

Life School

Life School Oak Cliff Elementary

2025-2026 Campus Improvement Plan



Mission Statement

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

Vision

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

Values

Build Trust

Value People

Continuous Improvement

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Comprehensive Needs Assessment

Close the Opportunity Gap - Elementary

Close the Opportunity Gap - Elementary Summary

Reading on grade level by the end of 3rd grade has been shown to be a predictor of improved learning and life outcomes. Reading on grade level is essential for closing the opportunity gap for our students. At this age students are transitioning from learning to read to reading to learn, and we need our students to be ready for their required course content. Due to students reading below 3rd grade level by 3rd grade causes our students in 4th-6th grade difficulties on reading and writing assessments.

Close the Opportunity Gap - Elementary Strengths

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

Problem Statements Identifying Close the Opportunity Gap - Elementary Needs

Problem Statement 1 (Prioritized): As of January 2025, % of the total K-3rd students are reading at the Meets Level, according to the Developmental Assessment.

Root Cause: Teachers are challenged with moving students up in levels throughout the year. Teachers need continuing professional development in MTSS and progress monitoring. Tracking software is needed for monitoring of student progress in MTSS.

Problem Statement 2 (Prioritized): % or less than students received Approaches on their 2024 Reading STAAR test.

Problem Statement 3 (Prioritized): % or less than students received Approaches on their 2024 Math STAAR test.

Problem Statement 4 (Prioritized): On the 2024 Science STAAR test % of students received Approaches.

Problem Statement 5: Instructional aides do not feel knowledgeable or confident to provide effective support to students in a classroom setting.

Root Cause: Instructional aides are not given protected time to meet and plan with teachers that they support.

Close the Opportunity Gap - Secondary

Close the Opportunity Gap - Secondary Summary

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

Employer of Choice

Employer of Choice Summary

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

Employer of Choice Strengths

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

Problem Statements Identifying Employer of Choice Needs

Problem Statement 1: Instructional aides do not feel knowledgeable or confident to provide effective support to students in a classroom setting.

Root Cause: Instructional aides are not given protected time to meet and plan with teachers that they support.

Problem Statement 2 (Prioritized): Our sped classrooms and case loads have increased tremendously. We are lacking the needed space, amount of sped staff and teachers to service our students.

Root Cause: Increase in incoming and newly identified SPED students. LSOCE's sped population has continued to grow each year. New sped teacher and inclusion aide was added for 23-24. Sped numbers are continuing to grow.

School of Choice

School of Choice Summary

Families and their students have a variety of available education options. Life School aims to meet the needs of families and students by providing a great educational opportunity, preparing students, parents and stakeholders for Life through the intentional focus on Life Leader attributes, exceptional customer service and SAFE and clean buildings and classrooms for students and staff to reach their full potential. Providing excellent customer experiences create a positive culture and working/learning environments which will improve student retention and increase our desirability as an educational solution for families. By executing these qualities, student retention, as well as the waitlist, will increase allowing opportunities to serve new families as spaces become available.

School of Choice Strengths

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

Problem Statements Identifying School of Choice Needs

Problem Statement 1 (Prioritized): Per LSOCE 2024-2025 Enrollment Report dated 10/24/24, beginning re-enrollment (at February 2023) was 90% and realized re-enrollment (at 10/24/24) was 81%.

Root Cause: The longer students stay with Life School, they have more success both behaviorally and academically. There are many school options in the Oak Cliff area so we have to provide an experience that stands apart from the rest.

Problem Statement 2 (Prioritized): Our sped classrooms and case loads have increased tremendously. We are lacking the needed space, amount of sped staff and teachers to service our students.

Root Cause: Increase in incoming and newly identified SPED students. LSOCE's sped population has continued to grow each year. New sped teacher and inclusion aide was added for 23-24. Sped numbers are continuing to grow.

LifeLeader

LifeLeader Summary

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

The Servant Leader

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

The words we use brand our culture.

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

LifeLeader Strengths

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

Problem Statements Identifying LifeLeader Needs

Problem Statement 1: Per the Spring 2024 Q12 Survey, % of LSOCE staff answered below a 4 or a 5 to Q04: In the last seven days, I have received recognition or praise for doing good work.

Growth and Development

Growth and Development Summary

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

Growth and Development Strengths

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

Problem Statements Identifying Growth and Development Needs

Problem Statement 1: Instructional aides do not feel knowledgeable or confident to provide effective support to students in a classroom setting.

Root Cause: Instructional aides are not given protected time to meet and plan with teachers that they support.

Problem Statement 2 (Prioritized): Our sped classrooms and case loads have increased tremendously. We are lacking the needed space, amount of sped staff and teachers to service our students.

Root Cause: Increase in incoming and newly identified SPED students. LSOCE's sped population has continued to grow each year. New sped teacher and inclusion aide was added for 23-24. Sped numbers are continuing to grow.

Parent Engagement

Parent Engagement Summary

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

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

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

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

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

Parent Engagement Strengths

Strengths:

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

Problem Statements Identifying Parent Engagement Needs

Problem Statement 1: Per the 2024 Parent Engagement Survey, %

Problem Statement 2: Per the 2024 Parent Engagement Survey, %

Community Engagement

Community Engagement Summary

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

Building corporate and university partnerships will improve student outcomes by providing resources, expertise, and closing student opportunity gaps, especially for low-income students. Corporate and university partners help students develop a global perspective and social awareness, learn collaboration and effective communication skills, and experience ethical leadership in action. Corporate partners support development projects, provide access to grants and resources, provide access to individual donors (particularly potential donors with large capacities to give), become mentors, communicate career readiness needs to inform academic instruction, and provide necessary expertise.

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

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

Community Engagement Strengths

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

Problem Statements Identifying Community Engagement Needs

Problem Statement 1: LSOCE did not participate in a community event during the 2024-2025 school year.

Root Cause: Many of LSOCE students do not live in close proximity to the campus and with the change of school hours going later into the evening many businesses in our area would not be safe to volunteer at during later times due to crime in the area.

Priority Problem Statements

Problem Statement 1: As of January 2025, % of the total K-3rd students are reading at the Meets Level, according to the Developmental Assessment.

Root Cause 1: Teachers are challenged with moving students up in levels throughout the year. Teachers need continuing professional development in MTSS and progress monitoring. Tracking software is needed for monitoring of student progress in MTSS.

Problem Statement 1 Areas: Close the Opportunity Gap - Elementary

Problem Statement 2: % or less than students received Approaches on their 2024 Reading STAAR test.

Root Cause 2:

Problem Statement 2 Areas: Close the Opportunity Gap - Elementary

Problem Statement 3: On the 2024 Science STAAR test % of students received Approaches.

Root Cause 3:

Problem Statement 3 Areas: Close the Opportunity Gap - Elementary

Problem Statement 4: Per LSOCE 2024-2025 Enrollment Report dated 10/24/24, beginning re-enrollment (at February 2023) was 90% and realized re-enrollment (at 10/24/24) was 81%.

Root Cause 4: The longer students stay with Life School, they have more success both behaviorally and academically. There are many school options in the Oak Cliff area so we have to provide an experience that stands apart from the rest.

Problem Statement 4 Areas: School of Choice

Problem Statement 5: % or less than students received Approaches on their 2024 Math STAAR test.

Root Cause 5:

Problem Statement 5 Areas: Close the Opportunity Gap - Elementary

Problem Statement 6: Our sped classrooms and case loads have increased tremendously. We are lacking the needed space, amount of sped staff and teachers to service our students.

Root Cause 6: Increase in incoming and newly identified SPED students. LSOCE's sped population has continued to grow each year. New sped teacher and inclusion aide was added for 23-24. Sped numbers are continuing to grow.

Problem Statement 6 Areas: Employer of Choice - School of Choice - Growth and Development

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- Local benchmark or common assessments data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Enrollment trends

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Strong Academics

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

High Priority





Evaluation Data Sources: BOY/MOY/EOY MAP Lexile data
Benchmarks- 2 times a year
STAAR- 1 time a year
SLO Data
Campus Academic Profiles

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure elementary instructional standards are implemented.</p> <p>-Conduct focused PD sessions relating to teacher need in specific areas of literacy development and new curriculum.</p> <p>-Provide resources to ensure teachers have aligned curriculum and support.</p> <p>-Teachers will demonstrate the transfer of curriculum and training during their core instruction that implement small group instruction into their daily practice.</p> <p>Strategy's Expected Result/Impact: Lead:</p> <p>100% of K-6 RLA Teachers will receive training on the districts new literacy curriculum monthly.</p> <p>100% of teachers are onboarded and trained properly on strategies and use of the curriculum</p> <p>100% of teachers will incorporate reading small groups into their daily practices</p> <p>100% of lesson plans reflect small group instruction, including group specifics</p> <p>Maintain campus book inventories and set book goals for 100% of elementary campus classrooms</p> <p>New K-3 will attend The Reading Academy through Region 10.</p> <p>Lag:</p> <p>80% of K-2nd graders on reading level</p> <p>80% of 3rd graders on reading level (On 3 By 3)</p> <p>Staff Responsible for Monitoring: Instructional Coaches will obtain sign-in sheets from campus PLCs and Coordinator led PDs.</p> <p>Administrators and Instructional Coaches will monitor the transfer of training to instruction through conversations at our Admin Team Meetings and walk-throughs</p> <p>Admin and ICs will observe small groups for all K-6 classes and report on the LSOCE Blitz Walk-Through Scoreboard</p> <p>Check lesson plans for small group planning</p> <p>Dashboards:</p> <p>Small Group Observations Spreadsheets/Walk-through Documentation</p> <p>Admin Meeting Agendas</p> <p>TEA Priorities:</p> <p>Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers:</p> <p>Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2</p> <p>Funding Sources: Resources for Reading and Writing for benchmark, CFA, and STAAR - 211 - Title I - 211-11-6399-000-001E-30-00-000 - \$7,300, Classroom Science & STEM Lab Materials - 211 - Title I - \$2,000</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Identify and provide intervention to Tier 2 and Tier 3 students in 1st -2nd through a literacy program Strengthen the MTSS framework by utilizing software such as, but not limited to Lead4ward, Eduphoria, Esped/Frontline for early identification and monitoring of students in need of academic and behavioral interventions.</p> <p>Strategy's Expected Result/Impact: Lead: Data will be reviewed during ARDs, 504 meetings, MTSS, and PLC's to improve student performance. Teachers will provide immediate intervention for low performing and struggling students each day.</p> <p>Lag: Increase in student reading scores (On 3 By 3) Increase student reading scores on district and state assessments.</p> <p>Staff Responsible for Monitoring: 1st and 2nd grade teachers will identify students and have 9-week check-ins with Beacon Hill through the MTSS process. Designated admin will identify students and have quarterly check-ins with Beacon Hill staff on student progress through the MTSS process.</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1</p> <p>Funding Sources: Beacon Hill - None - XXX-11-6299-000-001E-30-00-000 - \$65,000, MTSS software - 211 - Title I - \$1,500</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Support K-6 students in ELAR and Math, through data dissection, intervention planning, small group planning, and reteach opportunities based on the academic needs of students to support student growth Strengthen the MTSS framework by utilizing software such as, but not limited to Lead4ward, Eduphoria, Esped/Frontline, and IXL Learning for early identification and monitoring of students in need of academic and behavioral interventions.</p> <p>Strategy's Expected Result/Impact: Lead: Data will be reviewed during ARDs, 504 meetings, MTSS, and PLC's to improve student performance. Teachers will provide immediate intervention for low performing and struggling students each day.</p> <p>Lag: Increase student reading and math scores on district and state assessments.</p> <p>Staff Responsible for Monitoring: Admin Instructional Coaches Teachers Counselor</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 2, 3</p> <p>Funding Sources: 3 Title I Instructional Tutors - 211 - Title I - \$15,000, Math & Science Resources - 211 - Title I - \$2,000</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide access to books through, including but not limited to: weekly book bags, library partnerships, mentor reading programs, grants, book fairs, guided reading books, visuals, writer's workshop resources, Dibels/NWEA MAP, reading assessments.</p> <p>Strategy's Expected Result/Impact: Lead: 100% of campus reading teachers will send home student book bags/books weekly. 100% of campus kK3 reading teachers will use guided reading books in their reading small groups. Maintain campus book inventories and set book goals for 100% of elementary campus classrooms Increase the book/resource inventory for the various reading levels</p> <p>Lag: Increase in student reading scores (On 3 By 3) Increase Q02 score</p> <p>Staff Responsible for Monitoring: ICs will maintain a book inventory.</p> <p>Principals and Instructional Coaches will monitor teacher book inventory, and order leveled books as needed. Principals and ICs will observe guided reading groups in classrooms.</p> <p>Dashboards: Principal: Walkthroughs/Formal Evaluations Instructional Coaches: Book resource inventory</p> <p>TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1</p> <p>Funding Sources: Reading Resources and Leveled Books (Including Book Clubs Sets) - 211 - Title I - \$10,000</p>	Formative			Summative
	Nov	Feb	May	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Close the Opportunity Gap - Elementary
<p>Problem Statement 1: As of January 2025, % of the total K-3rd students are reading at the Meets Level, according to the Developmental Assessment. Root Cause: Teachers are challenged with moving students up in levels throughout the year. Teachers need continuing professional development in MTSS and progress monitoring. Tracking software is needed for monitoring of student progress in MTSS.</p>
<p>Problem Statement 2: % or less than students received Approaches on their 2024 Reading STAAR test.</p>

Close the Opportunity Gap - Elementary

Problem Statement 3: % or less than students received Approaches on their 2024 Math STAAR test.

Goal 1: Strong Academics





Performance Objective 2: Employer of Choice [At least 75% of teachers will return for the 26-27 school year]

High Priority

Evaluation Data Sources: Q12 Employee Survey

- HR Report
- Mentor Logs
- WDYT

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue staff retention strategies through maintaining a positive campus morale; including but not limited to: staff/teacher of the month, monthly celebrations, theme/spirit days, jean days, LifeLeader peer recognition, LifeLeader Shout Outs, etc.</p> <p>Strategy's Expected Result/Impact: Lead: One teacher and one staff member will be recognized monthly as our teacher/staff member of the month. Principals will provide at least 4 opportunities for staff to participate in dress up days and activities. Staff will recognize each other at our staff meetings monthly.</p> <p>Lag: Increase percent of staff who answer strongly agree to Q04: In the last seven days, I have received recognition or praise for doing good work. Increase Q07 results</p> <p>Staff Responsible for Monitoring: Teachers will nominate staff and teachers for monthly recognition. Administrators will read nominations and select a teacher and staff member to recognize each month from staff nominations. Administrators will create special celebrations throughout the school year.</p> <p>Dashboards: Teacher/Staff Member of the Month Spreadsheet Lion's Exchange Staff Newsletter Staff Celebration Flyers and emails</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	July
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Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to provide a supportive and collaborative environment for teachers through instructional coaches. Instructional Coaches will model, co-teach, coach, and work with teachers to improve and grow Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Lead: Our two instructional coaches will meet with teachers weekly or bi-weekly depending on the Tier of the Teacher.</p> <p>Lag: 70% or more of staff will respond strongly agree on the Q12 Staff Survey, "There is someone at work who encourages my development." Increase student growth scores Teacher retention</p> <p>Staff Responsible for Monitoring: Instructional Coaches will maintain a calendar of coaching, co-teaching, and modeling.</p> <p>Dashboards: Instructional Coaches calendars Principal</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning</p> <p>Funding Sources: 2 Instructional Coaches for Instructional Support - 211 - Title I - 211-13-6119-000-001E-30-00-000 - \$169,000</p>	Formative			Summative
	Nov	Feb	May	July
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 1: Strong Academics

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





High Priority

Evaluation Data Sources: Enrollment Reports

Parent Survey

Gallup Q12 Survey

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

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

Goal 2: Character Training

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


High Priority


Evaluation Data Sources: Q12 Survey & LifeLeader Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue our Student of the Month for all grade levels. Teachers choose a student of the month recognizing them for showing a LifeLeader attribute discussed in class and over morning announcements. Select a teacher and staff of the month recognizing them for a LifeLeader attribute.</p> <p>Strategy's Expected Result/Impact: Lead: Students will be recognized monthly over the morning announcements and during the nine-week awards based on at least one LifeLeader Attribute. Each student that is recognized will receive a T-shirt and certificate in recognition of their good work.</p> <p>Lag: All staff will answer "yes" to I provide recognition to students/staff using LifeLeader attributes</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Team Leads</p> <p>Each teacher will fill out a LifeLeader of the Month Form for a student in their class.</p> <p>Principals will call the parents of the LifeLeader of the Month and recognize them on Morning Announcements and on our campus Facebook page.</p> <p>Dashboards: LifeLeader of the Month Forms (Google Folder)</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Students Shirts for Students of the Month - None - \$1,500</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue our Lion Leadership Program. Our Lion Leader group is composed of about 25 6th graders who have been recommended by their teachers for exhibiting all of our Life Leader attributes.</p> <p>Strategy's Expected Result/Impact: Lead: Each chosen Lion Leader will be given opportunities daily to lead at some capacity. They will assist with the morning arrival in the drop off line, during breakfast, in the hallways and in classrooms. They will also assist during campus events such as Parent Nights, Career Day, Awards Ceremonies, etc.</p> <p>Lag: Increased student leadership engagement as evidenced by 90% of Lion Leaders completing at least one leadership duty weekly and demonstrating growth in responsibility, confidence, and communication skills as measured by quarterly student reflection surveys and staff feedback.</p> <p>Staff Responsible for Monitoring: Counselor Principal Assistant Principal Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: Shirts for Lion Leaders and other needs - None - \$500</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Incorporate LifeLeader attributes into Positive Behavior and Intervention Supports (PBIS) by creating Positive Office Referrals, continuing to issue out Lion Bucks and our monthly Lion Store to reinforce positive behavior, continuing to use LifeLeader language and having our 15 minute daily Life Habit lessons within the classroom, and implementing/ reviewing our Student Expectations Posters.</p> <p>Strategy's Expected Result/Impact: Lead: As a campus, we will write at least 100 Positive Office Referrals each month. Each teacher will teach at least one 15 minute Life Habits lesson each day. We will open our Lion Store on the last Thursday of each month</p> <p>Lag: A decrease in the number of discipline referrals by 10%</p> <p>Staff Responsible for Monitoring: Teachers, Behavior Coach, Assistant Principals Admin will monitor Life Habits lesson in the classroom.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture</p> <p>Funding Sources: PBIS - None - \$1,000</p>	Formative			Summative
	Nov	Feb	May	July

 No Progress

 Accomplished

 Continue/Modify





 Discontinue

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: Gallup Q12 Survey - Q3: At work, I have the opportunity to do what I do best every day
LifeLeader Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue providing specialized support through Professional Development opportunities including, but not limited to PLCs (Professional Learning Community) work, instruction, alignment, team planning, assessment, annual compliance trainings, data disaggregation, PBIS, book studies, Special Education support, GT, and Gallup Strengths. Teachers will have the opportunity to attend conferences like CAST, CMAT and other trainings that supports our curriculum</p> <p>Strategy's Expected Result/Impact: Lead: All K-6 Teachers will spend at least 45 minutes a week in grade level PLC work.</p> <p>Lag: 70% or more of staff will respond Strongly Agree to Q06: There is someone at work who encourages my development.</p> <p>Staff Responsible for Monitoring: Teachers will maintain weekly PLC agendas and schedules. Instructional Coaches and/or Coordinators will gather sign in sheets for professional development sessions. Principal and Assistant Principals will maintain Compliance Training Google Folder.</p> <p>Dashboards: PLC Agendas and Schedules Sign In Sheets Compliance Training Spreadsheet</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: CAMT (Conference for the Advancement of Mathematics Teaching) - 211 - Title I - \$2,000, CAST (Conference for the Advancement of Science Teaching) - 211 - Title I - \$2,000</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development opportunities for our instructional paraprofessionals to learn best instructional practices to support in the classroom.</p> <p>Strategy's Expected Result/Impact: Lead: Goal Oriented: Instructional paraprofessionals will support instruction through monitoring students, pulling small groups, and working with students, based on their schedule and in their assigned classrooms.</p> <p>Lag: 70% or more of staff will respond strongly agree on the Q12 Staff Survey, "There is someone at work who encourages my development."</p> <p>Staff Responsible for Monitoring: Administrators will maintain PD schedules to show relevant trainings for our paraprofessionals. Aides will follow their schedules. Teachers will plan activities for aides to implement in their classrooms with small groups of students.</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Feb	May	July
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

High Priority

Evaluation Data Sources: District Parent Survey

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide opportunities for parents to connect through classroom volunteer opportunities, class parties, field trips, fundraising, parent member of the campus planning teams, Partners for Life Meetings, etc.</p> <p>Strategy's Expected Result/Impact: Lead: Partners for Life Meetings</p> <p>Lag: Each grade level will invite parents to volunteer throughout the school year</p> <p>Staff Responsible for Monitoring: Teachers will reach out to parents to invite them to volunteer on campus. Administrators will invite parents to participate in creating the CNA in the spring. Principal will invite parents to Partners for Life meetings throughout the year.</p> <p>Dashboard: Raptorware sign-in system Sign In Sheets</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Align parenting nights to district/campus goals by collaborating with other campuses and district community relations team to coordinate parent nights (On 3 by 3, Parent Engagement , LifeLeader, etc.)</p> <p>Strategy's Expected Result/Impact: Lead: Hold one Parent night each month At least 2 out of 4 Parent Nights will align to On 3 by 3, Parent Engagement, and LifeLeader.</p> <p>Lag: 60% of parents will answer that Preparing for College and LifeLeader are valuable content for parent nights on the Parent Engagement Survey.</p> <p>Staff Responsible for Monitoring: Administrators, instructional coaches, and teachers will plan parent nights aligned with district goals. Teachers and staff will participate in parent nights to promote district goals.</p> <p>Dashboard: Parent Night information in Lion's Exchange and on social media.</p> <p>ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: School of Choice 1</p> <p>Funding Sources: Printing Costs - LifeLeader Family Night Passport - 211 - Title I - 211-61-6399-000-101E-30-00-000 - \$1,128.80</p>	Formative			Summative
	Nov	Feb	May	July



Performance Objective 1 Problem Statements:

School of Choice
<p>Problem Statement 1: Per LSOCE 2024-2025 Enrollment Report dated 10/24/24, beginning re-enrollment (at February 2023) was 90% and realized re-enrollment (at 10/24/24) was 81%. Root Cause: The longer students stay with Life School, they have more success both behaviorally and academically. There are many school options in the Oak Cliff area so we have to provide an experience that stands apart from the rest.</p>





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: Documented community partners and sign-in sheets from community events

Strategy 1 Details	Reviews			
<p>Strategy 1: Create opportunities for stakeholders to volunteer and participate in community events including but not limited to North Texas Food Bank, World Vision, Veggie Project & Food Distribution, Angel Tree, Dallas PD & Fire Department.</p> <p>Strategy's Expected Result/Impact: Increased interaction with community members by collaborating with district community relations and participation in the campus improvement initiative.</p> <p>At least two volunteer opportunities will be provided for staff, parents, and students to participate in various community events during the 25-26 school year.</p> <p>Staff Responsible for Monitoring: Administrators /Counselor will provide at least two opportunity for stakeholders to volunteer. Counselor will work with World Vision for one of the 2 opportunities for staff.</p> <p>Counselor will work with local community partners to help families in need at Christmas time.</p> <p>Dashboards: Pictures of staff participation Counselor's Angel Tree spreadsheet</p> <p>ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for LSOCS high school students that our in their Education in Training program to be able to do classroom observations and/or student teaching.</p> <p>Strategy's Expected Result/Impact: At least one student from LSOCS' Education in Training program will conduct classroom observations and/or student teaching during the school year. High School Students in the Education and Training program will observe in classrooms at LSOCE.</p> <p>Staff Responsible for Monitoring: Administrators will assign education students to classroom teachers where they will observe and/or student teach.</p> <p>Teachers will welcome education students into their classroom for observations and mentor education students for student teaching opportunities.</p> <p>Dashboard: Observer/Student Teacher Campus Spreadsheet</p> <p>TEA Priorities: Connect high school to career and college</p>	Formative			Summative
	Nov	Feb	May	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom Science & STEM Lab Materials		\$2,000.00
1	1	1	Resources for Reading and Writing for benchmark, CFA, and STAAR	211-11-6399-000-001E-30-00-000	\$7,300.00
1	1	2	MTSS software		\$1,500.00
1	1	3	3 Title I Instructional Tutors		\$15,000.00
1	1	3	Math & Science Resources		\$2,000.00
1	1	4	Reading Resources and Leveled Books (Including Book Clubs Sets)		\$10,000.00
1	2	2	2 Instructional Coaches for Instructional Support	211-13-6119-000-001E-30-00-000	\$169,000.00
2	2	1	CAST (Conference for the Advancement of Science Teaching)		\$2,000.00
2	2	1	CAMT (Conference for the Advancement of Mathematics Teaching)		\$2,000.00
3	1	2	Printing Costs - LifeLeader Family Night Passport	211-61-6399-000-101E-30-00-000	\$1,128.80
Sub-Total					\$211,928.80
None					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Beacon Hill	XXX-11-6299-000-001E-30-00-000	\$65,000.00
2	1	1	Students Shirts for Students of the Month		\$1,500.00
2	1	2	Shirts for Lion Leaders and other needs		\$500.00
2	1	3	PBIS		\$1,000.00
Sub-Total					\$68,000.00