

Life School
Life School Oak Cliff Secondary
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

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, college prep course completion, CTE industry-based certification exams, 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 growth and development based on content or grade level. 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 2023 Accountability rating, LSOCS CCMR score was 95%. **Root Cause:** Low number of students are getting their CCMR point through SAT, ACT, TSI scores and CTE Cert exams. There also needs 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 resources, supplemental materials, and technology that is up-to-date and 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, network connectivity, 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 2023 Accountability rating, LSOCS CCMR score was 95%. **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): The Fall 2023 Q12 survey results show the mean for (Q04), "In the last seven days, I have received recognition or praise for doing good work." is 3.23. **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 resources, supplemental materials, and technology that is up-to-date and 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, network connectivity, 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 (Prioritized): Discipline Infractions negatively impact campus/student culture. **Root Cause:** Students need guidance, support, and recognition for social and emotional growth.

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 2022-2023 Campus Data Summary, LSOCS campus turnover rate was 26.5% **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 growth and development based on content or grade level. 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 2022-2023 Campus Data Summary, LSOCS campus turnover rate was 26.5% **Root Cause:** Higher needs (students and teachers) with a lack of experience and training, both academically and in classroom management leads to high turnover.

Problem Statement 5 (Prioritized): Per a 1st Semester 2020 Student Survey 58% of students indicated they struggled more than usual during the 2020 - 2021 school year. **Root Cause:** Students need guidance and support for social and emotional growth.

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 Q13 on the Fall 2020 Parent Satisfaction survey, 35% 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 prevent attendance at parent nights; language barriers

Problem Statement 3 (Prioritized): Per Q12 on the 2020 Fall Parent Engagement Survey, 50% of respondents stated they do not attend parent night events because they are unaware of them. **Root Cause:** The level of parent participation to meetings, school functions, meetings, etc is declining.

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): We do not have systems in place to identify, implement, or track volunteerism and community involvement for students, staff, parents, community partners, and community members volunteering at our campuses, or our campus engaging with the community. **Root Cause:** to track and monitor efforts to engage with the community.

Problem Statement 2 (Prioritized): The level of attendance at meetings and events is declining. **Root Cause:** LSOCS is not a "community" school, per 2019-2020 District Demographics data, Life School Students reside in 48 different cities across the metroplex.

Priority Problem Statements

Problem Statement 1: Per 2023 Accountability rating, LSOCS CCMR score was 95%.

Root Cause 1: Low number of students are getting their CCMR point through SAT, ACT, TSI scores and CTE Cert exams. There also needs to be more courses added to the master schedule to help students increase reading and math scores for CCMR.

Problem Statement 1 Areas: Close the Opportunity Gap - Secondary

Problem Statement 2: Per 2019 Accountability rating, LSOCS campus achievement score was 77%.

Root Cause 2: PLC meetings are not structured to collaborate on student achievement and behavior, or make an impact on student/teacher growth and development based on content or grade level. 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 Areas: Close the Opportunity Gap - Secondary - Growth and Development

Problem Statement 3: Per 2019 Accountability Rating, LSOCS scored 19% Reading & 23% Math at the meets level for SPED

Root Cause 3: 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 3 Areas: Close the Opportunity Gap - Secondary

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 4: Staff and students need resources, supplemental materials, and technology that is up-to-date and 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, network connectivity, and supply budgets are factors.

Problem Statement 4 Areas: Close the Opportunity Gap - Secondary - School of Choice

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

Problem Statement 5 Areas: Close the Opportunity Gap - Secondary - Growth and Development

Problem Statement 6: Per 2022-2023 Campus Data Summary, LSOCS campus turnover rate was 26.5%

Root Cause 6: Higher needs (students and teachers) with a lack of experience and training, both academically and in classroom management leads to high turnover.

Problem Statement 6 Areas: Growth and Development

Problem Statement 7: The Fall 2023 Q12 survey results show the mean for (Q04), "In the last seven days, I have received recognition or praise for doing good work." is 3.23.

Root Cause 7: 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 7 Areas: Employer of Choice

Problem Statement 8: Per February 2020 LifeLeader survey, 16% of LSOCS staff strongly agree they understand how to integrate LifeLeader into daily activities.

Root Cause 8: 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 8 Areas: LifeLeader

Problem Statement 9: 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 9: Lack of clarity on how to show value to students and teachers, and no defined expectations for integration.

Problem Statement 9 Areas: LifeLeader

Problem Statement 10: Per 2022-2023 Campus Data Summary, LSOCS campus turnover rate was 26.5%

Root Cause 10: Turnover rate leads to fewer club offerings and lower academic performance.

Problem Statement 10 Areas: Growth and Development

Problem Statement 11: Per Q13 on the Fall 2020 Parent Satisfaction survey, 35% of respondents stated they would be encouraged to attend parent nights if incentives were offered for students and parents.

Root Cause 11: 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 11 Areas: Parent Engagement

Problem Statement 12: The level of parent participation to meetings, school functions, meetings, etc is declining.

Root Cause 12: 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 prevent attendance at parent nights; language barriers

Problem Statement 12 Areas: Parent Engagement

Problem Statement 13: We do not have systems in place to identify, implement, or track volunteerism and community involvement for students, staff, parents, community partners, and community members volunteering at our campuses, or our campus engaging with the community.

Root Cause 13: to track and monitor efforts to engage with the community.

Problem Statement 13 Areas: Community Engagement

Problem Statement 14: Per 2023 Accountability rating, LSOCS CCMR score was 95%.

Root Cause 14: Students need additional opportunities to explore CCMR options to determine what aligns with their long-term goals.

Problem Statement 14 Areas: Close the Opportunity Gap - Secondary

Problem Statement 15: Discipline Infractions negatively impact campus/student culture.

Root Cause 15: Students need guidance, support, and recognition for social and emotional growth.

Problem Statement 15 Areas: LifeLeader

Problem Statement 16: Per Q12 on the 2020 Fall Parent Engagement Survey, 50% of respondents stated they do not attend parent night events because they are unaware of them.

Root Cause 16: The level of parent participation to meetings, school functions, meetings, etc is declining.

Problem Statement 16 Areas: Parent Engagement

Problem Statement 17: The level of attendance at meetings and events is declining.

Root Cause 17: LSOCS is not a "community" school, per 2019-2020 District Demographics data, Life School Students reside in 48 different cities across the metroplex.

Problem Statement 17 Areas: Community Engagement

Problem Statement 18: Per a 1st Semester 2020 Student Survey 58% of students indicated they struggled more than usual during the 2020 - 2021 school year.

Root Cause 18: Students need guidance and support for social and emotional growth.

Problem Statement 18 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

- Special education/non-special education population including discipline, progress and participation data
- Dyslexia data

Student Data: Behavior and Other Indicators

- Enrollment trends

Employee Data

- Staff surveys and/or other feedback

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Goal 1: Strong Academics

Performance Objective 1: Close the opportunity gap for elementary students

High Priority

Evaluation Data Sources: Intentionally left blank

Goal 1: Strong Academics

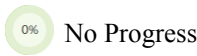
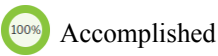
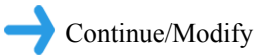

Performance Objective 2: Close the opportunity gap for secondary students - Improve Closing the Gap score to 80% by increasing student grade level performance on STAAR.

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

Strategy 1 Details	Reviews			
<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>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: Special Programs Specialist Administration</p> <p>Student growth and achievement to be looked at during PLC time throughout the year.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Instructional Tutors to help students meet state standards - 211 - Title I - 211-11-6118-011-001S-30-00-000 - \$5,000</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Monitor and provide enhanced CCMR opportunities:</p> <ul style="list-style-type: none"> * SAT and TSI testing * Support for SAT through PSAT prep * 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 <p>Master schedule to include math prep and English prep classes to help prepare students to take the required tests for college entrance.</p> <p>Education and awareness pertaining to College Board, it's exams and the opportunities that are available.</p> <p>Master schedule to also include a 30 minute enhancement/intervention time daily.</p> <p>Provide communication to students and families regarding opportunities and progress toward CCMR completion.</p> <p>Strategy's Expected Result/Impact: Lead: All students have the opportunity to earn their CCMR point. Key CCMR communication sent to families.</p> <p>Lag: 90% of seniors earn their CCMR point by graduation</p> <p>Staff Responsible for Monitoring: Special Programs Specialist Counselor CCMR Coordinator Admin</p> <p>Review CCMR identification spreadsheet daily</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 2</p> <p>Funding Sources: 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, SAT/ACT/TSI Testing - 420 - State Comp Ed - 420-11-6339-000-001S-30-00-000 - \$900, MOS Campus License & Curriculum - Oak Cliff (Business) - 244 - Carl Perkins - 244-11-6395-000-001S-22-00-000 - \$8,230, 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</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide enhanced CCMR opportunities for secondary students through: *College, Career, and Military fair to increase student awareness of of opportunities 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: AVID Site Coordinator (Lead) Teachers Admin Counselor</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: College/Career/Military Fair Supplies - 211 - Title I - \$1,000, AVID - Extra Training and materials needed to become AVID Campus - 211 - Title I - \$2,812</p>	Formative			Summative
	Nov	Feb	May	July

Performance Objective 2 Problem Statements:

Close the Opportunity Gap - Secondary
<p>Problem Statement 2: Per 2023 Accountability rating, LSOCS CCMR score was 95%. Root Cause: Low number of students are getting their CCMR point through SAT, ACT, TSI scores and CTE Cert exams. There also needs to be more courses added to the master schedule to help students increase reading and math scores for CCMR.</p>

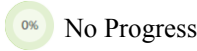
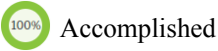
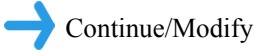

Goal 1: Strong Academics

Performance Objective 3: Employer of Choice 90% of staff will return for the 2024-2025 school year.

Evaluation Data Sources: Q12 Survey Results
HR Data

Strategy 1 Details	Reviews			
<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>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: Stipends in hard to fill positions - 211 - Title I - 211-11-6118-000-001S-30-00-000 - \$92,696</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 of staff exhibiting quality standards outlined within LifeLeader Attributes.</p> <p>Strategy's Expected Result/Impact: Lead: Recognize staff monthly for quality work tied to LifeLeader attributes.</p> <p>Lag: Increase Q04 (recognition) 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 1</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: 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 (Lead) Instructional Coach Counselors Athletic Coaches Teachers Coordinators</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p>	Formative			Summative
	Nov	Feb	May	July

Performance Objective 3 Problem Statements:

Employer of Choice
<p>Problem Statement 1: The Fall 2023 Q12 survey results show the mean for (Q04), "In the last seven days, I have received recognition or praise for doing good work." is 3.23.</p> <p>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>

Goal 1: Strong Academics

Performance Objective 4: School of Choice - Maintain 100% enrollment for the 2024-2025 school year.

Evaluation Data Sources: Q12 Survey Results
Re-enrollment Data

Strategy 1 Details	Reviews			
<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 and implementation of student recognition program.</p> <p>Lag: Decrease student discipline infractions by 5% from previous year.</p> <p>Staff Responsible for Monitoring: Admin</p> <p>Problem Statements: LifeLeader 3</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide resources and supplemental materials that inform instruction and/or provide opportunities to expose students to a variety of collaborative and Inquiry-based learning strategies.</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 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>Funding Sources: supplementary materials - 211 - Title I - 211-11-6399-000-001S-30-00-000 - \$2,500, reading materials - 211 - Title I - 211-11-6329-000-001S-30-00-000 - \$1,000</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<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 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>Funding Sources: replacement parts/technology - 211 - Title I - 211-11-6395-000-001S-30-00-000 - \$10,000</p>	Formative			Summative
	Nov	Feb	May	July

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 4 Problem Statements:





LifeLeader
<p>Problem Statement 3: Discipline Infractions negatively impact campus/student culture. Root Cause: Students need guidance, support, and recognition for social and emotional growth.</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

Evaluation Data Sources: LifeLeader Staff Survey
Q12 Survey Results

Strategy 1 Details	Reviews			
<p>Strategy 1: LifeLeader Guidance Lessons will be integrated into learning at least once per month highlighting a key attribute to foster student social and emotional growth.</p> <p>Strategy's Expected Result/Impact: Lead: Staff will facilitate LifeLeader Lessons in at least once per month on LifeLeader attributes. This will be completed weekly in Freshman English classes and monthly in Athletics.</p> <p>Lag: Increase staff who agree/strongly agree to understanding how to integrate LifeLeader</p> <p>Staff Responsible for Monitoring: Counselor</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide monthly 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 monthly 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>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide Social and Emotional support for students through the implementation of a Campus Food Pantry to meet students health needs.</p> <p>Strategy's Expected Result/Impact: Lead: Implementation of Campus Food Pantry (daily).</p> <p>Lag: Increase parent satisfaction and student re-enrollment for the 2022-2023 school year.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: books and materials to support SEL - 211 - Title I - 211-11-6399-000-001S-30-00-000 - \$5,000</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 4 Details	Reviews			
<p>Strategy 4: Develop and implement a Pregnancy Related Services (PRS) plan through CEHI (to serve prenatal and postpartum students).</p> <p>Strategy's Expected Result/Impact: Students will continue to receive instruction during prenatal and postpartum timelines. A schedule will be created to support each student academically during their time away from school. Students will continue learning even while away from school to prevent dropout.</p> <p>Staff Responsible for Monitoring: Counselors Admin</p> <p>Title I: 2.4, 2.5, 2.6</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 - 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


Strategy 1 Details	Reviews			
<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>Staff will participate in PLC meetings during a designated time once a week.</p> <p>Strategy's Expected Result/Impact: Lead: Teachers will 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>	Formative			Summative
	Nov	Feb	May	July
	Empty review cells			

Strategy 2 Details	Reviews			
<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>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Enrollment fees and travel for PD - 211 - Title I - 211-13-6411-000-001S-30-00-000 - \$5,000, Administrative PD - 420 - State Comp Ed - \$1,000</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Build relationships with students and provide opportunities for their growth through course selection, coursework, and one-on-one meetings, and participation in academic competitions such as UIL Academics.</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. Students will also be provided with the opportunity to grow academically by participating in the UIL Academics Competition.</p> <p>Lag: Create opportunities for students to explore options and determine and pursue goals based on their interests.</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 4: High-Quality Instructional Materials and Assessments</p> <p>Funding Sources: Enrollment Fees and Travel for UIL Academics - 211 - Title I - \$3,000</p>	Formative			Summative
	Nov	Feb	May	July


Strategy 4 Details	Reviews			
<p>Strategy 4: 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>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>Funding Sources: Instructional Coach - 211 - Title I - 211-13-6119-000-001S-30-00-000 - \$74,656</p>	Formative			Summative
	Nov	Feb	May	July




No Progress



Accomplished



Continue/Modify




Discontinue


Goal 3: Partnerships with Parents and the Community


Performance Objective 1: Parent Engagement - 25% of parents are members in a Parent Organization by 2024.


- Evaluation Data Sources:** Galaxy Digital Reports
 Spring Parent Satisfaction Survey
 Attendance at Events
 Partners for Life Reports
 Parent Volunteers
 Parent Engagement Committee

Strategy 1 Details	Reviews			
<p>Strategy 1: Use a strategic approach to parent engagement to allow multiple ways for parents to engage by: *Using the Galaxy Digital platform to communicate opportunities and events *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>Funding Sources: food, equipment and supplies - 211 - Title I - \$2,000</p>	Formative			Summative
	Nov	Feb	May	July

 No Progress

 Accomplished





 Continue/Modify

 Discontinue

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Use a strategic approach to community engagement to allow multiple ways for community members and partners to engage by:</p> <p>*Using the Galaxy Digital platform to communicate opportunities and events</p> <p>*Promote the Partners for Life Organization</p> <p>Strategy's Expected Result/Impact: Lead: Create and promote opportunities for community partners to engage with Life School.</p> <p>Lag: Increase the number of community volunteers</p> <p>Staff Responsible for Monitoring: Admin</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 Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	SAT/ACT/TSI Testing	420-11-6339-000-001S-30-00-000	\$900.00
2	2	2	Administrative PD		\$1,000.00
Sub-Total					\$1,900.00
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	\$5,000.00
1	2	3	AVID - Extra Training and materials needed to become AVID Campus		\$2,812.00
1	2	3	College/Career/Military Fair Supplies		\$1,000.00
1	3	1	Stipends in hard to fill positions	211-11-6118-000-001S-30-00-000	\$92,696.00
1	4	2	reading materials	211-11-6329-000-001S-30-00-000	\$1,000.00
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	\$5,000.00
2	2	2	Enrollment fees and travel for PD	211-13-6411-000-001S-30-00-000	\$5,000.00
2	2	3	Enrollment Fees and Travel for UIL Academics		\$3,000.00
2	2	4	Instructional Coach	211-13-6119-000-001S-30-00-000	\$74,656.00
3	1	1	food, equipment and supplies		\$2,000.00
Sub-Total					\$204,664.00
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
1	2	2	AVID Membership Fee	288-11-6495-000-001S-30-00-000	\$3,999.00
Sub-Total					\$4,559.00
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

244 - Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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