

Life School
Life School Red Oak Elementary
2023-2024 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 2nd 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 grade level content.

Close the Opportunity Gap - Elementary Strengths

- Phonics Curriculum that is vertical from K-2nd.
- In February 2022, 74% of our 3rd graders were reading on grade level.
- Each year we work to grow our classroom libraries and guided reading bookroom.
- Instructional aides have been doing Heggerty Phonics groups daily with K-2.
- Classroom teachers have been targeted and intentional with small groups.
- Instructional tutors were added to work with small groups of students on targeted skills.
- Kindergarten teachers began implementing Heggerty Phonics Instruction.
- Kindergarten and ABC Bootcamp.
- A large majority of Kinder -3rd grade teachers have completed or are currently attending Reading Academy.
- Kinder Core Foundational Assessment.

Problem Statements Identifying Close the Opportunity Gap - Elementary Needs

Problem Statement 1 (Prioritized): Per the Fall 2022 Q12 Survey, 29% of LSRO staff answered "strongly agree" to Q02: I have the materials and equipment I need to do my work right. **Root Cause:** With changing scopes and curriculum, teachers are needing to purchase more materials for their classrooms, different than what they already have.

Problem Statement 2 (Prioritized): On the 2022 Math STAAR test, XX students received 0 growth points, because their score decreased. **Root Cause:** Students are needing to understand the level of problem solving necessary to answer word questions on STAAR.

Problem Statement 3 (Prioritized): On the 2023 Reading STAAR test, XX students received 0 growth points, because their score decreased. **Root Cause:** Some curriculum and resources do not align to the rigor level on STAAR testing. Instruction and classroom assessments need to match the rigor of STAAR.

Problem Statement 4 (Prioritized): On the 2023 Science STAAR test XX% of students received Approaches. **Root Cause:** Lack of resources in the form of science materials for experiments and intervention strategies contributed to lower achievements scores. Science kits need to be relished with supplies each year.

Problem Statement 5 (Prioritized): On the 2023 Reading STAAR test XX% of our EL students received Approaches. **Root Cause:** Lack of English vocabulary contributed to

lower achievement scores. Lack of teaching phonemic awareness in both languages.

Problem Statement 6: Assessments/curriculum/resources do not always align. Ex: DRA does not have higher-order thinking questions or have systematic/explicit question stems to assess comprehension. DRA questions do not meet the rigor of STAAR reading questions. **Root Cause:** The books included for DRA are predictable and encourage guessing rather than using decoding skills. Lack of decoding automaticity prevents comprehension of even the simplest books as well as fluency.

Close the Opportunity Gap - Secondary

Close the Opportunity Gap - Secondary Summary

Employer of Choice

Employer of Choice Summary

An 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. While our campus turnover may have slightly increased it is still lower than surrounding Life School campuses.

Employer of Choice Strengths

- Family feel
- Fall break
- Occasional Appreciation meals
- Kinder Roundup
- Freedom for grade levels to implement different activities for grade specific instruction/learning
- Parent involvement
- Fall Festival Fundraiser– letting teachers use money for classroom supplies
- Jean Days
- Admin support
- Counselor being able to come in classrooms and implement character lessons
- Parent nights
- Instructional coaches support
- In-Service after Staff Holiday
- Quality teachers/grade level teams
- Mentor/Mentee program
- Mustang Club
- Extra support from aides to pull small groups
- High school student helpers (Ready, Set, Teach; Special events)
- Guided library all the books available to teachers
- MTSS forms/meetings
- Different Committees led by staff
- Positive Peer Recognition/Shout-Outs
- Instructional Tutors

Problem Statements Identifying Employer of Choice Needs

Problem Statement 1 (Prioritized): 47% of LSRO staff answered for Q07 "At work, my opinions seem to count." on the Fall 2022 Life School Gallup Survey. **Root Cause:** Instructional directives are being handed down from TEA with no teacher input which greatly increased teacher time requirements outside of direct instruction.

Problem Statement 2 (Prioritized): Per the Fall 2022 Q12 Survey, 29% of LSRO staff answered "strongly agree" to Q02: I have the materials and equipment I need to do my work right. **Root Cause:** With changing scopes and curriculum, teachers are needing to purchase more materials for their classrooms, different than what they already have.

Problem Statement 3 (Prioritized): Experienced teachers leave the district for higher pay, especially as they approach retirement. **Root Cause:** The pay scale is not equitable

compared to all districts in our area. Teachers at Red Oak are not receiving the same pay as teachers who work in Dallas County, for the same district.

School of Choice

School of Choice Summary

Families and their students have a variety of available education options. Life School aims to meet the needs of families and students by providing a great educational opportunity, preparing students, parents and stakeholders for Life through the intentional focus on LifeLeader attributes, exceptional customer service and 'SAFE' at Life Security model and clean facilities for students and staff to reach their full potential. Providing excellent customer experiences creates 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

- As a campus, we have around 97% re-enrollment of students.
- Highlight students on social media for Mustangs of the Month and student shout outs
- Positive Office Referrals
- Coffee & Conversations with parents
- Teacher contact home and building relationships with all students
- All classrooms have projectors and interactive whiteboards
- All received student devices, making our campus 1 to 1
- School-wide Student Clubs
- Positive rapport between students, staff and parents
- 4 day school week
- LifeLeader attributes
- Cookies with counselor
- NEHS
- SEL curriculum
- high parent/family involvement
- financially responsible/ethical leadership
- mission is important

Problem Statements Identifying School of Choice Needs

Problem Statement 1 (Prioritized): Throughout the 2022-2023 school year, we were under capacity for enrollment most of the year. **Root Cause:** Many families chose homeschool or virtual options for their children this year. Not having transportation, Powerhouse not opening to capacity, and the lack of a virtual options all contributed to low enrollment.

Problem Statement 2 (Prioritized): We are lacking the needed amount of sped staff and teachers to service our students. **Root Cause:** Increase in incoming SPED students with no additional hires. LSRO's sped population has grown from 11% to 15% in one year. There has been no increase in SPED staff to accommodate the increase as well as there is now only one diag with no ARD facilitator.

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. LifeLeader includes 15 attributes that represent the skills and knowledge necessary to be Ready to Learn, Ready to Lead and Ready for Life.

Throughout the school day, students are taught about the LifeLeader attributes. Classrooms and all common areas have posters with all 15 attributes for staff and students to reference. Staff use our LifeLeader attributes throughout the day through morning announcements, LifeLeader attributes lessons during Mustang Club, Life Habits (SEL), guidance lessons, and student discussions. Students are recognized by how they implement the LifeLeader attributes throughout the year with Mustang Money, Cookies with Counselor, Positive Office Referrals, and Mustangs of the Month. Parents learn about the LifeLeader attributes through principal-led "Coffee and Conversation with the Principal," weekly parent newsletters, social media posts, district-wide communication, and during parent nights.

LifeLeader Strengths

- Daily Mustang Club time where 2nd-6th students learn about the LifeLeader attributes
- Guidance Lessons in classrooms
- Mustang Money
- Positive Office Referrals for students
- Mustang of the Month Student Recognitions
- Staff Shout Outs & Smiles at monthly staff meetings & Mustang Message
- Morning Announcements
- Thursday Exchange
- Social Media
- Cookies with Counselor
- Life Habits SEL Lessons
- PBIS Expectation Matrix
- Discipline reinforcement
- Detention reflections

Problem Statements Identifying LifeLeader Needs

Problem Statement 1 (Prioritized): Per the Fall 2022 Q12 Survey, 50% of LSRO staff answered below a 4 or a 5 to Q04: In the last seven days, I have received recognition or praise for doing good work. **Root Cause:** Staff do not feel they have the time or opportunity to notice what others are doing or forget to recognize one another.

Problem Statement 2 (Prioritized): PBIS and Dress Code are not across the entire campus. **Root Cause:** There is not a consistent campus wide enforcement of PBIS expectations or dress code.

Problem Statement 3 (Prioritized): Campus wide Life Habits lessons are not taught in each grade level. **Root Cause:** Lack of time, resources, and training do not give the teachers the opportunity to teach the lessons.

Growth and Development

Growth and Development Summary

Life School believes in valuing and investing in stakeholders. 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 through application and demonstration.

Growth and Development Strengths

- Life Habits
- Improved PLC's, individualized growth
- Assistant Principal of the Day Opportunities
- Instructional Coaching Model
- New Teacher Academy
- Mentor Program
- Professional Development Opportunities
- Coaches are more available for direct teacher support
- Scope and Sequence Planning Time
- More usage of staff strengths
- Reading Academy
- CAST
- CAMT
- Homegrown Institute

Problem Statements Identifying Growth and Development Needs

Problem Statement 1 (Prioritized): er the Fall 2022 Q12 Survey, 63% of LSRO staff answered "strongly agree" to Q06: There is someone at work who encourages my development. **Root Cause:** Taking the time and being intentional to recognize others is something else to do for teachers.

Problem Statement 2 (Prioritized): 47% of LSRO staff answered for Q07 "At work, my opinions seem to count." on the Fall 2022 Life School Gallup Survey. **Root Cause:** Instructional directives are being handed down from TEA with no teacher input which greatly increased teacher time requirements outside of direct instruction.

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 knowledge, and enhances word-of-mouth marketing. Parents are Life School's greatest advocate in the education of their child. Parent engagement also helps the teacher cultivate relationships with the student's teacher.

Parent involvement in education is crucial. No matter their income or background, students with involved parents are more likely to have higher grades and test scores, attend school regularly, have better social skills, show improved behavior, and adapt well to school.

Parent Engagement Strengths

- Partners for Life parent group, that recognizes the staff as a whole throughout the year.
- We have parents who want to be involved and show interest in being involved on campus-Kindness Week, College & Career Week, Volunteering at Parties and Field Day
- Over 72% of parents respond that they attend Parent Nights at Life School.
- On the 2022 Parent Engagement Survey, 86% of parents strongly agree/agree that they are well informed of how they can be involved on our campus.
- Parents/Guardians attended the Muffins with Misses and Donuts with Dudes.
- Parents participated in the Campus Needs Assessment

Problem Statements Identifying Parent Engagement Needs

Problem Statement 1 (Prioritized): Per the 2022 Parent Engagement Survey, 75% did not answer why they do not attend parent or family nights. **Root Cause:** The answer choices did not lend to parents being able to respond in an appropriate way. The answer choices were confusing.

Problem Statement 2 (Prioritized): Per the 2022 Parent Engagement Survey, 58% of parents said that they would NOT be willing to write a positive review for Life School on Google or Facebook. **Root Cause:** Going back to the actual survey, most parents say that they are too busy. We need to provide incentives for parents to provide positive reviews.

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 the community provides benefits to individual community members and to our students and to fund development projects. Engaged community members become supporters, volunteers, and mentors.

Core Belief: We are a compliment to what is happening in the community. We should influence others by sharing operational best practices. We should collaborate with other schools within and/or out of our district to benefit students. We believe in partnering with the community to help all who are involved to become the best they can be.

Community engagement activities are aligned to the Life School mission statement and goals.

Community Engagement Strengths

- We engage in family nights at restaurants in the community.
- Community volunteers (career & college week, transportation day, fall festival, kindness week etc..)
- We support different community organizations such as the NECO food drive and toy drive
- Students and staff volunteer and participate in community events

Problem Statements Identifying Community Engagement Needs

Problem Statement 1 (Prioritized): LSRO participated in less than 10 community events during the 2022-2023 school year. **Root Cause:** Many of LSRO students do not live in close proximity to the campus and are not an appropriate age for community volunteer opportunities after school hours.

Problem Statement 2 (Prioritized): LSRO had limited opportunities and events for the community to come into the school to highlight during the 2022-2023 school year. **Root Cause:** LSRO students and staff represent numerous cities and counties so they aren't as invested into the Red Oak community.

Priority Problem Statements

Problem Statement 1: 47% of LSRO staff answered for Q07 "At work, my opinions seem to count." on the Fall 2022 Life School Gallup Survey.

Root Cause 1: Instructional directives are being handed down from TEA with no teacher input which greatly increased teacher time requirements outside of direct instruction.

Problem Statement 1 Areas: Employer of Choice - Growth and Development

Problem Statement 2: er the Fall 2022 Q12 Survey, 63% of LSRO staff answered "strongly agree" to Q06: There is someone at work who encourages my development.

Root Cause 2: Taking the time and being intentional to recognize others is something else to do for teachers.

Problem Statement 2 Areas: Growth and Development

Problem Statement 3: Per the 2022 Parent Engagement Survey, 58% of parents said that they would NOT be willing to write a positive review for Life School on Google or Facebook.

Root Cause 3: Going back to the actual survey, most parents say that they are too busy. We need to provide incentives for parents to provide positive reviews.

Problem Statement 3 Areas: Parent Engagement

Problem Statement 4: Per the 2022 Parent Engagement Survey, 75% did not answer why they do not attend parent or family nights.

Root Cause 4: The answer choices did not lend to parents being able to respond in an appropriate way. The answer choices were confusing.

Problem Statement 4 Areas: Parent Engagement

Problem Statement 5: LSRO had limited opportunities and events for the community to come into the school to highlight during the 2022-2023 school year.

Root Cause 5: LSRO students and staff represent numerous cities and counties so they aren't as invested into the Red Oak community.

Problem Statement 5 Areas: Community Engagement

Problem Statement 6: LSRO participated in less than 10 community events during the 2022-2023 school year.

Root Cause 6: Many of LSRO students do not live in close proximity to the campus and are not an appropriate age for community volunteer opportunities after school hours.

Problem Statement 6 Areas: Community Engagement

Problem Statement 7: Per the Fall 2022 Q12 Survey, 29% of LSRO staff answered "strongly agree" to Q02: I have the materials and equipment I need to do my work right.

Root Cause 7: With changing scopes and curriculum, teachers are needing to purchase more materials for their classrooms, different than what they already have.

Problem Statement 7 Areas: Close the Opportunity Gap - Elementary - Employer of Choice

Problem Statement 8: Throughout the 2022-2023 school year, we were under capacity for enrollment most of the year.

Root Cause 8: Many families chose homeschool or virtual options for their children this year. Not having transportation, Powerhouse not opening to capacity, and the lack of a virtual options all contributed to low enrollment.

Problem Statement 8 Areas: School of Choice

Problem Statement 9: We are lacking the needed amount of sped staff and teachers to service our students.

Root Cause 9: Increase in incoming SPED students with no additional hires. LSRO's sped population has grown from 11% to 15% in one year. There has been no increase in SPED staff to accommodate the increase as well as there is now only one diag with no ARD facilitator.

Problem Statement 9 Areas: School of Choice

Problem Statement 10: Per the Fall 2022 Q12 Survey, 50% of LSRO staff answered below a 4 or a 5 to Q04: In the last seven days, I have received recognition or praise for doing good work.

Root Cause 10: Staff do not feel they have the time or opportunity to notice what others are doing or forget to recognize one another.

Problem Statement 10 Areas: LifeLeader

Problem Statement 11: PBIS and Dress Code are not across the entire campus.

Root Cause 11: There is not a consistent campus wide enforcement of PBIS expectations or dress code.

Problem Statement 11 Areas: LifeLeader

Problem Statement 12: On the 2022 Math STAAR test, XX students received 0 growth points, because their score decreased.

Root Cause 12: Students are needing to understand the level of problem solving necessary to answer word questions on STAAR.

Problem Statement 12 Areas: Close the Opportunity Gap - Elementary

Problem Statement 13: On the 2023 Reading STAAR test, XX students received 0 growth points, because their score decreased.

Root Cause 13: Some curriculum and resources do not align to the rigor level on STAAR testing. Instruction and classroom assessments need to match the rigor of STAAR.

Problem Statement 13 Areas: Close the Opportunity Gap - Elementary

Problem Statement 14: On the 2023 Science STAAR test XX% of students received Approaches.

Root Cause 14: Lack of resources in the form of science materials for experiments and intervention strategies contributed to lower achievements scores. Science kits need to be relished with supplies each year.

Problem Statement 14 Areas: Close the Opportunity Gap - Elementary

Problem Statement 15: On the 2023 Reading STAAR test XX% of our EL students received Approaches.

Root Cause 15: Lack of English vocabulary contributed to lower achievement scores. Lack of teaching phonemic awareness in both languages.

Problem Statement 15 Areas: Close the Opportunity Gap - Elementary

Problem Statement 16: Experienced teachers leave the district for higher pay, especially as they approach retirement.

Root Cause 16: The pay scale is not equitable compared to all districts in our area. Teachers at Red Oak are not receiving the same pay as teachers who work in Dallas County, for the same district.

Problem Statement 16 Areas: Employer of Choice

Problem Statement 17: Campus wide Life Habits lessons are not taught in each grade level.

Root Cause 17: Lack of time, resources, and training do not give the teachers the opportunity to teach the lessons.

Problem Statement 17 Areas: LifeLeader

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Strong Academics

Performance Objective 1: Close the Opportunity Gap for Elementary Students (On 3 By 3) - 80% of 2nd Graders will be on Grade Level as reported on May 2024 DRA

High Priority

Evaluation Data Sources: Campus DRA (Developmental Reading Assessment) Scores for grades K-2
Student Reading Logs => Students know reading level => Increased DRA/STAAR Scores
Student Benchmark Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct focused PD sessions relating to teacher need in specific areas of math and literacy development. Provide math resources to support student needs and small group interventions within the classroom. Teachers will demonstrate the transfer of curriculum and training during their core instruction that implement small group instruction into their daily practice.</p> <p>Strategy's Expected Result/Impact: Lead: Goal-Oriented- 100% of teachers are onboarded and trained properly on strategies and use of the curriculum 100% of teachers complete the Small Group Instruction Self Report 100% of teachers will incorporate reading and math small groups into their daily practices and report on the LSRO Compelling Scoreboard 100% of lesson plans reflect small group instruction, including group specifics Maintain campus book inventories and set book goals for 100% of elementary campus classrooms 50% of K-3 teachers will attend The Reading Academy through Region 10.</p> <p>Lag: 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: Admin and IC will verify attendance with coordinators for PD Administrators and Instructional Coaches will monitor the transfer of training to instruction through weekly conversations at our Admin Team Meeting and walk-throughs Admin and ICs will observe small groups for all K-6 classes and report on the LSRO Walk-Through Scoreboard Check lesson plans for small group planning</p> <p>Dashboards: Small Group Observations Spreadsheets/Walk-through Documentation Admin Meeting Agendas LSRO Compelling Scoreboard</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2, 3, 5 - Employer of Choice 2</p> <p>Funding Sources: Professional Development for Teachers - 211 - Title I - 211-13-6411-101E-30-00-000 - \$1,000, Reading Academy-Region 10 - 211 - Title I - 211-13-6239-101E-30-00-000 - \$2,000, Math Resources - 211 - Title I - 211-11-6399-000-101E-30-00-000 - \$5,000, TCRWP & Homegrown Institute - 211 - Title I - 211-13-6299-101E-30-00-000 - \$4,000</p>	Formative			Summative
	Nov	Feb	May	July


Strategy 2 Details	Reviews			
<p>Strategy 2: Provide access to books through, including but not limited to: weekly book bags, library partnerships, mentor reading programs, grants, book fairs, guided reading books, visuals, writer's workshop resources, TX KEA/NWEA MAP, Words Their Way, Units of Study Reading and Phonics, and Developmental Reading Assessment (DRA) and Running Record materials.</p> <p>Strategy's Expected Result/Impact: Lead: Goal-Oriented- 100% of campus reading teachers will send home student book bags/books weekly. 100% of campus k-3 reading teachers will use guided reading books in their reading small groups. Maintain campus book inventories and set book goals for 100% of elementary campus classrooms Increase the book/resource inventory for the various reading levels</p> <p>Lag: Increase in student reading scores (On 3 By 3) Increase Q02 score</p> <p>Staff Responsible for Monitoring: ICs will maintain a book inventory.</p> <p>Principals and Instructional Coaches will monitor teacher book inventory, and order leveled books as needed. Principals and ICs will observe guided reading groups in classrooms.</p> <p>Dashboards: Principal: Walkthroughs/Formal Evaluations LSRO Compelling Scoreboard Instructional Coaches: Book resource inventory</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 3, 5 - Employer of Choice 2</p> <p>Funding Sources: Reading Resources and Leveled Books (Including Book Clubs Sets) - 211 - Title I - 211-11-6329-000-101E-30-00-000 - \$10,000</p>	Formative			Summative
	Nov	Feb	May	July


Strategy 3 Details	Reviews			
<p>Strategy 3: Focus on vocabulary development through intentional instruction using models including but not limited to: interactive read-alouds, interactive word walls, student journals, Education Galaxy, BrainPop, and Flocabulary. Continue Science Small Groups for 3rd-5th.</p> <p>Strategy's Expected Result/Impact: Lead: Information Literacy- 80% of lesson plans will indicate the planning of vocabulary instruction and science small group instruction. Walk-throughs and lessons will reflect the use of vocabulary building instruction techniques/models and interactive word walls. Walk-Throughs and observations will reflect small group instruction within classrooms, especially 3rd-6th grade science classes, with daily small groups and interactive word walls</p> <p>Lag: Increase in student reading scores (On 3 By 3) Increase in student science scores</p> <p>Staff Responsible for Monitoring: Administrators will document the incorporation of vocabulary models, interactive word walls, and science small groups on their lesson plan spreadsheets.</p> <p>Dashboards: Admin Lesson Plan Spreadsheets Walk-Throughs in Strive LSRO Compelling Scoreboard</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2, 3, 4, 5 - Employer of Choice 2</p> <p>Funding Sources: Flocabulary - 211 - Title I - 211-11-6395-000-101E-30-00-000 - \$2,500, Classroom Science & Stem Lab Materials - 211 - Title I - 211-11-6399-000-101E-30-00-000 - \$2,000, Brain Pop Subscription - 420 - State Funding - 420-11-6395-000-101E-11-00-000 - \$3,250</p>	Formative			Summative
	Nov	Feb	May	July


Strategy 4 Details	Reviews			
<p>Strategy 4: Support K-6 students in ELAR and Math, through use of Instructional Tutors throughout the school year. Math and Science resources will be purchased throughout the year to support classrooms.</p> <p>Strategy's Expected Result/Impact: Lead: Goal-Oriented- Identified students will work with up to 5 instructional tutors according to a schedule for ELAR and Math, to increase their small group instruction time in these areas.</p> <p>Lag: Increase student reading and math scores</p> <p>Staff Responsible for Monitoring: Teachers will communicate weekly with the tutors to monitor the effectiveness of the time with the tutors.</p> <p>Dashboard: Instructional Tutor Schedules</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 2, 3, 4, 5</p> <p>Funding Sources: 5 Title 1 Tutors - 211 - Title I - 211-11-6118-011-101E-30-00-000 - \$22,000, Science Resources - 211 - Title I - 211-11-6399-000-101E-30-00-000 - \$1,500</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 5 Details	Reviews			
<p>Strategy 5: Conduct focused PD sessions relating to teacher need in specific areas of phonics and phonological awareness. Develop Heggerty Phonological Awareness and K-2 Unit of Study Phonics through daily phonics lessons.</p> <p>Strategy's Expected Result/Impact: Lead: Goal-Oriented- 100% of new K-2 Teachers trained on phonics by September. 100% of returning K-2 teachers using phonics in classroom instruction by August Daily Heggerty Phonics Intervention groups with K-2 students based on DRA and developmental spelling assessment data.</p> <p>Lag: 80% of 2nd 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: Admin and ICs will verify attendance with coordinators. Administrators and Instructional Coaches will monitor the transfer of training to instruction through weekly conversations at our Admin Team Meeting. Admin and ICs will observe Phonics lessons for all K-2 classes and record them on the LSRO Compelling Scoreboard.</p> <p>Dashboards: New K-2 Phonics Trained - PD Sign-in sheets K-2 Phonics Observed - Walkthroughs K-2 Heggerty Phonics Intervention observations Admin Meeting Agendas LSRO Compelling Scoreboard</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 3, 5 - Employer of Choice 2</p> <p>Funding Sources: Professional Development for Teachers - 211 - Title I - 211-13-6411-101E-30-00-000 - \$1,000, Reading & Phonics Resources - 211 - Title I - 211-11-6399-000-101E-30-00-000 - \$4,000</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 6 Details	Reviews			
<p>Strategy 6: Continue providing specialized support through training for staff, resources, and/or intervention/tutoring for EL students based on TELPAS scores.</p> <p>Strategy's Expected Result/Impact: Lead: Information Literacy- 100% of EL students, that need support, will receive intervention with an instructional tutor. Coordinators and/or Instructional Coaches will provide of at least 1 PD opportunity focusing on EL support.</p> <p>Lag: 80% of EL students will grow a proficiency level in at least two domains on TELPAS.</p> <p>Staff Responsible for Monitoring: SPS create student lists for tutoring, based on TELPAS scores from previous year.</p> <p>Admin/SPS will create tutor schedules.</p> <p>Dashboard: tutor schedules, Professional Development schedules</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 2: Strategic Staffing, Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 5</p> <p>Funding Sources: 1 Title 3 Tutor - 263 - Title III - 263-11-6118-011-101E-30-00-000 - \$5,500</p>	Formative			Summative
	Nov	Feb	May	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Close the Opportunity Gap - Elementary
<p>Problem Statement 1: Per the Fall 2022 Q12 Survey, 29% of LSRO staff answered "strongly agree" to Q02: I have the materials and equipment I need to do my work right. Root Cause: With changing scopes and curriculum, teachers are needing to purchase more materials for their classrooms, different than what they already have.</p>
<p>Problem Statement 2: On the 2022 Math STAAR test, XX students received 0 growth points, because their score decreased. Root Cause: Students are needing to understand the level of problem solving necessary to answer word questions on STAAR.</p>
<p>Problem Statement 3: On the 2023 Reading STAAR test, XX students received 0 growth points, because their score decreased. Root Cause: Some curriculum and resources do not align to the rigor level on STAAR testing. Instruction and classroom assessments need to match the rigor of STAAR.</p>
<p>Problem Statement 4: On the 2023 Science STAAR test XX% of students received Approaches. Root Cause: Lack of resources in the form of science materials for experiments and intervention strategies contributed to lower achievements scores. Science kits need to be relished with supplies each year.</p>
<p>Problem Statement 5: On the 2023 Reading STAAR test XX% of our EL students received Approaches. Root Cause: Lack of English vocabulary contributed to lower achievement scores. Lack of teaching phonemic awareness in both languages.</p>

Employer of Choice

Problem Statement 2: Per the Fall 2022 Q12 Survey, 29% of LSRO staff answered "strongly agree" to Q02: I have the materials and equipment I need to do my work right. **Root Cause:** With changing scopes and curriculum, teachers are needing to purchase more materials for their classrooms, different than what they already have.

Goal 1: Strong Academics

Performance Objective 2: Close the Opportunity Gap (Secondary)

Evaluation Data Sources: Intentionally left blank





Goal 1: Strong Academics

Performance Objective 3: Employer of Choice - Teacher Retention Rate of 85%

Evaluation Data Sources: Review teacher position status every week
 EOY Teacher Retention Report
 Staff Lists
 Letters of Intent

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to enhance the classroom experience for students and teachers through an increase in and improvements to classroom technology and supplemental resources. (Classroom technology is needed to support students' learning with Education Galaxy, FlipGrid, subject area presentations and class work.)</p> <p>Strategy's Expected Result/Impact: Lead: Information Literacy--All students will have access to technology in the form of Chromebooks, Chrometables, computer labs, and/or interactive whiteboards. 3rd-6th grade students will have access to ThinkUp Math 5th grade students will have access to ThinkUp Science</p> <p>Lag: Increase Q2 survey scores.</p> <p>Staff Responsible for Monitoring: Campus Technology Support will maintain a classroom technology inventory. Principal will consider new purchases to improve technology on campus.</p> <p>Dashboard: Classroom Technology Inventory</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1 - Employer of Choice 1, 2, 3 - Growth and Development 2</p> <p>Funding Sources: Updates to Technology and New Technology for the Classroom - 461 - Campus Activity Fund - 461-11-6395-060-101E-11-00-000 - \$2,000, Math/Science Workbooks/Programs-ThinkUp, Motivation, STAAR Ready, etc - 211 - Title I - 211-11-6399-000-101E-30-00-000 - \$5,060.93, Social Studies Weekly - 211 - Title I - 211-11-6329-000-101E-30-00-000 - \$7,500</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue staff retention strategies through maintaining a positive campus morale; including but not limited to: staff/teacher of the month, monthly celebrations, theme/spirit days, jean days, LifeLeader peer recognition, LifeLeader Shout Outs, etc.</p> <p>Strategy's Expected Result/Impact: Lead: Citizenship--One teacher and one staff member will be recognized monthly as our teacher/staff member of the month.</p> <p>Collaboration--Principals will provide at least 4 opportunities for staff to participate in dress up days and activities.</p> <p>Citizenship--Staff will recognize each other at our staff meetings monthly.</p> <p>Lag: Increase percent of staff who answer strongly agree to Q04: In the last seven days, I have received recognition or praise for doing good work. Increase Q07 results</p> <p>Staff Responsible for Monitoring: Teachers will nominate staff and teachers for monthly recognition. Administrators will read nominations and select a teacher and staff member to recognize each month from staff nominations. Administrators will create special celebrations throughout the school year.</p> <p>Dashboards: Teacher/Staff Member of the Month Spreadsheet TE Newsletter Parent Newsletter Mustang Message Staff Newsletter Staff Celebration Flyers and emails LifeLeader Shout Out Log</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Employer of Choice 1 - LifeLeader 1 - Growth and Development 2</p> <p>Funding Sources: Staff Awards--incentives - None - 420-23-6499-000-101E-99-00-000 - \$500</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Recruit, support, retain teachers and principals.</p> <p>Continue New Teacher and campus mentor program to support first year and new to Life School teachers.</p> <p>Strategy's Expected Result/Impact: Lead: Critical Thinking--New teachers will engage in New Teacher academies at least twice during the 22-23 school year.</p> <p>Collaborative--Mentors will meet monthly with their assigned teacher.</p> <p>Lag: Increase teacher retention of first-year/new to Life School teachers</p> <p>Staff Responsible for Monitoring: Administrators will assign mentor/mentee partners during the 22-23 school year. Instructional Coaches will schedule New Teacher Academies during the 22-23 school year.</p> <p>Dashboards: Instructional Coaches Calendar, Monthly Mentor Checklist</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1 - Employer of Choice 1, 2, 3 - Growth and Development 2</p>	Formative			Summative
	Nov	Feb	May	July
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Performance Objective 3 Problem Statements:

Close the Opportunity Gap - Elementary
<p>Problem Statement 1: Per the Fall 2022 Q12 Survey, 29% of LSRO staff answered "strongly agree" to Q02: I have the materials and equipment I need to do my work right. Root Cause: With changing scopes and curriculum, teachers are needing to purchase more materials for their classrooms, different than what they already have.</p>
Employer of Choice
<p>Problem Statement 1: 47% of LSRO staff answered for Q07 "At work, my opinions seem to count." on the Fall 2022 Life School Gallup Survey. Root Cause: Instructional directives are being handed down from TEA with no teacher input which greatly increased teacher time requirements outside of direct instruction.</p>
<p>Problem Statement 2: Per the Fall 2022 Q12 Survey, 29% of LSRO staff answered "strongly agree" to Q02: I have the materials and equipment I need to do my work right. Root Cause: With changing scopes and curriculum, teachers are needing to purchase more materials for their classrooms, different than what they already have.</p>
<p>Problem Statement 3: Experienced teachers leave the district for higher pay, especially as they approach retirement. Root Cause: The pay scale is not equitable compared to all districts in our area. Teachers at Red Oak are not receiving the same pay as teachers who work in Dallas County, for the same district.</p>

LifeLeader

Problem Statement 1: Per the Fall 2022 Q12 Survey, 50% of LSRO staff answered below a 4 or a 5 to Q04: In the last seven days, I have received recognition or praise for doing good work. **Root Cause:** Staff do not feel they have the time or opportunity to notice what others are doing or forget to recognize one another.

Growth and Development

Problem Statement 2: 47% of LSRO staff answered for Q07 "At work, my opinions seem to count." on the Fall 2022 Life School Gallup Survey. **Root Cause:** Instructional directives are being handed down from TEA with no teacher input which greatly increased teacher time requirements outside of direct instruction.

Goal 1: Strong Academics

Performance Objective 4: School of Choice [96% of Life School Red Oak students will re-enroll for the 2024-2025 school year.]

Evaluation Data Sources: Re-enrollment Number/Percentage (November-December)

Number of New Applications during Open Enrollment (January)

Number of New Applications (February-July)

Number of students at orientation (August)

Enrollment Count/Percent of Capacity (August-May)

Strategy 1 Details	Reviews			
<p>Strategy 1: Equip campus with adequate security measures by continuing SAFE at Life, including but not limited to safety drills, Raptor background checks for all visitors, an on duty officer on campus at all times, and training over emergency scenarios and procedures.</p> <p>Strategy's Expected Result/Impact: Lead: Citizenship--All visitors will be checked in at the front office, fire drills will occur each month, and tornado and lockdown drills will occur each semester.</p> <p>Global Perspective--All staff will attend any required safety trainings during the school year.</p> <p>*Lag: Parent survey question on safety</p> <p>Staff Responsible for Monitoring: Administrators will schedule safety drills each month.</p> <p>Teachers will attend trainings on active shooter scenarios and procedures when available and have a SAFE at Life sign in their classroom.</p> <p>Office staff will give every visitor that enters the building a raptor or visitor badge.</p> <p>Dashboards: Campus Drill Spreadsheet Raptor Reports</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School of Choice 1</p>	Formative			Summative
	Nov	Feb	May	July
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Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to communicate effectively by using School Messenger, Galaxy Digital, daily announcements, Thursday Exchange, campus Facebook page, school webpage, and grade level newsletters.</p> <p>Strategy's Expected Result/Impact: Lead: Effective Communicator--100% of grade level teachers will communicate weekly with parents. Effective Communicator-Weekly Thursday Exchange campus newsletters will be sent to parents.</p> <p>Lag: More than 60% of parents will report on the 23-24 Parent Survey "As a parent, I feel well informed about the many ways I can be involved on my student's campus."</p> <p>Staff Responsible for Monitoring: Teachers will communicate weekly with parents.</p> <p>Assistant Principals will approve teacher's weekly newsletter.</p> <p>Principal and Office staff will create a Thursday Exchange newsletter with campus events. Principal and Counselor will create a post Facebook posts with information to parents and families.</p> <p>Dashboards: Newsletter Spreadsheets Thursday Exchange Newsletters Facebook Posts</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School of Choice 1 - Parent Engagement 1, 2</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to identify opportunities for growth by providing Kinder Round-up and Open House Spring events on campus for potential families interested in attending Life School Red Oak. Targeted reminders will be sent to parents regarding campus events via SchoolMint and School Messenger.</p> <p>Strategy's Expected Result/Impact: Lead: Effective Communicator--100% of accepted/enrolled kinder parents and students will be invited to Kinder Round-Up through School Mint.</p> <p>Lag: 80% of incoming kinder students and families will be in attendance at Kinder Round-Up. 30 Families will attend LSRO's Spring Open House.</p> <p>Staff Responsible for Monitoring: Campus Liaison will create a report that will indicate all parents have been sent an invite.</p> <p>Dashboard: School Mint Report</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School of Choice 1, 2 - Parent Engagement 1</p> <p>Funding Sources: Kinder Round Up Shirts - 461 - Campus Activity Fund - 461-61-6499-060-101E-99-00-000 - \$900</p>	Formative			Summative
	Nov	Feb	May	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 4 Problem Statements:

School of Choice
<p>Problem Statement 1: Throughout the 2022-2023 school year, we were under capacity for enrollment most of the year. Root Cause: Many families chose homeschool or virtual options for their children this year. Not having transportation, Powerhouse not opening to capacity, and the lack of a virtual options all contributed to low enrollment.</p>
<p>Problem Statement 2: We are lacking the needed amount of sped staff and teachers to service our students. Root Cause: Increase in incoming SPED students with no additional hires. LSRO's sped population has grown from 11% to 15% in one year. There has been no increase in SPED staff to accommodate the increase as well as there is now only one diag with no ARD facilitator.</p>
Parent Engagement
<p>Problem Statement 1: Per the 2022 Parent Engagement Survey, 75% did not answer why they do not attend parent or family nights. Root Cause: The answer choices did not lend to parents being able to respond in an appropriate way. The answer choices were confusing.</p>
<p>Problem Statement 2: Per the 2022 Parent Engagement Survey, 58% of parents said that they would NOT be willing to write a positive review for Life School on Google or Facebook. Root Cause: Going back to the actual survey, most parents say that they are too busy. We need to provide incentives for parents to provide positive reviews.</p>

Goal 2: Character Training

Performance Objective 1: LifeLeader - [95% of Life School Red Oak staff will use LifeLeader on a daily basis for personal learning, with their team, and/or in classroom activities]

Evaluation Data Sources: LifeLeader Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue student of the month, highlighting as LifeLeader of the Month, where teachers recognize students for demonstrating LifeLeader attributes.</p> <p>Strategy's Expected Result/Impact: Lead: Citizenship--One student from each classroom will be recognized as a student of the month each month, based on at least one LifeLeader Attribute. Each student that is recognized will receive a T-shirt and certificate in recognition of their good work.</p> <p>Lag: All staff will answer "yes" to I provide recognition to students/staff using LifeLeader attributes</p> <p>Staff Responsible for Monitoring: Each teacher will fill out a LifeLeader of the Month Form for a student in their class.</p> <p>Principals will call the parents of the LifeLeader of the Month and recognize them on Morning Announcements and on our campus Facebook page.</p> <p>Dashboards: LifeLeader of the Month Forms (Google Folder)</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: LifeLeader 2, 3</p> <p>Funding Sources: Student Shirts for Students of the Month - None - 420-11-6499-000-101E-11-00-000 - \$1,000</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue the integration of LifeLeader attributes into daily announcements by focusing on one attribute every 2-3 weeks, and continue the integration of the LifeLeader attributes into the daily activities of the campus through Mustang Club character lessons.</p> <p>Strategy's Expected Result/Impact: Lead: Information Literacy--Students will receive lessons on the characteristics of the LifeLeader attributes, and 3rd-6th grade students will participate in weekly LifeLeader lessons during Mustang Club. Students will recite the I will statements that are focused on our LifeLeader attributes.</p> <p>Lag: Increase staff who answer "Often" to incorporating LifeLeader into classroom/work activities</p> <p>Staff Responsible for Monitoring: Counselor will create weekly I will statements based on the LifeLeader attributes.</p> <p>Specials Teachers will plan and implement LifeLeader lessons weekly with each grade level, 3rd-6th.</p> <p>The Counselor will plan and implement LifeLeader lessons with each grade level.</p> <p>The Counselor will maintain LifeLeader resource folder in Google Drive for teachers to use as a resource for classroom-based LifeLeader lessons.</p> <p>Dashboards: I will Statements in Morning Announcements Folder Mustang Club LifeLeader lessons in campus Google Drive LifeLeader attributes in TE newsletter</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: LifeLeader 2, 3</p> <p>Funding Sources: Books for LifeLeader Library - None - 420-11-6329-000-101E-11-00-000 - \$500</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Incorporate LifeLeader attributes into Positive Behavior and Intervention Supports (PBIS) by continuing Positive Office Referrals, LifeLeader language and 15 minute daily Life Habit lessons within the classroom, and implementing/reviewing our Student Expectations Posters.</p> <p>Strategy's Expected Result/Impact: Lead: As a campus, we will write at least 100 Positive Office Referrals each month. Each teacher will teach at least one 15 minute Life Habits lesson each day.</p> <p>Lag: A decrease in the number of discipline referrals by 10%</p> <p>Staff Responsible for Monitoring: Teachers will monitor through monthly updates to compelling scoreboards. Assistant Principals and principals will monitor discipline on compelling scoreboards. Admin will monitor Life Habits lesson in the classroom.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: LifeLeader 2, 3</p> <p>Funding Sources: Student Expectation & LifeLeader Posters Tied to LifeLeader Attributes - None - 420-11-6329-000-101E-11-00-000 - \$600</p>	Formative			Summative
	Nov	Feb	May	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

LifeLeader
<p>Problem Statement 2: PBIS and Dress Code are not across the entire campus. Root Cause: There is not a consistent campus wide enforcement of PBIS expectations or dress code.</p> <p>Problem Statement 3: Campus wide Life Habits lessons are not taught in each grade level. Root Cause: Lack of time, resources, and training do not give the teachers the opportunity to teach the lessons.</p>

Goal 2: Character Training


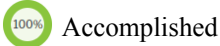
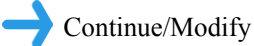

Performance Objective 2: Growth and Development - 85% of employees answer agree or strongly agree to Q3 (At work, I have the opportunity to do what I do best every day) on the Spring 2024 Gallup Q12 engagement survey

Evaluation Data Sources: Gallup Q12 Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue providing specialized support through Professional Development opportunities including, but not limited to PLC (Professional Learning Community) work, instruction, alignment, team planning, assessment, annual compliance trainings, data disaggregation, Units of Study, PBIS, book studies, Special Education support, GT, and Gallup Strengths.</p> <p>Strategy's Expected Result/Impact: Lead: Collaborative- All K-6 Teachers will spend an hour a week in grade level PLC work.</p> <p>100% of certified teaching staff will receive ongoing staff development throughout the 23-24 school year.</p> <p>100% of campus teachers will complete either their 30 hour GT training or 6 Hour Refresher.</p> <p>Lag: 70% or more of staff will respond Strongly Agree to Q06: There is someone at work who encourages my development.</p> <p>Staff Responsible for Monitoring: Teachers will maintain weekly PLC agendas and schedules. Instructional Coaches and/or Coordinators will gather sign in sheets for professional development sessions. Principal and Assistant Principals will maintain Compliance Training Google Folder.</p> <p>Dashboards: PLC Agendas and Schedules Sign In Sheets Compliance Training Spreadsheet</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Employer of Choice 1 - Growth and Development 1, 2</p> <p>Funding Sources: CAMT (Conference for the Advancement of Mathematics Teaching) - 211 - Title I - 211-13-6411-101E-30-00-000 - \$2,000, CAST (Conference for the Advancement of Science Teaching) - 211 - Title I - 211-13-6411-101E-30-00-000 - \$1,000</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to incorporate instructional coaches to model, co-teach, coach, and work with teachers to improve and grow Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Lead: Collaborative and Problem Solver--Each of our two instructional coaches will meet with teachers weekly or bi-weekly.</p> <p>Lag: 70% or more of staff will respond strongly agree on the Q12 Staff Survey, "There is someone at work who encourages my development."</p> <p>Staff Responsible for Monitoring: Instructional Coaches will maintain a calendar of coaching, co-teaching, and modeling.</p> <p>Dashboards: Instructional Coaches calendars</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Employer of Choice 1 - Growth and Development 1, 2</p> <p>Funding Sources: 2 Campus Instructional Coaches - 211 - Title I - 211-13-6119-000-101E-30-00-000 - \$149,277</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Provide professional development opportunities for our instructional paraprofessionals to learn best instructional practices to support in the classroom.</p> <p>Strategy's Expected Result/Impact: Lead: Goal Oriented: Instructional paraprofessionals will support instruction through monitoring students, pulling small groups, and working with students, based on their schedule and in their assigned classrooms.</p> <p>Lag: 70% or more of staff will respond strongly agree on the Q12 Staff Survey, "There is someone at work who encourages my development."</p> <p>Staff Responsible for Monitoring: Administrators will maintain PD schedules to show relevant trainings for our paraprofessionals. Aides will follow their schedules. Teachers will plan activities for aides to implement in their classrooms with small groups of students.</p> <p>ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Growth and Development 1</p>	Formative			Summative
	Nov	Feb	May	July

Performance Objective 2 Problem Statements:

Employer of Choice
<p>Problem Statement 1: 47% of LSRO staff answered for Q07 "At work, my opinions seem to count." on the Fall 2022 Life School Gallup Survey. Root Cause: Instructional directives are being handed down from TEA with no teacher input which greatly increased teacher time requirements outside of direct instruction.</p>
Growth and Development
<p>Problem Statement 1: er the Fall 2022 Q12 Survey, 63% of LSRO staff answered "strongly agree" to Q06: There is someone at work who encourages my development. Root Cause: Taking the time and being intentional to recognize others is something else to do for teachers.</p>
<p>Problem Statement 2: 47% of LSRO staff answered for Q07 "At work, my opinions seem to count." on the Fall 2022 Life School Gallup Survey. Root Cause: Instructional directives are being handed down from TEA with no teacher input which greatly increased teacher time requirements outside of direct instruction.</p>





Goal 3: Partnerships with Parents and the Community

Performance Objective 1: Parent Engagement - 20% of parents are members in a Parent Organization by 2024.

Evaluation Data Sources: - 30% of parents respond to Parent Engagement Survey
 - 50% respond positively to recommending Life School to a family or friend.

Strategy 1 Details	Reviews			
<p>Strategy 1: Align parenting nights to district/campus goals by collaborating with other campuses and district community relations team to coordinate parent nights (On 3 by 3, Parent Engagement , LifeLeader, etc.)</p> <p>Strategy's Expected Result/Impact: Lead: Collaborative--At least 2 out of 4 Parent Nights will align to On 3 by 3, Parent Engagement, and LifeLeader.</p> <p>Lag: 60% of parents will answer that Preparing for College and LifeLeader are valuable content for parent nights on the 2023-2024 Parent Engagement Survey.</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, and teachers will plan parent nights aligned with district goals. Teachers and staff will participate in parent nights to promote district goals.</p> <p>Dashboard: Parent Night information in TE and on social media.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent Engagement 1, 2</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for parents to connect through classroom volunteer opportunities, class parties, field trips, fundraising, parent member of the campus planning teams, Coffee and Conversation with the Principal, etc.</p> <p>Strategy's Expected Result/Impact: Lead: Collaborative--Every grade level will have at least 3 volunteer opportunities throughout the year</p> <p>Lag: Each grade level will invite parents to volunteer throughout the school year.</p> <p>Staff Responsible for Monitoring: Teachers will reach out to parents to invite them to volunteer on campus. Administrators will invite parents to participate in creating the CNA in the spring. Principal will invite parents to a Coffee and Conversation with the Principal throughout the year.</p> <p>Dashboard: Raptorware sign-in system/Zoom attendance</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Parent Engagement 1, 2</p>	Formative			Summative
	Nov	Feb	May	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

Parent Engagement
<p>Problem Statement 1: Per the 2022 Parent Engagement Survey, 75% did not answer why they do not attend parent or family nights. Root Cause: The answer choices did not lend to parents being able to respond in an appropriate way. The answer choices were confusing.</p>
<p>Problem Statement 2: Per the 2022 Parent Engagement Survey, 58% of parents said that they would NOT be willing to write a positive review for Life School on Google or Facebook. Root Cause: Going back to the actual survey, most parents say that they are too busy. We need to provide incentives for parents to provide positive reviews.</p>





Goal 3: Partnerships with Parents and the Community

Performance Objective 2: Community Engagement - [100% of Life School Red Oak students will given the opportunity to participate in a community event during the 2023-2024 school year]

Evaluation Data Sources: Sign In Sheets from Community Events

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for stakeholders to volunteer and participate in community events including but not limited to Ellis County Spelling Bee, North Texas Food Banks/Waxahachie Cares, Common Ground Ministry, Red Oak Fire Department, Down Syndrome Buddy Walk, Special Olympics, Operation Christmas Child, and The Oaks Church Night of Wonder/Angel Tree.</p> <p>Strategy's Expected Result/Impact: Humility--At lease two volunteer opportunities will be provided for staff, parents, and students to participate in various community events during the 23-24 school year.</p> <p>Staff Responsible for Monitoring: Administrators will provide at least two opportunity for stakeholders to volunteer.</p> <p>Counselor will work with The Oaks Church to help families in need at Christmas time.</p> <p>Dashboards: Pictures of staff participation Counselor's Angel Tree spreadsheet</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Community Engagement 1, 2</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for high school and college level education students to be able to do classroom observations and/or student teaching.</p> <p>Strategy's Expected Result/Impact: Goal-Oriented--At least one student from a college or university will conduct classroom observations and/or student teaching during the 23-24 school year. High School Students in the Education and Training program will observe in classrooms at LSRO.</p> <p>Staff Responsible for Monitoring: Administrators will assign education students to classroom teachers where they will observe and/or student teach.</p> <p>Teachers will welcome education students into their classroom for observations and mentor education students for student teaching opportunities.</p> <p>Dashboard: Observer/Student Teacher Campus Spreadsheet</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Problem Statements: Community Engagement 1</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Continue to establish additional revenue streams by partnering with corporate businesses to raise funds for the campus; including but not limited to, Panda Express nights, Smencils, Chick fil A Spirit Nights, School Store, Scholastic Book Fairs, Life Touch, Big Kahuna, EPI-school supply packs & Spirit wear, etc.</p> <p>Strategy's Expected Result/Impact: Problem Solver--The campus will schedule at least 5 fundraising opportunities throughout the school year.</p> <p>Staff Responsible for Monitoring: Admin support will schedule a variety of fund raising nights throughout the school year.</p> <p>Administrators will partner with fund raising businesses to establish opportunities to raise funds through services they provide.</p> <p>Dashboard: Campus Calendar Thursday Exchange Newsletter</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1 - Employer of Choice 2</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Life School will post on Facebook, in Thursday Exchange, and announce during morning announcements for various Cultural Awareness, History, and Appreciation months, weeks, and days.</p> <p>Strategy's Expected Result/Impact: We will celebrate and teach students about different cultures throughout the year, providing literature, facts, and information to students.</p> <p>Staff Responsible for Monitoring: Admin, IC, SPS, Cultural Awareness Committee Morning Announcements, TE, and Facebook Posts</p> <p>Problem Statements: Community Engagement 1, 2</p>	Formative			Summative
	Nov	Feb	May	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Problem Statements:

Close the Opportunity Gap - Elementary
<p>Problem Statement 1: Per the Fall 2022 Q12 Survey, 29% of LSRO staff answered "strongly agree" to Q02: I have the materials and equipment I need to do my work right. Root Cause: With changing scopes and curriculum, teachers are needing to purchase more materials for their classrooms, different than what they already have.</p>
Employer of Choice
<p>Problem Statement 2: Per the Fall 2022 Q12 Survey, 29% of LSRO staff answered "strongly agree" to Q02: I have the materials and equipment I need to do my work right. Root Cause: With changing scopes and curriculum, teachers are needing to purchase more materials for their classrooms, different than what they already have.</p>
Community Engagement
<p>Problem Statement 1: LSRO participated in less than 10 community events during the 2022-2023 school year. Root Cause: Many of LSRO students do not live in close proximity to the campus and are not an appropriate age for community volunteer opportunities after school hours.</p> <p>Problem Statement 2: LSRO had limited opportunities and events for the community to come into the school to highlight during the 2022-2023 school year. Root Cause: LSRO students and staff represent numerous cities and counties so they aren't as invested into the Red Oak community.</p>

Campus Funding Summary

420 - State Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Brain Pop Subscription	420-11-6395-000-101E-11-00-000	\$3,250.00
Sub-Total					\$3,250.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Updates to Technology and New Technology for the Classroom	461-11-6395-060-101E-11-00-000	\$2,000.00
1	4	3	Kinder Round Up Shirts	461-61-6499-060-101E-99-00-000	\$900.00
Sub-Total					\$2,900.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math Resources	211-11-6399-000-101E-30-00-000	\$5,000.00
1	1	1	Professional Development for Teachers	211-13-6411-101E-30-00-000	\$1,000.00
1	1	1	TCRWP & Homegrown Institute	211-13-6299-101E-30-00-000	\$4,000.00
1	1	1	Reading Academy-Region 10	211-13-6239-101E-30-00-000	\$2,000.00
1	1	2	Reading Resources and Leveled Books (Including Book Clubs Sets)	211-11-6329-000-101E-30-00-000	\$10,000.00
1	1	3	Classroom Science & Stem Lab Materials	211-11-6399-000-101E-30-00-000	\$2,000.00
1	1	3	Flocabulary	211-11-6395-000-101E-30-00-000	\$2,500.00
1	1	4	5 Title 1 Tutors	211-11-6118-011-101E-30-00-000	\$22,000.00
1	1	4	Science Resources	211-11-6399-000-101E-30-00-000	\$1,500.00
1	1	5	Reading & Phonics Resources	211-11-6399-000-101E-30-00-000	\$4,000.00
1	1	5	Professional Development for Teachers	211-13-6411-101E-30-00-000	\$1,000.00
1	3	1	Math/Science Workbooks/Programs-ThinkUp, Motivation, STAAR Ready, etc	211-11-6399-000-101E-30-00-000	\$5,060.93
1	3	1	Social Studies Weekly	211-11-6329-000-101E-30-00-000	\$7,500.00
2	2	1	CAMT (Conference for the Advancement of Mathematics Teaching)	211-13-6411-101E-30-00-000	\$2,000.00
2	2	1	CAST (Conference for the Advancement of Science Teaching)	211-13-6411-101E-30-00-000	\$1,000.00
2	2	2	2 Campus Instructional Coaches	211-13-6119-000-101E-30-00-000	\$149,277.00
Sub-Total					\$219,837.93

263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	1 Title 3 Tutor	263-11-6118-011-101E-30-00-000	\$5,500.00
Sub-Total					\$5,500.00
None					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Staff Awards--incentives	420-23-6499-000-101E-99-00-000	\$500.00
2	1	1	Student Shirts for Students of the Month	420-11-6499-000-101E-11-00-000	\$1,000.00
2	1	2	Books for LifeLeader Library	420-11-6329-000-101E-11-00-000	\$500.00
2	1	3	Student Expectation & LifeLeader Posters Tied to LifeLeader Attributes	420-11-6329-000-101E-11-00-000	\$600.00
Sub-Total					\$2,600.00