

Life School

Life School Innovation Academy

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

Summary: Teachers feel resources such as lesson plans, PLCs, interventionists and instructional coaching all helps provide quality teaching and learning, but students still have many gaps due to lack of teacher autonomy to monitor and adjust instruction and students not learning or being taught some foundational skills due to gaps in the curriculum.



Close the Opportunity Gap - Elementary Strengths

Strengths:

- Heggerty Phonics
- Resources
- Phonics carts
- Instructional Coach
- Technology 1:1
- CPG's and lesson plans are provided
- PLCs focusing on curriculum and data

Problem Statements Identifying Close the Opportunity Gap - Elementary Needs

Problem Statement 1 (Prioritized): K-2 students are not reading on grade level by 3rd grade.

Root Cause: The reading curriculum is not aligned to the Science of Teaching Reading or the TEKS, teachers lack autonomy to make adjustments to block and content based on student needs, and there is minimal focus on K-2.

Problem Statement 2 (Prioritized): Students in 3rd-6th grade are not meeting state standards or meeting needed growth.

Root Cause: Gaps exist in the math, reading, and science curriculum and students are not receiving basic skills or enough guided practice and repetition with gradual release.

Problem Statement 3 (Prioritized): Students do not receive consistent instruction when different substitutes cover classes.

Root Cause: Substitutes don't know the students or have relationships with them or the teacher.

Employer of Choice

Employer of Choice Summary

Teachers and staff feel valued, supported, and recognized, but they feel they need more support for student behavior as well as work time during PD. Hiring quality staff will help improve student academic performance. An excellent employee experience will increase our retention, assist our recruiting efforts, and increase our students' academic achievement.

Employer of Choice Strengths

- 4 Day work week
- Strengths Coaching
- Staff Incentives
- Casual Dress Days
- Team building activities
- Teacher appreciation days throughout the year
- Instructional coaching model
- Instructional support through professional development
- Support from all levels (curriculum, behavior, etc.)

Problem Statements Identifying Employer of Choice Needs

Problem Statement 1: Per the Spring 2025 Q12 Survey, Q07: "At work, my opinions seem to count" received a score of 3.16 out of a 5-point scale.

Root Cause: The campus culture and climate have gone down greatly over the past couple of years.

Problem Statement 2 (Prioritized): Student behaviors are interrupting classroom learning and teaching.

Root Cause: The system for holding students accountability needs to be strengthened and additional staff and training are needed for behavior management.

Problem Statement 3: Per the Spring 2025 Q12 survey, "I have the opportunity to do what I do best every day" received a score of 3.47 out of a 5-point scale.

Root Cause: A need exists for differentiated professional support and strategic, targeted development. Teachers desire earned autonomy in regards to instruction.

School of Choice

School of Choice Summary

Student enrollment numbers have increased since implementing the 4-day school week. The campus offers multiple activities for families throughout the year, and communication with parents via campus newsletters and Class Dojo is consistent. However, more academic opportunities could further engage students and parents.

School of Choice Strengths

- Improved student enrollment
- Parent/Student/Campus Activities: Valentine Dance, Fall Festival, Math/Literacy Night
- Colleague/Admin Support
- UIL
- Work with the “whole” child
- Parent Portal - but provide a parent training
- We offer food and resources for students when a need is observed
- Parent Communication through school wide platforms
- Student Leadership opportunities - Life Leader Council and National Elementary Honor Society
- Before/After school program and Friday coverage for 4 day week

Problem Statements Identifying School of Choice Needs

Problem Statement 1 (Prioritized): Discipline has been an ongoing area of concern for the last several years and has become a deterrent for prospective families.

Root Cause: Lack of behavior support and staff training to reduce the number of infractions.

Problem Statement 2 (Prioritized): The campus has few extracurricular activities that surrounding schools do which can attract more students (clubs, sports teams, cheer, choir, etc).

Root Cause: The root cause for this is staff are unwilling to stay later in the day now that we have 9hr days.

Problem Statement 3 (Prioritized): Per LSL 2024-2025 Enrollment Report dated 10/24/24, beginning re-enrollment (at February 2023) was 88% and realized re-enrollment (at 10/24/24) was 84%.

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

LifeLeader

LifeLeader Summary

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

LifeLeader Strengths

- Daily Life Habits lessons
- Campus priority of Character Training
- Collaborative Environment with all of the Staff
- Positive Referrals for Student
- Staff Shout Outs & Smiles at monthly staff meetings & newsletter
- Counselor guidance Lesson

Problem Statements Identifying LifeLeader Needs

Problem Statement 1 (Prioritized): Students are not adequately practicing what they have learned from their life habits lessons, which can lead to students not being fully equipped when conflict arises in the classroom.

Root Cause: There is not enough scheduled time for a life habits lesson to be completed using the curriculum that has been given to us.

Problem Statement 2 (Prioritized): Students do not have adequate opportunities to serve as campus leaders.

Root Cause: Lack of time, resources, and staff are all barriers to developing a strong program of student leadership.

Growth and Development

Growth and Development Summary

The district provides professional development for content as well as opportunities to grow within the classroom and beyond. However, some of the resources are hard to find or staff are unaware they exist.

Growth and Development Strengths

- Professional Development for Beginning of the Year and Returning Teachers
- All Staff Communication
- Content Based Instructional Coaches

Problem Statements Identifying Growth and Development Needs

Problem Statement 1 (Prioritized): Access to resources can be difficult and some staff are unaware of their existence or location.

Root Cause: There is not a system in place to ensure teachers and staff know all the resources available to them or where to locate them.

Parent Engagement

Parent Engagement Summary

Engaging families can look many different ways, from an actual presence on the campus or in the classroom to volunteering for events, to donating items needed for campus activities.

Parent Engagement Strengths

- Beary Christmas
- Love on Your Littles Event
- Literacy Night
- Talent Show
- Valentines Dance
- Stem Night
- Partners 4 Life

Problem Statements Identifying Parent Engagement Needs

Problem Statement 1 (Prioritized): The campus does not have a consistent group of parents in the Partners4Life organization.

Root Cause: Staff is not fully aware of how to be a liaison to parents or encourage participation in Partners4Life.

Community Engagement

Community Engagement Summary

The campus has multiple opportunities throughout the school year in which the local community can be involved with students and staff. It is important to be part of our larger community and develop those relationships in order to benefit our students and staff.

Community Engagement Strengths

- Books4Kids in the fall

Angel Cadets to send Pringles to the soldiers

North Tx Food Bank

Career Day

Firefighters

Teacher Appreciation Week volunteers (chiropractor, Ulta)

Problem Statements Identifying Community Engagement Needs

Problem Statement 1 (Prioritized): There is not a centralized system in place for developing relationships with the community.

Root Cause: The role of a community liaison has not been prioritized.

Priority Problem Statements

Problem Statement 1: K-2 students are not reading on grade level by 3rd grade.

Root Cause 1: The reading curriculum is not aligned to the Science of Teaching Reading or the TEKS, teachers lack autonomy to make adjustments to block and content based on student needs, and there is minimal focus on K-2.

Problem Statement 1 Areas: Close the Opportunity Gap - Elementary

Problem Statement 2: Students in 3rd-6th grade are not meeting state standards or meeting needed growth.

Root Cause 2: Gaps exist in the math, reading, and science curriculum and students are not receiving basic skills or enough guided practice and repetition with gradual release.

Problem Statement 2 Areas: Close the Opportunity Gap - Elementary

Problem Statement 3: Student behaviors are interrupting classroom learning and teaching.

Root Cause 3: The system for holding students accountability needs to be strengthened and additional staff and training are needed for behavior management.

Problem Statement 3 Areas: Employer of Choice

Problem Statement 4: Discipline has been an ongoing area of concern for the last several years and has become a deterrent for prospective families.

Root Cause 4: Lack of behavior support and staff training to reduce the number of infractions.

Problem Statement 4 Areas: School of Choice

Problem Statement 5: The campus has few extracurricular activities that surrounding schools do which can attract more students (clubs, sports teams, cheer, choir, etc).

Root Cause 5: The root cause for this is staff are unwilling to stay later in the day now that we have 9hr days.

Problem Statement 5 Areas: School of Choice

Problem Statement 6: Students are not adequately practicing what they have learned from their life habits lessons, which can lead to students not being fully equipped when conflict arises in the classroom.

Root Cause 6: There is not enough scheduled time for a life habits lesson to be completed using the curriculum that has been given to us.

Problem Statement 6 Areas: LifeLeader

Problem Statement 7: Students do not have adequate opportunities to serve as campus leaders.

Root Cause 7: Lack of time, resources, and staff are all barriers to developing a strong program of student leadership.

Problem Statement 7 Areas: LifeLeader

Problem Statement 8: Access to resources can be difficult and some staff are unaware of their existence or location.

Root Cause 8: There is not a system in place to ensure teachers and staff know all the resources available to them or where to locate them.

Problem Statement 8 Areas: Growth and Development

Problem Statement 9: The campus does not have a consistent group of parents in the Partners4Life organization.

Root Cause 9: Staff is not fully aware of how to be a liaison to parents or encourage participation in Partners4Life.

Problem Statement 9 Areas: Parent Engagement

Problem Statement 10: There is not a centralized system in place for developing relationships with the community.

Root Cause 10: The role of a community liaison has not been prioritized.

Problem Statement 10 Areas: Community Engagement

Problem Statement 11: Students do not receive consistent instruction when different substitutes cover classes.

Root Cause 11: Substitutes don't know the students or have relationships with them or the teacher.

Problem Statement 11 Areas: Close the Opportunity Gap - Elementary

Problem Statement 12: Per LSL 2024-2025 Enrollment Report dated 10/24/24, beginning re-enrollment (at February 2023) was 88% and realized re-enrollment (at 10/24/24) was 84%.

Root Cause 12: The longer students stay with Life School, they have more success both behaviorally and academically. There are many school options in the Lancaster area so we have to provide an experience that stands apart from the rest.

Problem Statement 12 Areas: School of Choice

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card and accountability data

Student Data: Assessments

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

Student Data: Student Groups

- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Discipline records
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Other additional data

Goals

Goal 1: Strong Academics





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

High Priority

Evaluation Data Sources: Campus and state assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will use the new immediate intervention model, utilize the new RLA curriculum, and participate in the new PLC format that includes lesson internalization. K-2 will meet in grade level teams, while 3-6th will meet in content teams with a content team lead in order to improve vertical alignment. Strategy's Expected Result/Impact: Lead: Teachers will use the new immediate intervention model, collaborate weekly in PLCs, and participate in staff development. LAG: Students will receive quality Tier 1 and 2 instruction that is explicit, systematic, and includes repetition and practice (evidence: 3rd-6th will score at least Approaches and K-2 students will increase their reading level.) Staff Responsible for Monitoring: Principal, coaches, APs, curriculum coordinators TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: Team Leads - 7 total - 420 - State Funding - 420 - \$3,500, Campus Leadership Training through Region 10 (ESF Grant) - 211 - Title I - 211-11-6239-ESF-820A-30-00-000 - \$50,000	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
Strategy 2: Hire, train, and support two interventionists who will provide targeted intervention for K-2 students in phonics and 3-6th grade students in math. Strategy's Expected Result/Impact: LEAD: Interventionists will provide intervention weekly. LAG: Students in K-2 will show growth in phonics as measure by CORE , and 3-6th will show growth in math as measured by benchmarks and STAAR. Staff Responsible for Monitoring: Principal, instructional coach, coordinator TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: One math interventionist paid with grant funds and district monies and one Title Tutor/ interventionist paid with campus Title funds. - 211 - Title I - \$12,500	Formative			Summative
	Nov	Feb	May	July
Strategy 3 Details	Reviews			
Strategy 3: Continue to hire and train a campus permanent substitute to cover classes when teachers are absent to reduce the loss of learning time for students. Strategy's Expected Result/Impact: LEAD: Hire and train a new permanent substitute. LAG: Students will continue to have instruction when the teacher is absent. Staff Responsible for Monitoring: Garton TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Permanent substitute salary - 211 - Title I - \$23,500	Formative			Summative
	Nov	Feb	May	July





Strategy 4 Details	Reviews			
Strategy 4: 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 immediate intervention for low performing and struggling students each day. LAG - students will show growth and close gaps in learning as demonstrated on district and state assessments Staff Responsible for Monitoring: Admin Teachers IC COounselor 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 Funding Sources: Content materials and resources - 211 - Title I - 211-11-6399 - \$2,000	Formative			Summative
	Nov	Feb	May	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 1: Strong Academics

Performance Objective 2: Employer of Choice - 60% of staff will return for the 2025-2026 school year. Providing a supportive and collaborative environment for staff through instructional coaching, mentoring programs, and working with district-level support.

Evaluation Data Sources: Q12 survey, teacher retention rates

Strategy 1 Details	Reviews			
Strategy 1: Support teachers through weekly instructional coaching from the campus Instructional Coach and through targeted professional development opportunities such as conferences or out of district trainings. Strategy's Expected Result/Impact: LEAD: Teachers will receive ongoing and systematic coaching from the campus and district staff. LAG: Teachers will increase their personal self-efficacy and effectiveness in the classroom. Staff Responsible for Monitoring: Principal and instructional coach TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Instructional coach - 211 - Title I - \$88,000, Conference fees - 211 - Title I - \$1,500	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Purchase technology to replace or update current instructional technology in the classroom and on campus. Strategy's Expected Result/Impact: LEAD: Campus leadership and IT will determine technology needed and create a priority list to order. LAG: Teachers will use technology to support their instruction and student learning. Staff Responsible for Monitoring: principal, IT tech TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction Funding Sources: Technology updates and replacements for instructional use by teachers and/or students. - 211 - Title I - \$2,500	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
<p>Strategy 3: Create a supportive and collaborative environment for staff through maintaining positive campus morale; including but not limited to methods such as:</p> <ul style="list-style-type: none"> -Employee celebrations/recognition (Peer recognized) -Employee appreciation (Admin & Sunshine Committee--theme/spirit days, jean days, etc) -Strengths coaching and training (Culture Dept) -SEB, mindfulness prior to all staff meetings -Semester Team events that are staff-created <p>Strategy's Expected Result/Impact: LEAD: Teachers will feel supported in a positive campus environment. Employee Recognition/Appreciation One teacher and one staff member will be recognized monthly Administrators will provide at least 4 opportunities for staff to participate in dress-up days and activities. Staff will engage in team opportunities LAG: Teacher retention rates will increase by 10. Increase the percentage 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, at work my opinions seem to count.</p> <p>Staff Responsible for Monitoring: principal, admin</p> <p>TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction</p> <p>Funding Sources: - 420 - State Funding - \$3,000</p>	Formative			Summative
	Nov	Feb	May	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





Goal 1: Strong Academics

Performance Objective 3: School of Choice - 10% Increase in the percentage of students who re-enroll for the 2025-2026 school year

Evaluation Data Sources: enrollment rates and discipline data

Strategy 1 Details	Reviews			
Strategy 1: Create a PBIS team to consistently implement a system that allows for student activities as an incentive, reward, or academic and non-academic opportunities. Strategy's Expected Result/Impact: LEAD: The PBIS team will be formed and meet regularly to plan incentives. LAG: Student discipline incidents will decrease. Staff Responsible for Monitoring: assistant principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Problem Statements: School of Choice 1 Funding Sources: Resources for PBIS incentives and reward parties - 420 - State Funding - \$500	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Collaborate and communicate effectively by providing quality customer service and positive experiences for all stakeholders through Parent Square, weekly campus, and grade-level newsletters. Strategy's Expected Result/Impact: Lead: Effective communicator - 100% of grade level teachers will communicate weekly with parents, and campus newsletters will be sent to parents and staff weekly. Lag: Increase the percentage of parents who strongly agree with effective communication on the parent survey. "As a parent, I feel well informed about the many ways I can be involved on my student's campus." Staff Responsible for Monitoring: Teachers will communicate weekly with parents through grade-level newsletters. Assistant Principal will approve the teacher's weekly newsletter. The principal will send a weekly parent newsletter, "Innovation Nation: Mustang Edition," with campus events. The principal and AP will create a Facebook post with information for parents and families. ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details		Reviews			
Strategy 3: Provide a supportive and collaborative environment by hosting current and new student events throughout the year. Including, but not limited to: Back to School Bash/Orientation Kinder Round-up Literacy Night Fall Math Carnival Partners For Life STEM Family Night Life Leader/SEB Family Campus tours when requested Book Fairs Fundraisers and donation drives Strategy's Expected Result/Impact: Lead: Effective Communicator - 100% of accepted/enrolled kinder parents and students will be invited to Kinder Round Up through School Mint. Lag: Attendance at Kinder Roundup Enrollment first 10 days of school Staff Responsible for Monitoring: Campus Liaison TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy		Formative			Summative
		Nov	Feb	May	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue





Performance Objective 3 Problem Statements:

School of Choice
Problem Statement 1: Discipline has been an ongoing area of concern for the last several years and has become a deterrent for prospective families. Root Cause: Lack of behavior support and staff training to reduce the number of infractions.

Goal 2: Character Training

Performance Objective 1: LifeLeader - 80% of staff who answer "often" to incorporating LifeLeader into daily classroom/work activities





Evaluation Data Sources: Classroom observations, discipline data

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive systematic training and opportunities for collaboration and reflection to learn how to teach and manage social-emotional behaviors, emotions, and trauma informed practices using the LifeHabits district curriculum. Strategy's Expected Result/Impact: LEAD: All teachers will be trained in LifeHabits curriculum and practices and consistently implement the LifeHabits curriculum. LAG: Teacher will be equipped to manage student behaviors and emotions and students will begin to utilize the strategies learned. Staff Responsible for Monitoring: admin, behavior coach TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Create visuals with the 3 school rules and LifeLeader attributes to help teachers when praising and correcting students using LifeLeader attributes. Strategy's Expected Result/Impact: LEAD: Teachers and staff will internalize LifeLeader attributes and use them more fluidly daily in the classroom. LAG: Student behaviors will improve and discipline incidents decrease. Staff Responsible for Monitoring: admin and teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	July
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 2: Character Training

Performance Objective 2: Growth and Development - 70% of staff will answer agree or strongly agree to Q03 (At work, I have the opportunity to do what I do best every day) on the Spring 2025 Gallup Q12 engagement survey

Evaluation Data Sources: classroom observations, record of students involved in student leadership on campus

Strategy 1 Details	Reviews			
Strategy 1: Offer intentional trainings, Strengths Coaching, Life Habits, and LifeLeader coaching to help staff and students learn conflict resolution skills, learn how to vocalize feelings, and learn how to assume positive intent and see the Strengths of others. Strategy's Expected Result/Impact: LEAD: Schedule Strengths Coaching with Andy for Friday staff development and coach staff through conflict using Strengths and LifeLeader. LAG: Teachers and students will utilize LifeLeader attributes to resolve conflicts. Staff Responsible for Monitoring: admin TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for students to serve on campus or in the community and build leadership skills. Strategy's Expected Result/Impact: LEAD: Staff will choose and develop students be be campus leaders. LAG: Students will become more engaged and stronger leaders. Staff Responsible for Monitoring: admin and team leads TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	July
<div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div>				

Goal 3: Partnerships with Parents and the Community

Performance Objective 1: Parent Engagement

Evaluation Data Sources: number of parents attending Partners4Life meetings, number of parents involved in campus activities, parent survey

Strategy 1 Details	Reviews			
Strategy 1: Align family nights to district/campus goals by collaborating with other campuses and the district community relations team to coordinate family nights (LifeLeader, Literacy/On 3 by 3, etc.) Strategy's Expected Result/Impact: Lead: 4 out of 4 Family Nights will align with On 3 by 3, LifeLeader, and district initiatives. Teachers and staff will participate in Family Nights to promote district goals. Use Galaxy Digital to post all Family Nights and community opportunities. Lag: Parent Survey Results Parents will attend parent engagement opportunities. Staff Responsible for Monitoring: Assistant Principal ESF Levers: Lever 3: Positive School Culture Problem Statements: School of Choice 1, 3 Funding Sources: Materials and food for parent engagement activities - 420 - State Funding - \$500, Printing Costs - LifeLeader Family Night Passport Booklet - 211 - Title I - 211-61-6399-000-102E-30-00-000 - \$799	Formative			Summative
	Nov	Feb	May	July
Strategy 2 Details	Reviews			
Strategy 2: Provide opportunities for parents to connect through classroom volunteer opportunities, class parties, field trips, fundraising, and Coffee Talks with the Principals. Strategy's Expected Result/Impact: LEAD: Teachers will learn creative ways to engage parents. LAG: More parents will engage as partners on campus. Staff Responsible for Monitoring: Teachers will reach out to parents to invite them to volunteer on campus. The principal will invite parents to a Coffee Talk with the Principal throughout the year. TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	July



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 1 Problem Statements:

School of Choice

Problem Statement 1: Discipline has been an ongoing area of concern for the last several years and has become a deterrent for prospective families. **Root Cause:** Lack of behavior support and staff training to reduce the number of infractions.

Problem Statement 3: Per LSL 2024-2025 Enrollment Report dated 10/24/24, beginning re-enrollment (at February 2023) was 88% and realized re-enrollment (at 10/24/24) was 84%. **Root Cause:** The longer students stay with Life School, they have more success both behaviorally and academically. There are many school options in the Lancaster area so we have to provide an experience that stands apart from the rest.

Goal 3: Partnerships with Parents and the Community

Performance Objective 2: Community Engagement - 30% of students will participate in a community event during the 2025-2026 school year

Evaluation Data Sources: Sign in Sheets from Community Events

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for stakeholders to volunteer and participate in community events, including but not limited to local food banks and the Church Angel Tree. Strategy's Expected Result/Impact: Staff and families participate in at least one volunteer opportunity. Staff Responsible for Monitoring: Counselor ESF Levers: Lever 3: Positive School Culture Problem Statements: Community Engagement 1	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>				

Performance Objective 2 Problem Statements:

Community Engagement
Problem Statement 1: There is not a centralized system in place for developing relationships with the community. Root Cause: The role of a community liaison has not been prioritized.

Campus Funding Summary

420 - State Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Team Leads - 7 total	420	\$3,500.00
1	2	3			\$3,000.00
1	3	1	Resources for PBIS incentives and reward parties		\$500.00
3	1	1	Materials and food for parent engagement activities		\$500.00
Sub-Total					\$7,500.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Campus Leadership Training through Region 10 (ESF Grant)	211-11-6239-ESF-820A-30-00-000	\$50,000.00
1	1	2	One math interventionist paid with grant funds and district monies and one Title Tutor/interventionist paid with campus Title funds.		\$12,500.00
1	1	3	Permanent substitute salary		\$23,500.00
1	1	4	Content materials and resources	211-11-6399	\$2,000.00
1	2	1	Conference fees		\$1,500.00
1	2	1	Instructional coach		\$88,000.00
1	2	2	Technology updates and replacements for instructional use by teachers and/or students.		\$2,500.00
3	1	1	Printing Costs - LifeLeader Family Night Passport Booklet	211-61-6399-000-102E-30-00-000	\$799.00
Sub-Total					\$180,799.00