handwritten notes, Flash Friday - parent newsletter
- Great supportive staff
- Inviting parents to partner with teachers
- Welcoming staff & atmosphere on campus
- Recognizing students & acknowledging student strengths
- Family-like staff

Problem Statements Identifying School of Choice Needs

Problem Statement 1 (Prioritized): Per February 2021 enrollment report, campus enrollment is at 83.1% of capacity (630 students out of 758 capacity). **Root Cause:** Lack of campus personalized communication (blasts) for parents and students, specifically through phone communication.

Problem Statement 2 (Prioritized): Per February 2021 enrollment report, campus enrollment is at 83.1% of capacity (630 students out of 758 capacity). **Root Cause:** Local competition and a need to tell our story, branding/specialization

Problem Statement 3 (Prioritized): Per 2019 TAPR Report, 41.2% of LSOCE teachers have more than 5 years of experience. **Root Cause:** Need for more behavioral training on campus. Lack of experienced teaching staff that could support the campus' high behavior needs and the continued implementation of CHAMPS and restorative practices.

Problem Statement 4 (Prioritized): Per 2018-2019 HR Exit Interview Report, 54% of LSOCE have been with Life School for 3 or more years. **Root Cause:** Lack of experienced staff on student culture/school culture. A need for differentiated professional support and strategic targeted development of student culture/school culture

Problem Statement 5 (Prioritized): Per 2019-2020 TEA Accountability Report, LSOCE student had minimum growth which gave a campus a letter grade of an F. **Root Cause:** Consistency in training and follow-up throughout the school year as well as classroom supplies and materials to meet educational needs.

Problem Statement 6 (Prioritized): Per Fall 2022 Q12 Survey, 41% of staff answered "strongly agree" to Q02: I have the materials and equipment to do my work right. **Root Cause:** Need for updated technology, projectors, leveled classroom books for libraries, and classroom supplies to meet the needs of students.

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.

The Servant Leader

- We believe all employees should model the Leader Profile attributes. We expect our employees to have integrity. We expect our employees to be professional with students, staff, parents, and community members.

The words we use brand our culture.

Life Leader is not something we do, it is who we are. (Culture)

LifeLeader Strengths

- LifeLeader attributes on announcements everyday and "I will statements"
- LifeLeader attributes displayed on bulletin boards around campus.
- Classroom sets of LifeLeader cards are available for classroom use in both English and Spanish
- LifeLeader attributes are discussed during restorative circles.
- LifeLeader attribute are given in administrative team meetings as a lesson.
- Counselors have integrated LifeLeader language into counseling curriculum.

Problem Statements Identifying LifeLeader Needs

Problem Statement 1 (Prioritized): Per February 2021 LifeLeader survey, 30.4% of LSOCE staff answered "daily" to incorporating LifeLeader into classroom/work activities they are responsible for planning. **Root Cause:** No defined curriculum/expectation for teachers to give LifeLeader lessons in classroom.

Problem Statement 2 (Prioritized): Per February 2021 LifeLeader survey, 39.1% of LSOCE staff answered "daily" to using LifeLeader attributes to reinforce positive behavior. **Root Cause:** The language on the cards is not friendly for grades K-2. Students need to be able to understand how actions/behaviors correlate to the attributes.

Problem Statement 3 (Prioritized): Per February 2021 LifeLeader survey, 36.9% of LSOCE staff answered "strongly agree" to understanding how to integrate LifeLeader into daily

activities. **Root Cause:** No defined curriculum/expectation for teachers to give LifeLeader lessons in classroom.

Problem Statement 4 (Prioritized): Per 2019 TAPR Report, 41.2% of LSOCE teachers have more than 5 years of experience. **Root Cause:** Need for more behavioral training on campus. Lack of experienced teaching staff that could support the campus' high behavior needs and the continued implementation of CHAMPS and restorative practices.

Problem Statement 5 (Prioritized): Per Fall 2020 Q12 Survey, 26% of staff answered "strongly agree" to Q04: In the last seven days, I have received recognition or praise for doing good work. **Root Cause:** There is consistent appreciation, but there has not been intentional focus on consistent recognition for doing good work.

Growth and Development

Growth and Development Summary

We believe providing meaningful growth and development opportunities for students and staff supports academic achievement. We strive to offer more opportunities for students to feel they belong through clubs and groups that builds confidence and develops soft skills needed to excel as Life Leaders. We also believe in being strategic in identifying and providing opportunities for staff growth through collaborative efforts that allow them to utilize their strengths. Continual growth and development improves engagement, satisfaction, retention and outcomes.

Growth and Development Strengths

- Student Clubs
- Surveys from the district
- Professional Instructional Support Staff
- Mentor/Mentee
- Incorporate character/leadership training in extra-curricular activities
- Instructional Coaching Model for staff
- Curriculum Coordinator/District Coach content videos
- Evaluations and Walkthroughs

Problem Statements Identifying Growth and Development Needs

Problem Statement 1 (Prioritized): During the 2020-2021 school year, 21% (130/630) of students participated in a student club. **Root Cause:** No resources or budget for teachers to begin the school year to encourage sponsorship. Protected time, resources, no stipends for club sponsors

Problem Statement 2 (Prioritized): Per the Fall 2020 Q12 Survey, 47% of LSOCE staff answered strongly agree to Q12-"This last year, I have had opportunities to learn and grow at work." **Root Cause:** No survey of the effectiveness of the professional developments. No evidence or measurement of the strategies used from the professional developments.

Problem Statement 3 (Prioritized): Per the Fall 2020 Q12 Survey, 36% of LSOCE staff answered strongly agree to Q03-"At work, I have the opportunity to use my strengths every day " **Root Cause:** Staff need more training to intentionally apply their strengths every day.

Problem Statement 4 (Prioritized): Per 2018-2019 HR Exit Interview Report, 54% of LSOCE have been with Life School for 3 or more years. **Root Cause:** Lack of experienced staff on student culture/school culture. A need for differentiated professional support and strategic targeted development of student culture/school culture

Problem Statement 5 (Prioritized): Per 2019-2020 TEA Accountability Report, LSOCE student had minimum growth which gave a campus a letter grade of an F. **Root Cause:** Consistency in training and follow-up throughout the school year as well as classroom supplies and materials to meet educational needs.

Parent Engagement

Parent Engagement Summary

Life School's mission embodies the ideal relationship between parents and school. The district strives to encourage parent participation through a parenting program that offers monthly parenting activities, classroom observations, and opportunities to interact with administrators (such as Leadership Breakfast). Research shows increased academic success when parents are actively involved in the educational process.

As parent survey results were analyzed we found the following statistics:

- Based on parent surveys, the majority of parents feel welcome and informed.
- Parents feel that their students feel safe at our campus
- Many use Parent Portal
- Communicate regularly with their student's teachers
- Parents are given the opportunity to observe their students' classrooms during instructional time.
- All campuses participated in community service projects, and various campuses have community partnerships or programs (Ned Show, Pizza Hut, Chic-Fil-A, etc.)
- Also, student clubs help promote family and community involvement.

Communication is vital to the success of parent involvement. Through the use of internal and external electronic and printed communication resources stakeholders receive timely notification. Life School provides communication via the following electronic means: mailer (LifeLine), Facebook, Twitter, school website, constant contact, and school messenger. Campuses provide communication through weekly newsletters (elementary) and monthly newsletters (secondary). Our website now has translation capability and many materials such as the parent survey are translated into Spanish. The district hired a Bilingual/English as a Second Language (ESL) Coordinator to provide translation during parent meetings and to provide additional written materials as needed. At the Oak Cliff Elementary campus, which is a bilingual campus, a bilingual specialist was hired to provide classroom assistance to bilingual teachers. Also the front receptionist is bilingual Spanish/English to provide additional assistance. Parents are encouraged to participate on SBDM (Site Based Decision Making Committee); join PTA and Parents as Partners/Partners for Life; and volunteer, chaperone, or observe classroom/classroom activities.

Life School provides many activities at the campus level to promote services to support families: counseling services, guidance lessons in the classrooms, family nights at community partnership businesses (such as at IHOP), Reading/Science/Math nights, Fall carnivals, Health Awareness, parenting and Bilingual Family nights.

Parent Engagement Strengths

Strengths:

- Teacher committees (Parent Nights, Sunshine Committee, Parent For Life)
- Grade level team leaders
- Parent Nights (Fall Festival, Book Fair, Black History Month, Cinco de Mayo, Bilingual Nights, Kinder Graduation, Holiday Program)
- Parent Communication (messenger, dojo, google classrooms)
- Student Clubs
- Math, English Language Arts & Reading (ELAR), and Science Coordinators

Problem Statements Identifying Parent Engagement Needs

Problem Statement 1 (Prioritized): Per the May 2020 Parent Survey, 40% of LSOCE parents answered that they do not attend parent nights due to the time offered. **Root Cause:** There is a lack of consistent parent involvement on the campus. There is not an effective system in place for parents to truly become partners with their child's teacher to share what would help them be more actively involved.

Community Engagement

Community Engagement Summary

Life School Oak Cliff Elementary has a desire to understand the needs of our community. We would also like to explore how our community leaders and businesses can support the goals of our campus. We believe this can only be done by regular direct personal interactions between all stakeholders.

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.

Community Engagement Strengths

- School programs and activities like: CCMR Day, Read Across America, Parent Engagement Nights, Fall Festival, Muffins with Moms, Donuts with Dads, Grandparents Lunch, Daddy Daughter Dance, Mom/Son Dance, and Dads in the Den
- Teachers use of social media and other social sites (donors choose) to get donations for students and families- (snack for students, supplies, etc.)
- Counselor-led programs for students- Food 4 Kids, shoe program, food for families through community events etc.
- Community service projects- Pennies for patients, coloring book drive, can food drive, teddy bear drive)
- Hiring from local universities
- CCMR Days
- Columbia University/Teacher College
- Field Trips to local colleges and university
- Levine's Department Store
- North Texas Food Bank
- Spring Creek
- Sole Food Project
- Funding through grants for Beacon Hill

Problem Statements Identifying Community Engagement Needs

Problem Statement 1 (Prioritized): LSOCE had two community partnerships during the 2021-2022 school year. **Root Cause:** Lack of training or guidance on how to best partner with businesses and leaders in the community. Staff are unsure of best/approved ways to partner with businesses/leaders in the community so their is a lack in this area

Problem Statement 2: Lack access to affordable transportation to engage students with local businesses/attractions. **Root Cause:** Limited funding for all grade levels to have access to transportation

Problem Statement 3: The campus has had minimal interactions with the community **Root Cause:** Few opportunities have been identified for community engagement.

Problem Statement 4: Field Trips and college/university tours are minimal **Root Cause:** Lack of bus transportation and funding inhibited the campus's ability for field trips within the community and to colleges

Priority Problem Statements

Problem Statement 1: Per February 2021 LifeLeader survey, 30.4% of LSOCE staff answered "daily" to incorporating LifeLeader into classroom/work activities they are responsible for planning.

Root Cause 1: No defined curriculum/expectation for teachers to give LifeLeader lessons in classroom.

Problem Statement 1 Areas: LifeLeader

Problem Statement 2: Per February 2021 LifeLeader survey, 39.1% of LSOCE staff answered "daily" to using LifeLeader attributes to reinforce positive behavior.

Root Cause 2: The language on the cards is not friendly for grades K-2. Students need to be able to understand how actions/behaviors correlate to the attributes.

Problem Statement 2 Areas: LifeLeader

Problem Statement 3: Per February 2021 LifeLeader survey, 36.9% of LSOCE staff answered "strongly agree" to understanding how to integrate LifeLeader into daily activities.

Root Cause 3: No defined curriculum/expectation for teachers to give LifeLeader lessons in classroom.

Problem Statement 3 Areas: LifeLeader

Problem Statement 4: As of January 2022, 35% of the total K-3rd students are reading at the Meets Level, according to the Developmental Assessment.

Root Cause 4: Currently, we are working on alignment and fidelity in our K-2 phonics program with all of the teachers. Teachers are in year one of - Phonics Unit of Study

Problem Statement 4 Areas: Close the Opportunity Gap - Elementary

Problem Statement 5: As of January 2022, 35% of the total K-3rd students are reading at the Meets Level, according to the Developmental Assessment.

Root Cause 5: Teachers are challenged with moving students up in levels throughout the year. Teachers need continuing professional development in leveling students up using leveled books to develop independent readers.

Problem Statement 5 Areas: Close the Opportunity Gap - Elementary

Problem Statement 6: Per Spring 2022, Reading Benchmark scores, 47.6% of 3rd-6 grade students passed with approaches.

Root Cause 6: Teachers time is limited during reading block due to misbehavior with our students in 3rd through 6th grade (tested grades). Lack of teacher consistency in dealing with the social emotional needs of our students/behaviors in the classroom during instruction time.

Problem Statement 6 Areas: Close the Opportunity Gap - Elementary

Problem Statement 7: Per Spring 2022, Reading Benchmark scores, 5.3% of 3rd through 6th Grade SPED students passed with approaches.

Root Cause 7: 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 7 Areas: Close the Opportunity Gap - Elementary

Problem Statement 8: Based on 2021 benchmark test scores, the lowest performing TEK (55%) that the students missed was vocabulary based questions. (Unfamiliar words and multi-meaning words.)

Root Cause 8: Students do not have enough access to vocabulary models and instructional techniques to support vocabulary development.

Problem Statement 8 Areas: Close the Opportunity Gap - Elementary

Problem Statement 9: Per 2018-2019 HR Exit Interview Report, LSOCE staff turnover rate was 29.4% with a +2.9% increase from 2018.

Root Cause 9: Higher need students are challenging to teach. Therefore, with the lack of experience and training in teaching these students, it leads to a high turnover rate.

Problem Statement 9 Areas: Employer of Choice

Problem Statement 10: Per 2019-2020 TEA Accountability Report, LSOCE student had minimum growth which gave a campus a letter grade of an F.

Root Cause 10: Consistency in training and follow-up throughout the school year as well as classroom supplies and materials to meet educational needs.

Problem Statement 10 Areas: Close the Opportunity Gap - Elementary - School of Choice - Growth and Development

Problem Statement 11: Per Fall 2022 Q12 Survey, 41% of staff answered "strongly agree" to Q02: I have the materials and equipment to do my work right.

Root Cause 11: Need for updated technology, projectors, leveled classroom books for libraries, and classroom supplies to meet the needs of students.

Problem Statement 11 Areas: Close the Opportunity Gap - Elementary - Employer of Choice - School of Choice

Problem Statement 12: Per 2019 TAPR Report, 41.2% of LSOCE teachers have more than 5 years of experience.

Root Cause 12: Need for more behavioral training on campus. Lack of experienced teaching staff that could support the campus' high behavior needs and the continued implementation of CHAMPS and restorative practices.

Problem Statement 12 Areas: Employer of Choice - School of Choice - LifeLeader

Problem Statement 13: Per 2018-2019 HR Exit Interview Report, 54% of LSOCE have been with Life School for 3 or more years.

Root Cause 13: Lack of experienced staff on student culture/school culture. A need for differentiated professional support and strategic targeted development of student culture/school culture

Problem Statement 13 Areas: Employer of Choice - School of Choice - Growth and Development

Problem Statement 14: Per Fall 2020 Q12 Survey, 26% of staff answered "strongly agree" to Q04: In the last seven days, I have received recognition or praise for doing good work.

Root Cause 14: There is consistent appreciation, but there has not been intentional focus on consistent recognition for doing good work.

Problem Statement 14 Areas: Employer of Choice - LifeLeader

Problem Statement 15: Per Fall 2020 Q12 Survey, 28% of staff answered "strongly agree" to Q7: At work, my opinions seem to count.

Root Cause 15: Need for more opportunities during team meetings, PLC, and staff meetings to lead the discussions and surveys to gather feedback.

Problem Statement 15 Areas: Employer of Choice

Problem Statement 16: Per February 2021 enrollment report, campus enrollment is at 83.1% of capacity (630 students out of 758 capacity).

Root Cause 16: Lack of campus personalized communication (blasts) for parents and students, specifically through phone communication.

Problem Statement 16 Areas: School of Choice

Problem Statement 17: Per February 2021 enrollment report, campus enrollment is at 83.1% of capacity (630 students out of 758 capacity).

Root Cause 17: Local competition and a need to tell our story, branding/specialization

Problem Statement 17 Areas: School of Choice

Problem Statement 18: During the 2020-2021 school year, 21% (130/630) of students participated in a student club.

Root Cause 18: No resources or budget for teachers to begin the school year to encourage sponsorship. Protected time, resources, no stipends for club sponsors

Problem Statement 18 Areas: Growth and Development

Problem Statement 19: Per the Fall 2020 Q12 Survey, 47% of LSOCE staff answered strongly agree to Q12-"This last year, I have had opportunities to learn and grow at work."

Root Cause 19: No survey of the effectiveness of the professional developments. No evidence or measurement of the strategies used from the professional developments.

Problem Statement 19 Areas: Growth and Development

Problem Statement 20: Per the May 2020 Parent Survey, 40% of LSOCE parents answered that they do not attend parent nights due to the time offered.

Root Cause 20: There is a lack of consistent parent involvement on the campus. There is not an effective system in place for parents to truly become partners with their child's teacher to share what would help them be more actively involved.

Problem Statement 20 Areas: Parent Engagement

Problem Statement 21: LSOCE had two community partnerships during the 2021-2022 school year.

Root Cause 21: Lack of training or guidance on how to best partner with businesses and leaders in the community. Staff are unsure of best/approved ways to partner with businesses/leaders in the community so their is a lack in this area

Problem Statement 21 Areas: Community Engagement

Problem Statement 22: Per the Fall 2020 Q12 Survey, 36% of LSOCE staff answered strongly agree to Q03-"At work, I have the opportunity to use my strengths every day "

Root Cause 22: Staff need more training to intentionally apply their strengths every day.

Problem Statement 22 Areas: Growth and Development

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Strong Academics

Performance Objective 1: Close the Opportunity Gap for Elementary Students [80% of students will show academic growth in Map Lexile scores]

High Priority

Evaluation Data Sources: BOY/MOY/EOY MAP Lexile data





Benchmarks- 2 times a year

STAAR- 1 time a year

SLO Data

Campus Academic Profiles

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct focused PD sessions relating to teacher need in specific areas of literacy development and new curriculum.</p> <p>Strategy's Expected Result/Impact: Lead: 100% of K-6 RLA Teachers will receive training on literacy curriculum monthly.</p> <p>100% of K-6 RLA teachers will receive training on small group instruction and data collection evaluation.</p> <p>Lag: 80% of K-2nd graders on reading level</p> <p>Staff Responsible for Monitoring: Instructional Coaches will obtain sign-in sheets from campus PLCs and Coordinator led PDs. Administrators and Instructional Coaches will monitor the transfer of training to instruction through conversations at our Admin Team Meeting.</p> <p>Dashboards: K-2 Phonics Trained - PD Sign-in sheets K-2 Phonics Observed Walkthroughs Admin Meeting Agendas</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development snacks during meeting time - 420 - State Funding - 420-23-6497-000-001E-99-00-000 - \$500, Professional Development trainings for teachers and Teacher College - 420 - State Funding - 420-13-6411-000-001E-99-00-000 - \$3,000, Resources for Reading and Writing for benchmark, CFA, and STAAR - 211 - Title I - 211-11-6399-000-001E-30-00-000 - \$7,300</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Identify and provide intervention to Tier 2 and Tier 3 students in 1st -2nd through a literacy program.</p> <p>Strategy's Expected Result/Impact: Lead: 30% of students identified will receive intervention</p> <p>Lag: EOY District Assessments will show an increase of 3%-5% from Fall Assessment.</p> <p>Staff Responsible for Monitoring: 1st and 2nd grade teachers will identify students and have 9-week check-ins with Beacon Hill Designated admin will identify students and have quarterly check-ins with Beacon Hill staff on student progress.</p> <p>Funding Sources: Beacon Hill - None - XXX-11-6299-000-001E-30-00-000 - \$50,000</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure elementary instructional standards are implemented.</p> <p>- Provide PD and resources to ensure teachers have aligned curriculum and support.</p> <p>-Attend conferences like CAST, CMAT and other trainings that supports our curriculum.</p> <p>Strategy's Expected Result/Impact: Lead: Goal-Oriented- 100% of lesson plans reflect small group instruction, including group specifics 100% of teachers using the Instructional Standards to guide instruction</p> <p>Lag: Students will be able to demonstrate understanding through an exit ticket and a unit test 80% of 3rd graders on reading level (On 3 By 3) 80% of students will show growth in math scores during the year.</p> <p>Staff Responsible for Monitoring: Principal will monitor the transfer of training to instruction through weekly conversations at our Admin Team Meeting and walkthroughs</p> <p>--IC will verify attendance with coordinators for PD</p> <p>--Admin and ICs will observe small groups for all K-6 classes and report on the LSCH Walk-Through Scoreboard</p> <p>Dashboards: Small-Group Observations Spreadsheets/Walk-through Documentation Admin Meeting Agendas LSCH Compelling Scoreboard</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: - 211 - Title I - \$6,500, - 211 - Title I - \$1,667</p>	Formative			Summative
	Nov	Feb	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Strong Academics

Performance Objective 2: Employer of Choice [At least 75% of teachers will return for the 23-24 school year]

High Priority





Evaluation Data Sources: Q12 Employee Survey

HR Report

Mentor Logs

Lion WDYT

Strategy 1 Details	Reviews			
<p>Strategy 1: Improve Staff Morale by offering one team building event outside of school once per semester and conducting a staff connect activity monthly during faculty meetings.</p> <p>Strategy's Expected Result/Impact: Lead: Faculty meetings will include a team building activity once a month.</p> <p>Lag: 80% of Staff will answer a 4 or 5 for Q10 (I have a best friend at work) on the Q12 Survey.</p> <p>Staff Responsible for Monitoring: Assistant Principals and Instructional Coaches</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide supportive and collaborative environment for staff through instructional coaches.</p> <p>Strategy's Expected Result/Impact: Lead: 100% of gen ed teachers will meet with instructional coaches at least four times per year.</p> <p>Lag: Increase student growth scores Teacher retention</p> <p>Staff Responsible for Monitoring: Administrator, Instructional Coaches, Coordinators</p> <p>Walkthroughs, Coaching Meetings</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: 2 Instructional Coaches for Instructional Support - 211 - Title I - 211-13-6119-000-001E-30-00-000 - \$137,585</p>	Formative			Summative
	Nov	Feb	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 1: Strong Academics

Performance Objective 3: School of Choice [Enrollment will increase to 95% of capacity by the end of the school year.]





High Priority

Evaluation Data Sources: Enrollment Reports

Parent Survey

Gallup Q12 Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a supportive and collaborative environment through quality customer service for parents. Teachers will turn in monthly communication logs to administrators, to ensure consistent communication and partnership with parents.</p> <p>Strategy's Expected Result/Impact: Lead: Every teacher will communicate with parents monthly</p> <p>Lag: Retention rate to increase by 5%.</p> <p>Staff Responsible for Monitoring: Administrators and Team Leaders</p> <p>Monthly communication logs</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a supportive and collaborative environment through campus communication blasts to parents.</p> <p>Strategy's Expected Result/Impact: Lead: Campus Newsletter sent via School Messenger weekly</p> <p>Lag: Increase Parent Satisfaction regarding receiving good communication Retention rate to increase by 5%. (Currently at 82%)</p> <p>Staff Responsible for Monitoring: Administrators and Tech Department</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide awareness to students of colleges and universities' history and facts with emphasis on cost and scholarships.</p> <p>1) Daily College Highlight read over the morning announcement with a trivia question read on Friday to be pulled in a drawing for college paraphernalia.</p> <p>2) Hold a college and career fair day with volunteers from parents and the community</p> <p>Strategy's Expected Result/Impact: Lead: Daily announcements are completed</p> <p>Lag: 60% of students participating in drawing Parent survey</p> <p>Staff Responsible for Monitoring: Counselor, Assistant Principal</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Food, snacks, and drinks for volunteer on College Fair day - 420 - State Funding - 420-61-6497-000-001E-99-00-000 - \$250</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide materials and equipment for operational classroom readiness.</p> <p>Strategy's Expected Result/Impact: Lead:</p> <p>Lag: Increase Student growth scores Increase scores on Gallup Q2: I have the materials and equipment I need to do my job right.</p>	Formative			Summative
	Nov	Feb	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Character Training





Performance Objective 1: LifeLeader [Increase 59% of LSOCE staff who answer "strongly agree" to understanding how to integrate LifeLeader into daily activities to 75%]

High Priority

Evaluation Data Sources: Staff LifeLeader Survey
Parent Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Integrate LifeLeader attributes when recognizing students and staff. All grade levels will choose a student of the month recognizing students showing a LifeLeader attribute discussed in class and over morning announcements and have a drawing at the end of the month. Select a teacher and staff of the month recognizing them for a LifeLeader attribute.</p> <p>Strategy's Expected Result/Impact: Lead: Students will be recognized during the nine-week awards ceremony as well as being recognized over morning announcements with morning drawing once a month. being involved in student council, and having good citizenship.</p> <p>Lag: Increase percent of staff who answer "often" to using LifeLeader attributes to reinforce behavior LifeLeader staff survey</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Team Leads</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Create monthly mentoring opportunities for grades 6 to demonstrate/teach the LifeLeader attributes to grades K-4.</p> <p>Strategy's Expected Result/Impact: Lead: Ethical Leadership - Each student in grade K-4 will have a 6th grader student mentor during the school year, who will help them learn more about our LifeLeader Attributes.</p> <p>Lag: Student referral will decrease from prior year total of referrals.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Incorporate LifeLeader attributes into PBIS by making daily announcements with the attributes and discussing the attributes during House time.</p> <p>Strategy's Expected Result/Impact: Lead: Teachers will use opportunities throughout the school day to emphasize the LifeLeader attributes while rewarding appropriate positive behaviors.</p> <p>Lag: Discipline Referrals will decrease.</p> <p>Staff Responsible for Monitoring: Teachers, Behavior Coach, Assistant Principals</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	July


Strategy 4 Details	Reviews			
<p>Strategy 4: Create a student leadership club that will meet after school that incorporates the LifeLeader Attributes using kid friendly language.</p> <p>Strategy's Expected Result/Impact: Lead: Each student will share about a LifeLeader attribute during the year.</p> <p>Lag: Survey/Assessment of students in the club reflects they have learned the LifeLeader attributes</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselor Teachers</p>	Formative			Summative
	Nov	Feb	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				


Goal 2: Character Training


Performance Objective 2: Growth and Development [Increase from 40% to 55% of LSOCE who answer strongly agree to question Q03 on the Life School Gallup Q12 Survey]

Evaluation Data Sources: Gallup Q12 Survey - Q3: At work, I have the opportunity to do what I do best every day
Student Club Participation

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for students to belong by offering more student clubs that align to teacher and student interest.</p> <ul style="list-style-type: none"> - Survey staff for club ideas they would be interested in coaching/sponsoring. - Create new clubs based on UIL events. - Identify funding sources for clubs (fundraisers, grants, community donations, etc.) <p>Strategy's Expected Result/Impact: Lead: Survey completed and teachers giving of their time to sponsor clubs after school.</p> <p>Lag: By the end of the school year, 30% of OCE students will be participating in at least one club Achieving funding sources for clubs.</p> <p>Staff Responsible for Monitoring: Administrators, UIL sponsors</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Integrate Gallup data into daily practices including PDs, PLCs, and daily communication.</p> <ul style="list-style-type: none"> - Include a strengths related action item to each agenda for at least 50% of campus PLCs. - Have instructional coaches attend PDs throughout the year in order to lead the campus in strengths development training. - Provide opportunities for teachers/staff to lead strengths related activities. <p>Strategy's Expected Result/Impact: Lead: Instructional Coaches leading a strengths development. During staff development or PLC teachers will lead a strengths activity. At least 50% of all PLCs will have time dedicated to strengths development.</p> <p>Lag: Increase scores on Q3: At work, I have the opportunity to do what I do best every day.</p> <p>Staff Responsible for Monitoring: Administrator, Campus Coaches</p> <p>Copy of agenda with the strengths attached.</p>	Formative			Summative
	Nov	Feb	May	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Goal 2: Character Training

Performance Objective 3: Close the Opportunity Gap for Elementary Students [80% of students will show academic growth in DRA]





High Priority

Evaluation Data Sources: BOY/MOY/EOY DRA data
Compelling Scoreboards

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct focused PD sessions relating to teacher need in specific areas of literacy development. Teachers will demonstrate the transfer of curriculum and training during their core instruction that will support the incorporation of small group instruction into their daily practice to support the targeted student population.</p> <p>Strategy's Expected Result/Impact: Lead: 100% of new K-2 Teachers trained on phonics by September. 100% of K-2 returning teachers using phonics in classroom instruction by August. 100% of teachers will incorporate small groups into their daily practices by October.</p> <p>Lag: 80% of K-2nd graders on reading level</p> <p>Staff Responsible for Monitoring: Assistant Principals will obtain sign-in sheets from coordinators and/or coaches to verify. Administrators and Instructional Coaches will monitor the transfer of training to instruction through weekly conversations at our Admin Team Meeting.</p> <p>Dashboards: K-2 Phonics Trained - PD Sign-in sheets K-2 Phonics Observed Walkthroughs Admin Meeting Agendas</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: Professional Development snacks during meeting time - 420 - State Funding - 420-23-6497-000-001E-99-00-000 - \$500, Professional Development trainings for teachers and Teacher College - 420 - State Funding - 420-13-6411-000-001E-99-00-000 - \$3,000, Resources for Reading and Writing for benchmark, CFA, and STAAR - 211 - Title I - 211-11-6399-000-001E-30-00-000 - \$7,300</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Create opportunities for students to access vocabulary models and instructional techniques to support vocabulary development.</p> <ul style="list-style-type: none"> - High School students partner with K-2 classes to form Reading buddies. - Use interactive word walls to enhance academic vocabulary - Fluency tracking will start with level 14 DRA students. <p>Strategy's Expected Result/Impact: Lead: Schedule is followed daily.</p> <p>Lag: Fluency assessment will be given at the BOY, MOY, and EOY. Benchmark scores related to vocabulary for K-2 Improve STAAR Reading and Math scores</p> <p>Staff Responsible for Monitoring: K-2 Assistant Principal will collaborate with Secondary teachers through email messages and beginning and end of the partnership and confirm progress with K-2 teachers. Schedules created with time blocks. K-2 teachers will complete surveys at the end of partnership.</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Identify and provide intervention to Tier 2 and Tier 3 students in K-2 through a literacy program.</p> <p>Strategy's Expected Result/Impact: Lead: 100% of students identified will receive intervention</p> <p>Lag: EOY District Assessments will show an increase of 3-5% from Fall Assessment.</p> <p>Staff Responsible for Monitoring: Admin will identify students and have 9-week check-ins with Beacon Hill Instructional Coaches will identify students and have bi-weekly check-ins with Beacon Hill.</p> <p>Funding Sources: Beacon Hill - None - XXX-11-6299-000-001E-30-00-000 - \$20,000</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Facilitate a monthly PLC meeting to discuss best practices and data monitoring. At each benchmark we will track data at the meets level for the identified sub group and determine if they are meeting their target %. Intervention groups will be formed based off of data and progress monitoring.</p> <p>Strategy's Expected Result/Impact: Lead: Teachers will keep a data tracking sheet. Coaches will support the special education teachers with training.</p> <p>Lag: The 2021-2022 target is to reach 19% Reading SPED 29% Reading EL 23% Math SPED 40% Math EL at the meets level</p> <p>Staff Responsible for Monitoring: Instructional Coach, Administrators, SPED teachers</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Subs to pull SPED teachers into PLC meetings - 211 - Title I - 211-11-6118-00-001E-30-00-000 - \$700</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide access to books through, including but not limited to: weekly book bags, library partnerships, mentor reading programs, grants, community donations and/or book drives., guided reading books, visuals, UofS Writing, Words Their Way, listening stations, Units of Study Reading and Phonics, and Developmental Reading Assessment (DRA) and Running Record materials. Instructional Coaches will train teachers on the use of book bags and reading logs.</p> <p>Strategy's Expected Result/Impact: Lead: 100% of classroom teachers will send home student book bags/books weekly. Increase the book/resource inventory for the various reading levels</p> <p>Lag: Increase reading scores and levels</p> <p>Staff Responsible for Monitoring: Team Leaders will monitor through monthly reports at our team leader meeting. The principal will maintain a spreadsheet, indicating whether the grade level team is sending home book bags and reading logs. Teachers will create and maintain a book inventory.</p> <p>Dashboards: Principal: Monthly report of book bags/reading logs Walkthroughs/formal Evaluations Instructional Coaches: Book resource inventory</p> <p>- TEA Priorities: Build a foundation of reading and math</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 6 Details	Reviews			
<p>Strategy 6: Bilingual teachers will receive classroom licenses to Reading A-Z to be able to access leveled books in English and Spanish to promote biliteracy in reading and vocabulary.</p> <p>Strategy's Expected Result/Impact: Lead: Teachers will track bilingual students base reading level and vocabulary development at the beginning of the school year with Reading A-Z.</p> <p>Lag: Increase reading scores and levels.</p> <p>Staff Responsible for Monitoring: Bilingual teachers, 3rd-5th Assistant Principal, and Instructional Coaches</p> <p>TEA Priorities: Build a foundation of reading and math</p> <p>Funding Sources: Reading A-Z - 263 - Title III - 263-11-6395-001E-25-00-000 - \$999.50</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 7 Details	Reviews			
<p>Strategy 7: Create a plan for tracking, monitoring, training and developing capacity in K-2 teachers to ensure all students are reading on grade level by the 3rd grade and develop instructional capacity in 3rd-6th math, reading, and science teachers to ensure all students make growth.</p> <p>Strategy's Expected Result/Impact: Lead: All K-6 teachers will participate in weekly PLCs and will implement instructional strategies learned in PLCs. Teachers will participate in training conferences to increase their knowledge of curriculum and instruction.</p> <p>Lag: 70% of 3rd graders will be reading on grade level by the end of third grade. 70% of 2nd graders will be reading on grade level by the end of 2nd grade. 25% of teachers will participate in a conference to increase their knowledge of curriculum and instruction.</p> <p>Staff Responsible for Monitoring: Instructional coaches, curriculum coordinators, and admin will track student and teacher progress data using campus made student data and coaching tracking spreadsheets as well as admin classroom observation notes to ensure the topics from PLC are increasing the outcomes of students.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: Teachers College Units of Study/Math Training/CAST - 211 - Title I - \$15,000</p>	Formative			Summative
	Nov	Feb	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 2: Character Training

Performance Objective 4: Close the Opportunity Gap for Secondary Students

High Priority

Evaluation Data Sources: Intentionally left blank

Goal 2: Character Training


Performance Objective 5: Employer of Choice [At least 75% of teachers will return for the 23-24 school year]

High Priority


Evaluation Data Sources: Employee Survey
HR Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide supportive and collaborative environment for staff through instructional coaches. Instructional coaches will provide support with instructional strategies and the district curriculum. District will provide professional development for staff teaching reading to promote on grade level reading for emergent readers on through independent readers.</p> <p>Strategy's Expected Result/Impact: Lead: 100% of teachers will meet with instructional coach four times per year.</p> <p>Lag: Increase student growth scores Teacher retention</p> <p>Staff Responsible for Monitoring: Administrator, Instructional Coaches, Coordinators</p> <p>Walkthroughs, Coaching Meetings</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: Reading Academy - 211 - Title I - 211-13-6239-0RF-001E-30-00-000 - \$3,267, 2 Instructional Coaches for Instructional Support - 211 - Title I - 211-13-6119-000-001E-30-00-000 - \$137,585</p>	Formative			Summative
	Nov	Feb	May	July
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Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a supportive and collaborative environment for staff through a Behavior Coach for the implementation of PBIS including but not limited to CHAMPS, behavior matrix, and training in strategies for discipline.</p> <p>Strategy's Expected Result/Impact: Lead:</p> <p>Lag: Discipline referrals reduced. Instructional time increased with minimal disruptions due to behavior</p> <p>Staff Responsible for Monitoring: Administrators, Behavior Coach, PBIS Committee</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Resources for Behavioral Coach - 211 - Title I - 211-11-6399-000-001E-30-00-000 - \$674.20, 1 Instructional Coach - Behavioral Coach - 211 - Title I - 211-13-6119-000-001E-30-00-000 - \$68,887</p>	Formative			Summative
	Nov	Feb	May	July




No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Character Training

Performance Objective 6: School of Choice [Enrollment will increase to 90% of capacity by the end of the school year.]





High Priority

Evaluation Data Sources: Enrollment Reports

Parent Survey

Gallup Q12 Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide a supportive and collaborative environment through quality customer service for parents. Teachers will turn in monthly communication logs to administrators, to ensure consistent communication and partnership with parents.</p> <p>Strategy's Expected Result/Impact: Lead: Every teacher will communicate with parents monthly</p> <p>Lag: Retention rate to increase by 5%.</p> <p>Staff Responsible for Monitoring: Administrators and Team Leaders</p> <p>Monthly communication logs</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide a supportive and collaborative environment through campus communication blasts to parents.</p> <p>Strategy's Expected Result/Impact: Lead: Campus Newsletter sent via School Messenger weekly</p> <p>Lag: Increase Parent Satisfaction regarding receiving good communication Retention rate to increase by 5%. (Currently at 82%)</p> <p>Staff Responsible for Monitoring: Administrators and Tech Department</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide awareness to students of colleges and universities' history and facts with emphasis on cost and scholarships.</p> <p>1) Daily College Highlight read over the morning announcement with a trivia question read on Friday to be pulled in a drawing for college paraphernalia.</p> <p>2) Hold a college and career fair day with volunteers from parents and the community</p> <p>Strategy's Expected Result/Impact: Lead: Daily announcements are completed</p> <p>Lag: 60% of students participating in drawing Parent survey</p> <p>Staff Responsible for Monitoring: Counselor, Assistant Principal</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Food, snacks, and drinks for volunteer on College Fair day - 420 - State Funding - 420-61-6497-000-001E-99-00-000 - \$250</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide materials and equipment for operational classroom readiness.</p> <p>Strategy's Expected Result/Impact: Lead:</p> <p>Lag: Increase Student growth scores Increase scores on Gallup Q2: I have the materials and equipment I need to do my job right.</p>	Formative			Summative
	Nov	Feb	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  0% No Progress </div> <div style="text-align: center;">  100% Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				





Goal 3: Partnerships with Parents and the Community

Performance Objective 1: Parent Engagement Increase from 71% to 85% of parents in attendance at parent night.

High Priority

Evaluation Data Sources: End of Year Parent Survey





Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit parent grade level volunteers, who will be there to assist teachers within a grade level with changing books in book bags, copies, reading to students, etc.</p> <p>Strategy's Expected Result/Impact: Lead: At least 2 parent volunteers for each grade level</p> <p>Lag: Parent Survey</p> <p>Staff Responsible for Monitoring: Administration, Teachers</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Parent classes in reference to content, information, behavior, such as but not limited to parent nights, lunch and learn, and conferences.</p> <p>Strategy's Expected Result/Impact: Lead: Opportunities provided for parents.</p> <p>Lag: Increase in parental involvement and decrease in discipline referrals</p> <p>Staff Responsible for Monitoring: Administrators, Behavior Coach</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>Funding Sources: Light snacks for parent classes - 420 - State Funding - 420-61-6499-000-001E-99-00-000 - \$100</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Create a committee that will organize events for parents and families to attend. Such as but not limited to Fall Festival, Literacy Night, Math Night, Talent Show, Christmas Program, Black History Program, and Cinco de Mayo program.</p> <p>Strategy's Expected Result/Impact: Lead: 1 parent event per semester</p> <p>Lag: Parent Attendance</p> <p>Staff Responsible for Monitoring: Administrators, Instructional Coaches, Teachers, Staff, Parent Committee</p> <p>- TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 4 Details	Reviews			
<p>Strategy 4: Monthly Parent Nights, where parents will come in and collaborate with teachers and students.</p> <p>Strategy's Expected Result/Impact: Lead: Hold one parent night per month</p> <p>Lag: Enrollment Retention rate to decrease by 5%. (Currently at 82%)</p> <p>Staff Responsible for Monitoring: Administration, Registrar</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>Funding Sources: Resources for Monthly Parent Nights - 420 - State Funding - 420-11-6497-000-001E-11-00-000 - \$500</p>	Formative			Summative
	Nov	Feb	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Goal 3: Partnerships with Parents and the Community

Performance Objective 2: Community Engagement

Evaluation Data Sources: Documented community partners and sign-in sheet to CIP meeting

Strategy 1 Details	Reviews			
<p>Strategy 1: Create opportunities for community partners to engage with the campus.</p> <p>Strategy's Expected Result/Impact: Increased interaction with community members by collaborating with district community relations and participation in the campus improvement initiative.</p> <p>Staff Responsible for Monitoring: Administrator, counselor</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>				

Campus Funding Summary

420 - State Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development snacks during meeting time	420-23-6497-000-001E-99-00-000	\$500.00
1	1	1	Professional Development trainings for teachers and Teacher College	420-13-6411-000-001E-99-00-000	\$3,000.00
1	3	3	Food, snacks, and drinks for volunteer on College Fair day	420-61-6497-000-001E-99-00-000	\$250.00
2	3	1	Professional Development snacks during meeting time	420-23-6497-000-001E-99-00-000	\$500.00
2	3	1	Professional Development trainings for teachers and Teacher College	420-13-6411-000-001E-99-00-000	\$3,000.00
2	6	3	Food, snacks, and drinks for volunteer on College Fair day	420-61-6497-000-001E-99-00-000	\$250.00
3	1	2	Light snacks for parent classes	420-61-6499-000-001E-99-00-000	\$100.00
3	1	4	Resources for Monthly Parent Nights	420-11-6497-000-001E-11-00-000	\$500.00
Sub-Total					\$8,100.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Resources for Reading and Writing for benchmark, CFA, and STAAR	211-11-6399-000-001E-30-00-000	\$7,300.00
1	1	3			\$6,500.00
1	1	3			\$1,667.00
1	2	2	2 Instructional Coaches for Instructional Support	211-13-6119-000-001E-30-00-000	\$137,585.00
2	3	1	Resources for Reading and Writing for benchmark, CFA, and STAAR	211-11-6399-000-001E-30-00-000	\$7,300.00
2	3	4	Subs to pull SPED teachers into PLC meetings	211-11-6118-00-001E-30-00-000	\$700.00
2	3	7	Teachers College Units of Study/Math Training/CAST		\$15,000.00
2	5	1	Reading Academy	211-13-6239-0RF-001E-30-00-000	\$3,267.00
2	5	1	2 Instructional Coaches for Instructional Support	211-13-6119-000-001E-30-00-000	\$137,585.00
2	5	2	Resources for Behavioral Coach	211-11-6399-000-001E-30-00-000	\$674.20
2	5	2	1 Instructional Coach - Behavioral Coach	211-13-6119-000-001E-30-00-000	\$68,887.00
Sub-Total					\$386,465.20
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	3	6	Reading A-Z	263-11-6395-001E-25-00-000	\$999.50

263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$999.50
None					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Beacon Hill	XXX-11-6299-000-001E-30-00-000	\$50,000.00
2	3	3	Beacon Hill	XXX-11-6299-000-001E-30-00-000	\$20,000.00
Sub-Total					\$70,000.00