

Life School
District Improvement Plan
2025-2026



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 is the gateway to all future learning and personal growth. By equipping students with the skills to learn to read in the early years, we ensure they are prepared to read to learn throughout their academic journey and beyond. Through high-quality instruction, early intervention, and a culture that celebrates literacy, we will empower students to thrive as confident, curious, and capable learners.

At every grade level, our focus on academic growth in each subject allows each student the opportunity to reach their full potential.

From the time a student starts kindergarten, we begin preparing them for the skills and knowledge they will need to graduate. Students who cannot read proficiently have a reduced ability to learn and have a higher risk of dropping out which limits their future opportunities.

Our vision is to support students in establishing their goals and working alongside them so that no doors will be closed for the future they want to pursue.

Close the Opportunity Gap - Elementary Strengths

- We have campus-based instructional coach(es) at every campus to support teachers
- We have two district subject area (reading and math) instructional coaches to support campus-based coaches as well as specific teacher interventions
- We have district elementary curriculum coordinators for each core subject to support teachers, including 2 Reading Language Arts coordinators for specialized focus on K-2 and 3-6 grade
- The curriculum is aligned across the district to ensure a consistent academic experience at all Life School campuses
 - We utilize Heggerty Phonics for core Tier I instruction and intervention
 - Digital literacy resources are provided to enhance the learning experience
 - We provide teachers with appropriate, inclusive instructional materials that show representation of all students
 - We provide Math, Science, and Reading curriculum/manipulatives for all elementary teachers
 - We utilize training and curriculum provided by the Dyslexia Grant--Scottish Rite training and curriculum, HMH training and curriculum, Diagnostician and LSSP training
 - We provide training for all K-2 teachers on the district literacy curriculum (Phonics, Reading and Writing)
- We offer ongoing professional development and professional learning communities (PLC's) on the following topics:
 - Instructional Framework
 - Elementary Instructional Standards
 - PLC Framework
 - Small group instruction strategies
 - Teachers provide differentiated instruction and intervention based on specific phonics data
 - Phonics and the Science of Reading
 - Using NWEA Map results to inform instruction and small group intervention
- We have enhanced learning opportunities including:

- The state reading academies provided to all K-3 teachers, instructional coaches, and administrators
- We have campus-based reading strategies to help students find the joy and fun in reading (flipgrid, face to face readers, decodables, campus reading nights, leveling up celebrations, book buddies)
- Campus administrators and district coordinators work together to provide ongoing support and feedback for teachers through focused observations
- Compelling scoreboards for on 3 by 3 goals are consistently monitored to ensure we are meeting the needs of all students
- We have 1:1 technology device-to student-ratio, which allows students to have digital learning opportunities
- We offer summer school for students who are not projected to pass STAAR exams to ensure they have every opportunity to succeed
- We offer a One-Way Dual Language (Spanish/English) Program for all students in the district who qualify in grades K-5 at our Oak Cliff Elementary campus.
- Students in grades K-12 who are identified as limited in English proficiency receive English as a Second Language (ESL) services either through certified ESL teachers and/or through alternative language programs supervised by the District BE/ESL Instructional Coach and the District BE/ESL Programs Manager.
- We have a screening process for kinder and 1st grade students to provide early identification of dyslexia and other learning needs. Students identified as dyslexic participate in the Take Flight Dyslexia Program.
- We have 3 district special education (SPED) specialists who provide support to our SPED teachers.

Problem Statements Identifying Close the Opportunity Gap - Elementary Needs

Problem Statement 1 (Prioritized): Per 2023-2024 STAAR Results, 33% of 3rd grade students scored meets grade level or above on STAAR Reading. (HB3 Goal)

Root Cause: Teachers need support in efficiently and effectively delivering the district reading and phonics curriculum, especially for students with IEP's and students who are in their first year at Life School. Per 10/26/24 enrollment report, 27% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

Problem Statement 2 (Prioritized): Per 2023-2024 STAAR Results, 29% of 3rd grade students scored meets grade level or above on STAAR Math. (HB3 Goal)

Root Cause: Teachers need support in delivering the instructional standards in math especially for students who are in their first year at Life School. Per 10/28/22 enrollment report, 32.5% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

Problem Statement 3 (Prioritized): Per 2024-2025 Core Foundational Skills Assessment results, 73.68% of kindergarten students were Tier 1 (on grade level), 20.28% were Tier 2 (some support needed), and 28.36 were Tier 3 (substantial support needed). (HB3 Goal).

Root Cause: The phonics curriculum needed to be reviewed to ensure it systematically addresses phonemic awareness, phonics, and foundational reading skills. Teachers also face the challenge that many kindergarten students are coming without foundational Pre-K skills.

Problem Statement 4 (Prioritized): Per 2025 EOY NWEA MAP data, the average RIT score for 1st and 2nd grade students at the end were below EOY 2029 targets. (HB3 Goal) - 2025 Data: 1st grade (168 RIT), 2nd grade (183 RIT) - 2029 Goals: 1st grade (171.4 RIT), 2nd grade (186 RIT)

Root Cause: The literacy curriculum needed to be reviewed to ensure it provides comprehensive support for phonics, fluency, and comprehension.

Problem Statement 5 (Prioritized): As of May 8, 2025, year-to-date average daily attendance (ADA) was 94.31%.

Root Cause: There is a significant number of students who have missed over 10 days of instruction during the school year which is negatively impacting the overall ADA percentage, however, ADA has shown improvement over the last few years.

Close the Opportunity Gap - Secondary

Close the Opportunity Gap - Secondary Summary

Life School believes in preparing students for their future. When students graduate from Life School we want them to have the opportunity to choose their next step after high school. Our secondary campuses provide an individualized approach to allow every student the opportunity to achieve academic growth from year to year as well as participate in career and technical education and dual credit courses. Students who participate in career and technical education courses have the opportunity to earn an industry-based certification. We provide college entrance exams, such as the SAT, ACT, and TSIA on campus at no cost to students. This opens the door for students to have more options for college or technical post-secondary education.

Our vision is to ensure every student graduates on time. We support students in establishing their goals and work alongside them so that no doors will be closed for the future they want to pursue. It is not by accident that for the past 10 years, 99-100% of our seniors graduated on time each year.

We believe quality instruction is the foundation of student success. Teachers are trained in our Life School secondary instructional standards which include effective lesson planning, classroom environment, student outcomes, and checks for understanding to help students achieve at their highest level.

We support each student throughout their high school journey to ensure they are prepared for post-high school life experiences as shown by academic growth, EOC results, college entrance exam scores, industry-based certifications, military information overview, or college prep course completion.

Close the Opportunity Gap - Secondary Strengths

- We have campus-based instructional coach at every campus to support teachers
- We have district secondary curriculum coordinators for each core subject to support teachers
- We align curriculum across all secondary campuses to ensure a consistent academic experience at all Life School campuses
- We provide key information for students and parents to bring awareness about CCMR options
- We have a CCMR Testing plan for 8th-12th grade to ensure college readiness opportunities for students
 - We are a testing site for SAT and TSIA, along with bootcamps to prepare students for the test
 - We offer math and reading college prep courses.
 - We offer dual credit courses as early as 9th grade.
 - We offer AP courses and exams for students to earn college credit
- We provide career readiness opportunities for students:
 - We offer industry-based certifications at no cost to students.
- We provide military readiness opportunities for students:
 - We offer the ASVAB and meet with recruiters
- We have 1:1 technology device-to-student ratio, which allows students to have digital learning opportunities
- We administer unit assessments for all tested areas which allows for academic intervention where needed
- We offer ongoing training, professional development and professional learning communities (PLC's) including:
 - Life School PLC framework and expectations
 - Onboarding plan for 7-12 teachers to ensure they are trained in instructional strategies and use of curriculum
 - WICOR (Writing, Inquiry, Collaboration, Organization, and Reading) strategies to help students learn at higher levels and increase rigor in the classroom.
 - AVID CCI (Secondary Coaching & Certification Instrument) to help successfully implement the AVID Elective as the foundation of a successful AVID System District-Wide (Advancement via Individual Determination)
 - Canvas Learning Management System to access the curriculum, interact with the teacher, and take assessments

- We maintain a CCMR spreadsheet for individual student tracking to ensure all students have the opportunity to earn their CCMR credit point
- We offer summer school for students who are not projected to pass STAAR/EOC exams to ensure they have every opportunity to succeed

Problem Statements Identifying Close the Opportunity Gap - Secondary Needs

Problem Statement 1 (Prioritized): Per the 2023-24 TAPR, 96.8% of graduates met the CCMR criteria set by the state. 74.4% met the criteria through a qualifying TSI score in both reading and math based on TSIA, SAT and/or ACT. (HB3 Goal)

Root Cause: Intentional, targeted and year-long review is needed to support student success and increase college readiness.

Problem Statement 2 (Prioritized): Per the 2023-24 TAPR, 96.8 % of graduates met the CCMR criteria set by the state. 14.4% met the criteria through a qualifying Advanced Placement (AP) score.

Root Cause: Resources and curriculum provided by College Board are not consistently used in all AP classes to prepare students for the AP exams.

Problem Statement 3 (Prioritized): As of May 8, 2025, year-to-date average daily attendance (ADA) was 94.31%.

Root Cause: There is a significant number of students who have missed over 10 days of instruction during the school year which is negatively impacting the overall ADA percentage, however, ADA has shown improvement over the last few years.

Employer of Choice

Employer of Choice Summary

Teachers have the greatest influence on improving student outcomes. In order to attract and retain quality teachers, we believe in providing a supportive and collaborative environment through competitive salaries, an employee engagement program, and ongoing support from quality leadership and support staff.

We are a strengths-based organization that invests in each employee from the day they are hired. Our comprehensive employee experience includes a meaningful onboarding experience where teachers and staff learn about Life School and have the opportunity to take their CliftonStrengths Assessment.

Once they begin their Life School journey, they are supported by district and campus leaders who are trained in the strengths-based approach to help them anticipate and respond to staff needs. District-level content coordinators ensure curriculum and resources are available for classroom teachers and an instructional coach is available at every campus to support teacher efficacy.

The What Do You Think (WDYT?) comprehensive listening program creates a culture of building trust, valuing people, and continuous improvement. Throughout the year, campus and district-level leaders use an intentional approach to engage staff through meaningful questions and conversations both individually and through surveys. Two district advisory teams, including representatives from each campus, provide insight for leaders in an effort to continually enhance the quality of life for teachers and staff.

Employer of Choice Strengths

- Differentiated pay scales for Dallas and Ellis counties to remain competitive based on geographic region
- Above average employer benefit contributions, with affordable plans available
- We have campus-based instructional coach(es) at every campus to support teachers
- We are committed to principal development (Our 9 Life School principals have a combined total of over 73 years of experience within Life School)
- LifeLeader development on climate and culture
- All employees take the CliftonStrengths assessment to identify their Top 5 Strengths
- Teacher Engagement Onboarding Guide provided to new hires via the welcome book at orientation and included on the extranet
- Mentor program for new (0-2 years experience) and new to Life School teachers
- Quality of Life Interviews
- Talent recruiters are designated to specific campuses and engage with new hires through the entire hiring process
- Aspiring Administrator Academy provides opportunities for promotion from within
- The WDYT? Listening Program is established with a dedicated extranet page with information about listening opportunities
- District and campus leaders utilize Gallup's Q12 questions as part of the Employee Engagement Survey to gain insight and identify actions to improve the employee experience
- The Superintendent Advisory Team meets 3 times per year with representatives from every campus
- Participation in several programs that allow additional funding for teacher pay and incentives such as TIA, TCLAS, and National Board Certification
- 4-day school week began in 2023-2024
- Teacher team CliftonStrengths coaching available for personal and professional growth
- We are part of the Teacher Retirement System
- Employee recognition systems are utilized on every campus, including a district-wide LifeLeader Smiles program to promote peer-to-peer appreciation and recognition.
- Professional development opportunities (internally and through Region 10)
- Two conference periods are provided for secondary teachers to allow for dedicated PLC time
- Education and Training teachers receive additional funds from the GYO grant to promote the education profession and to intentionally build strong, stable, and diverse teacher

pipelines from within their own communities.

Problem Statements Identifying Employer of Choice Needs

Problem Statement 1 (Prioritized): Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important.

Root Cause: Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission

Problem Statement 2 (Prioritized): Per the 2023-2024 TAPR, the average years experience of teachers is 8.6, compared to the state average of 11.1. The average years experience of teachers with the district is 4.2, compared to the state average of 6.9.

Root Cause: Teacher growth and development within our school district lacks an intentional framework for providing differentiated and targeted support at various levels. Without a framework, we are limited in our ability to address specific professional needs, inhibiting the overall effectiveness of our educators and, consequently, impacting student learning outcomes.

Problem Statement 3 (Prioritized): As of April 2025, 81% (294 out of 364) of Life School teachers are certified.

Root Cause: The teacher job market is saturated and it is difficult to recruit certified teachers. Once hired, uncertified teachers have difficulty finding the time and energy to complete certification requirements.

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Root Cause: The literacy curriculum needed to be reviewed to ensure it provides comprehensive support for phonics, fluency, and comprehension.

School of Choice

School of Choice Summary

Life School believes in providing an excellent customer experience for families. The customer experience begins with the first time families learn about Life School and continues with every interaction throughout the years. We strive to meet the needs of current and incoming Life School families.

We work to continuously improve in the areas of safety and security, classroom technology, communication systems, and proactive problem-solving to support students and families from enrollment through graduation.

We enhance student success through meaningful partnerships with parents. Trust is built when parents and teachers are able to communicate effectively and consistently with one another. The Partners for Life Leadership team (including staff and parents) at each campus reviews and updates the LifeLeader Partnership Agreement each year. The agreement is designed to facilitate and support effective communication through information literacy and collaborative partnerships for the benefit of students.

The longer students stay with Life School, the greater their opportunity for academic success. Families choose Life School for the family atmosphere, smaller class and campus size, and individualized student attention. Character building through LifeLeader Attributes is instilled in our students at all grade levels and exemplified/lived daily through our teachers and staff.

School of Choice Strengths

- Safety and security processes and investments
- A security officer is on-site at every campus
- We partner with local law enforcement agencies to run safety drills and practice emergency procedures at all campuses
- Our comprehensive approach provides a variety of academic and extracurricular opportunities
- We offer a communication feature on the home page of the website that allows students, staff, or parents to report possible safety issues such as threats, bullying or other concerns
- Student information software allows parents to monitor grades and attendance and set notifications and reminders through Parent Portal
- Schoolmint software allows for an automated enrollment process
- Campus enrollment liaisons provide dedicated support and outreach to families
- Moved to a 4-day school week in 2023-2024
- LifeLeader Partnership Agreement that establishes teacher/staff and parent/guardian shared expectations
- A communication plan/timeline is provided as a guide for principals and teachers to effectively communicate throughout the year
- Communication software allows parents to be automatically included in email distribution lists based on information they provided during enrollment
- All campuses send a weekly digital newsletter to parents
- The district sends a monthly digital newsletter to families
- We utilize multiple modes of advertising
- We share Life School successes through free media exposure (press releases, news coverage)
- 1:1 technology devices for all students
- Purposeful messaging campaign for attracting new Life School families

Problem Statements Identifying School of Choice Needs

Problem Statement 1 (Prioritized): As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%.

Root Cause: Ongoing communication is needed throughout the enrollment process as well as providing communication and support for parents throughout the school year.

Problem Statement 2 (Prioritized): As of October 31, 2024, enrollment was 5,742 with a building capacity of 6,875. Enrollment to Building Capacity was at 83.5% as a district, with building capacity for an additional 1,033 students. By being below our building capacity, we are losing about \$10.33 million in potential revenue based on \$10,000 per student.

Root Cause: Parents have many school options. Continued messaging and opportunities are needed to share the educational experience available at Life School.

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LifeLeader

LifeLeader Summary

Life School was founded on the belief that character is an essential component of developing the whole individual. Character education is not something that we pause instruction to do, it is integrated into everything we do.

Our character program is centered around 15 LifeLeader attributes, representing skills and knowledge, that provide a common language for staff, students, and families. This language is integrated into daily activities, behavior expectations, and recognition systems to instill essential life skills necessary for success at school and in life beyond the classroom. It's not just school. It's Life.

LifeLeader is our brand. Our brand is experienced through interactions with our students and staff. There is something special about a person who exhibits the LifeLeader attributes. They are confidently ready to learn, ready to lead, and ready for life. True success is when we hear that students are complimented for exhibiting the LifeLeader attributes beyond the classroom. Members of the community recognize the difference and consistently acknowledge our students for standing out among their peers.

LifeLeader Strengths

- LifeLeader I will statements are shared on morning announcements and weekly campus newsletters across the district
- LifeLeader language is incorporated into the social, emotional, and behavioral (SEB) curriculum
- All elementary students participate in Daily Life Habits lessons
- Teachers reward students for exhibiting LifeLeader attributes
- LifeLeader language is incorporated into the PBIS matrix
- A District-level behavior coach supports teachers
- The district sends a Parent and Staff LifeLeader newsletter once a month
- Student, staff, and teacher of the month are tied to LifeLeader attributes
- LifeLeader questions and experiences are included as part of the new hire interview and onboarding process
- LifeLeader branding/signage at campuses (including classroom posters tied to academic curriculum)
- LifeLeader is incorporated into documents and training
- Two versions of the LifeLeader Action Cards are available - adult/secondary version and an illustrated version

Problem Statements Identifying LifeLeader Needs

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Root Cause: Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission

Growth and Development

Growth and Development Summary

Life School's core values are to build trust, value people and pursue continuous improvement. Through growth and development opportunities for students and staff, we are able to live out these core values. We build trust by investing in credible programs that are proven to result in student success. We value people by providing individualized opportunities to meet the academic and engagement needs of students and staff. Our commitment to continuous improvement is reflected in the investments of time and resources to ensure students and staff are supported in their growth and development journey.

Growth and Development Strengths

Students:

- Athletics LifeLeader lessons
- CliftonStrengths small groups
- Student leadership programs
- Tutoring / Advisory time
- GT Expo, UIL Academics, Life's Finest (Fine Arts Showcase), Future Chefs, etc.

Staff:

- All leadership team members receive 1:1 leadership coaching from a Gallup-Certified Strengths coach to support them individually and as they lead their team
- Instructional Coaches are provided at every campus
- Strengths-based PLC's provided for campuses include:
 - Self-Awareness activities to learn about and appreciate our strengths
 - Collaborative lessons to learn how to get the best of all team members
 - Self-Managed lessons to grow in our capacity to play to our strengths and manage our weaknesses
 - Problem Solver lessons to encourage conflict resolution
 - LifeLeader Partnership Agreement items to create successful partnerships with parents
- We have a standard email signature that includes each employee's Top 5 strengths
- Employees' Top 5 strengths have been added to nameplates across the district
- We provide professional development opportunities - including conferences and training for academics and extracurricular

Problem Statements Identifying Growth and Development Needs

Problem Statement 1 (Prioritized): As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%.

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Problem Statement 4 (Prioritized): Per 2023-2024 STAAR Results, 33% of 3rd grade students scored meets grade level or above on STAAR Reading. (HB3 Goal)

Root Cause: Teachers need support in efficiently and effectively delivering the district reading and phonics curriculum, especially for students with IEP's and students who are in their first year at Life School. Per 10/26/24 enrollment report, 27% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

Problem Statement 5 (Prioritized): Per 2023-2024 STAAR Results, 29% of 3rd grade students scored meets grade level or above on STAAR Math. (HB3 Goal)

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Problem Statement 6 (Prioritized): Per 2025 EOY NWEA MAP data, the average RIT score for 1st and 2nd grade students at the end were below EOY 2029 targets. (HB3 Goal) - 2025 Data: 1st grade (168 RIT), 2nd grade (183 RIT) - 2029 Goals: 1st grade (171.4 RIT), 2nd grade (186 RIT)

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Problem Statement 7 (Prioritized): Per 2024-2025 Core Foundational Skills Assessment results, 73.68% of kindergarten students were Tier 1 (on grade level), 20.28% were Tier 2 (some support needed), and 28.36 were Tier 3 (substantial support needed). (HB3 Goal).

Root Cause: The phonics curriculum needed to be reviewed to ensure it systematically addresses phonemic awareness, phonics, and foundational reading skills. Teachers also face the challenge that many kindergarten students are coming without foundational Pre-K skills.

Problem Statement 8 (Prioritized): Per the 2023-24 TAPR, 96.8% of graduates met the CCMR criteria set by the state. 74.4% met the criteria through a qualifying TSI score in both reading and math based on TSIA, SAT and/or ACT. (HB3 Goal)

Root Cause: Intentional, targeted and year-long review is needed to support student success and increase college readiness.

Parent Engagement

Parent Engagement Summary

Children learn from all of the adults in their life. We invite parents and families to serve alongside us in developing leaders with life skills. Life School believes that the parent is the primary educator of their child. We are intentional about providing opportunities for parents to know and understand what their child is learning. We encourage parents to partner with teachers, staff, and administrators to support their child's social, emotional, behavioral, and academic needs. Parent and family events are provided throughout the year to ensure parents and guardians have the opportunity to experience learning alongside their children. We value input and ideas from parents and encourage collaboration through our Partners for Life organization.

Parent Engagement Strengths

- Every elementary campus hosts at least 4 family night events to enhance academic and leadership growth as well as build community among families
- Secondary campuses host family nights to support parents as their student transitions to the upper grades
 - Information is provided about the various academic and extracurricular options available
 - Support is provided through grade-level transitions (elementary to middle, middle to high school)
 - Performances to showcase student talents in fine arts
- Parents have the opportunity to participate on campus through volunteer opportunities that are posted on our Partners for Life digital platform
- Parents are encouraged to schedule a classroom observation to experience first-hand their child's educational experience
- Parents have the opportunity to participate in campus planning through the Partners for Life Leadership committee at each campus

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Problem Statement 8 (Prioritized): Per 2025 EOY NWEA MAP data, the average RIT score for 1st and 2nd grade students at the end were below EOY 2029 targets. (HB3 Goal) - 2025 Data: 1st grade (168 RIT), 2nd grade (183 RIT) - 2029 Goals: 1st grade (171.4 RIT), 2nd grade (186 RIT)

Root Cause: The literacy curriculum needed to be reviewed to ensure it provides comprehensive support for phonics, fluency, and comprehension.

Community Engagement

Community Engagement Summary

Life School believes in making a positive impact and bringing value to the communities we serve. It takes a village to raise a LifeLeader. We invite business and community partners to serve alongside us in developing leaders with life skills. Engaging the community provides benefits to individual community members, our students, our campuses, and our fund development projects. Engaged community members become supporters, volunteers, mentors, and ambassadors for Life School.

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

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

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

Community Engagement Strengths

- We support and participate in community events
- We host several district-level events and invite community members to participate/volunteer
 - Golf tournament, GT Expo, Future Chefs, Life's Finest, etc.
- We support and encourage leadership team members who participate on community boards
- We partner with Mentors Care at Life High School Oak Cliff Campus to connect high school students with mentors, tools, and resources to help lead them toward graduation and purposeful lives.

Problem Statements Identifying Community Engagement Needs

Problem Statement 1 (Prioritized): As of October 31, 2024, enrollment was 5,742 with a building capacity of 6,875. Enrollment to Building Capacity was at 83.5% as a district, with building capacity for an additional 1,033 students. By being below our building capacity, we are losing about \$10.33 million in potential revenue based on \$10,000 per student.

Root Cause: Parents have many school options. Continued messaging and opportunities are needed to share the educational experience available at Life School.

Problem Statement 2 (Prioritized): Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important.

Root Cause: Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high

workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission

Priority Problem Statements

Problem Statement 1: Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important.

Root Cause 1: Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission

Problem Statement 1 Areas: Employer of Choice - LifeLeader - Growth and Development - Parent Engagement - Community Engagement

Problem Statement 2: Per the 2023-2024 TAPR, the average years experience of teachers is 8.6, compared to the state average of 11.1. The average years experience of teachers with the district is 4.2, compared to the state average of 6.9.

Root Cause 2: Teacher growth and development within our school district lacks an intentional framework for providing differentiated and targeted support at various levels. Without a framework, we are limited in our ability to address specific professional needs, inhibiting the overall effectiveness of our educators and, consequently, impacting student learning outcomes.

Problem Statement 2 Areas: Employer of Choice - Growth and Development

Problem Statement 3: As of April 2025, 81% (294 out of 364) of Life School teachers are certified.

Root Cause 3: The teacher job market is saturated and it is difficult to recruit certified teachers. Once hired, uncertified teachers have difficulty finding the time and energy to complete certification requirements.

Problem Statement 3 Areas: Employer of Choice

Problem Statement 4: Per 2025 EOY NWEA MAP data, the average RIT score for 1st and 2nd grade students at the end were below EOY 2029 targets. (HB3 Goal) - 2025 Data: 1st grade (168 RIT), 2nd grade (183 RIT) - 2029 Goals: 1st grade (171.4 RIT), 2nd grade (186 RIT)

Root Cause 4: The literacy curriculum needed to be reviewed to ensure it provides comprehensive support for phonics, fluency, and comprehension.

Problem Statement 4 Areas: Close the Opportunity Gap - Elementary - Employer of Choice - Growth and Development - Parent Engagement

Problem Statement 5: Per 2024-2025 Core Foundational Skills Assessment results, 73.68% of kindergarten students were Tier 1 (on grade level), 20.28% were Tier 2 (some support needed), and 28.36 were Tier 3 (substantial support needed). (HB3 Goal).

Root Cause 5: The phonics curriculum needed to be reviewed to ensure it systematically addresses phonemic awareness, phonics, and foundational reading skills. Teachers also face the challenge that many kindergarten students are coming without foundational Pre-K skills.

Problem Statement 5 Areas: Close the Opportunity Gap - Elementary - Employer of Choice - Growth and Development - Parent Engagement

Problem Statement 6: Per 2023-2024 STAAR Results, 33% of 3rd grade students scored meets grade level or above on STAAR Reading. (HB3 Goal)

Root Cause 6: Teachers need support in efficiently and effectively delivering the district reading and phonics curriculum, especially for students with IEP's and students who are in their first year at Life School. Per 10/26/24 enrollment report, 27% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at

the beginning of the year.

Problem Statement 6 Areas: Close the Opportunity Gap - Elementary - School of Choice - Growth and Development - Parent Engagement

Problem Statement 7: Per 2023-2024 STAAR Results, 29% of 3rd grade students scored meets grade level or above on STAAR Math. (HB3 Goal)

Root Cause 7: Teachers need support in delivering the instructional standards in math especially for students who are in their first year at Life School. Per 10/28/22 enrollment report, 32.5% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

Problem Statement 7 Areas: Close the Opportunity Gap - Elementary - Growth and Development - Parent Engagement

Problem Statement 8: As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%.

Root Cause 8: Ongoing communication is needed throughout the enrollment process as well as providing communication and support for parents throughout the school year.

Problem Statement 8 Areas: School of Choice - LifeLeader - Growth and Development - Parent Engagement

Problem Statement 9: As of October 31, 2024, enrollment was 5,742 with a building capacity of 6,875. Enrollment to Building Capacity was at 83.5% as a district, with building capacity for an additional 1,033 students. By being below our building capacity, we are losing about \$10.33 million in potential revenue based on \$10,000 per student.

Root Cause 9: Parents have many school options. Continued messaging and opportunities are needed to share the educational experience available at Life School.

Problem Statement 9 Areas: School of Choice - Parent Engagement - Community Engagement

Problem Statement 10: As of May 8, 2025, year-to-date average daily attendance (ADA) was 94.31%.

Root Cause 10: There is a significant number of students who have missed over 10 days of instruction during the school year which is negatively impacting the overall ADA percentage, however, ADA has shown improvement over the last few years.

Problem Statement 10 Areas: Close the Opportunity Gap - Elementary - Close the Opportunity Gap - Secondary - School of Choice - Parent Engagement

Problem Statement 11: Per the 2023-24 TAPR, 96.8% of graduates met the CCMR criteria set by the state. 74.4% met the criteria through a qualifying TSI score in both reading and math based on TSIA, SAT and/or ACT. (HB3 Goal)

Root Cause 11: Intentional, targeted and year-long review is needed to support student success and increase college readiness.

Problem Statement 11 Areas: Close the Opportunity Gap - Secondary - Growth and Development

Problem Statement 12: Per the 2023-24 TAPR, 96.8 % of graduates met the CCMR criteria set by the state. 14.4% met the criteria through a qualifying Advanced Placement (AP) score.

Root Cause 12: Resources and curriculum provided by College Board are not consistently used in all AP classes to prepare students for the AP exams.

Problem Statement 12 Areas: Close the Opportunity Gap - Secondary

Goals

Goal 1: Strong Academics

Performance Objective 1: Close the Opportunity Gap for Elementary Students - Build a Strong Foundation in Reading to Empower Lifelong Learning (Learn to Read/Read to Learn)


High Priority


HB3 Goal


Evaluation Data Sources: 6th grade reading achievement score will match or exceed the State's change (delta) in Meets

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide clarity of expectation through intentional lesson preparation that allows for the transfer of knowledge from teacher to student.</p> <p>- Strengthen Tier I reading instruction through the district-wide implementation of high-quality instructional materials and embed structured intervention blocks within the school day to address student needs.</p> <p>Strategy's Expected Result/Impact: Lead: Weekly lesson internalization meetings Demonstration of Learning (DOL) for each lesson Classroom Observations by district or campus leadership</p> <p>Lag: 4th and 5th Grade STAAR Reading Growth Scores</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Director of Teaching and Learning</p> <p>Dashboard(s): Campus Master Schedules Meeting Agendas Observation logs</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2 - School of Choice 4 - Growth and Development 4, 5 - Parent Engagement 5, 6</p> <p>Funding Sources: NWEA Map Testing - 410 - Instructional Materials Allotment (IMA) - \$39,867.50, Elementary Curriculum Coordinators - 211 - Title I - 211-13-6119-000-820A-30-00-000 - \$87,208, Elementary Curriculum Coordinators - 255 - Title II - 255-13-6119-000-820A-30-00-000 - \$87,208</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Reading is the foundation that opens the door to life. Prepare students to be lifelong learners by teaching them to learn to read so they are able to read to learn.</p> <p>- Develop K-2 monitoring system to ensure students build foundational skills. (On3by3)</p> <p>Strategy's Expected Result/Impact: Lead: Weekly internalization meetings Create scopes to align to 4-day each 9-weeks Create curriculum planning guides for teachers Training throughout the year Classroom Observations by district or campus leadership</p> <p>Lag: K-2 MClass DIBELS (Foundational Skills-phonics, sight words, etc.) NWEA Map BOY and EOY Growth for reading 1st and 2nd grade (reading comprehension) 3rd grade STAAR Reading Scores HB3 Goal - Reading K-3</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Director of Teaching and Learning</p> <p>Dashboard(s): Meeting Agendas Professional Learning (PL) Calendar of Training District Curriculum planning guides Observation logs</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 3, 4 - Employer of Choice 4, 5 - Growth and Development 6, 7 - Parent Engagement 7, 8</p> <p>Funding Sources: DynEd - English language development materials/resources to promote English Learner academic achievement. (split 50/50 between 1.1 and 1.2) - 263 - Title III - 263-11-6395-000-25-00-000-820A- - \$4,000, Training and Materials - 429 (DYS) - Dyslexia Grant - \$105,090, RAZ Kids Subscription - 255 - Title II - 255-11-6395-000-820A-30-00-000 - \$35,890, Curriculum Coordinators - 288 - Title IV - 288-13-6119-000-820A-30-00-000 - \$91,682, Beacon Hill at LSOCE - None - \$30,000, Heggerty Phonics - None - \$93,275.10</p>	Formative			Summative
	Nov	Feb	May	July

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 1 Problem Statements:

Close the Opportunity Gap - Elementary

Problem Statement 1: Per 2023-2024 STAAR Results, 33% of 3rd grade students scored meets grade level or above on STAAR Reading. (HB3 Goal) **Root Cause:** Teachers need support in efficiently and effectively delivering the district reading and phonics curriculum, especially for students with IEP's and students who are in their first year at Life School. Per 10/26/24 enrollment report, 27% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

Problem Statement 2: Per 2023-2024 STAAR Results, 29% of 3rd grade students scored meets grade level or above on STAAR Math. (HB3 Goal) **Root Cause:** Teachers need support in delivering the instructional standards in math especially for students who are in their first year at Life School. Per 10/28/22 enrollment report, 32.5% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

Problem Statement 3: Per 2024-2025 Core Foundational Skills Assessment results, 73.68% of kindergarten students were Tier 1 (on grade level), 20.28% were Tier 2 (some support needed), and 28.36 were Tier 3 (substantial support needed). (HB3 Goal). **Root Cause:** The phonics curriculum needed to be reviewed to ensure it systematically addresses phonemic awareness, phonics, and foundational reading skills. Teachers also face the challenge that many kindergarten students are coming without foundational Pre-K skills.

Problem Statement 4: Per 2025 EOY NWEA MAP data, the average RIT score for 1st and 2nd grade students at the end were below EOY 2029 targets. (HB3 Goal) - 2025 Data: 1st grade (168 RIT), 2nd grade (183 RIT) - 2029 Goals: 1st grade (171.4 RIT), 2nd grade (186 RIT) **Root Cause:** The literacy curriculum needed to be reviewed to ensure it provides comprehensive support for phonics, fluency, and comprehension.

Employer of Choice

Problem Statement 4: Per 2024-2025 Core Foundational Skills Assessment results, 73.68% of kindergarten students were Tier 1 (on grade level), 20.28% were Tier 2 (some support needed), and 28.36 were Tier 3 (substantial support needed). (HB3 Goal). **Root Cause:** The phonics curriculum needed to be reviewed to ensure it systematically addresses phonemic awareness, phonics, and foundational reading skills. Teachers also face the challenge that many kindergarten students are coming without foundational Pre-K skills.

Problem Statement 5: Per 2025 EOY NWEA MAP data, the average RIT score for 1st and 2nd grade students at the end were below EOY 2029 targets. (HB3 Goal) - 2025 Data: 1st grade (168 RIT), 2nd grade (183 RIT) - 2029 Goals: 1st grade (171.4 RIT), 2nd grade (186 RIT) **Root Cause:** The literacy curriculum needed to be reviewed to ensure it provides comprehensive support for phonics, fluency, and comprehension.

School of Choice

Problem Statement 4: Per 2023-2024 STAAR Results, 33% of 3rd grade students scored meets grade level or above on STAAR Reading. (HB3 Goal) **Root Cause:** Teachers need support in efficiently and effectively delivering the district reading and phonics curriculum, especially for students with IEP's and students who are in their first year at Life School. Per 10/26/24 enrollment report, 27% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

Growth and Development

Problem Statement 4: Per 2023-2024 STAAR Results, 33% of 3rd grade students scored meets grade level or above on STAAR Reading. (HB3 Goal) **Root Cause:** Teachers need support in efficiently and effectively delivering the district reading and phonics curriculum, especially for students with IEP's and students who are in their first year at Life School. Per 10/26/24 enrollment report, 27% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

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Growth and Development

Problem Statement 7: Per 2024-2025 Core Foundational Skills Assessment results, 73.68% of kindergarten students were Tier 1 (on grade level), 20.28% were Tier 2 (some support needed), and 28.36 were Tier 3 (substantial support needed). (HB3 Goal) **Root Cause:** The phonics curriculum needed to be reviewed to ensure it systematically addresses phonemic awareness, phonics, and foundational reading skills. Teachers also face the challenge that many kindergarten students are coming without foundational Pre-K skills.

Parent Engagement

Problem Statement 5: Per 2023-2024 STAAR Results, 33% of 3rd grade students scored meets grade level or above on STAAR Reading. (HB3 Goal) **Root Cause:** Teachers need support in efficiently and effectively delivering the district reading and phonics curriculum, especially for students with IEP's and students who are in their first year at Life School. Per 10/26/24 enrollment report, 27% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

Problem Statement 6: Per 2023-2024 STAAR Results, 29% of 3rd grade students scored meets grade level or above on STAAR Math. (HB3 Goal) **Root Cause:** Teachers need support in delivering the instructional standards in math especially for students who are in their first year at Life School. Per 10/28/22 enrollment report, 32.5% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

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Goal 1: Strong Academics

Performance Objective 2: Close the Opportunity Gap for Secondary Students - Develop students who are academically prepared and equipped as leaders to make wise, future-focused decisions about their college, career, or military readiness journey. (CCMR)

High Priority





HB3 Goal

Evaluation Data Sources: Increase the percentage of high school graduates who meet two or more CCMR indicators as defined by the Texas Accountability System

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide clarity of expectation through secondary instructional standards that allow for the transfer of knowledge from teacher to student.</p> <p>- Strengthen teacher instructional capacity through coordinated planning, coaching, and observation systems.</p> <p>Strategy's Expected Result/Impact: Lead: Collaborative meetings between coordinators and instructional coaches Consistent Classroom observations by coordinators Classroom management Lesson planning and internalization meetings</p> <p>Lag : EOC "Meets" scores exceed the state's change (delta) Increase LEP STAAR scores by 2% in Reading and Math from prior year</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Director of Teaching and Learning</p> <p>Dashboards: Meeting Agendas Observation logs PD Schedules Unit assessment scoreboard Student tracking sheets</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 1 - Growth and Development 8</p> <p>Funding Sources: DynEd - English language development materials/resources to promote English Learner academic achievement. (split 50/50 between 1.1 and 1.2) - 263 - Title III - 263-11-6395-000-25-00-000-820A- - \$4,000, Secondary Curriculum Coordinators - 211 - Title I - 211-13-6119-000-820A-30-00-000 - \$87,208, Secondary Curriculum Coordinators - 255 - Title II - 255-13-6119-000-820A-30-00-000 - \$87,208, Instructional Aide - LHSW - None - \$34,025.37, Network Infrastructure Equipment - None - 282-00-6639-000-805A-00-00-039 - \$1,034,901.87</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Create a CCMR-going culture through intentional messaging and student experiences. - Ensure instruction in secondary classrooms is aligned to the rigor of college entrance exams and industry-based certifications</p> <p>Strategy's Expected Result/Impact: Lead: -Provide CCMR opportunities for secondary students -Ensure College Board resources and curriculum are provided and used in AP Classes -TSTC partnership -Celebrate college acceptances, industry-based certifications, and military commitments</p> <p>Lag: -HB3 Goal - CCMR -90% of seniors earn their CCMR point by graduation -Graduation Rate -AP/SAT/TSIA scores will improve -Increase industry-based certification (IBC) scores -Increase in college acceptance</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Director of Student Services Director of Leadership CTE Manager</p> <p>Dashboards: CCMR Scoreboard</p> <p>Problem Statements: Close the Opportunity Gap - Secondary 2 Funding Sources: AVID Weekly Subscription - 288 - Title IV - 288-11-6395-000-999S-30-00-000 - \$1,980, AVID Membership Fee - 288 - Title IV - 288-11-6495-000-999S-30-00-000 - \$13,047, AVID Professional Development - 288 - Title IV - 288-13-6411-000-999S-30-00-000 - \$22,491.45, Edgenuity Aide - None - \$32,414.83, Edgenuity Licenses for Secondary Campuses - None - \$57,770, CTE Lab at LHSOC (shared expense with CTE 420) - None - \$50,000</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Enhance the classroom experience for students and teachers through an increase in and improvements to classroom technology and supplemental resources such as, but not limited to, ClassLink, Canvas, Google Classroom, Progress Learning, Edgenuity, etc..</p> <p>Strategy's Expected Result/Impact: Strategy's Expected Result/Impact: Lead: K-12 students will have access to technology in the form of Chromebooks, computer labs, and/or interactive whiteboards. K-12 students will have access to intervention software</p> <p>Lag: Increase Q02 scores Increase parent satisfaction scores related to technology.</p> <p>Staff Responsible for Monitoring: Chief Operations Officer Director of Technology</p> <p>Funding Sources: Chromebook Devices - 410 - Instructional Materials Allotment (IMA) - 410-11-6395-000-820A-11-00-000 - \$67,442.40, Chromebook Devices - 282 - ARP ESSER III - 282-11-6395-E01-805A-30-00-043 - \$134,884.80</p>	Formative			Summative
	Nov	Feb	May	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Close the Opportunity Gap - Secondary
<p>Problem Statement 1: Per the 2023-24 TAPR, 96.8% of graduates met the CCMR criteria set by the state. 74.4% met the criteria through a qualifying TSI score in both reading and math based on TSIA, SAT and/or ACT. (HB3 Goal) Root Cause: Intentional, targeted and year-long review is needed to support student success and increase college readiness.</p>
<p>Problem Statement 2: Per the 2023-24 TAPR, 96.8 % of graduates met the CCMR criteria set by the state. 14.4% met the criteria through a qualifying Advanced Placement (AP) score. Root Cause: Resources and curriculum provided by College Board are not consistently used in all AP classes to prepare students for the AP exams.</p>
Growth and Development
<p>Problem Statement 8: Per the 2023-24 TAPR, 96.8% of graduates met the CCMR criteria set by the state. 74.4% met the criteria through a qualifying TSI score in both reading and math based on TSIA, SAT and/or ACT. (HB3 Goal) Root Cause: Intentional, targeted and year-long review is needed to support student success and increase college readiness.</p>

Goal 1: Strong Academics

Performance Objective 3: Employer of Choice - Create a workplace where staff feel valued, supported, and connected to Life School's mission.


High Priority

Evaluation Data Sources: Significant increase (>.20) in the teacher mean response on Q08 (mission and purpose)
 EOY Teacher Retention Report
 Q12 Results

Strategy 1 Details	Reviews			
<p>Strategy 1: Recruit and retain teachers who care for every child's social, emotional, and educational needs and have the necessary talent to engage their hearts and minds.</p> <p>- Provide quality instruction in every classroom by recruiting and retaining qualified, experienced teachers and subs.</p> <p>Strategy's Expected Result/Impact: Lead: Targeted conversations and supports with non-certified teachers to assist them in the pathway to certification Conduct yearly interview training to ensure leaders are aligned and calibrated Seek teacher input based on years of experience on mission and purpose Tie in mission and purpose questions to Qualify of Life interviews Access grants for the recruitment of teachers such as GYO Identifying key factors that lead to teachers leaving the profession Opportunity to cultivate strong connection to the team for Years 11-15 with Life School</p> <p>Lag: Q08 (mission and purpose) scores Overall teacher retention rate Average # of years experience of new to Life School teachers</p> <p>Staff Responsible for Monitoring: Chief Talent Officer Director of Talent</p> <p>Dashboard(s): Meeting Agendas Certifications Incoming teacher years of service versus the outgoing</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 3, 4 - Employer of Choice 1, 2, 3, 4, 5 - LifeLeader 2 - Growth and Development 2, 3, 6, 7 - Parent Engagement 4, 7, 8 - Community Engagement 2</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Create a supportive and collaborative culture where teachers feel a strong sense of belonging and alignment with Life School's mission.</p> <p>- Provide meaningful engagement opportunities that build trust, foster teamwork, and affirm each teacher's purpose, identity, and role in the Life School culture</p> <p>Strategy's Expected Result/Impact: Lead: Leadership recognition of teachers that link actions to the mission Provide Strengths PLC's focused on Relationships/Team Building Mission-driven conversations included in onboarding, coaching and recognition Support lead teachers who will champion team-building and help create a culture of collaboration and belonging</p> <p>Lag: Increase in Gallup Q12 Items: - Q08-The mission or purpose of my organization makes me feel my job is important - Q09-My coworkers are committed to doing quality work Teacher retention within areas of focus (experienced, new, grade, subject)</p> <p>Staff Responsible for Monitoring: Chief Culture Officer Director of Talent Director of Leadership</p> <p>Dashboard(s): Leadership Meeting Smiles Strengths Coaching Scoreboard</p> <p>Problem Statements: Employer of Choice 1 - LifeLeader 2 - Growth and Development 2 - Parent Engagement 4 - Community Engagement 2</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Leadership team members proactively listen with the intent to understand and take action to meet the needs of teachers.</p> <ul style="list-style-type: none"> - Provide opportunities to receive meaningful input and feedback from staff through a comprehensive listening program. - Provide and communicate input and feedback opportunities and enhance leadership receptiveness to feedback. <p>Strategy's Expected Result/Impact: Lead: Enhance campus-based Q12 conversations and prioritized action Monthly 1:1 coaching sessions with principals Encourage staff to have 1:1 conversations with leaders and provide written suggestions through Let's Talk Involve the Superintendent Advisory Team in reviewing Q12 Results and Feedback</p> <p>Lag: Increase in Q07 (Input Counts) results Teacher retention</p> <p>Staff Responsible for Monitoring: Chief Culture Officer</p> <p>Dashboard(s): Meeting Agendas WDYT? Extranet Page</p> <p>Problem Statements: Employer of Choice 1, 2 - LifeLeader 2 - Growth and Development 2, 3 - Parent Engagement 4 - Community Engagement 2</p>	Formative			Summative
	Nov	Feb	May	July



Performance Objective 3 Problem Statements:

Close the Opportunity Gap - Elementary
<p>Problem Statement 3: Per 2024-2025 Core Foundational Skills Assessment results, 73.68% of kindergarten students were Tier 1 (on grade level), 20.28% were Tier 2 (some support needed), and 28.36 were Tier 3 (substantial support needed). (HB3 Goal). Root Cause: The phonics curriculum needed to be reviewed to ensure it systematically addresses phonemic awareness, phonics, and foundational reading skills. Teachers also face the challenge that many kindergarten students are coming without foundational Pre-K skills.</p>
<p>Problem Statement 4: Per 2025 EOY NWEA MAP data, the average RIT score for 1st and 2nd grade students at the end were below EOY 2029 targets. (HB3 Goal) - 2025 Data: 1st grade (168 RIT), 2nd grade (183 RIT) - 2029 Goals: 1st grade (171.4 RIT), 2nd grade (186 RIT) Root Cause: The literacy curriculum needed to be reviewed to ensure it provides comprehensive support for phonics, fluency, and comprehension.</p>
Employer of Choice
<p>Problem Statement 1: Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important. Root Cause: Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission</p>

Employer of Choice

Problem Statement 2: Per the 2023-2024 TAPR, the average years experience of teachers is 8.6, compared to the state average of 11.1. The average years experience of teachers with the district is 4.2, compared to the state average of 6.9. **Root Cause:** Teacher growth and development within our school district lacks an intentional framework for providing differentiated and targeted support at various levels. Without a framework, we are limited in our ability to address specific professional needs, inhibiting the overall effectiveness of our educators and, consequently, impacting student learning outcomes.

Problem Statement 3: As of April 2025, 81% (294 out of 364) of Life School teachers are certified. **Root Cause:** The teacher job market is saturated and it is difficult to recruit certified teachers. Once hired, uncertified teachers have difficulty finding the time and energy to complete certification requirements.

Problem Statement 4: Per 2024-2025 Core Foundational Skills Assessment results, 73.68% of kindergarten students were Tier 1 (on grade level), 20.28% were Tier 2 (some support needed), and 28.36 were Tier 3 (substantial support needed). (HB3 Goal). **Root Cause:** The phonics curriculum needed to be reviewed to ensure it systematically addresses phonemic awareness, phonics, and foundational reading skills. Teachers also face the challenge that many kindergarten students are coming without foundational Pre-K skills.

Problem Statement 5: Per 2025 EOY NWEA MAP data, the average RIT score for 1st and 2nd grade students at the end were below EOY 2029 targets. (HB3 Goal) - 2025 Data: 1st grade (168 RIT), 2nd grade (183 RIT) - 2029 Goals: 1st grade (171.4 RIT), 2nd grade (186 RIT) **Root Cause:** The literacy curriculum needed to be reviewed to ensure it provides comprehensive support for phonics, fluency, and comprehension.

LifeLeader

Problem Statement 2: Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important. **Root Cause:** Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission

Growth and Development

Problem Statement 2: Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important. **Root Cause:** Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission

Problem Statement 3: Per the 2023-2024 TAPR, the average years experience of teachers is 8.6, compared to the state average of 11.1. The average years experience of teachers with the district is 4.2, compared to the state average of 6.9. **Root Cause:** Teacher growth and development within our school district lacks an intentional framework for providing differentiated and targeted support at various levels. Without a framework, we are limited in our ability to address specific professional needs, inhibiting the overall effectiveness of our educators and, consequently, impacting student learning outcomes.

Problem Statement 6: Per 2025 EOY NWEA MAP data, the average RIT score for 1st and 2nd grade students at the end were below EOY 2029 targets. (HB3 Goal) - 2025 Data: 1st grade (168 RIT), 2nd grade (183 RIT) - 2029 Goals: 1st grade (171.4 RIT), 2nd grade (186 RIT) **Root Cause:** The literacy curriculum needed to be reviewed to ensure it provides comprehensive support for phonics, fluency, and comprehension.

Problem Statement 7: Per 2024-2025 Core Foundational Skills Assessment results, 73.68% of kindergarten students were Tier 1 (on grade level), 20.28% were Tier 2 (some support needed), and 28.36 were Tier 3 (substantial support needed). (HB3 Goal). **Root Cause:** The phonics curriculum needed to be reviewed to ensure it systematically addresses phonemic awareness, phonics, and foundational reading skills. Teachers also face the challenge that many kindergarten students are coming without foundational Pre-K skills.

Parent Engagement

Problem Statement 4: Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important. **Root Cause:** Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission

Parent Engagement

Problem Statement 7: Per 2024-2025 Core Foundational Skills Assessment results, 73.68% of kindergarten students were Tier 1 (on grade level), 20.28% were Tier 2 (some support needed), and 28.36 were Tier 3 (substantial support needed). (HB3 Goal). **Root Cause:** The phonics curriculum needed to be reviewed to ensure it systematically addresses phonemic awareness, phonics, and foundational reading skills. Teachers also face the challenge that many kindergarten students are coming without foundational Pre-K skills.

Problem Statement 8: Per 2025 EOY NWEA MAP data, the average RIT score for 1st and 2nd grade students at the end were below EOY 2029 targets. (HB3 Goal) - 2025 Data: 1st grade (168 RIT), 2nd grade (183 RIT) - 2029 Goals: 1st grade (171.4 RIT), 2nd grade (186 RIT) **Root Cause:** The literacy curriculum needed to be reviewed to ensure it provides comprehensive support for phonics, fluency, and comprehension.

Community Engagement

Problem Statement 2: Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important. **Root Cause:** Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission

Goal 1: Strong Academics

Performance Objective 4: School of Choice - Provide an exceptional school experience that builds trust and inspires families to choose and stay with Life School.

High Priority





Evaluation Data Sources: Student Re-enrollment Rate of 96% for Spring 2026 and Realized Re-enrollment Rate of 85% for Fall 2026
 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: Connect with parents and provide the necessary support for each student to be a successful LifeLeader. - Proactively nurture K-2 families through the enrollment cycle, including assisting with student applications and documents, inviting them to campus, personalized touchpoints, etc.</p> <p>Strategy's Expected Result/Impact: Lead: -Identify best practices related to kinder round-up, orientation, family nights, etc. for K-2 families -Proactive enrollment communication from Enrollment Liaisons to Life School families including email, text, and personal phone calls. -Promotion of campus visit opportunities - campus tours, Family nights, open houses, etc. -Enrollment Liaison monthly touchpoints with new families through their first year</p> <p>Lag: First day of school enrollment numbers and attendance rate Re-enrollment Rate Retention rate throughout the school year Monitor Kinder Round Up attendance year over year</p> <p>Staff Responsible for Monitoring: Chief Development Officer Director of Enrollment and Outreach Director of Leadership</p> <p>Dashboard(s): Meeting Agendas Enrollment Reports</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 3 - Employer of Choice 4 - Growth and Development 7 - Parent Engagement 7</p>	Formative			Summative
	Nov	Feb	May	July
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Strategy 2 Details	Reviews			
<p>Strategy 2: Create alignment with elementary parents by simplifying expectations through the LifeLeader Partnership Agreement.</p> <p>- Provide communication and experiences to enhance parent-teacher collaboration.</p> <p>Strategy's Expected Result/Impact: Lead: Create series of parenting sessions (in-person and recorded) for key components of the LifeLeader Partnership Agreement</p> <p>Lag: Parent Attendance / Link Clicks for parent sessions Re-enrollment rate</p> <p>Staff Responsible for Monitoring: Chief Culture Officer Director of Leadership</p> <p>Dashboard(s): 1.4.2 Task List Campus and District Newsletters</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2, 3, 5 - Close the Opportunity Gap - Secondary 3 - Employer of Choice 4 - School of Choice 1, 3, 4 - LifeLeader 1 - Growth and Development 1, 4, 5, 7 - Parent Engagement 1, 3, 5, 6, 7</p> <p>Funding Sources: Parent Involvement Reservation - 211 - Title I - 211-61-6399-000-820A-30-00-000 - \$18,102.16, Foster/ Homeless Reservation - 211 - Title I - 211-61-6399-000-820A-30-00-000 - \$200, Canvas Learning Management System - None - \$28,295, E-Rate IT Infrastructure Upgrade - None - \$1,176,916, Nurse Therapy Couch - None - \$689, Technology Replacements - None - \$400,000, K12 Insight (Parent Engagement/Communication Tool) - None - \$31,682, Google Workspace - None - \$27,440, Classlink - None - \$19,906</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Partner with parents to cultivate the LifeLeader attribute of Citizenship by ensuring students are actively participating in school.</p> <ul style="list-style-type: none"> - Provide information and resources for parents to monitor grades and attendance. - Create messaging, training videos, etc that can be delivered through Parent Square communication and at parent events. <p>Strategy's Expected Result/Impact: Lead: Parent Square communication for student grades and attendance Parent Square training provided to parents Calls to parents Schedules will be developed to meet the needs of each student as a part of Pregnancy Related Services (PRS)</p> <p>Lag: Improve monthly use of the Parent Square Improve number of parents actively using Parent Square Improve ADA</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Director of Academic Systems</p> <p>Dashboard: Percentage of parents using Parent Square Analytics used to determine how parents are using Parent Square</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 5 - Close the Opportunity Gap - Secondary 3 - School of Choice 3 - Parent Engagement 3</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Train and monitor Emergency Operations Plan (EOP) to fulfill operational and state requirements.</p> <ul style="list-style-type: none"> -Continuous monitoring of EOP document -Amendments reviewed by Safety & Security Committee and approved by Life School Board of Directors -Continue to foster partnerships with emergency responders from each municipality -Continue to train administrative staff in order for them to train campus staff -Monitor required campus drills throughout the school year -Continuous review and implementation of state requirements <p>Strategy's Expected Result/Impact: Lead: Monthly staff safety communication Monthly training provided to staff and students (drills) Meet with emergency responders for each campus Provide continuous training on Raptor Emergency Management Software Complete weekly Exterior Door Safety Audit Tracker report Communicate at least monthly with administrative staff regarding audit/safety expectations</p> <p>Lag: Improve results of TEA/Texas School Safety Center Exterior Door Safety Audit Increase the percentage of parents who strongly agree to "My student feels safe at school"</p> <p>Staff Responsible for Monitoring: Chief Operations Officer Director of Operations Safety & Transportation Coordinator</p> <p>Funding Sources: Raptor Technologies Emergency Management - 429 - School Safety and Security Grant - 429-52-6395-SST-810A-99-00-000 - \$14,400, Aerowave Technology - campus radios - 429 - School Safety and Security Grant - \$43,372, CMC - access control & cameras - 429 - School Safety and Security Grant - \$108,845, Redline Integration - Exterior/Interior Door and Hardware - 429 - School Safety and Security Grant - \$31,586.76, Classroom Phones for LSOC, LSCH, LSRO, LMSW, LHWS - 429 - TCLAS GR - 429-52-6395-SAF-810A-99-00-000 - \$49,980</p>	Formative			Summative
	Nov	Feb	May	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 4 Problem Statements:

Close the Opportunity Gap - Elementary
<p>Problem Statement 1: Per 2023-2024 STAAR Results, 33% of 3rd grade students scored meets grade level or above on STAAR Reading. (HB3 Goal) Root Cause: Teachers need support in efficiently and effectively delivering the district reading and phonics curriculum, especially for students with IEP's and students who are in their first year at Life School. Per 10/26/24 enrollment report, 27% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.</p>

Close the Opportunity Gap - Elementary

Problem Statement 2: Per 2023-2024 STAAR Results, 29% of 3rd grade students scored meets grade level or above on STAAR Math. (HB3 Goal) **Root Cause:** Teachers need support in delivering the instructional standards in math especially for students who are in their first year at Life School. Per 10/28/22 enrollment report, 32.5% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

Problem Statement 3: Per 2024-2025 Core Foundational Skills Assessment results, 73.68% of kindergarten students were Tier 1 (on grade level), 20.28% were Tier 2 (some support needed), and 28.36 were Tier 3 (substantial support needed). (HB3 Goal). **Root Cause:** The phonics curriculum needed to be reviewed to ensure it systematically addresses phonemic awareness, phonics, and foundational reading skills. Teachers also face the challenge that many kindergarten students are coming without foundational Pre-K skills.

Problem Statement 5: As of May 8, 2025, year-to-date average daily attendance (ADA) was 94.31%. **Root Cause:** There is a significant number of students who have missed over 10 days of instruction during the school year which is negatively impacting the overall ADA percentage, however, ADA has shown improvement over the last few years.

Close the Opportunity Gap - Secondary

Problem Statement 3: As of May 8, 2025, year-to-date average daily attendance (ADA) was 94.31%. **Root Cause:** There is a significant number of students who have missed over 10 days of instruction during the school year which is negatively impacting the overall ADA percentage, however, ADA has shown improvement over the last few years.

Employer of Choice

Problem Statement 4: Per 2024-2025 Core Foundational Skills Assessment results, 73.68% of kindergarten students were Tier 1 (on grade level), 20.28% were Tier 2 (some support needed), and 28.36 were Tier 3 (substantial support needed). (HB3 Goal). **Root Cause:** The phonics curriculum needed to be reviewed to ensure it systematically addresses phonemic awareness, phonics, and foundational reading skills. Teachers also face the challenge that many kindergarten students are coming without foundational Pre-K skills.

School of Choice

Problem Statement 1: As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%. **Root Cause:** Ongoing communication is needed throughout the enrollment process as well as providing communication and support for parents throughout the school year.

Problem Statement 3: As of May 8, 2025, year-to-date average daily attendance (ADA) was 94.31%. **Root Cause:** There is a significant number of students who have missed over 10 days of instruction during the school year which is negatively impacting the overall ADA percentage, however, ADA has shown improvement over the last few years.

Problem Statement 4: Per 2023-2024 STAAR Results, 33% of 3rd grade students scored meets grade level or above on STAAR Reading. (HB3 Goal) **Root Cause:** Teachers need support in efficiently and effectively delivering the district reading and phonics curriculum, especially for students with IEP's and students who are in their first year at Life School. Per 10/26/24 enrollment report, 27% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

LifeLeader

Problem Statement 1: As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%. **Root Cause:** Ongoing communication is needed throughout the enrollment process as well as providing communication and support for parents throughout the school year.

Growth and Development

Problem Statement 1: As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%. **Root Cause:** Ongoing communication is needed throughout the enrollment process as well as providing communication and support for parents throughout the school year.

Problem Statement 4: Per 2023-2024 STAAR Results, 33% of 3rd grade students scored meets grade level or above on STAAR Reading. (HB3 Goal) **Root Cause:** Teachers need support in efficiently and effectively delivering the district reading and phonics curriculum, especially for students with IEP's and students who are in their first year at Life School. Per 10/26/24 enrollment report, 27% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

Growth and Development

Problem Statement 5: Per 2023-2024 STAAR Results, 29% of 3rd grade students scored meets grade level or above on STAAR Math. (HB3 Goal) **Root Cause:** Teachers need support in delivering the instructional standards in math especially for students who are in their first year at Life School. Per 10/28/22 enrollment report, 32.5% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

Problem Statement 7: Per 2024-2025 Core Foundational Skills Assessment results, 73.68% of kindergarten students were Tier 1 (on grade level), 20.28% were Tier 2 (some support needed), and 28.36 were Tier 3 (substantial support needed). (HB3 Goal). **Root Cause:** The phonics curriculum needed to be reviewed to ensure it systematically addresses phonemic awareness, phonics, and foundational reading skills. Teachers also face the challenge that many kindergarten students are coming without foundational Pre-K skills.

Parent Engagement

Problem Statement 1: As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%. **Root Cause:** Ongoing communication is needed throughout the enrollment process as well as providing communication and support for parents throughout the school year.

Problem Statement 3: As of May 8, 2025, year-to-date average daily attendance (ADA) was 94.31%. **Root Cause:** There is a significant number of students who have missed over 10 days of instruction during the school year which is negatively impacting the overall ADA percentage, however, ADA has shown improvement over the last few years.

Problem Statement 5: Per 2023-2024 STAAR Results, 33% of 3rd grade students scored meets grade level or above on STAAR Reading. (HB3 Goal) **Root Cause:** Teachers need support in efficiently and effectively delivering the district reading and phonics curriculum, especially for students with IEP's and students who are in their first year at Life School. Per 10/26/24 enrollment report, 27% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

Problem Statement 6: Per 2023-2024 STAAR Results, 29% of 3rd grade students scored meets grade level or above on STAAR Math. (HB3 Goal) **Root Cause:** Teachers need support in delivering the instructional standards in math especially for students who are in their first year at Life School. Per 10/28/22 enrollment report, 32.5% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

Problem Statement 7: Per 2024-2025 Core Foundational Skills Assessment results, 73.68% of kindergarten students were Tier 1 (on grade level), 20.28% were Tier 2 (some support needed), and 28.36 were Tier 3 (substantial support needed). (HB3 Goal). **Root Cause:** The phonics curriculum needed to be reviewed to ensure it systematically addresses phonemic awareness, phonics, and foundational reading skills. Teachers also face the challenge that many kindergarten students are coming without foundational Pre-K skills.

Goal 2: Character Training





Performance Objective 1: Build character and leadership in students through consistent modeling, language, and recognition.

Evaluation Data Sources: Close the Opportunity Gap - Academic Accountability
 Employer of Choice - Teacher mean response on Q08 (mission and purpose)
 School of Choice - Student Re-Enrollment/Enrollment

Strategy 1 Details	Reviews			
<p>Strategy 1: Integrate LifeLeader into daily activities. -Provide LifeLeader posters, materials and resources needed for staff to refer to during daily instruction and in parent communication</p> <p>Strategy's Expected Result/Impact: Lead: Promotional materials for elementary LifeLeader school rules Create academic posters aligned to our mission/brand (LifeLeader) Create alignment and visuals for Life School Behavior Expectations at secondary campuses</p> <p>Lag: Q08 - Mission and Purpose</p> <p>Staff Responsible for Monitoring: Chief Culture Officer Director of Student Services</p> <p>Dashboard(s): LifeLeader Walkthrough Scoreboard Number of classrooms with LifeLeader language represented on walls</p> <p>Problem Statements: Employer of Choice 1 - School of Choice 1 - LifeLeader 1, 2 - Growth and Development 1, 2 - Parent Engagement 1, 4 - Community Engagement 2</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Integrate LifeLeader attributes when recognizing staff, students, parents, and the community. -Provide opportunities for parents to recognize teachers and for teachers to recognize parents.</p> <p>Strategy's Expected Result/Impact: Lead: Provide systems for parents to recognize teachers. Campus newsletters highlight parents who are engaged with the school</p> <p>Lag: Number of parent submissions Increase Q04 (Recognition/Praise) results Increase Q08 (Mission/Purpose) results</p> <p>Staff Responsible for Monitoring: Chief Development Officer</p> <p>Evidence/Dashboard(s): Social Media District and Campus Newsletters</p> <p>Problem Statements: Employer of Choice 1 - LifeLeader 2 - Growth and Development 2 - Parent Engagement 4 - Community Engagement 2</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Enhance the Life Habits comprehensive program including Classroom Management, PBIS and SEB curriculum - Intentional communication with teachers, students and parents regarding Life Habits and the LifeLeader School Rules (Behavior Matrix)</p> <p>Strategy's Expected Result/Impact: Lead: Provide continued messaging regarding the purpose of InFocus Lessons (LifeLeader Family Night) Walkthroughs to celebrate students who are exemplifying the School Rules Walkthroughs to support teachers with Life Habits District Training and Support for campuses in implementing campus-wide PBIS, SEB, and classroom management Strategic support for teachers based on area of need -Classroom Management -PBIS -Life Habits Time (In Focus) training to deepen teacher knowledge of the curriculum Partner with principals and assistant principals to align messaging and priorities for Life Habits and School Rules</p> <p>Lag: Q08 (mission and purpose) scores Teacher survey results on overall wellbeing Parent survey results - Life School's LifeLeader program is preparing my student(s) with leadership skills</p> <p>Staff Responsible for Monitoring: Chief Culture Officer Director of Student Services</p> <p>Evidence: Life Habits Website PD Agendas for PBIS and SEB Campus Daily Schedule</p> <p>Problem Statements: Employer of Choice 1 - LifeLeader 2 - Growth and Development 2 - Parent Engagement 4 - Community Engagement 2</p>	Formative			Summative
	Nov	Feb	May	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Employer of Choice
<p>Problem Statement 1: Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important. Root Cause: Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission</p>

School of Choice

Problem Statement 1: As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%. **Root Cause:** Ongoing communication is needed throughout the enrollment process as well as providing communication and support for parents throughout the school year.

LifeLeader

Problem Statement 1: As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%. **Root Cause:** Ongoing communication is needed throughout the enrollment process as well as providing communication and support for parents throughout the school year.

Problem Statement 2: Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important. **Root Cause:** Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission

Growth and Development

Problem Statement 1: As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%. **Root Cause:** Ongoing communication is needed throughout the enrollment process as well as providing communication and support for parents throughout the school year.

Problem Statement 2: Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important. **Root Cause:** Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission

Parent Engagement

Problem Statement 1: As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%. **Root Cause:** Ongoing communication is needed throughout the enrollment process as well as providing communication and support for parents throughout the school year.

Problem Statement 4: Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important. **Root Cause:** Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission

Community Engagement

Problem Statement 2: Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important. **Root Cause:** Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission





Goal 2: Character Training

Performance Objective 2: Growth and Development - Invest in student and staff growth through personalized support, leadership development, and high-quality learning opportunities.

Evaluation Data Sources: Close the Opportunity Gap - Academic Accountability
 Employer of Choice - Teacher mean response on Q08 (mission and purpose)
 School of Choice - Student Re-Enrollment/Enrollment

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for students to grow as individuals based on their strengths and interests while building meaningful relationships. -Understand the unique needs of students and provide appropriate support for success.</p> <p>Strategy's Expected Result/Impact: Lead: Student-Athlete Success Plan Special Education Support Advanced Academic Opportunities</p> <p>Lag: % of students academically eligible for extra-curricular participation Parent Satisfaction Survey - Academic Preparation and Opportunities for students</p> <p>Staff Responsible for Monitoring: Chief Culture Officer Director of Athletics Director of Special Education Director of Student Services</p> <p>Dashboard(s): Athletic Eligibility Scoreboard and Character Lessons Student Connection Scoreboard</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 5 - Close the Opportunity Gap - Secondary 3 - School of Choice 1, 3 - LifeLeader 1 - Growth and Development 1 - Parent Engagement 1, 3</p> <p>Funding Sources: Tutoring / Interventions - None - \$150,000, Summer School - None - \$100,000, Counselors and Aide - None - \$1,076,274.85</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide individualized personal/professional development and growth opportunities for staff. -Provide intentional professional development for staff to obtain/maintain certifications and meet individualized growth needs</p> <p>Strategy's Expected Result/Impact: Lead: Differentiated PD Schedule Partner with experienced teachers to deliver district-level PD</p> <p>Lag: Increase Q06 scores (Someone at work encourages my development)</p> <p>Staff Responsible for Monitoring: Chief Academic Officer Chief Talent Officer Director of Leadership Director of Teaching and Learning</p> <p>Dashboard(s): PD Calendar/Offerings</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2 - Employer of Choice 1, 2 - School of Choice 4 - LifeLeader 2 - Growth and Development 2, 3, 4, 5 - Parent Engagement 4, 5, 6 - Community Engagement 2</p> <p>Funding Sources: Region 10 - Regional Cooperative Services (Instructional Practices Package) - 211 - Title I - 211-13-6239-000-820A-30-00-000 - \$12,000, Region 10 - Advanced Academics (GT Package) - 211 - Title I - 211-13-6239-000-820A-30-00-000 - \$3,500, Contracted Services - PD - 255 - Title II - 255-13-6299-000-820A-30-00-000 - \$4,500, Misc. PD Supplies - 255 - Title II - 255-13-6399-000-820A-30-00-000 - \$1,830, Staff Development Trainings - 255 - Title II - 255-13-6411-000-820A-30-00-000 - \$6,501.51, District Instructional Coaches (ELAR, Math, BE/ESL) - None - \$258,807.13</p>	Formative			Summative
	Nov	Feb	May	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 2 Problem Statements:

Close the Opportunity Gap - Elementary
<p>Problem Statement 1: Per 2023-2024 STAAR Results, 33% of 3rd grade students scored meets grade level or above on STAAR Reading. (HB3 Goal) Root Cause: Teachers need support in efficiently and effectively delivering the district reading and phonics curriculum, especially for students with IEP's and students who are in their first year at Life School. Per 10/26/24 enrollment report, 27% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.</p> <p>Problem Statement 2: Per 2023-2024 STAAR Results, 29% of 3rd grade students scored meets grade level or above on STAAR Math. (HB3 Goal) Root Cause: Teachers need support in delivering the instructional standards in math especially for students who are in their first year at Life School. Per 10/28/22 enrollment report, 32.5% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.</p>

Close the Opportunity Gap - Elementary

Problem Statement 5: As of May 8, 2025, year-to-date average daily attendance (ADA) was 94.31%. **Root Cause:** There is a significant number of students who have missed over 10 days of instruction during the school year which is negatively impacting the overall ADA percentage, however, ADA has shown improvement over the last few years.

Close the Opportunity Gap - Secondary

Problem Statement 3: As of May 8, 2025, year-to-date average daily attendance (ADA) was 94.31%. **Root Cause:** There is a significant number of students who have missed over 10 days of instruction during the school year which is negatively impacting the overall ADA percentage, however, ADA has shown improvement over the last few years.

Employer of Choice

Problem Statement 1: Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important. **Root Cause:** Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission

Problem Statement 2: Per the 2023-2024 TAPR, the average years experience of teachers is 8.6, compared to the state average of 11.1. The average years experience of teachers with the district is 4.2, compared to the state average of 6.9. **Root Cause:** Teacher growth and development within our school district lacks an intentional framework for providing differentiated and targeted support at various levels. Without a framework, we are limited in our ability to address specific professional needs, inhibiting the overall effectiveness of our educators and, consequently, impacting student learning outcomes.

School of Choice

Problem Statement 1: As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%. **Root Cause:** Ongoing communication is needed throughout the enrollment process as well as providing communication and support for parents throughout the school year.

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Problem Statement 4: Per 2023-2024 STAAR Results, 33% of 3rd grade students scored meets grade level or above on STAAR Reading. (HB3 Goal) **Root Cause:** Teachers need support in efficiently and effectively delivering the district reading and phonics curriculum, especially for students with IEP's and students who are in their first year at Life School. Per 10/26/24 enrollment report, 27% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

LifeLeader

Problem Statement 1: As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%. **Root Cause:** Ongoing communication is needed throughout the enrollment process as well as providing communication and support for parents throughout the school year.

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Growth and Development

Problem Statement 1: As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%. **Root Cause:** Ongoing communication is needed throughout the enrollment process as well as providing communication and support for parents throughout the school year.

Growth and Development

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Problem Statement 4: Per 2023-2024 STAAR Results, 33% of 3rd grade students scored meets grade level or above on STAAR Reading. (HB3 Goal) **Root Cause:** Teachers need support in efficiently and effectively delivering the district reading and phonics curriculum, especially for students with IEP's and students who are in their first year at Life School. Per 10/26/24 enrollment report, 27% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

Problem Statement 5: Per 2023-2024 STAAR Results, 29% of 3rd grade students scored meets grade level or above on STAAR Math. (HB3 Goal) **Root Cause:** Teachers need support in delivering the instructional standards in math especially for students who are in their first year at Life School. Per 10/28/22 enrollment report, 32.5% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

Parent Engagement

Problem Statement 1: As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%. **Root Cause:** Ongoing communication is needed throughout the enrollment process as well as providing communication and support for parents throughout the school year.

Problem Statement 3: As of May 8, 2025, year-to-date average daily attendance (ADA) was 94.31%. **Root Cause:** There is a significant number of students who have missed over 10 days of instruction during the school year which is negatively impacting the overall ADA percentage, however, ADA has shown improvement over the last few years.

Problem Statement 4: Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important. **Root Cause:** Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission

Problem Statement 5: Per 2023-2024 STAAR Results, 33% of 3rd grade students scored meets grade level or above on STAAR Reading. (HB3 Goal) **Root Cause:** Teachers need support in efficiently and effectively delivering the district reading and phonics curriculum, especially for students with IEP's and students who are in their first year at Life School. Per 10/26/24 enrollment report, 27% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

Problem Statement 6: Per 2023-2024 STAAR Results, 29% of 3rd grade students scored meets grade level or above on STAAR Math. (HB3 Goal) **Root Cause:** Teachers need support in delivering the instructional standards in math especially for students who are in their first year at Life School. Per 10/28/22 enrollment report, 32.5% of 3rd grade students were new to Life School and we do not have sufficient information regarding their needs at the beginning of the year.

Community Engagement

Problem Statement 2: Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important. **Root Cause:** Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission


Goal 3: Partnerships with Parents and the Community

Performance Objective 1: Parent Engagement - Empower and Engage Parents as Partners in Education to Strengthen Student Success

Evaluation Data Sources: Close the Opportunity Gap - Academic Accountability
 Employer of Choice - Teacher mean response on Q08 (mission and purpose)
 School of Choice - Student Re-Enrollment/Enrollment

Strategy 1 Details	Reviews			
<p>Strategy 1: Use a strategic approach to parenting events to align opportunities across all campuses and with district objectives. -Enhance LifeLeader Family Nights and expand access to parent learning experiences.</p> <p>Strategy's Expected Result/Impact: Lead: Redesign Family Night format to include interactive stations, student-led components, and hands-on learning Pilot and record short, accessible parent learning sessions focused on leadership, character, and academic support Share best practices with staff and families to promote consistency and maximize impact Offer flexible options (e.g., in-person, on-demand, take-home activities) to accommodate diverse family needs</p> <p>Lag: -Increased family attendance and participation at LifeLeader Family Nights -Number of families accessing recorded or catalog-based opportunities -Stronger family-school partnerships observed through student growth and behavior. -Positive parent feedback on relevance and engagement of sessions -Parent survey results: Life School's LifeLeader program is preparing my student(s) with leadership skills.</p> <p>Staff Responsible for Monitoring: Chief Culture Officer Director of Leadership</p> <p>Dashboard(s): Agendas for AP Meetings 3.1 Dashboard</p> <p>Problem Statements: School of Choice 1, 2 - LifeLeader 1 - Growth and Development 1 - Parent Engagement 1, 2 - Community Engagement 1</p> <p>Funding Sources: Take Home Materials for Life Habits Family Nights at Campuses - 211 - Title I - 211-61-6399 - \$1,000, Parenting Resources for Families - 211 - Title I - \$5,200, Take Home Materials for District Parent Nights - 211 - Title I - \$5,000</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Cultivate meaningful connections with parents through the Partners for Life parent organization.</p> <p>- Create a Comprehensive Parent Engagement Program that recognizes and rewards active participation.</p> <p>Strategy's Expected Result/Impact: Lead: Define participation expectations and criteria aligned with academic goals Develop a user-friendly tracking system Identify and secure incentives (e.g., school-branded merchandise, event access, public recognition) Provide regular communication and progress updates to families Celebrate and showcase top-engaged families each quarter and annually</p> <p>Lag: -Higher attendance at school events and parent-teacher conferences. -Improved student outcomes linked to family engagement. -Parent participation in Partners for Life Program</p> <p>Staff Responsible for Monitoring: Chief Culture Officer Director of Leadership Director of Academic Systems</p> <p>Dashboard(s): 3.1 Dashboard Partners for Life Agenda Item at COM and AP Meetings</p> <p>Funding Sources: Parent Square - 211 - Title I - 211-61-6395-000-826A-30-00-000</p>	Formative			Summative
	Nov	Feb	May	July



Performance Objective 1 Problem Statements:

School of Choice
<p>Problem Statement 1: As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%. Root Cause: Ongoing communication is needed throughout the enrollment process as well as providing communication and support for parents throughout the school year.</p>
<p>Problem Statement 2: As of October 31, 2024, enrollment was 5,742 with a building capacity of 6,875. Enrollment to Building Capacity was at 83.5% as a district, with building capacity for an additional 1,033 students. By being below our building capacity, we are losing about \$10.33 million in potential revenue based on \$10,000 per student. Root Cause : Parents have many school options. Continued messaging and opportunities are needed to share the educational experience available at Life School.</p>
LifeLeader
<p>Problem Statement 1: As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%. Root Cause: Ongoing communication is needed throughout the enrollment process as well as providing communication and support for parents throughout the school year.</p>

Growth and Development

Problem Statement 1: As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%. **Root Cause:** Ongoing communication is needed throughout the enrollment process as well as providing communication and support for parents throughout the school year.

Parent Engagement

Problem Statement 1: As of October 31, 2024, realized re-enrollment for 2024-2025 was 82.7%. The initial re-enrollment rate for 2024-2025 based on forms submitted in February 2024 was 92.7%. **Root Cause:** Ongoing communication is needed throughout the enrollment process as well as providing communication and support for parents throughout the school year.

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Community Engagement

Problem Statement 1: As of October 31, 2024, enrollment was 5,742 with a building capacity of 6,875. Enrollment to Building Capacity was at 83.5% as a district, with building capacity for an additional 1,033 students. By being below our building capacity, we are losing about \$10.33 million in potential revenue based on \$10,000 per student. **Root Cause** : Parents have many school options. Continued messaging and opportunities are needed to share the educational experience available at Life School.


Goal 3: Partnerships with Parents and the Community

Performance Objective 2: Community Engagement - Strengthen community partnerships to expand student opportunities and increase support for Life School.

Evaluation Data Sources: Close the Opportunity Gap - Academic Accountability
 Employer of Choice - Teacher mean response on Q08 (mission and purpose)
 School of Choice - Student Re-Enrollment/Enrollment

Strategy 1 Details	Reviews			
<p>Strategy 1: Cultivate Life School community ambassadors by creating opportunities for community partners to engage. - Business and community partners will be established for each campus. Partners will be informed of campus activities and given opportunities to provide volunteer support, resources, and expertise.</p> <p>Strategy's Expected Result/Impact: Lead: Partnerships established for each campus Number of Life School events posted for community participation</p> <p>Lag: Number of volunteers recruited who participate in a Life School event. Number of Volunteers recruited to participate in Mentors Care at LHSOC (Raptor) Number of community partners assigned to each campus.</p> <p>Staff Responsible for Monitoring: Chief Development Officer</p> <p>Dashboard(s): 3.2 Dashboard</p> <p>Problem Statements: Employer of Choice 1 - School of Choice 2 - LifeLeader 2 - Growth and Development 2 - Parent Engagement 2, 4 - Community Engagement 1, 2</p> <p>Funding Sources: Mentors Care - LSOCS - 199 - General Fund - \$50,000</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Identify and collect campus and district needs for fund development (fundraising/grant writing) purposes. - Life School leadership and teachers are encouraged to share campus and district needs with the Development office. The list of needs is shared with grant writers, the Life School Education Foundation board, budget decision-makers, business and community partners, and others who may have the ability to address the need.</p> <p>Strategy's Expected Result/Impact: Lead: Number of district/campus needs collected Number of grants submitted</p> <p>Lag: Amount of grants received</p> <p>Staff Responsible for Monitoring: Chief Development Officer</p> <p>Dashboard(s): 3.2 Dashboard</p> <p>Problem Statements: Employer of Choice 1 - LifeLeader 2 - Growth and Development 2 - Parent Engagement 4 - Community Engagement 2</p>	Formative			Summative
	Nov	Feb	May	July



Performance Objective 2 Problem Statements:

Employer of Choice
<p>Problem Statement 1: Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important. Root Cause: Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission</p>
School of Choice
<p>Problem Statement 2: As of October 31, 2024, enrollment was 5,742 with a building capacity of 6,875. Enrollment to Building Capacity was at 83.5% as a district, with building capacity for an additional 1,033 students. By being below our building capacity, we are losing about \$10.33 million in potential revenue based on \$10,000 per student. Root Cause : Parents have many school options. Continued messaging and opportunities are needed to share the educational experience available at Life School.</p>
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Growth and Development

Problem Statement 2: Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important. **Root Cause:** Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission

Parent Engagement

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Problem Statement 4: Per Spring 2025 Q12 Survey Results, 44% of elementary teachers and 50% of secondary teachers strongly agree that the mission and purpose of the organization makes them feel their job is important. **Root Cause:** Many teachers experience burnout and stress, which can significantly affect their perception of their job's importance. Factors contributing to burnout include high workloads, insufficient resources, lack of autonomy, and challenging student behaviors. These stressors can lead teachers to feel overwhelmed and undervalued, impacting their connection to the organizational mission

Community Engagement

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Assurances

Statutorily Required Assurances

The LEA Plan must include assurances that the LEA will:

1. Ensure migratory children and formerly migratory children eligible to receive services are selected to receive services on the same basis as other children [Section 1112(c)(1)].
2. Provide services to eligible children attending private schools in accordance with section 1117, and timely and meaningful consultation with private school officials [Section 1112(c)(2)].
3. Participate, if selected, in the National Assessment of Educational Progress in reading and math in grades 4 and 8 [Section 1112(c)(3)].
4. Coordinate and integrate services with other English learners, children with disabilities, migratory children, American Indian, Alaska Native, and Native Hawaiian children, and homeless children and youths to increase program effectiveness, eliminate duplication, and reduce fragmentation [Section 1112(c)(4)].
5. Collaborate with State or local child welfare agency to—
 - Designate a point of contact if the corresponding child welfare notifies the LEA, in writing, that the agency has designated an employee to serve as a point of contact for the LEA;
 - Develop and implement clear written procedures governing how transportation to maintain children in foster care in their school of origin (when in their best interest) will be provided, arranged, and funded for the duration of the time in foster care. [Section 1112(c)(5)]. (For details of what these procedures must ensure, see Children in Foster Care.)
6. Ensure all teachers and paraprofessionals working in Title I, Part A, supported programs meet applicable State certification and licensure requirements [Section 1112(c)(6)].
7. For LEAs using Title I, Part A funds to provide early childhood education services to low-income children, ensure that services comply with performance standards of the Head Start Act [Section 1112(c)(7)].
8. Notify the parents of each student attending any school receiving Title I, Part A funds of the Parents' Right-To-Know [Section 1112(e)(1)].
9. Notify the parents of each student attending any school receiving Title I, Part A funds of Testing Transparency [Section 1112(e)(2)].
10. Implement an effective means of outreach to parents of English learners [Section 1112(e)(3)(C)].

Signature indicates the 10 assurances are included in the LEA Plan Signature of Assurance