

Life School
Life High School Waxahachie
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

Table of Contents

Comprehensive Needs Assessment 4

 Close the Opportunity Gap - Secondary 4

 Employer of Choice 6

 School of Choice 8

 LifeLeader 10

 Growth and Development 12

 Parent Engagement 14

 Community Engagement 15

Priority Problem Statements 17

Comprehensive Needs Assessment Data Documentation 19

Goals 20

 Goal 1: Strong Academics 20

 Goal 2: Character Training 30

 Goal 3: Partnerships with Parents and the Community 34

Campus Funding Summary 37

Comprehensive Needs Assessment

Close the Opportunity Gap - Secondary

Close the Opportunity Gap - Secondary Summary

When students graduate from Life High School Waxahachie we want them to have the opportunity to choose their next step after high school.

We 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 offer English or Math College Prep classes for learners
- We have an instructional coach to support teachers
- We have district secondary curriculum coordinators for each core and elective subject to support teachers
- We provide key information for students and parents to bring awareness about CCMR options
- We have a CCMR Testing plan for 9th-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 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
- New teachers 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.
- 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 our 2022 - 23 TAPR Report to-date 95% of our students earned their CCMR point.

Root Cause: Our students were not being successful on the SAT/ACT, TSI, & CTE Certification tests and only 50% in reading and 61% in math for TSI earned the minimum score to gain their CCMR point. We need to provide additional materials and resources in the core academics areas that can prepare students for exams that they will take throughout the year and that can result in earning a CCMR point.

Problem Statement 2: Based on Life High School Waxahachie enrollment for the 20-21 school year 122 students did not pass a component of a college entrance exam.

Root Cause: Students have a lack of interest or knowledge, lack of practice materials, or lack of skill to pass the tests for CCMR points or to be college ready. Staff is not well-versed in the requirements to prepare students for those tests.

Problem Statement 3 (Prioritized): On the 22 -23 STAAR results 94% of students are meeting standard on science EOC tests and only 18% are meeting Masters . We want to increase this to 30% so students are prepared with post-secondary skills.

Root Cause: Students need access to hands on materials for science labs to engage them in the lessons being taught in the classroom, it allows them to not only listen to a lecture, but to actively engage in what they are learning.

Problem Statement 4 (Prioritized): In the SPED student group LHSW met 0 out of 2 of the indicators in the 2019 federal accountability report and needed to score 4% or higher

Root Cause: Teachers have a lack of access to data monitoring with the students, training, and time with instructional leadership to implement rigorous curriculum and interventions. Tracking software is needed for monitoring of student progress in MTSS.

Problem Statement 5 (Prioritized): Per LHSW 2022-23 Accountability Rating, student achievement in the area of Math is below the state for Meets/Masters level.

Root Cause: Teachers are not meeting in PLC's in the math department weekly to review data and discuss instructional strategies.

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

- We have an instructional coach(es) to support teachers
- LifeLeader development provided
- All employees take the CliftonStrengths assessment to identify their Top 5 Strengths
- Teacher training and development provided to new hires
- Mentor program for new (0-2 years experience) and new to Life School teachers
- Aspiring Administrator Academy provides opportunities for leadership development
- The WDYT? Listening Program is established with a dedicated extranet page with information about listening opportunities
- We 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 Members provide our campus perspective when meeting with our Superintendent
- 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
- Employee recognition systems are utilized, 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

Problem Statements Identifying Employer of Choice Needs

Problem Statement 1: Average years of teachers with the district remains below the state (7%) at 3%.

Root Cause: The district pay scale is not competitive for teachers with more than 5 years of experience.

Problem Statement 2: Per the Spring 2024 Q12 Survey, 31% of LHSW staff answered strongly agree to Q7, "At work, my opinions seem to count."

Root Cause: Throughout the school year there is very little time for admin to meet with teachers and receive feedback, due to the number of meetings/trainings that occur.

Problem Statement 3: Per 2022 - 23 HR Report, 75.38% of teachers returned for the 2022-23 school year.

Root Cause: With the number of new staff members each year, it has been difficult for admin to support the number of teachers that need it on a regular basis.

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 communicate effectively and consistently with one another. The Partners for Life Leadership teams (including staff and parents) at each campus review and update 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

- Dual credit opportunity provided
- AP tests for free
- SAT offered on campus and at low/no cost
- Teacher/ student relationships
- Athletics, Career Competition, and Fine Arts
- Student certifications for employment
- Clean and well-maintained facilities
- LMS system (CANVAS)
- Materials and resources that impact learning (including but not limited to science and computer labs with equipment (i.e. microscopes, and calculators)
- Safety and security processes and investments
- A security officer is on-site

- 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
- 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
- School Messenger software allows parents to be automatically included in email distribution lists based on information they provided during enrollment
- We provide a weekly digital newsletter to parents
- We share Life School successes through free media exposure (press releases, news coverage)
- 1:1 technology devices for all students

Problem Statements Identifying School of Choice Needs

Problem Statement 1 (Prioritized): The current 2023 -24 student retention rate is 89% as of snapshot week 11 (94% re-enrollment Feb 2023) and we are 3 students over capacity.

Root Cause: Parents have more options than ever about where to send their children to school. The number of charters in Ellis and Dallas county has grown. Local ISD's are also opening their enrollment to people outside their attendance zones. With more choice available to parents than before Life School must focus on a set of specific parent needs or offer options and programs on par with what other schools can offer. Other root causes for this problem are transportation issues and changes in parental custody of our students.

Problem Statement 2 (Prioritized): Per the Spring 2024 Q12 Survey, 35% of LHSW staff answered strongly agree to Q02: "I have the materials and equipment to do my job right."

Root Cause: Teachers had a new LMS program to learn, and they need more training in the LMS. Teachers had to serve as face to face and remote teachers.

Problem Statement 3: According to district data, only 54% of parents are enrolled in parent portal.

Root Cause: Few staff members, other than the campus registrar, understand how to support parents with enrolling in parent portal.

Problem Statement 4: Per May 2020 Parent survey, 27% agree that we are preparing their student(s) with leadership skills.

Root Cause: Parents/students do not have enough opportunities or a platform to share their stories with other parents/students.

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

- Shoutouts for teachers and students tied to LifeLeader attributes
- Nominating students for awards based on the Leadership attributes monthly
- Life Leader is a part of the interview process.
- Teachers are implementing them into their lessons. Teachers reward students for exhibiting LifeLeader attributes
- 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
- LifeLeader language is incorporated into the PBIS matrix
- 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
- LifeLeader is incorporated into documents and training

Problem Statements Identifying LifeLeader Needs

Problem Statement 1 (Prioritized): Per the February 2021 LifeLeader Staff Survey, there was a 51 % decrease in "When interacting with students, I use the LifeLeader language."

Root Cause: There is not a clearly defined expectation for how staff can include LifeLeader in activities. Teachers need training on how to interact with these attributes with remote students.

Problem Statement 2 (Prioritized): Per the February 2021 LifeLeader Staff Survey, 39% of LHSW staff answered to "I incorporate Life Leader into my classroom daily/weekly. "

Root Cause: More training is needed to help teachers understand how to integrate LifeLeader into daily activities naturally.

Problem Statement 3: Although the number of discipline referrals has decreased from 2023-24 school year, positive student recognition remains low.

Root Cause: There has been too much focus on discipline and there is a need to focus more on positive behavior and recognition in a variety of ways. Having remote students have made it hard to recognize those students that are not face to face.

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 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

Listed below are some ways that we are actively growing and developing our staff

- Campus Instructional Coach
- Common planning periods
- Professional Learning Communities "PLC" with coordinators, campus, and team lead
- Fundamental Five
- iTech program (optional)
- Summer book study (optional)
- Leadership Academy
- Campus/District Professional Development "PD" training
- Region 10 & outside training (CAST, AP Summer Institute, etc.)
- Strengths Training
- Mentor Teachers
- LifeLeader Partnership Agreement is utilized to foster a partnership with families

Listed below are some ways that we are actively growing and developing our Students:

- Athletics LifeLeader lessons
- Student leadership programs and groups
- Tutoring
- Life's Finest (Fine Arts Showcase), Student Council, National Honor Society, etc.
- 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: 24% of Staff marked Strongly Agree on Q07 Results: At work, my opinion seems to count.

Root Cause: Teachers do not consistently have voice/choice within their campus PD. Lack of choice within PD offerings. When whole campus PD is offered, teachers often struggle making the connection between the PD and a direct application to their curriculum.

Problem Statement 2: Per the Spring 2024 Q12 Survey, 36% of LHSW staff answered strongly agree to Q12-"This last year, I have had opportunities to learn and grow at work."

Root Cause: Some teachers (ex. Health Science) don't have the opportunity to meet regularly for common planning with their peers. Time/Scheduling

Problem Statement 3: Per the Spring 2024 Q12 Survey, 37% of LHSW staff answered strongly agree to Q03-"At work, I have the opportunity to do what I do best."

Root Cause: All staff need more training on how to intentionally apply their strengths to daily activities.

Problem Statement 4: Per the end of the year 2022 student survey, students wanted more of a voice in the activities that are planned on campus.

Root Cause: Due to the pandemic, many clubs and committees were eliminated.

Parent Engagement

Parent Engagement Summary

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 invite and encourage parents to partner with teachers, staff, and administrators to support their child's social, emotional, behavioral, and academic needs. Parent and family nights 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

- At least 4 family night events to enhance academic and leadership growth as well as build community among families
- We host family nights to support parents as their student begins to transition to the upper grades
- Information is provided about the various academic and extracurricular options available
- Support is provided through grade-level transitions from 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

Problem Statements Identifying Parent Engagement Needs

Problem Statement 1: Per Fall 2019 Parent Engagement survey, 42% of parents strongly agree that they feel well informed about how their students are doing at school.

Root Cause: High School Parents are harder to target as students become more responsible and independent.

Problem Statement 2 (Prioritized): Per Spring 2020 Parent Satisfaction survey, 33% of parents strongly agree that information and events provided to parents allows them to better support their students' needs.

Root Cause: Parent nights are not relevant to parent needs.

Community Engagement

Community Engagement Summary

Life School believes in making a positive impact and bringing value to the communities we serve. 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 providing 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 have clubs that get involved with community service projects
- Partnership with Waxahachie Cares, The Avenue Church, and the Oaks Church
- Partnership with Navarro College and Texas State Technical College
- Staff outreach through community service
- All sports teams participate in community service events each year
- Groups were in a community parade representing Life School
- Senior Life Project mentor
- Practicum for students at the local hospital
- Participate in the Ellis County College Fair
- Super Hoopers partnership

- Students volunteer to help with Special Olympics
- Softball will participate in the Miracle League of Ellis County

Problem Statements Identifying Community Engagement Needs

Problem Statement 1 (Prioritized): In 2023, LHSW participated in fewer than 10 community events for the school year.

Root Cause: Lack of organizations to accommodate the number of staff or students we have.

Problem Statement 2: LHSW did not have many volunteers at events throughout the school year.

Root Cause: Parents are often unaware of volunteer opportunities at the campus. We do not currently have a way to track these opportunities.

Priority Problem Statements

Problem Statement 1: The current 2023 -24 student retention rate is 89% as of snapshot week 11 (94% re-enrollment Feb 2023) and we are 3 students over capacity.

Root Cause 1: Parents have more options than ever about where to send their children to school. The number of charters in Ellis and Dallas county has grown. Local ISD's are also opening their enrollment to people outside their attendance zones. With more choice available to parents than before Life School must focus on a set of specific parent needs or offer options and programs on par with what other schools can offer. Other root causes for this problem are transportation issues and changes in parental custody of our students.

Problem Statement 1 Areas: School of Choice

Problem Statement 2: Per the February 2021 LifeLeader Staff Survey, there was a 51 % decrease in "When interacting with students, I use the LifeLeader language."

Root Cause 2: There is not a clearly defined expectation for how staff can include LifeLeader in activities. Teachers need training on how to interact with these attributes with remote students.

Problem Statement 2 Areas: LifeLeader

Problem Statement 3: Per the February 2021 LifeLeader Staff Survey, 39% of LHSW staff answered to "I incorporate Life Leader into my classroom daily/weekly. "

Root Cause 3: More training is needed to help teachers understand how to integrate LifeLeader into daily activities naturally.

Problem Statement 3 Areas: LifeLeader

Problem Statement 4: Per our 2022 - 23 TAPR Report to-date 95% of our students earned their CCMR point.

Root Cause 4: Our students were not being successful on the SAT/ACT, TSI, & CTE Certification tests and only 50% in reading and 61% in math for TSI earned the minimum score to gain their CCMR point. We need to provide additional materials and resources in the core academics areas that can prepare students for exams that they will take throughout the year and that can result in earning a CCMR point.

Problem Statement 4 Areas: Close the Opportunity Gap - Secondary

Problem Statement 5: Per LHSW 2022-23 Accountability Rating, student achievement in the area of Math is below the state for Meets/Masters level.

Root Cause 5: Teachers are not meeting in PLC's in the math department weekly to review data and discuss instructional strategies.

Problem Statement 5 Areas: Close the Opportunity Gap - Secondary

Problem Statement 6: In the SPED student group LHSW met 0 out of 2 of the indicators in the 2019 federal accountability report and needed to score 4% or higher

Root Cause 6: Teachers have a lack of access to data monitoring with the students, training, and time with instructional leadership to implement rigorous curriculum and interventions. Tracking software is needed for monitoring of student progress in MTSS.

Problem Statement 6 Areas: Close the Opportunity Gap - Secondary

Problem Statement 7: On the 22 -23 STAAR results 94% of students are meeting standard on science EOC tests and only 18% are meeting Masters . We want to increase this to 30% so students are prepared with post-secondary skills.

Root Cause 7: Students need access to hands on materials for science labs to engage them in the lessons being taught in the classroom, it allows them to not only listen to a lecture, but to actively engage in what they are learning.

Problem Statement 7 Areas: Close the Opportunity Gap - Secondary

Problem Statement 8: Per the Spring 2024 Q12 Survey, 35% of LHSW staff answered strongly agree to Q02: "I have the materials and equipment to do my job right."

Root Cause 8: Teachers had a new LMS program to learn, and they need more training in the LMS. Teachers had to serve as face to face and remote teachers.

Problem Statement 8 Areas: School of Choice

Problem Statement 9: Per Spring 2020 Parent Satisfaction survey, 33% of parents strongly agree that information and events provided to parents allows them to better support their students' needs.

Root Cause 9: Parent nights are not relevant to parent needs.

Problem Statement 9 Areas: Parent Engagement

Problem Statement 10: In 2023, LHSW participated in fewer than 10 community events for the school year.

Root Cause 10: Lack of organizations to accommodate the number of staff or students we have.

Problem Statement 10 Areas: Community Engagement

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

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Gifted and talented data
- Dyslexia 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 Secondary Students (College, Career, and Military Ready) - Class of 2025, 95% of students will earn their CCMR point, and 85% of students will achieve growth on the Alg. 1, Eng. I and Eng. II STAAR Assessments.

High Priority

Evaluation Data Sources: Accountability Rating

TSI/SAT/Benchmark data





TEA CCMR Report

TEA Accountability Report

Strategy 1 Details	Reviews			
<p>Strategy 1: Ensure all secondary students have opportunities to meet CCMR state requirement by providing: * College Prep classes for Math and Reading, PSAT, TSI, ACT, and SAT, ASVAB, AP, Dual Credit Classes, endorsement pathways and CTE industry based certifications, provide AVID resources to help close the achievement gap and prepare all students for college, career, and military readiness and provide resources for all required elective subjects, such as fine art and foreign language.</p> <p>Strategy's Expected Result/Impact: Lead: All students have the opportunity to earn their CCMR point Provide CCMR opportunities for secondary students. Create messaging about industry-based certifications Implement college admissions support plan for parents/students TSTC partnership Celebrate college acceptances, industry-based certifications, and military commitments Ongoing exposure to real-life stories/examples of future opportunities</p> <p>Lag: 95% of seniors earn their CCMR point by graduation Graduation Rate AP/SAT/TSIA scores will improve Increase industry-based certification scores Increase in college acceptance</p> <p>Staff Responsible for Monitoring: CCMR Coordinator Admin Counselor</p> <p>Review CCMR identification spreadsheet daily</p> <p>TEA Priorities: Connect high school to career and college</p> <p>Funding Sources: Funds needed for SAT exams and TSI exams. - 410 - Instructional Materials Allotment (IMA) - \$1,000, Funds for certification exams and curriculum for CTE classes - 244 - Carl Perkins - \$30,000, AVID Membership - 288 - Title IV - 288-11-6495-00-002S-30-00-000 - \$4,349, AVID Weekly - 288 - Title IV - 288-11-6395-00-002S-30-00-000</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Review student data for decision making. 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. 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 additional tutoring before/after school for low performing and struggling students. Lag: Increase in student performance on EOC exams 100% graduation rate Staff Responsible for Monitoring: Campus Administration, Counselors Funding Sources: Software - 211 - Title I - 211-11-6395-000-002S-30-00-000 - \$1,500	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
Strategy 3: Teachers will provide additional tutoring before/after school for low performing and struggling students. Strategy's Expected Result/Impact: Lead: All students will be assigned to an enhancement class. All core teachers will provide 2 days of tutoring before/after school. Lag: 90% of students in all grades and all student groups will pass all STAAR Tests. Staff Responsible for Monitoring: Teachers, Campus Administration TEA Priorities: Build a foundation of reading and math - Additional Targeted Support Strategy	Formative			Summative
	Nov	Feb	May	July

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide intentional professional development to continue to develop teachers for improved instruction. Provide clarity of expectation through written guidelines that allow for the transfer of knowledge from teacher to student.</p> <ul style="list-style-type: none"> - Ensure secondary instructional standards are implemented. - Review each component of the instructional standards and determine areas to enhance for greater efficiency and effectiveness. <p>Strategy's Expected Result/Impact: Lead: All teachers will attend professional development for their content area throughout the school year, including but not limited to, CAST, CAMT. Summer Institute and other College Board Trainings. Collaborative meetings between coordinators and instructional coaches Consistent Classroom observations and feedback PD on instructional standards Classroom management Lesson planning</p> <p>Lag: 90% of students in all grades and all student groups will pass all STAAR Tests. Domain I (Student Achievement) and III (Closing the Gaps) of the Accountability System Increase student performance on common unit assessments Increase LEP STAAR scores by 2% in Reading and Math from prior year</p> <p>Staff Responsible for Monitoring: Campus Administration Coordinators Instructional Coach</p> <p>Funding Sources: Professional development registration and travel expenses - 211 - Title I - 211-13-6411-000-002S-30-00-000 - \$3,000</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide structured instructional support and collaborative opportunities through the use of regular PLC meetings.</p> <p>Strategy's Expected Result/Impact: Lead: PLCs meet once at least once a week.</p> <p>Lag: 90% of students in all grades and all student groups will pass all STAAR Tests.</p> <p>Staff Responsible for Monitoring: Principals Coordinators Department Heads</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p>	Formative			Summative
	Nov	Feb	May	July





Strategy 6 Details		Reviews			
<p>Strategy 6: Increase students scores in STAAR/EOC by providing materials in the classroom for math, English, science, and history such as but not limited to lab equipment, novels, and workbooks. Provide additional resources for required secondary elective subjects, such as fine arts and foreign language.</p> <p>Strategy's Expected Result/Impact: The use of the equipment will add hands on experiences with the lessons. The additional resources will enhance student engagement and provide hands-on learning opportunities, helping students build deeper understanding and improve performance.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Funding Sources: lab equipment, novels, workbooks - 211 - Title I - \$2,000</p>		Formative			Summative
		Nov	Feb	May	July
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>					

Goal 1: Strong Academics

Performance Objective 2: Employer of Choice- According to the district exit survey, the staff turnover rate will decrease to less than 10% for LHSW

Evaluation Data Sources: Exit survey results, Q12 Survey Results

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Feb	May	July
<p>Strategy 1: Provide a supportive and collaborative environment for staff through the use of a campus instructional coach to improve classroom instruction and retain teachers longer. Provide quality instruction in every classroom by recruiting and retaining qualified, experienced teachers and subs. Provide a supportive and collaborative environment for staff through employee engagement opportunities.</p> <p>Strategy's Expected Result/Impact: Lead: All new or struggling teachers meet with the campus instructional coach weekly and Instructional practices are implemented in classroom instruction. Provide clarity of expectation through recognition of teachers based on excellence in the classroom. Provide PLC's focused on Relationships/Team Building to allow for each grade-level/content area team to better utilize their strengths and team up to their weaknesses.</p> <p>Lag: Increase the Q07 results. Overall teacher retention rate Q12 Survey Results for teachers (Q01-Clarity of Expectation, Q08-Mission) Teacher retention within areas of focus (experienced, new, grade, subject)</p> <p>Staff Responsible for Monitoring: Campus administration, Instructional coach</p> <p>Campus administration will monitor the campus instructional coaching schedule and notes to ensure new or struggling teachers are meeting weekly.</p> <p>TEA Priorities: Recruit, support, retain teachers and principals</p> <p>Funding Sources: Instructional Coach Salary and Benefits - 211 - Title I - 211-13-6119-000-002S-30-00-000 - \$71,776.56</p>				

Strategy 2 Details	Reviews			
Strategy 2: Provide a supportive environment for staff through the use of a permanent sub to allow teachers to not have to cover classes during planning periods. Strategy's Expected Result/Impact: Teachers have more time to PLC and lesson plan. Staff Responsible for Monitoring: office staff, admin TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: sub - 211 - Title I - \$25,000	Formative			Summative
	Nov	Feb	May	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Strong Academics

Performance Objective 3: School of Choice- LHSW will maintain enrollment at 97% Capacity throughout the school year.

Evaluation Data Sources: Enrollment Reports

Strategy 1 Details	Reviews			
Strategy 1: We will practice safety drills to be prepared for emergencies. Continue to foster partnerships with emergency responders from each municipality. Continue to train campus staff. Monitor required campus drills throughout the school year. Continuous review and implementation of state requirements. Strategy's Expected Result/Impact: Lead: All safety drills are completed by the district timeline. 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 Lag: Maintain a safe learning environment 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" Staff Responsible for Monitoring: Administration, Counselors, Teachers	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide technology materials and equipment for operational classroom readiness (Q02) to manage assignments and access teaching videos.</p> <p>Strategy's Expected Result/Impact: Lead: Chromebooks will be used to log attendance and access daily assignments via the LMS.</p> <p>Lag: ADA Attendance Logs Q02</p> <p>Staff Responsible for Monitoring: Campus administration, PIEMS</p> <p>Campus admin will ensure needed technology is purchased annually and that these are in use by students, as observed in administrative walk throughs.</p> <p>Funding Sources: Chromebooks, cart, chargers - 211 - Title I, 1003 (School Improvement) - \$10,000</p>	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide materials and equipment for instruction including, but not limited to science supplies for hands-on learning experiences, novels for Reading, tutoring resources for enhancement period, math resources and prep materials for TSI/SAT/ACT, CTE Certification Test.</p> <p>Provide the AP materials to prepare them for AP exams, provide AVID resources to help close the achievement gap and to prepare all students for college, career and military readiness.</p> <p>Strategy's Expected Result/Impact: Lead: operational classroom readiness rubric</p> <p>Lag: Increase scores on Q2-I have the Materials and Equipment to do my job right.</p> <p>Increase student achievement</p> <p>Staff Responsible for Monitoring: Content Coordinators, Campus Administration</p> <p>TEA Priorities: Build a foundation of reading and math, Connect high school to career and college</p> <p>Funding Sources: Curriculum and Instruction Resources (calculators, etc.) - 211 - Title I - 211-11-6399-000-002S-30-00-000 - \$10,000, Curriculum and Instruction Resources - 244 - Carl Perkins - \$27,000</p>	Formative			Summative
	Nov	Feb	May	July





Strategy 4 Details	Reviews			
Strategy 4: Intentionally connect with parents via one on one phone calls and emails to update parents/guardians about student progress and success. Proactively nurture families through the enrollment cycle, including assisting with student applications and documents, inviting them to campus, personalized touchpoints, etc. Strategy's Expected Result/Impact: Lead: Staff will make 3 points of contact for students who are academically at risk. 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. Lag: Students have met progress in their courses. Re-enrollment Rate Staff Responsible for Monitoring: Campus Liaison and Administrators Enrollment numbers will be monitored monthly by campus administration.	Formative			Summative
	Nov	Feb	May	July
Strategy 5 Details	Reviews			
Strategy 5: Provide replacement technology as needed including, but not limited to projectors, projector bulbs, keyboards, and document cameras. Strategy's Expected Result/Impact: Lead: Teachers will have the opportunity to make these requests as needed through the district electronic ticketing system. Lag: Increase scores on Q2-I have the Materials and Equipment to do my job right. Staff Responsible for Monitoring: Campus administration Funding Sources: document cameras, bulbs, keyboards - 211 - Title I - \$6,372	Formative			Summative
	Nov	Feb	May	July
Strategy 6 Details	Reviews			
Strategy 6: Develop and implement a Pregnancy Related Services (PRS) plan through Compensatory Education Home Instruction (CEHI) to serve prenatal and postpartum students. Strategy's Expected Result/Impact: Lead: Students will continue to receive instruction during prenatal and postpartum timelines. A schedule will be created to support each student academically during their time away from school. Lag: Students will continue learning even while away from school to prevent dropout. Staff Responsible for Monitoring: counselors, assistant principals	Formative			Summative
	Nov	Feb	May	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Character Training

Performance Objective 1: LifeLeader- 85% of staff agree/strongly agree that they understand how to integrate LifeLeader into daily activities

Evaluation Data Sources: Life Leader Staff Survey

Strategy 1 Details	Reviews			
Strategy 1: Align LifeLeader activities based on best practices by: <ul style="list-style-type: none">- Weekly I Will Statements- Utilize the campus slideshow that is displayed on TV's throughout the school to highlight the LifeLeader profile.- Provide examples of best practices to teachers during staff meetings Strategy's Expected Result/Impact: Lead: Weekly I Will Statements are displayed on campus and in our newsletter LifeLeader best practices are shared at each staff meeting Lag: Increase the percentage of staff who answer "Often" to "I incorporate LifeLeader into classroom/work activities I am responsible for planning" Q08 - Mission and Purpose Staff Responsible for Monitoring: Admin	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Recognize student, teacher and staff of the month and highlight LifeLeader attribute. Strategy's Expected Result/Impact: Lead: Recognize students in each grade level that model most, if not all, of the 15 LifeLeader attributes Lag: The percentage of staff that report having been recognized in the past 7 days, according to Q4 (In the last seven days, I have received recognition or praise for doing good work) of the Q12 Survey, will continue to increase.	Formative			Summative
	Nov	Feb	May	July





Strategy 3 Details	Reviews			
Strategy 3: Incorporate LifeLeader attributes into Positive Behavior and Intervention Supports (PBIS) by recognizing students and staff weekly. Strategy's Expected Result/Impact: Lead: Teachers recognize students for exhibiting positive behavior PBIS Committee focuses on activities to increase students' morale Lag: Decrease the number of discipline referrals Increase the number of Positive Referrals	Formative			Summative
	Nov	Feb	May	July
Strategy 4 Details	Reviews			
Strategy 4: Provide a curriculum using a web based program to teach student SEL that supports our Life Leader attributes such as Habitudes, but not limited to. Strategy's Expected Result/Impact: Lead: Increase student's ability to handle school expectations regarding academics and the social side of high school. Lag: Increase in mental wellness and campus moral Increase in positive campus and culture metrics on student survey Staff Responsible for Monitoring: Counselors, classroom teachers TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture Funding Sources: - 211 - Title I, 1003 (School Improvement) - \$12,000, - 461 - Campus Activity Fund - \$500	Formative			Summative
	Nov	Feb	May	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Character Training

Performance Objective 2: Growth and Development- 80% of LHSW employees will answer agree or strongly agree to question 12 on the Life School Gallup Survey.

Evaluation Data Sources: Q12 Survey Results





Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for staff to access professional development that is relevant and targeted to them Strategy's Expected Result/Impact: Lead: Staff will submit 1 professional growth goal in strive of their choice to provide growth in the area of their choosing Lag: Campus Administration will evaluate the completion of these goals at the end of each school year. Q01 (I know what is expected of me at work) will improve with staff knowing what is expected of them through training.	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Provide individualized personal/professional development and growth opportunities for staff by providing: - Gallup Strengths training, professional development opportunities, etc. Strategy's Expected Result/Impact: Lead: Strengths Training during PLC's Differentiated PD Schedule Partner with experienced teachers (i.e. mentor) Lag: Employee Retention - Increase Q3 scores (I have the opportunity to do what I do best), Q06 (Someone at work encourages my development), Q12 (I had an opportunity at work to learn and grow) Student Academic Growth	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
Strategy 3: Provide individualized personal/character development and growth opportunities for student groups by providing: - Gallup Strengths training, leadership development opportunities, building meaningful relationships, etc. Strategy's Expected Result/Impact: Lead: Students will be able to use their strengths and leadership skills in their committees Special Education Support Lag: % of students academically eligible for extra-curricular participation Re-enrollment Staff Responsible for Monitoring: principal. instructional coach ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Partnerships with Parents and the Community

Performance Objective 1: Parent Engagement will be improved as measured by the percentage of parents enrolled in the Partners for Life Parent Organization.

Evaluation Data Sources: Fall Parent Engagement Survey
Spring Parent Satisfaction Survey
Galaxy Digital Reports

Strategy 1 Details	Reviews			
Strategy 1: Offer parent engagement opportunities at least 2 times a semester through the Partners for Life Platform Strategy's Expected Result/Impact: Lead: At least 4 parent/family nights provided at each campus aligned to district objectives Lag: Increase in participants at parent nights/opportunities (per Galaxy Digital Report or other attendance log) Increase the number and percentage of parents who agree that information and events provided for parents allow them to better support their student's educational and leadership development Staff Responsible for Monitoring: Principals/Admin Team/Lead Teachers	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for staff to be trained in effective parent involvement strategies. Strategy's Expected Result/Impact: Lead: Attend training for Parent Involvement Successful implementation of Parent Involvement Policy / Parent Involvement Compact / Training Staff on the Value and Contribution of Parents Lag: Increase attendance at parent events Increase in students' academic growth Staff Responsible for Monitoring: Principals / Admin Team Funding Sources: Title I, Part A - Parent and Family Engagement Cluster Training - 211 - Title I - 211-61-6411-000-820A-30-00-000 - \$75	Formative			Summative
	Nov	Feb	May	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: Partnerships with Parents and the Community

Performance Objective 2: Community Engagement - at least 2 community volunteers will be invited to present to our stakeholders





Evaluation Data Sources: Review sessions offered throughout the year

Strategy 1 Details	Reviews			
Strategy 1: Community members & Parents will be invited to virtual parent nights, lunches, and/or classroom discussions/ events. Examples include, but are not limited to military personnel visits during lunch/class, annual parent compact and parent involvement meetings, and visits by college recruiters. Strategy's Expected Result/Impact: Lead: Campuses Host 4 Partners for Life Meetings during the year All Parent events posted in Galaxy Digital prior to the event Links to Partners for Life opportunities posted in campus newsletters Lag: Increased involvement in parent nights and other campus events Increase the number of parents who are members of the organization (as measured by campus fans in Galaxy Digital) Increase the number and percentage of parents who agree that information and events provided for parents allow them to better support their student's educational and leadership development Staff Responsible for Monitoring: Campus Administration TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	July
<div><div></div> No Progress</div> <div><div></div> Accomplished</div> <div><div></div> Continue/Modify</div> <div><div></div> Discontinue</div>				

Goal 3: Partnerships with Parents and the Community

Performance Objective 3: Corporate and University Partnerships: At least one new community partnership will be created during 2024-25 school year.

Evaluation Data Sources: Review hosted military, college, career options who came through campus at events or lunch.

Strategy 1 Details	Reviews			
Strategy 1: Invite colleges, military mentors for occupations representatives to present information in a virtual or classroom visit. Strategy's Expected Result/Impact: Lead: Partnership with the various branches of the military Provide opportunities for them to present Lag: Increase the number of students who earn a CCMR point Staff Responsible for Monitoring: Campus administration, Counselors, Avid Teacher TEA Priorities: Connect high school to career and college	Formative			Summative
	Nov	Feb	May	July
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				

Campus Funding Summary

410 - Instructional Materials Allotment (IMA)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds needed for SAT exams and TSI exams.		\$1,000.00
Sub-Total					\$1,000.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4			\$500.00
Sub-Total					\$500.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Software	211-11-6395-000-002S-30-00-000	\$1,500.00
1	1	4	Professional development registration and travel expenses	211-13-6411-000-002S-30-00-000	\$3,000.00
1	1	6	lab equipment, novels, workbooks		\$2,000.00
1	2	1	Instructional Coach Salary and Benefits	211-13-6119-000-002S-30-00-000	\$71,776.56
1	2	2	sub		\$25,000.00
1	3	3	Curriculum and Instruction Resources (calculators, etc.)	211-11-6399-000-002S-30-00-000	\$10,000.00
1	3	5	document cameras, bulbs, keyboards		\$6,372.00
3	1	2	Title I, Part A - Parent and Family Engagement Cluster Training	211-61-6411-000-820A-30-00-000	\$75.00
Sub-Total					\$119,723.56
288 - Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	AVID Membership	288-11-6495-00-002S-30-00-000	\$4,349.00
1	1	1	AVID Weekly	288-11-6395-00-002S-30-00-000	\$0.00
Sub-Total					\$4,349.00
244 - Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Funds for certification exams and curriculum for CTE classes		\$30,000.00
1	3	3	Curriculum and Instruction Resources		\$27,000.00

244 - Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$57,000.00
211 - Title I, 1003 (School Improvement)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Chromebooks, cart, chargers		\$10,000.00
2	1	4			\$12,000.00
Sub-Total					\$22,000.00