

Life School

Life School Red Oak 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 2nd grade has been shown to be a predictor of improved learning and life outcomes. Reading and writing on grade level are essential for closing the opportunity gap for our students. The skill of responding to reading verbally and through written expression is essential to show literacy and comprehension growth. At this age, students are transitioning from learning to read to reading to learn; we need our students to be ready for their required grade level content.

Science has implemented a stem scope lab during Specials times for 3rd -5th grade to bring engaging experiences to solidify the Science TEKS. The school sponsors a traveling field trip by Perot Museum to support science TEKS.

Math has implemented the programs Zearn, Progress Learn, Boddle, and Prodigy to engage students in math practice.

We offer UIL in academics for students to compete in a variety of academic challenges.

Close the Opportunity Gap - Elementary Strengths

Phonics Curriculum that is vertically aligned from K-2nd.

Each year we work to grow our classroom libraries and guided reading bookroom.

Book bags with leveled books

K-2 classroom teachers have adopted Handwriting Without Tears and Heggerty Phonics

Classroom teachers have been targeted and intentional with small groups.

Instructional aides pull targeted and intentional small groups

Instructional tutors were added to work with small groups of students on targeted skills.

Kindergarten ABC Bootcamp.

A large majority of Kinder -3rd grade teachers have completed or are currently attending Reading Academy.

Kinder-2 Core Foundational Assessment

EB TELPAS focused tutor

SCR and ECR training, alignment, teaching and small groups

Library specials rotation

Literacy Family Night

Actively monitoring growth through data PLCs

Guest readers

Braum's Book Buddies

Online Reading Platforms-Reading A-Z, Epic

Dyslexia resource Talking Books

Scholastic News for upper elementary

Reading and Sight Word Incentives

Question Stem of the Day (STAAR based), review vocabulary

Dyslexia - Lexia Computer Program

TAFTE - Life High School helpers

Problem Statements Identifying Close the Opportunity Gap - Elementary Needs

Problem Statement 1 (Prioritized): Per the Spring 2025 Q12 Survey, 35% of LSRO staff answered "strongly agree" to Q02: I have the materials and equipment I need to do my work right.

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

Problem Statement 2 (Prioritized): 70% or less than students received Approaches on their 2025 Math STAAR test.

Root Cause: Students may not be receiving the appropriate intervention in their classroom to support their needs and gaps.

Problem Statement 3 (Prioritized): 82% or less than students received Approaches on their 2024 Reading STAAR test.

Root Cause: Some curriculum and resources do not align to the rigor level on STAAR testing. Instruction and classroom assessments need to match the rigor of STAAR, including the writing component that is required for students on the STAAR Reading assessment.

Problem Statement 4 (Prioritized): On the 2024 Science STAAR test 63% of students received Approaches.

Root Cause: All grade level Science classes need to align the rigor, instruction, and information given to students to meet what is tested in 5th grade.

Problem Statement 5 (Prioritized): On average, there was a 10 point different for EBs scoring approaches on 2025 STAAR, vs non-EB students.

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

Close the Opportunity Gap - Secondary

Close the Opportunity Gap - Secondary Summary

Employer of Choice

Employer of Choice Summary

An excellent employee experience will increase our retention, assist our recruiting efforts, and increase our student academic achievement. Our goal is to keep highly qualified and experienced teachers. This will ultimately decrease a higher turnover rate. Our turnover rate was significantly lower the last two years due to strong administration support and a supportive co-worker environment.

Employer of Choice Strengths

Family feel
Fall break
Occasional Appreciation meals
Parent involvement
Fall Festival Fundraiser– letting teachers use money for classroom supplies
Jean Days
Admin support
Instructional coaches support
Four Day school week
Professional Development on scheduled work Fridays (not extra)
Quality teachers/grade level teams
Mustang Club
PLC organization
Guided library all the books available to teachers
Organization of MTSS meetings
Positive Peer Recognition/Shout-Outs
Instructional Tutors
Oaks daycare for our staff
4 day week

Problem Statements Identifying Employer of Choice Needs

Problem Statement 1 (Prioritized): Our student population of special education has increased over the years and continues to grow, but the support has not been increased proportionately. More students qualifying for special education services without a proportional increase in staff and resources. Increase in students with complex needs (e.g., autism, emotional disturbances) requiring specialized support.

Root Cause: The campus is not adequately staffed to handle the growth of our sped population and their specific needs resulting in not meeting the needs of our sped population.

Problem Statement 2 (Prioritized): Per the Spring 2025 Q12 Survey, 35% of LSRO staff answered "strongly agree" to Q02: I have the materials and equipment I need to do my work right.

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

Problem Statement 3 (Prioritized): Experienced teachers leave the district for higher pay, especially as they approach retirement.

Root Cause: The pay scale is not equitable compared to all districts in our area. Teachers at our campus are not receiving the same pay as teachers who work in Dallas County even though we are in the same district.

Problem Statement 4 (Prioritized): Employees are working the same amount of hours per calendar year but are given 2 days less PTO.

Root Cause: Communication from the district regarding the "why" behind this decision.

Problem Statement 5 (Prioritized): Per the Spring 2025 Q12 Survey, 45% of LSRO staff answered below a 4 or a 5 to Q04: In the last seven days, I have received recognition or praise for doing good work.

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

School of Choice

School of Choice Summary

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

School of Choice Strengths

As a campus, we have around 97% re-enrollment of students
Highlight LifeLeaders of the Month on social media
Positive Office Referrals
Teacher contact home and building relationships with all students
All classrooms have projectors and interactive whiteboards
1 to 1 Student devices, 1st-6th
Quarterly Family Nights
Positive rapport between students, staff and parents
4 day school week
LifeLeader attributes
NEHS
SEB curriculum-Life Habits
financially responsible/ethical
leadership mission is important
Fall Break
Additional Intervention Time through Mustang Club for 3rd-6th Grade
Instructional Tutors
UIL
Choir Club
GT Services and GT Expo experience
Fundraising
High staff retention rate
Partners for Life (high parent/family involvement)

Problem Statements Identifying School of Choice Needs

Problem Statement 1 (Prioritized): We lack multiple opportunities for extra curricular groups and clubs

Root Cause: Since moving to a 4 day week, staff and students are already staying late, making it difficult to run after school clubs.

Problem Statement 2 (Prioritized): We are lacking the needed amount of sped staff and teachers to service our students.

Root Cause: Increase in incoming and newly identified SPED students with no additional SPED hires. LSRO's sped population has continued to grow each year. New sped teacher was added for 24-25.

LifeLeader

LifeLeader Summary

The Life School charter was founded on the belief that character is an essential part of developing the whole individual. We believe that emphasizing character development for our staff, students, and parents will improve student outcomes. Soft skills are important in the ever-changing labor market. LifeLeader includes 15 attributes that represent the skills and knowledge necessary to be Ready to Learn, Ready to Lead and Ready for Life. Throughout the school day, students are taught about the LifeLeader attributes. Classrooms and all common areas have posters with all 15 attributes for staff and students to reference. Staff use our LifeLeader attributes throughout the day through morning announcements, LifeLeader attributes lessons during Mustang Club, Life Habits (SEL), guidance lessons, and student discussions. Students are recognized by how they implement the LifeLeader attributes throughout the year with Mustang Money, Positive Office Referrals, and LifeLeaders of the Month, weekly parent newsletters, social media posts, district-wide communication, and during family nights.

LifeLeader Strengths

Daily Mustang Club time where 2nd-6th students learn about the LifeLeader attributes

Daily Life Habits Lessons

Mustang Money

Positive Office Referrals for students

LifeLeader of the Month Student Recognitions

Staff Shout Outs & Smiles at monthly staff meetings & Mustang Message

Morning Announcements

Thursday Exchange

Social Media

PBIS Expectation Matrix

Discipline reinforcement

Detention reflections

Kindness/Anti-Bullying Week

Problem Statements Identifying LifeLeader Needs

Problem Statement 1 (Prioritized): Per the Spring 2025 Q12 Survey, 45% of LSRO staff answered below a 4 or a 5 to Q04: In the last seven days, I have received recognition or praise for doing good work.

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

Problem Statement 2 (Prioritized): Not all staff using LifeLeader attribute language daily.

Root Cause: As a campus we need to reinforce and reiterate a culture of LifeLeader attributes.

Growth and Development

Growth and Development Summary

Life School believes in valuing and investing in stakeholders. It is important as an organization that we are committed to the growth and development of educators both personally and professionally. The continuous process of acquiring new knowledge, skills, technology integration, classroom management, understanding diverse learning styles, and insights to enhance teaching effectiveness is crucial.

Educators should embrace a lifelong learning mindset, seeking opportunities for professional development, collaboration with peers, and staying informed about evolving educational practices. The goal is to foster an environment that nurtures not only the intellectual growth of students but also the ongoing development of educators themselves.

Growth and Development Strengths

Life Habits

Improved PLC's, individualized growth

Assistant Principal of the Day Opportunities

Instructional Coaching Model

Mentor Program

Professional Development Opportunities

Coaches are more available for direct teacher support

Scope and Sequence Planning Time

More usage of staff strengths

Reading Academy

CAST

CAMT

Teacher led PD opportunities

Varied feedback from campus/district leadership

Professional development time in classrooms and the sessions lead by coordinators/teachers, and district instructional coaches

Collaboration with across the district teachers during Friday PD days

Problem Statements Identifying Growth and Development Needs

Problem Statement 1 (Prioritized): Our student population of special education has increased over the years and continues to grow, but the support has not been increased proportionately. More students qualifying for special education services without a proportional increase in staff and resources. Increase in students with complex needs (e.g., autism, emotional disturbances) requiring specialized support.

Root Cause: The campus is not adequately staffed to handle the growth of our sped population and their specific needs resulting in not meeting the needs of our sped population.

Problem Statement 2 (Prioritized): Parras may not feel sufficiently knowledgeable or confident to provide effective support to students in a classroom setting.

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

Parent Engagement

Parent Engagement Summary

Life School believes that the parent is the primary educator of a child. We invite and encourage parents to participate in the education of their child. Parent engagement improves student outcomes, increases student knowledge, and enhances word-of-mouth marketing. Parents are Life School's greatest advocate in the education of their child. Parent engagement also helps the teacher cultivate relationships with the student's teacher.

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

Parent Engagement Strengths

- We have parents who want to be involved and show interest in being involved on campus-Kindness Week, College & Career Week, Volunteering at Parties and Field Day
- Over 77% of parents respond that they attend Parent Nights at Life School.
- On the 2023 Parent Engagement Survey, 88% of parents strongly agree/agree that they are well informed of how they can be involved on our campus.
- 94% of parents that completed the survey said they feel welcome at the campus.
- Consistent communication with parents
- Welcome to volunteer and eat lunch with their child.

Problem Statements Identifying Parent Engagement Needs

Problem Statement 1 (Prioritized): Per the 2024 Parent Engagement Survey, over 50% of parents said they don't use or do not know about Partners for Life.

Root Cause: A general lack of understanding of what Partners for Life and lack of knowing about it/how to join it, and lack of incentives.

Problem Statement 2 (Prioritized): Per the 2024 Parent Engagement Survey, the majority of parents said that information is not clear or detailed.

Root Cause: Parents are too busy to read everything, don't know how to use QR codes on packets, don't have incentives to know about extracurriculars like parents nights and special events.

Community Engagement

Community Engagement Summary

Life School believes in making a positive impact in the community. We seek to bring value to the communities we serve. Engaging the community provides benefits to individual community members and to our students and to fund development projects. Engaged community members become supporters, volunteers, and mentors.

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

Community Engagement Strengths

Community Engagement Strengths

We engage in family nights at restaurants in the community.

Community volunteers (career & college week, transportation day, fall festival, Nelson Readers, military pen pals, Life School High School volunteers, Veterans Assembly etc..)

Students and staff volunteer and participate in community events

Problem Statements Identifying Community Engagement Needs

Problem Statement 1 (Prioritized): LSRO participated in less than 5 community events during the 2023-2024 school year.

Root Cause: Many of LSRO students do not live in close proximity to the campus and with the change of school hours going later into the evening many businesses are closed by the time volunteers could arrive.

Problem Statement 2 (Prioritized): LSRO teachers have limited time to adjust their daily schedules for community members to come to the school.

Root Cause: The scope and sequences of various subjects do not allow for extra time to be allotted for community members to come into the school.

Problem Statement 3 (Prioritized): LSRO does not participate with the other campuses (middle school and LHSW) as much as other school districts in the area.

Root Cause: Many of LSRO students do not live in close proximity to the campus to attend events after school.

Priority Problem Statements

Problem Statement 1: Per the Spring 2025 Q12 Survey, 35% of LSRO staff answered "strongly agree" to Q02: I have the materials and equipment I need to do my work right.

Root Cause 1: With changing TEKS, scopes, and curriculum, teachers are needing to purchase more materials for their classrooms, different than what they already have.

Problem Statement 1 Areas: Close the Opportunity Gap - Elementary - Employer of Choice

Problem Statement 2: 70% or less than students received Approaches on their 2025 Math STAAR test.

Root Cause 2: Students may not be receiving the appropriate intervention in their classroom to support their needs and gaps.

Problem Statement 2 Areas: Close the Opportunity Gap - Elementary

Problem Statement 3: 82% or less than students received Approaches on their 2024 Reading STAAR test.

Root Cause 3: Some curriculum and resources do not align to the rigor level on STAAR testing. Instruction and classroom assessments need to match the rigor of STAAR, including the writing component that is required for students on the STAAR Reading assessment.

Problem Statement 3 Areas: Close the Opportunity Gap - Elementary

Problem Statement 4: On the 2024 Science STAAR test 63% of students received Approaches.

Root Cause 4: All grade level Science classes need to align the rigor, instruction, and information given to students to meet what is tested in 5th grade.

Problem Statement 4 Areas: Close the Opportunity Gap - Elementary

Problem Statement 5: On average, there was a 10 point different for EBs scoring approaches on 2025 STAAR, vs non-EB students.

Root Cause 5: Lack of English vocabulary contributed to lower achievement scores. Lack of teaching phonemic awareness in both languages.

Problem Statement 5 Areas: Close the Opportunity Gap - Elementary

Problem Statement 6: Our student population of special education has increased over the years and continues to grow, but the support has not been increased proportionately. More students qualifying for special education services without a proportional increase in staff and resources. Increase in students with complex needs (e.g., autism, emotional disturbances) requiring specialized support.

Root Cause 6: The campus is not adequately staffed to handle the growth of our sped population and their specific needs resulting in not meeting the needs of our sped population.

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

Problem Statement 7: Experienced teachers leave the district for higher pay, especially as they approach retirement.

Root Cause 7: The pay scale is not equitable compared to all districts in our area. Teachers at our campus are not receiving the same pay as teachers who work in Dallas County even though we are in the same district.

Problem Statement 7 Areas: Employer of Choice

Problem Statement 8: Employees are working the same amount of hours per calendar year but are given 2 days less PTO.

Root Cause 8: Communication from the district regarding the "why" behind this decision.

Problem Statement 8 Areas: Employer of Choice

Problem Statement 9: We lack multiple opportunities for extra curricular groups and clubs

Root Cause 9: Since moving to a 4 day week, staff and students are already staying late, making it difficult to run after school clubs.

Problem Statement 9 Areas: School of Choice

Problem Statement 10: We are lacking the needed amount of sped staff and teachers to service our students.

Root Cause 10: Increase in incoming and newly identified SPED students with no additional SPED hires. LSRO's sped population has continued to grow each year. New sped teacher was added for 24-25.

Problem Statement 10 Areas: School of Choice

Problem Statement 11: Not all staff using LifeLeader attribute language daily.

Root Cause 11: As a campus we need to reinforce and reiterate a culture of LifeLeader attributes.

Problem Statement 11 Areas: LifeLeader

Problem Statement 12: Per the Spring 2025 Q12 Survey, 45% of LSRO staff answered below a 4 or a 5 to Q04: In the last seven days, I have received recognition or praise for doing good work.

Root Cause 12: Staff do not feel they have the time or opportunity to notice what others are doing or forget to recognize one another.

Problem Statement 12 Areas: Employer of Choice - LifeLeader

Problem Statement 13: Parras may not feel sufficiently knowledgeable or confident to provide effective support to students in a classroom setting.

Root Cause 13: Parras are not given protected time to meet and plan with teachers they support.

Problem Statement 13 Areas: Growth and Development

Problem Statement 14: Per the 2024 Parent Engagement Survey, over 50% of parents said they don't use or do not know about Partners for Life.

Root Cause 14: A general lack of understanding of what Partners for Life and lack of knowing about it/how to join it, and lack of incentives.

Problem Statement 14 Areas: Parent Engagement

Problem Statement 15: Per the 2024 Parent Engagement Survey, the majority of parents said that information is not clear or detailed.

Root Cause 15: Parents are too busy to read everything, don't know how to use QR codes on packets, don't have incentives to know about extracurriculars like parents nights and special events.

Problem Statement 15 Areas: Parent Engagement

Problem Statement 16: LSRO participated in less than 5 community events during the 2023-2024 school year.

Root Cause 16: Many of LSRO students do not live in close proximity to the campus and with the change of school hours going later into the evening many businesses are closed by the time volunteers could arrive.

Problem Statement 16 Areas: Community Engagement

Problem Statement 17: LSRO teachers have limited time to adjust their daily schedules for community members to come to the school.

Root Cause 17: The scope and sequences of various subjects do not allow for extra time to be allotted for community members to come into the school.

Problem Statement 17 Areas: Community Engagement

Problem Statement 18: LSRO does not participate with the other campuses (middle school and LHSW) as much as other school districts in the area.

Root Cause 18: Many of LSRO students do not live in close proximity to the campus to attend events after school.

Problem Statement 18 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
- Campus goals
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

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

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Strong Academics

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

High Priority

Evaluation Data Sources: District & State Assessments

Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct focused PD sessions relating to teacher need in specific areas of math and literacy development. Provide math resources to support student needs and small group interventions within the classroom. Teachers will demonstrate the transfer of curriculum and training during their core instruction that implement small group instruction into their daily practice.</p> <p>Strategy's Expected Result/Impact: Lead: Goal-Oriented- 100% of teachers are onboarded and trained properly on strategies and use of the curriculum 100% of teachers will incorporate reading and math small groups into their daily practices 100% of lesson plans reflect small group instruction, including group specifics Maintain campus book inventories and set book goals for 100% of elementary campus classrooms New K-3 will attend The Reading Academy through Region 10.</p> <p>Lag: 80% of 3rd graders on reading level (On 3 By 3) 80% of students will show growth in math scores during the year.</p> <p>Staff Responsible for Monitoring: Admin and IC will verify attendance with coordinators for PD Administrators and Instructional Coaches will monitor the transfer of training to instruction through weekly conversations at our Admin Team Meeting and walk-throughs Admin and ICs will observe small groups for all K-6 classes and report on the LSRO Walk-Through Scoreboard Check lesson plans for small group planning</p> <p>Dashboards: Small Group Observations Spreadsheets/Walk-through Documentation Admin Meeting Agendas</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1, 2, 3, 4 - Employer of Choice 2</p> <p>Funding Sources: Professional Development for Teachers - 211 - Title I - 211-13-6411-101E-30-00-000 - \$1,000, Reading Academy-Region 10 - 211 - Title I - 211-13-6239-101E-30-00-000 - \$2,000, Math Resources - 211 - Title I - 211-11-6399-000-101E-30-00-000 - \$5,000, TCRWP & Homegrown Institute - 211 - Title I - 211-13-6299-101E-30-00-000 - \$4,000</p>	Formative			Summative
	Nov	Feb	May	July





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

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

Strategy 4 Details	Reviews			
<p>Strategy 4: Support K-6 students in ELAR and Math, through 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: Goal-Oriented- 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 Teachers Counselor</p> <p>TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 2, 3</p> <p>Funding Sources: 5 Title 1 Tutors - 211 - Title I - 211-11-6118-011-101E-30-00-000 - \$25,000, Math & Science Resources - 211 - Title I - 211-11-6399-000-101E-30-00-000 - \$1,500, MTSS software - 211 - Title I - \$1,500</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 5 Details	Reviews			
Strategy 5: Conduct focused PD sessions relating to teacher need in specific areas of phonics and phonological awareness. Strategy's Expected Result/Impact: Lead: Goal-Oriented- Intervention groups with K-2 students based on Core Foundations data Lag: 80% of 2nd graders on reading level (On 3 By 3) 80% of students will show growth in math scores during the year. Staff Responsible for Monitoring: Admin and ICs will verify attendance with coordinators. Administrators and Instructional Coaches will monitor the transfer of training to instruction through weekly conversations at our Admin Team Meeting. Dashboards: K-2 Phonics Observed - Walkthroughs K-2 Phonics Intervention observations Admin Meeting Agendas TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction Problem Statements: Close the Opportunity Gap - Elementary 3 Funding Sources: Professional Development for Teachers - 211 - Title I - 211-13-6411-101E-30-00-000 - \$1,000, Reading & Phonics Resources - 211 - Title I - 211-11-6399-000-101E-30-00-000 - \$4,000	Formative			Summative
	Nov	Feb	May	July

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

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:

Close the Opportunity Gap - Elementary
Problem Statement 1: Per the Spring 2025 Q12 Survey, 35% of LSRO staff answered "strongly agree" to Q02: I have the materials and equipment I need to do my work right. Root Cause: With changing TEKS, scopes, and curriculum, teachers are needing to purchase more materials for their classrooms, different than what they already have.
Problem Statement 2: 70% or less than students received Approaches on their 2025 Math STAAR test. Root Cause: Students may not be receiving the appropriate intervention in their classroom to support their needs and gaps.
Problem Statement 3: 82% or less than students received Approaches on their 2024 Reading STAAR test. Root Cause: Some curriculum and resources do not align to the rigor level on STAAR testing. Instruction and classroom assessments need to match the rigor of STAAR, including the writing component that is required for students on the STAAR Reading assessment.
Problem Statement 4: On the 2024 Science STAAR test 63% of students received Approaches. Root Cause: All grade level Science classes need to align the rigor, instruction, and information given to students to meet what is tested in 5th grade.
Problem Statement 5: On average, there was a 10 point different for EBs scoring approaches on 2025 STAAR, vs non-EB students. Root Cause: Lack of English vocabulary contributed to lower achievement scores. Lack of teaching phonemic awareness in both languages.

Employer of Choice
Problem Statement 2: Per the Spring 2025 Q12 Survey, 35% of LSRO staff answered "strongly agree" to Q02: I have the materials and equipment I need to do my work right. Root Cause: With changing TEKS, scopes, and curriculum, teachers are needing to purchase more materials for their classrooms, different than what they already have.

Goal 1: Strong Academics

Performance Objective 2: Close the Opportunity Gap (Secondary)

Evaluation Data Sources: Intentionally left blank

Goal 1: Strong Academics





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

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

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue staff retention strategies through maintaining a positive campus morale; including but not limited to: staff/teacher of the month, monthly celebrations, theme/spirit days, jean days, LifeLeader peer recognition, LifeLeader Shout Outs, etc.</p> <p>Strategy's Expected Result/Impact: Lead: Citizenship--One teacher and one staff member will be recognized monthly as our teacher/staff member of the month.</p> <p>Collaboration--Principals will provide at least 4 opportunities for staff to participate in dress up days and activities.</p> <p>Citizenship--Staff will recognize each other at our staff meetings monthly.</p> <p>Lag: Increase percent of staff who answer strongly agree to Q04: In the last seven days, I have received recognition or praise for doing good work. Increase Q07 results</p> <p>Staff Responsible for Monitoring: Teachers will nominate staff and teachers for monthly recognition. Administrators will read nominations and select a teacher and staff member to recognize each month from staff nominations. Administrators will create special celebrations throughout the school year.</p> <p>Dashboards: Teacher/Staff Member of the Month Spreadsheet TE Newsletter Parent Newsletter Mustang Message Staff Newsletter Staff Celebration Flyers and emails LifeLeader Shout Out Log</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Employer of Choice 3, 4, 5 - LifeLeader 1</p> <p>Funding Sources: Staff Awards--incentives - None - 420-23-6499-000-101E-99-00-000 - \$500</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
Strategy 3: Recruit, support, retain teachers and principals. Continue New Teacher and campus mentor program to support first year and new to Life School teachers. Strategy's Expected Result/Impact: Lead: Critical Thinking--New teachers will engage in New Teacher academies at least twice during the school year. Collaborative--Mentors will meet monthly with their assigned teacher. Lag: Increase teacher retention of first-year/new to Life School teachers Staff Responsible for Monitoring: Administrators will assign mentor/mentee partners during the school year. Instructional Coaches will schedule New Teacher Academies during the school year. Dashboards: Instructional Coaches Calendar, Monthly Mentor Checklist TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Problem Statements: Close the Opportunity Gap - Elementary 1 - Employer of Choice 2, 5 - LifeLeader 1	Formative			Summative
	Nov	Feb	May	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 3 Problem Statements:

Close the Opportunity Gap - Elementary
Problem Statement 1: Per the Spring 2025 Q12 Survey, 35% of LSRO staff answered "strongly agree" to Q02: I have the materials and equipment I need to do my work right. Root Cause: With changing TEKS, scopes, and curriculum, teachers are needing to purchase more materials for their classrooms, different than what they already have.
Employer of Choice
Problem Statement 2: Per the Spring 2025 Q12 Survey, 35% of LSRO staff answered "strongly agree" to Q02: I have the materials and equipment I need to do my work right. Root Cause: With changing TEKS, scopes, and curriculum, teachers are needing to purchase more materials for their classrooms, different than what they already have. Problem Statement 3: Experienced teachers leave the district for higher pay, especially as they approach retirement. Root Cause: The pay scale is not equitable compared to all districts in our area. Teachers at our campus are not receiving the same pay as teachers who work in Dallas County even though we are in the same district. Problem Statement 4: Employees are working the same amount of hours per calendar year but are given 2 days less PTO. Root Cause: Communication from the district regarding the "why" behind this decision.

Employer of Choice
Problem Statement 5: Per the Spring 2025 Q12 Survey, 45% of LSRO staff answered below a 4 or a 5 to Q04: In the last seven days, I have received recognition or praise for doing good work. Root Cause: Staff do not feel they have the time or opportunity to notice what others are doing or forget to recognize one another.
LifeLeader
Problem Statement 1: Per the Spring 2025 Q12 Survey, 45% of LSRO staff answered below a 4 or a 5 to Q04: In the last seven days, I have received recognition or praise for doing good work. Root Cause: Staff do not feel they have the time or opportunity to notice what others are doing or forget to recognize one another.





Goal 1: Strong Academics

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

Evaluation Data Sources: Re-enrollment Number/Percentage (November-December)
Number of New Applications during Open Enrollment (January)
Number of New Applications (February-July)
Number of students at orientation (August)
Enrollment Count/Percent of Capacity (August-May)

Strategy 1 Details	Reviews			
Strategy 1: Equip campus with adequate security measures by continuing SAFE at Life, including but not limited to safety drills, Raptor background checks for all visitors, an on duty officer on campus at all times, and training over emergency scenarios and procedures. Strategy's Expected Result/Impact: Lead: Citizenship--All visitors will be checked in at the front office, fire drills will occur each month, and tornado and lockdown drills will occur each semester. Global Perspective--All staff will attend any required safety trainings during the school year. *Lag: Parent survey question on safety Staff Responsible for Monitoring: Administrators will schedule safety drills each month. Teachers will attend trainings on active shooter scenarios and procedures when available and have a SAFE at Life sign in their classroom. Office staff will give every visitor that enters the building a raptor or visitor badge. Dashboards: Campus Drill Spreadsheet Raptor Reports ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Nov	Feb	May	July

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to communicate effectively by using ParentSquare, daily announcements, Thursday Exchange, campus Facebook page, school webpage, and grade level newsletters.</p> <p>Strategy's Expected Result/Impact: Lead: Effective Communicator--100% of grade level teachers will communicate weekly with parents. Effective Communicator-Weekly Thursday Exchange campus newsletters will be sent to parents.</p> <p>Lag: More than 60% of parents will report on the Parent Survey "As a parent, I feel well informed about the many ways I can be involved on my student's campus."</p> <p>Staff Responsible for Monitoring: Teachers will communicate weekly with parents.</p> <p>Assistant Principals will approve teacher's weekly newsletter.</p> <p>Principal and Office staff will create a Thursday Exchange newsletter with campus events. Principal and Counselor will create a post Facebook posts with information to parents and families.</p> <p>Dashboards: Newsletter Spreadsheets Thursday Exchange Newsletters Facebook Posts</p> <p>ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent Engagement 2</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
Strategy 3: Continue to identify opportunities for growth by providing Kinder Round-up and Open House Spring events on campus for potential families interested in attending Life School Red Oak. Targeted reminders will be sent to parents regarding campus events via SchoolMint. 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: 80% of incoming kinder students and families will be in attendance at Kinder Round-Up. 30 Families will attend LSRO's Spring Open House. Staff Responsible for Monitoring: Campus Liaison will create a report that will indicate all parents have been sent an invite. Dashboard: School Mint Report ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent Engagement 2 Funding Sources: Kinder Round Up Shirts - 461 - Campus Activity Fund - 461-61-6499-060-101E-99-00-000 - \$900	Formative			Summative
	Nov	Feb	May	July
Strategy 4 Details	Reviews			
Strategy 4: Provide opportunities for students to participate in extracurricular activities via Math Pentathlon. Strategy's Expected Result/Impact: Lead: 100% of families will be communicated to about the opportunity for their student to participate in Math Pentathlon. Lag: 15% of the campus students will participate in Math Pentathlon. Staff Responsible for Monitoring: Admin and teachers Problem Statements: School of Choice 1 Funding Sources: Math Pentathlon Resources - 211 - Title I - 211-11-6399-000-101E-30-00-000 - \$1,000	Formative			Summative
	Nov	Feb	May	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 4 Problem Statements:

School of Choice
Problem Statement 1: We lack multiple opportunities for extra curricular groups and clubs Root Cause: Since moving to a 4 day week, staff and students are already staying late, making it difficult to run after school clubs.
Parent Engagement
Problem Statement 2: Per the 2024 Parent Engagement Survey, the majority of parents said that information is not clear or detailed. Root Cause: Parents are too busy to read everything, don't know how to use QR codes on packets, don't have incentives to know about extracurriculars like parents nights and special events.





Goal 2: Character Training

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

Evaluation Data Sources: LifeLeader Survey & Q12 Survey

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

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

Strategy 3 Details		Reviews			
Strategy 3: Incorporate LifeLeader attributes into Positive Behavior and Intervention Supports (PBIS) by continuing Positive Office Referrals, Mustang Mentors, LifeLeader language and 15 minute daily Life Habit lessons within the classroom, and implementing/reviewing our Student Expectations Posters. 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. Lag: A decrease in the number of discipline referrals by 10% Staff Responsible for Monitoring: Teachers will monitor through monthly updates to compelling scoreboards. Assistant Principals and principals will monitor discipline on compelling scoreboards. Admin will monitor Life Habits lesson in the classroom. ESF Levers: Lever 3: Positive School Culture Problem Statements: LifeLeader 2 Funding Sources: Student Expectation & LifeLeader Posters Tied to LifeLeader Attributes - None - 420-11-6329-000-101E-11-00-000 - \$600		Formative			Summative
		Nov	Feb	May	July
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>					

Performance Objective 1 Problem Statements:

LifeLeader
Problem Statement 2: Not all staff using LifeLeader attribute language daily. Root Cause: As a campus we need to reinforce and reiterate a culture of LifeLeader attributes.

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

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

Strategy 2 Details	Reviews			
<p>Strategy 2: Continue to incorporate instructional coaches to model, co-teach, coach, and work with teachers to improve and grow Tier 1 instruction.</p> <p>Strategy's Expected Result/Impact: Lead: Collaborative and Problem Solver--Each of our two instructional coaches will meet with teachers weekly or bi-weekly.</p> <p>Lag: 70% or more of staff will respond strongly agree on the Q12 Staff Survey, "There is someone at work who encourages my development."</p> <p>Staff Responsible for Monitoring: Instructional Coaches will maintain a calendar of coaching, co-teaching, and modeling.</p> <p>Dashboards: Instructional Coaches calendars</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Close the Opportunity Gap - Elementary 1 - Employer of Choice 1, 2, 3, 5 - LifeLeader 1 - Growth and Development 1</p> <p>Funding Sources: 2 Campus Instructional Coaches - 211 - Title I - 211-13-6119-000-101E-30-00-000 - \$149,277</p>	Formative			Summative
	Nov	Feb	May	July

Strategy 3 Details	Reviews			
Strategy 3: Provide professional development opportunities for our instructional paraprofessionals to learn best instructional practices to support in the classroom. 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. Lag: 70% or more of staff will respond strongly agree on the Q12 Staff Survey, "There is someone at work who encourages my development." 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. ESF Levers: Lever 5: Effective Instruction Problem Statements: Employer of Choice 1 - Growth and Development 1, 2	Formative			Summative
	Nov	Feb	May	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Close the Opportunity Gap - Elementary
Problem Statement 1: Per the Spring 2025 Q12 Survey, 35% of LSRO staff answered "strongly agree" to Q02: I have the materials and equipment I need to do my work right. Root Cause: With changing TEKS, scopes, and curriculum, teachers are needing to purchase more materials for their classrooms, different than what they already have.
Employer of Choice
Problem Statement 1: Our student population of special education has increased over the years and continues to grow, but the support has not been increased proportionately. More students qualifying for special education services without a proportional increase in staff and resources. Increase in students with complex needs (e.g., autism, emotional disturbances) requiring specialized support. Root Cause: The campus is not adequately staffed to handle the growth of our sped population and their specific needs resulting in not meeting the needs of our sped population. Problem Statement 2: Per the Spring 2025 Q12 Survey, 35% of LSRO staff answered "strongly agree" to Q02: I have the materials and equipment I need to do my work right. Root Cause: With changing TEKS, scopes, and curriculum, teachers are needing to purchase more materials for their classrooms, different than what they already have. Problem Statement 3: Experienced teachers leave the district for higher pay, especially as they approach retirement. Root Cause: The pay scale is not equitable compared to all districts in our area. Teachers at our campus are not receiving the same pay as teachers who work in Dallas County even though we are in the same district. Problem Statement 5: Per the Spring 2025 Q12 Survey, 45% of LSRO staff answered below a 4 or a 5 to Q04: In the last seven days, I have received recognition or praise for doing good work. Root Cause: Staff do not feel they have the time or opportunity to notice what others are doing or forget to recognize one another.

LifeLeader

Problem Statement 1: Per the Spring 2025 Q12 Survey, 45% of LSRO staff answered below a 4 or a 5 to Q04: In the last seven days, I have received recognition or praise for doing good work. **Root Cause:** Staff do not feel they have the time or opportunity to notice what others are doing or forget to recognize one another.

Growth and Development

Problem Statement 1: Our student population of special education has increased over the years and continues to grow, but the support has not been increased proportionately. More students qualifying for special education services without a proportional increase in staff and resources. Increase in students with complex needs (e.g., autism, emotional disturbances) requiring specialized support. **Root Cause:** The campus is not adequately staffed to handle the growth of our sped population and their specific needs resulting in not meeting the needs of our sped population.

Problem Statement 2: Parras may not feel sufficiently knowledgeable or confident to provide effective support to students in a classroom setting. **Root Cause:** Parras are not given protected time to meet and plan with teachers they support.





Goal 3: Partnerships with Parents and the Community

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

Evaluation Data Sources: Parent Survey

Strategy 1 Details	Reviews			
Strategy 1: Align parenting nights to district/campus goals by collaborating with other campuses and district community relations team to coordinate parent nights (On 3 by 3, Parent Engagement , LifeLeader, etc.) Strategy's Expected Result/Impact: Lead: Collaborative--At least 2 out of 4 Parent Nights will align to On 3 by 3, Parent Engagement, and LifeLeader. Lag: 60% of parents will answer that Preparing for College and LifeLeader are valuable content for parent nights on the Parent Engagement Survey. 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. Dashboard: Parent Night information in TE and on social media. ESF Levers: Lever 3: Positive School Culture Problem Statements: LifeLeader 2 - Parent Engagement 1, 2 Funding Sources: Printing Costs - LifeLeader Family Night Passport Booklet - 211 - Title I - 211-61-6399-000-101E-30-00-000 - \$1,808.80	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, parent member of the campus planning teams, Partners for Life Meetings, etc. Strategy's Expected Result/Impact: Lead: Partners for Life Meetings Lag: Each grade level will invite parents to volunteer throughout the school year. 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. Dashboard: Raptorware sign-in system Sign In Sheets ESF Levers: Lever 3: Positive School Culture Problem Statements: Parent Engagement 1, 2		Formative			Summative
		Nov	Feb	May	July

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Performance Objective 1 Problem Statements:

LifeLeader
Problem Statement 2: Not all staff using LifeLeader attribute language daily. Root Cause: As a campus we need to reinforce and reiterate a culture of LifeLeader attributes.
Parent Engagement
Problem Statement 1: Per the 2024 Parent Engagement Survey, over 50% of parents said they don't use or do not know about Partners for Life. Root Cause: A general lack of understanding of what Partners for Life and lack of knowing about it/how to join it, and lack of incentives.
Problem Statement 2: Per the 2024 Parent Engagement Survey, the majority of parents said that information is not clear or detailed. Root Cause: Parents are too busy to read everything, don't know how to use QR codes on packets, don't have incentives to know about extracurriculars like parents nights and special events.

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: 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 Ellis County Spelling Bee, North Texas Food Banks/Waxahachie Cares, Common Ground Ministry, Red Oak Fire Department, Down Syndrome Buddy Walk, Special Olympics, Operation Christmas Child, and The Oaks Church Night of Wonder/Angel Tree. Strategy's Expected Result/Impact: Humility--At lease two volunteer opportunities will be provided for staff, parents, and students to participate in various community events during the 24-25 school year. Staff Responsible for Monitoring: Administrators will provide at least two opportunity for stakeholders to volunteer. Counselor will work with The Oaks Church to help families in need at Christmas time. Dashboards: Pictures of staff participation Counselor's Angel Tree spreadsheet ESF Levers: Lever 3: Positive School Culture Problem Statements: Community Engagement 1, 2, 3	Formative			Summative
	Nov	Feb	May	July

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

Strategy 4 Details	Reviews			
Strategy 4: Life School will post on Facebook, in Thursday Exchange, and announce during morning announcements for various Cultural Awareness, History, and Appreciation months, weeks, and days. Strategy's Expected Result/Impact: We will celebrate and teach students about different cultures throughout the year, providing literature, facts, and information to students. Staff Responsible for Monitoring: Admin, IC, SPS, Cultural Awareness Committee Morning Announcements, TE, and Facebook Posts Problem Statements: Parent Engagement 2	Formative			Summative
	Nov	Feb	May	July

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 2 Problem Statements:

Parent Engagement
Problem Statement 2: Per the 2024 Parent Engagement Survey, the majority of parents said that information is not clear or detailed. Root Cause: Parents are too busy to read everything, don't know how to use QR codes on packets, don't have incentives to know about extracurriculars like parents nights and special events.
Community Engagement
Problem Statement 1: LSRO participated in less than 5 community events during the 2023-2024 school year. Root Cause: Many of LSRO students do not live in close proximity to the campus and with the change of school hours going later into the evening many businesses are closed by the time volunteers could arrive. Problem Statement 2: LSRO teachers have limited time to adjust their daily schedules for community members to come to the school. Root Cause: The scope and sequences of various subjects do not allow for extra time to be allotted for community members to come into the school. Problem Statement 3: LSRO does not participate with the other campuses (middle school and LHSW) as much as other school districts in the area. Root Cause: Many of LSRO students do not live in close proximity to the campus to attend events after school.

Campus Funding Summary

420 - State Funding					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Brain Pop Subscription	420-11-6395-000-101E-11-00-000	\$3,250.00
Sub-Total					\$3,250.00
461 - Campus Activity Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Updates to Technology and New Technology for the Classroom	461-11-6395-060-101E-11-00-000	\$2,000.00
1	4	3	Kinder Round Up Shirts	461-61-6499-060-101E-99-00-000	\$900.00
Sub-Total					\$2,900.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Math Resources	211-11-6399-000-101E-30-00-000	\$5,000.00
1	1	1	Professional Development for Teachers	211-13-6411-101E-30-00-000	\$1,000.00
1	1	1	TCRWP & Homegrown Institute	211-13-6299-101E-30-00-000	\$4,000.00
1	1	1	Reading Academy-Region 10	211-13-6239-101E-30-00-000	\$2,000.00
1	1	2	Reading Resources and Leveled Books (Including Book Clubs Sets)	211-11-6329-000-101E-30-00-000	\$10,000.00
1	1	3	Classroom Science & Stem Lab Materials	211-11-6399-000-101E-30-00-000	\$2,000.00
1	1	3	Flocabulary	211-11-6395-000-101E-30-00-000	\$2,500.00
1	1	4	MTSS software		\$1,500.00
1	1	4	5 Title 1 Tutors	211-11-6118-011-101E-30-00-000	\$25,000.00
1	1	4	Math & Science Resources	211-11-6399-000-101E-30-00-000	\$1,500.00
1	1	5	Reading & Phonics Resources	211-11-6399-000-101E-30-00-000	\$4,000.00
1	1	5	Professional Development for Teachers	211-13-6411-101E-30-00-000	\$1,000.00
1	3	1	Math/Science Workbooks/Programs-ThinkUp, Motivation, STAAR Ready, etc	211-11-6399-000-101E-30-00-000	\$5,060.93
1	3	1	Social Studies Weekly	211-11-6329-000-101E-30-00-000	\$7,500.00
1	4	4	Math Pentathlon Resources	211-11-6399-000-101E-30-00-000	\$1,000.00
2	2	1	CAMT (Conference for the Advancement of Mathematics Teaching)	211-13-6411-101E-30-00-000	\$2,000.00
2	2	1	CAST (Conference for the Advancement of Science Teaching)	211-13-6411-101E-30-00-000	\$1,000.00

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	2	2	2 Campus Instructional Coaches	211-13-6119-000-101E-30-00-000	\$149,277.00
3	1	1	Printing Costs - LifeLeader Family Night Passport Booklet	211-61-6399-000-101E-30-00-000	\$1,808.80
Sub-Total					\$227,146.73
263 - Title III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	1 Title 3 Tutor	263-11-6118-011-101E-30-00-000	\$5,500.00
Sub-Total					\$5,500.00
None					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Staff Awards--incentives	420-23-6499-000-101E-99-00-000	\$500.00
2	1	1	Student Shirts for Students of the Month	420-11-6499-000-101E-11-00-000	\$1,000.00
2	1	2	Books for LifeLeader Library	420-11-6329-000-101E-11-00-000	\$500.00
2	1	3	Student Expectation & LifeLeader Posters Tied to LifeLeader Attributes	420-11-6329-000-101E-11-00-000	\$600.00
Sub-Total					\$2,600.00