

# Life Schools

## Life School Oak Cliff Elementary

### 2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard



# Mission Statement

The mission of Life School is to train leaders with life skills for the twenty-first century by establishing strong academics, character training, and a parenting program.

## Vision

**Be Authentic**

**Become Best Educational Institution in the World**

**Be Employer of Choice**

**Be Focused on the Mission**

## Quality Standards

*Safety*

*Integrity*

*Professional*

*Data - Informed*

*Innovative*

*It's not just school. It's LIFE.*

# **Title 1 Components**

- 1. Comprehensive Needs Assessment**
- 2. Schoolwide Reform Strategies**
- 3. Instruction by highly qualified professional teachers**
- 4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**
- 5. Strategies to attract highly qualified teachers**
- 6. Strategies to increase parental involvement**
- 7. Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**
- 8. Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**
- 9. Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**
- 10. Coordination and integration of federal, state and local services and programs**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Life School began in 1998 to serve students and families in southern Dallas. It is through the vision of the Founder, Dr. Tom Wilson, that Life School opened its doors with 15 faculty and staff members serving 266 students at the Oak Cliff campus. Oak Cliff Elementary currently has 833 students enrolled.

LS Oak Cliff seeks to develop leaders with the necessary skills to achieve success in the 21st century. Through character training, strong academics and parent involvement Life School will be successful in fulfilling its mission.

### Enrollment:

Life School Oak Cliff Elementary currently has an enrollment of 833 students. Demographically, the campus is made up of **55.70%** African American, **40.94%** Hispanic/Latino, **1.20%** White, **1.92%** Two or More Races, **0.00%** American Indian, **0.24%** Asian, and **0%** Pacific Islander. Life School Oak Cliff has identified **76.67%** as economically disadvantaged and **64.95%** At-Risk. Life School Oak Cliff employees **45** teachers. Currently, Life School Oak Cliff has met the requirements for Title I, Part A school wide eligibility.

We are seeing a slow and steady increase in the Hispanic population, some decrease in the African American population and a slow decrease in the white population as enrollment has increased over the past two years. We have experienced a growth in special education, which is expected as school enrollment grows. Special education shows an increase in inclusion services as well as an increase in pull-out services. With the growth in enrollment we are also seeing an increase in the English as a Second Language and Limited English Proficient populations.

It was reported that we have had an increase in gifted and talented students up to this year. This year we have seen a decrease in gifted and talented enrollment due to withdrawals from the campus.

**At-Risk (TEAMS as of 10/25/2014) student populations are:**

<b>At Risk Category</b>	<b>OCE</b>
Did not perform Satisfactory on Assessment Instrument	254
DPS Custody	4
Homeless	4
LEP Student	189
LEP - Limited English Proficient	1
Did not Perform Satisfactory on Readiness Test	214
Retained	28
Did not Maintain 70 Avg in 2+ Core Courses	0
Pregnant	0
Parole/Probation	0
<b>Total Students</b>	<b>571</b>

**Special Programs (enrollment vs teachers) TAPR Report**

<b>Student Enrollment</b>	<b>Program</b>	<b>OCE</b>	<b>State</b>
	Bilingual/ESL	8.3%	17.1%
	GT	4.5%	7.60%
	SPED	6.9%	8.50%
	CT	16.4%	22.2%
<b>Teacher by program</b>	<b>Program</b>	<b>OCE</b>	<b>State</b>
	Bilingual/ESL	0%	5.30%
	CT	1.5%	4.10%
	GT	0.40%	2.00%
	SPED	9.0%	9.20%

**Performance - Groups that have exited special programs (PBMAS):**

When compared to the PBMAS standard we have a higher passing rate among special education students (Year After Exit) in the areas of Math, Reading and Science; however, in social studies and writing we fell below the PBMAS standard. When compared to the PBMAS standard we have a higher passing rate among English as a Second Language (Year After Exit) in the areas of Math, Reading, Writing and Science; however, in social studies we fell below the

PBMAS standard. This data indicates that students exiting both special education and English as a second language are being successful, but further research needs to be completed in the areas of social studies and writing to ensure we are meeting needs in those areas.

### **Teacher/Student Ratio (TAPR):**

Our student/teacher ratio is higher than the state average by 1.2 students; however, a correlation has not been made to student performance under the new assessment system. We do know that the following areas need to be addressed: 3rd grade reading, 3rd-5th math, and 5th grade science.

### **Staff Demographics vs Student Demographics (TAPR):**

As we have continued to grow in the number of bilingual/ESL students there is a need to ensure that bilingual classrooms are staffed to meet the needs of these students. Life School strives to find the highest quality teachers dedicated to meeting the needs of a diverse population. There has not been a correlation between the staff demographics vs student achievement.

### **Demographics Strengths**

- 95% of our students have reenrolled for the 2015-2016 school year, and with the new admissions applications OCE has a waiting list in grades 1-6. The high percentage of reenrollment is beneficial in maintaining capacity and reaching enrollment caps.
- LS OCE has a bilingual program which serves the needs of our growing bilingual and English as a second language student population; a bilingual coordinator was added to support the program.
- To support our academic goals, we use 45 day tutors to supplement daily instruction for targeted students.
- To support our academic goals, our math specialist supports students by providing small group instruction for struggling students identified by their general education teacher.
- Extra-Curricular Clubs that meet the interests of our student population, have been used to improve students ownership in their learning environment. Clubs also serve as a way to teach leadership skills and character.

### **Demographics Needs**

- Reading Specialist 4-6
- Reading Specialist K-3
- Bilingual Teacher for 6th grade students
- Bilingual Support
- RTI/Behavioral Specialist is needed to manage the RTI process and assist teachers with behavioral issues through in class modeling, training, classroom set up, best practices and restraint.
- Continued classroom behavior management support and training opportunities. We need a staff member to serve as an ISS teacher to support the discipline plan.

- Leadership/Character Development
- Staffing needs for special programs need to be addressed (i.e. Gifted and Talented, Bilingual Support, English as a Second Language, Limited English Proficient, and Special Education)



## Student Achievement

### Student Achievement Summary

Life School OCE students are performing at or above the state average in most areas. Life School OCE is committed to continued student success by increasing the rigor to ensure that students perform better than the state average in all areas, as well as reducing the achievement gap between student sub-populations.

State accountability ratings are based on four performance indexes: Student Achievement, Student Progress, Closing Performance Gaps, and Postsecondary Readiness. Oak Cliff Elementary received an accountability rating of **MET STANDARD** for the 2014-2015 school year.

### Oak Cliff Statistics

<b>Index 1</b>		<b>Index 2</b>		<b>Index 3</b>		<b>Index 4</b>	
<u>Student Achievement</u>		<u>Student Progress</u>		<u>Closing the Performance Gaps</u>		<u>Post Secondary Readiness</u>	
Target Score	55	Target Score	N/A	Target Score	31	Target Score	57
OCE Score	65	OCE Score	N/A	OCE Score	35	OCE Score	65
	(+10)				(+4)		(+8)

As the data was analyzed, the following areas were identified as concerns.

- Reading - 3rd grade
- Math 3rd - 5th grades
- Science - 5th grade

### Student Achievement Strengths

- 4th Grade Reading 2014-2015 STAAR results showed an 8 point increase from the 2013-2014 STAAR Reading results.
- 4th Grade Writing 2014-2015 STAAR results showed a 6 point increase from the 2013-2014 STAAR Writing results.
- 5th Grade Reading 2014-2015 STAAR results showed a 2 point increase from the 2013-2014 STAAR Reading results.
- 6th Grade Reading 2014-2015 STAAR results showed a 16 point increase from the 2013-2014 STAAR Reading results.
- 6th Grade Math 2014-2015 STAAR results showed a 9 point increase from the 2013-2014 STAAR Math results.
- 3rd-6th grades received an overall rating of "met standard"
- All System Safeguards were met

### **Student Achievement Needs**

- Improved passing rate in 3rd, 4th, 5th grades for all STAAR tested areas. OCE scores are showing improvements, however the campus scores are below state averages.
- 3rd grade reading and math are significantly below the state average.
- 4th grade reading has great improvement, but still lags behind the state average.
- 4th grade math showed a decrease in scores, and we are below the state standard.
- 5th grade math and science showed a decrease in both areas, and there is a large gap between the state average.
- Continued collaboration with curriculum coordinator to support instruction.
- Continue and improve intervention and tutoring provided to students.
- Provide supplemental resources and technology to meet the instructional needs of students.

## School Culture and Climate

### School Culture and Climate Summary

Life School Oak Cliff Elementary has invested in the needs of students, parents and staff to ensure a safe environment conducive to optimal learning. Data shows that students, parents and staff are satisfied with the education, safety, culture and climate at Life School. As we continue to grow emphasis needs to be placed on increasing access to technology and ensuring that staff and students are exposed to leadership training.

The Oak Cliff campus encourages open communication with parents and staff through a variety of formats. Oak Cliff will continue to foster a positive relationship with parents through the leadership breakfast, parenting nights, and written communication (i.e. newsletters, Remind 101, Thursdays Exchange and Constant Contact). Staff will continue to be encouraged to participate in "What Do You Think?" and other surveys to ensure that concerns are being voiced and addressed.

Campus culture and morale has been positively impacted by "What Do You Think?", job shadowing, increased support through curriculum coordinators and horizontal alignment. Staff has embraced team planning resulting in improved vertical and horizontal alignment evidenced in the scope and sequence, increased rigor of common formative assessments directly related to scope and sequence, and an invested interest in data disaggregation.

### School Culture and Climate Strengths

Listed below are the identified cultural strengths:

- Addition of curriculum coordinators to campus staff
- Strong security presence on the OCE campus
- Secure facilities using the Raptor Visitor Management System to manage visitors on-site
- Students/Parents believe Life School is a safe place
- Leadership clubs for students such as, but not limited to Choir, Chess Club, and Basketball
- Character assemblies every Friday
- Increased communication between administration and staff through frequent meetings.

### School Culture and Climate Needs

Listed below are cultural needs:

- Formal consistent Discipline System
- CHAMPS- training for teachers and subs
- PTA- need PTA support
- Consistent positive communication between teacher, staff, and parents.
- Improved access to technology for students and staff
- More extensive survey information from parents, students and staff to ensure we are data informed
- Leadership programs for students and staff
- Teacher Mentoring Program
- School-wide social skills training

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

Life School Oak Cliff actively recruits staff with a heart and passion for teaching. Through the recruitment process Life School meticulously reviews candidates to ensure that we are hiring the best and brightest to educate our students and prepare them as leaders for the 21st century.

Oak Cliff has made it a priority to recruit high quality staff members to meet the 100% highly qualified requirement. We will create a culture where the expectation is for all professionals to complete over 40 hours of professional development hours to improve student performance.

Life School's mission includes "training leaders with life skills for the twenty-first century by establishing strong academics, character training, and a parenting program" and we believe that to carry out this mission we must increase staff capacity by providing staff development, which includes but is not limited to leadership training, core academic area training, special education training, ESL training and technology training. It has been a priority to increase the number of English As A Second Language (ESL) certified teachers and GT certified teachers at OCE.

All teachers are provided feedback from their supervisors through summative conferences, walk throughs, and observations which are completed on a regular basis. There are two formal observations and a minimum of 5 walk through observations. OCE is the pilot campus for the TIF grant aimed at building capacity among staff through the performance based compensation and measurement system.

### **Staff Quality, Recruitment, and Retention Strengths**

Our strengths on the Oak Cliff campus are listed, but not limited to the items below.

- We offer positive incentives such as staff shirts, snacks or treats for staff, jean days, etc.
- Teacher/Administrator positive relationships.
- A hiring process which offers input from peers to help produce and hire high quality teachers.

## Staff Quality, Recruitment, and Retention Needs

The following needs are listed below.

- High quality staff in all vacant positions
- A competitive recruitment plan to attract bilingual teachers.
- All teachers need increased technology tools to assist instruction.
- We need an additional teacher aide to relieve teachers non instructional task.
- Oak Cliff need a substitute pool committed to the campus.
- OCE needs the continued use of the 45 day subs.
- Additional staff support in SPED is needed.
- Professional Development opportunities off campus.
- 6th grade Bilingual Teacher
- One Teacher Aide per grade level
- A hospitality committee of peers who supply Cards for various occasions, birthday celebrations, as well as other incentives.
- High standards and expectations for recruitment
- Analyze professional development data in order to structure future topics

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Life School has designed and implemented a state-aligned curriculum by using the Kilgo Scope and Sequence and making modifications within the sequence to meet the needs within the district. State and local assessments are evaluated along with walkthrough data to identify areas of strength and weaknesses; these data driven results then drive the changes in the written, taught, and assessed curriculum areas. Data can be accessed by teachers and administrators through Eduphoria.

Life school continues to monitor, evaluate and renew curriculum to meet the needs of all learners through embedded professional development and a scheduled planning period.

Continued team planning will ensure fidelity of the curriculum implementation and allow time to share best instructional practices, programs and processes. As we move forward with team planning, alignment across grade levels needs growth. As teams meet they collaboratively create assessments which are based on the TEKS.

Life School has implemented a digital library to ensure students are prepared with 21st Century Learning Skills.

Life School is committed to meeting the academic needs of students by providing high quality professional development through a variety of means including, but not limited to local staff development, Life University, ProjectShare, Region 10, outside professional development providers. Encouraged professional development topics include, but are not limited to Leadership, content area specific training, assessment, student engagement, English as a Second Language, Special Education, Gifted and Talented, innovative educational strategies and increased use of accessible technologies.

### **Curriculum, Instruction, and Assessment Strengths**

- Strengths
  - Math, ELAR, Science, and Bilingual curriculum coordinators
  - Reading, Math, and Science Specialist
  - Bilingual Support Staff
  - Collaboration vertically and horizontally
  - Proactive Interventions as opposed to reactive
  - Increased participation in off-campus professional development
  - Campus leadership growth
  - Implementation of elementary science lab and interventionist
  - Parent Communication, parent portal

- Parent Conferences
- Smartboards in 1st-6th Grade

### **Curriculum, Instruction, and Assessment Needs**

- Universal Screener K-6 Math
- Professional Development (critical thinking, rigorous assessments, data disaggregation, RtI)
- Increased differentiation/RTI among students based on data
- Reading interventionist
- Interactive Smartboards in every classroom
- Aligned writing curriculum
- DynEd ELL Computer Based Program



# Family and Community Involvement

## Family and Community Involvement Summary

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

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

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

Communication is vital to the success of parent involvement. Through the use of internal and external electronic and printed communication resources stakeholders receive timely notification. Life School provides communication via the following electronic means: mailer (LifeLine), Facebook, Twitter, school website, constant contact, and school messenger. Campuses provide communication through weekly newsletters (elementary) and monthly newsletters (secondary). Our website now has translation capability and many materials such as the parent survey are translated into Spanish. The district hired a Bilingual/English as a Second Language (ESL) Coordinator to provide translation during parent meetings and to provide additional written materials as needed. At the Oak Cliff Elementary campus, which is a bilingual campus the front receptionist is bilingual Spanish/English to provide additional assistance.

Parents are encouraged to participate on SBDM (Site Based Decision Making Committee); join PTA and Parents As Partners/Partners for Life; and volunteer, chaperone, or observe classroom/classroom activities.

Life School provides many activities at the campus level to promote services to support families: counseling services, guidance lessons in the classrooms, family nights at community partnership businesses (i.e. Cici's Pizza, Chic-Fil-A), Reading/Science/Math nights, Fall carnivals, Health Awareness and parenting nights.

## **Family and Community Involvement Strengths**

- Parents feel welcome
- Parents feel informed
- Parents feel that their students feel safe at our campuses
- Clean facilities
- Parent communication
- Website now has translation capability in multiple languages
- Hiring of Bilingual/English as a Second Language (ESL) Coordinator to promote additional parental involvement and communication with bilingual/ESL parents
- Parenting nights
- Parent volunteers
- Thursday Exchange
- Remind 101 text messaging
- Parent portal
- Friday Assemblies
- Grade level Newsletters

## **Family and Community Involvement Needs**

- Many parents disagree (or feel neutral) about bullying needs being adequately addressed. Parent education on bullying needs to be implemented through written communication, the website, parenting nights, at parent/teacher conferences, etc. in order to improve our parents' views on bullying at our campuses.
- Additional Spanish translation is still needed for a variety of written communications as well as interpreting at parent events. Look for additional ways to reach out to bilingual/non-English speaking parents
- More awareness of community events
- More incentives to get male figures or dads more involved in school. (Watch D.O.G.S. program implementation)
- School events which help parents assist in their child's academic performance.

## School Context and Organization

### School Context and Organization Summary

After evaluating the results from the staff, student and parent surveys we found that the perceptions of the school are favorable overall. The staff indicated that we need continuous improvement in staff development and communication.

Life School Oak Cliff has implemented a team planning approach during staff development days that allows time for content area teams to review and evaluate the implementation of the scope and sequence; evaluate and make adjustments to common formative assessments to ensure rigor and fidelity; evaluate results (data disaggregation); and share best practices.

Life School Oak Cliff encourages staff participation in decision making by including staff members as a part of the campus improvement team, "What Do You Think?" team and surveys.

### School Context and Organization Strengths

- Strengths:
  - Teacher committees
  - Additional Specials classes offered
  - Grade level team leaders
  - Parent Nights
  - WDYT
  - Parent Communication
  - Student Clubs
  - Math, ELAR, Science Coordinators

### School Context and Organization Needs

- Increased staff participation in district and campus staff development planning and implementation
- Communication internally and externally (surveys, emails, etc.)
- Continuous improvement of formalized policies and procedures.
- Centralized safety plan, committee and procedures in order to maintain safety for students and staff

- More team planning time
- Library

# Technology

## Technology Summary

Oak Cliff Elementary is currently implementing our Life School Mission of training leaders for the 21st Century by increasing students access to technology. We are updating technology access in meeting areas for workshops, and presentations. Professional learning opportunities increase the quality of instruction resulting in improved student academic performance. Our overall plan in technology include but is not limited to the following: provide technology tools for all students and staff. Updating rooms for the 21st century learning. Provide software and access to Internet based programs to improve instruction and learning.

Steps to complete our technology plan includes two operational computer labs available to students. For teachers, Elmo's and Projectors are provided for grade level usage.

## Technology Strengths

The identified strengths are listed below.

- Oak Cliff has two computer labs available to students.
- The building is wireless in all areas.
- We have supplied more teachers with instructional tools such as smartboards in every room with the exception of kindergarten.
- Our mobile lab cart is available to classes upon request.

## Technology Needs

Our technology needs include, but not limited to the additional items listed below

- Speakers connected to the PA system are needed in classrooms without speakers.
- A secure storage location for technology tools is needed.
- The OCE campus needs listening centers

Initiative 1: Life School Oak Cliff Elementary Classroom Technology Improvement Initiative

UnitsProduct

55 Teacher Laptops/Tablets

- 21 Interactive Whiteboard/Multimedia Solution
- 55 Additional Batteries for Classroom Set of Laptops/Tablets

Initiative 2: Life School Oak Cliff Elementary Student One-to-One Initiative

UnitsProduct

- 105 Kindergarten Student Tablets with Accessories
- 105 1st Grade Student Tablets with Accessories
- 125 2nd Grade Student Tablets with Accessories
- 15 Backup Additional Tablets
- 125 3th Grade Student Chromebooks
- 125 4th Grade Student Chromebooks
- 120 5th Grade Student Chromebooks
- 120 6th Grade Student Chromebooks
- 20 Backup Additional Chromebooks
- 35 Carts for Tablet/Chromebook Storage
- 2 Network Switches
- 1 Wireless Network Solution (including access points and infrastructure)
- 1 Electrical Infrastructure Solution (upgrading of electrical infrastructure for technology)
- 12 Months of Upgraded Bandwidth to Accommodate Increased Internet Usage

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- AEIS longitudinal data
- AYP longitudinal data
- Federal Report Card Data
- NCLB Report Card data
- PBMAS data
- Community and student engagement rating data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)

- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results

### **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Career and Technical Education (CTE) data, including academic achievement, program growth, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RTI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Completion rates and/or graduation rates data
- Annual dropout rate data
- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data



- Evaluation(s) of professional development implementation and impact
- Teacher STaR Chart Technology Data
- Texas STaR Chart longitudinal data
- PDAS and/or T-TESS

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

#### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

# Goals

## Goal 1: Academic success for all students

**Performance Objective 1:** Deliver/Develop instruction in order to out-perform the State in all academic areas as measured by the district score on the 2015-2016 TAPR report.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Administrators will conduct consistent walkthroughs designed to provide positive feedback improve instructional quality.	1, 2, 3, 4, 5, 6, 8, 9, 10	Campus administrators	Administrators will make documented walkthroughs in classrooms at a minimum of at least one visit per Six weeks for the entire year academic year.				
2) Teachers will identify students needing interventions, and evaluate those students progress through RTI each semester.	1, 2, 3, 8, 9, 10	Teachers and Administrators	Teacher will review RTI data each six weeks to determine intervention effectiveness.				
3) Increase available technology in each classroom in order to impact student achievement; including, but not limited to, interactive whiteboard capabilities and electronic devices.	1, 2, 4, 9	Campus Administration, Curriculum Coordinators, and Classroom Teachers	Daily use of technological devices in each classroom as evidenced by classroom walk-throughs Daily informal observations/assessments from classroom teacher (running records and guided reading groups)				
4) Three 45 day interventionist will deliver small group instruction to targeted students	1, 2, 5, 9, 10	Campus Administration and Classroom Teachers	We will see a 15% increase in benchmark scores between the second and third round of testing 25% increase between MOY and EOY DRA results				
Funding Sources: 211 - Title I - \$14733.00							
5) Evaluation of intervention practices for effectiveness	1, 2, 3, 4, 8, 9, 10	Campus Administration, Curriculum Coordinators, Classroom Teachers, and Reteach/Enrich Teachers	We will see a 15% increase in benchmark scores between the first and second round of testing Daily informal observations/assessments from classroom and intervention teachers Monthly data disaggregation meetings/changing of intervention groups				
6) We will conduct benchmarks using purchased assessments, or teacher generated benchmarks.	1, 2, 4, 8, 9, 10	Campus Administration, coordinators and Classroom Teachers	We will see 15% increase in benchmark scores between the first round of testing and the second				
Funding Sources: 199 - General Fund - \$1900.00							
7) Teachers will increase their implementation of guided reading.	1, 2, 4, 9, 10	Campus Administration, ELA Curriculum Coordinator, Classroom Teachers	1,000 books per classroom for student use in guided reading groups One book box per student, per classroom.				

8) Provided Science, Writing, and Math Camps for students. Math teacher, Librarian, Bilingual Aide, Bilingual Stipends for certified bilingual teachers	1, 2, 3, 4, 9, 10	Campus Administration, Curriculum Coordinators, Bilingual Coordinator, Classroom Teachers, and Reteach/Enrich Teachers	increases up to, but not limited to a 5 % on all CFA's, Benchmarks, and STAAR assessments from August 2014 to May 2015.				
Funding Sources: 211 - Title I - \$310583.18							
9) Math, ELAR, and Science Coordinators will support teachers through professional development workshops in their areas.	1, 2, 3, 5, 8, 9, 10	Teachers, Coordinators, and Campus Administrators.	10- 15% minimum increase on state assessments.				
10) Provide interventionist for targeted students to supplement classroom instruction.	1, 2, 3, 4, 10	Campus administration, and ELAR Coordinator	10% increased scores for targeted students on benchmarks and state assessments.				
11) 5th grade students and other students not in an SSI grade, who do not pass the STAAR test will be scheduled into the morning intervention schedule from 8:15- 9:15. They will receive differentiated instruction in small group for the first 6 weeks of school, or continuously throughout the year.	1, 2, 3, 8, 9, 10	Administrators, coordinators, and teachers	10% or higher passing rate on benchmarks and STAAR test for the 2015-16 school year for the targeted group of students.				
12) After school tutoring for 5th grade students and other students not in an SSI grade, who do not pass the STAAR test will be scheduled for tutoring. They will receive differentiated instruction in small group for the first 6 weeks of school, or continuously throughout the year.		Teachers,	10% or higher passing rate on benchmarks and STAAR test for the 2015-16 school year for the targeted group of students in their classrooms.				
= Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue							














**Goal 1:** Academic success for all students

**Performance Objective 2:** Reduce the achievement gap between the highest performing student group and all other student groups by 2% as measured by the 2015-2016 TAPR report.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) We will invite parents to our Parenting Night events for technology training, reading night, math night, science night, etc.	1, 2, 6, 9, 10	Campus Administration, Curriculum Coordinators, and Classroom Teachers	Parenting nights offered at least four times a year. Increase in parent participation as evidenced by sign-in sheets with attendance of 15% or greater of the student population.				
Funding Sources: 199 - General Fund - \$200.00							
2) We will provide learning camps in reading, math, and science to close the performance gaps between the highest performing groups and the others.	1, 2, 6, 9, 10	Campus Administration, Curriculum Coordinators, and Classroom Teachers	5% growth demonstrated on each assessment by lower performing sub-populations after the last assessment.				
3) 100% of instructional staff is required to complete a minimum of 20 hours of professional development.	1, 2, 3, 4, 5, 8	Campus Administration, Curriculum Coordinators, and Classroom Teachers	100 % of instructional staff will complete a minimum of 15 hours in professional development by May 2016				
4) Provide attendance incentives for students.	1, 2, 10	Campus Administration and Classroom Teachers	1% increase in student attendance rates each month until we reach 97%				
5) Provide professional development, resources, and intervention/tutoring for ELL students based on the DynED computer based ELL program.	1, 2, 3, 7, 8, 9, 10	Bilingual Coordinators, Campus Administration	Improved state assessment scores for targeted students by a 2% increase from last year.				
Funding Sources: 263 - Title III							
6) Students recommended for RTI	1, 2, 3, 7, 8, 9, 10	Teachers, Campus Administrators	Improved scores on report cards from last school years' score by 10% and/or improved scores on state assessments from last years' scores by 10% for recommended students.				
7) Implement universal screeners for K-6 Math	1, 2, 9	Teachers, Administrators, and Coordinators	10% increase on student assessment scores on state assessments and benchmarks.				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 1:** Academic success for all students

**Performance Objective 3:** Prepare students for post-secondary success as measured by *100% graduation rate, outperform the state index 4 (college readiness) and 100% post-secondary acceptance for the school year 2015-2016.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) College Thursdays are days designed to bring awareness colleges and higher education. Bring in college recruiters from local colleges and universities to meet and share information about their colleges.	1, 2	Teachers, Aides, Administrators, Coordinators.	We will monitor teacher participation each week. Sign sheets for college awareness activities will be reviewed each semester.				
2) Promote College on the morning announcements each Wednesday	1, 2	Campus Administrators, Counselors	Record of daily announcements				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

## Goal 2: Develop leaders with character

**Performance Objective 1:** Provide leadership and character training *as evidenced by courses and trainings attended during the 2015-2016 school year.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Guidance lesson in the classrooms	2, 9	Counselor	Guidance lesson plans submitted to the principal with the date of the lesson and the grade level every nine weeks.				
2) Good character traits will be incorporated in the morning announcements with student lead character highlights.	2	Administration, counselor	Weekly calendar tracking the character topic for each week. Sign in sheets for students assigned to announcements.				
3) Parent Night: Seminars	2, 6, 10	Administration, teachers, counselor	Parent sign in sheets with a minimum of 10% of the student body population in attendance; copy of agenda or PowerPoint; surveys with results of over half the parents satisfied with the program.				
4) Student Assemblies	2	Administration, teachers, counselor	Students will complete follow-up activities in the classroom after the assembly.				
5) Staff training: The staff will attend training focused on character and leadership development.	1, 2, 3, 4, 10	Administration, teachers, counselors	Sign in sheets and a grade level representative will report out on the character and leadership development.				
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue							

**Goal 2:** Develop leaders with character

**Performance Objective 2:** Provide Leadership opportunities *as evidenced by participation in established programs during the 2015-2016 school year.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Peer mentoring	1, 2, 3, 4, 5	teachers and administration	Decreased referrals by 5% each six weeks from the previous school year.				
2) Leadership clubs for students	1, 2	Club sponsors, teachers, and administrators.	Increase leader involvement and student involvement in the leadership clubs. Rosters; sign in sheets				
3) Provide leadership training for teachers	1, 2, 3, 4, 5	Administration, teachers	Assigned teachers will demonstrate leadership roles on campus. Sign in sheets and certificates.				
4) Leadership Assemblies	1, 2	Teachers, Administrations	Students will complete activities in the classroom after the assembly.				
5) Guidance lesson from Counselor	1, 2, 4	School Counselor,	Reduction in discipline referrals by 5% each six weeks from last years data.				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 3: To sustain 98% enrollment capacity as evidenced by an October snapshot 2014 to October 2015.**

**Performance Objective 1:** Retain students through graduation by promoting an open and positive relationship with our Oak Cliff High School campus by August 2016

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) OCE invites OCHS to conduct a short pep rally. During the rally, High School students and staff share secondary experiences encouraging elementary students to remain a part of the Oak Cliff campus through High School.	1, 2, 6, 9	HS teachers and administration	Survey given to the 6th graders at the end of the school to see who will continue on through the Life School System. Printed and dated program for each event.				
2) High School Avid students, and 9th graders are assigned to OCE classes for peer tutoring, mentoring, and assisting teachers in specials classes	1, 2, 6	Teachers, Avid sponsors, and Campus Administrators	Surveys will be given to teachers and the students to determine if the tutoring was successful, and sign in sheets.				
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue							




















**Goal 3:** To sustain 98% enrollment capacity as evidenced by an October snapshot 2014 to October 2015.

**Performance Objective 2:** Communicate operational policy and procedure expectations to all stakeholders by 2015.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Staff development for policy and procedures.	3, 4, 5, 6	campus and central office administration	attendance sign in sheet, professional development, improved academic performance				
2) Parenting nights, Thursday Exchange, Remind 101	3, 4, 5, 6	Campus administration and teachers	sign in sheets Remind 101 log will be printed Copies of Thursdays Exchange				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							


















**Goal 3:** To sustain 98% enrollment capacity as evidenced by an October snapshot 2014 to October 2015.

**Performance Objective 3:** Provide a safe learning environment *as evidenced by 90% of staff, students and parents reporting they agree that Life School is safe on a standardized climate survey taken during the 2014-2015 school year.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Bullying programs, fire drills Reunification plan, emergency communication system,	1, 3, 4, 6, 10	facilities, counselor, administrators	parent feedback and surveys				
2) Sensitivity training for teachers and staff concerning officers being on campus.	1, 3, 4, 6, 10	campus and central office administration	parent and stakeholder feedback surveys				
3) Emergency Crisis plan for fire, lock down and evacuation	1, 2, 5, 6	campus and central office administration, and facilities supervisor	successful scheduled crisis drills with documented performance evaluation sheet.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 3:** To sustain 98% enrollment capacity as evidenced by an October snapshot 2014 to October 2015.

**Performance Objective 4:** Provide technology tools necessary to maintain high quality programs in instruction and operations as measured by a rating of met standard on the STAR Report in August 2015.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Our Goal is for every student to have computer access in their classrooms.  K-2 classes will have tablets totaling 340 units. Grades 3-6 will use chrome books totaling up to but not limited to 500 units. We will also utilize 35 carts for Tablets/Chromebook storage on campus. To facilitate our technology usage improvements will be made to our infrastructure to support our increased technology demands.	1, 2, 5, 8	Teachers, Administrators, Campus designated Teacher, and Campus Tech Dept.	All students have their individual units Improved student academic performance				
2) Technology resources including but not limited to interactive whiteboard capability for instructional use. 55 teacher laptops 21 interactive whiteboards 55 additional batteries for teacher sets of Tablets and laptops	1, 2, 4, 5, 9, 10	Teachers, Campus Administration, Campus and District level IT support	funds allocated to classroom classroom walk throughs reflecting increased technology use, Improved STAAR test results, continued training on the latest technology available,				
3) Increased software and intervention programs available for students.	1, 2, 4, 5, 9, 10	teachers, campus administration, and district level technology support	funds allocated to classroom classroom walk throughs reflecting increased technology use, Improved STAAR test results, continued training on the latest technology available,				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							










**Goal 4: Enhance skills and knowledge of staff as evidenced by 100% of staff participating in at least 50 hours of staff development.**

**Performance Objective 1:** Provide relevant professional development *as evidenced by written plan of required courses for all 5 job categories by May 31, 2015.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Trainings included but not limited to: PDAS fed mandated trainings PEAK ELPs GT etc.	1, 2, 3, 4, 5, 8, 9, 10	campus administration, district administrators, coordinators, nurse	Agendas, pre-post test, sign in sheets, Completion Certificate				
2) Trainings included but not limited to FERPA, Bullying, Sexual Harrassment, Suicide,	1	Administration, counselors	Agendas, sign in sheets, Completion Certification				
3) Human Resource/ New Teacher Training Days	2, 3, 4, 5	Human Resource staff, Campus Administrators	Agendas, Sign In Sheets				
4) CHAMPS positive approach to behavior management	1, 2, 3	Campus Administration, Teachers	Decrease number of classroom disruptions, tallies, and referrals from August 2014 to May 2015, compared to the 2013-14 school year				
5) Staff will attend district provided professional development training.	1, 2, 3, 4, 5, 8, 10	Campus Administration	Certificates of Completion in Eduphoria. Certificates of completion from Region 10.				
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue							

**Goal 4:** Enhance skills and knowledge of staff as evidenced by 100% of staff participating in at least 50 hours of staff development.

**Performance Objective 2:** 100% of staff will complete required professional development *as evidenced in "Life School U" by May 31, 2015.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Regularly monitor staff progress on completion of Life school U modules	3, 4	Campus Administrators	100 % staff completion				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 4:** Enhance skills and knowledge of staff as evidenced by 100% of staff participating in at least 50 hours of staff development.

**Performance Objective 3:** Increase staff retention *as measured by a decrease in turnover rate in 2014-2015 as compared to prior 3 year average.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Staff Caught Being Good daily announcement	1, 2, 5, 6	teachers, administration	improved teacher retention annually, improved staff attendance rates				
2) Monthly Birthday Celebrations 9 Birthday Cakes for staff.	5	Administration	Improved retention of staff				
Funding Sources: 199 - General Fund - \$360.00							
3) Spirit Themed Days/Jeans Days			Improved teacher/staff retention				
4) Effective Communication System for teachers and students		Principal	Teachers subscription to Remind 101				
5) Provide items from teacher wishlist and Non instructional staff.	1, 2, 3, 4, 5, 8	Administration	Improved teacher retention, and non instructional staff.				
6) Relevant Professional Development	1, 2, 3, 4, 5	Administration	PDAS Self Report				
7) Teacher Appreciation Week	1, 2, 5, 6	Campus Administration	Teacher/Staff Retention				
8) Staff Survey	1, 2, 5	District	Staff Survey results				
9) Staff Shirts	5	Administrators	Improved teacher retention				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							










**Goal 5: Strategic partnerships to enhance the educational experience as evidenced by formalized systems to engage stakeholders by August 2015.**

**Performance Objective 1:** Relevant relationship building and training opportunities for parents *as evidenced by parent feedback and/or surveys completed throughout the 2014-2015 school year.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Parent Orientations 2 Parent Conferences encouraged Parent observations per year encouraged Parent nights Parent volunteers Parent Portal Friday Assemblies Grade Level Newsletters	1, 2, 6, 7, 10	Teachers, Team Leaders, Campus Administration	Sign in sheet for all stakeholders Observation sheets and surveys				
2) School communications including but not limited to school messenger life links Thursdays Exchange Weekly Newsletters Remind 101 Emails Phone calls parent portal	1, 2, 6, 10	teachers, administrators	attendance, participation rates, feedback, sign in sheets				
3) Parents as partners for campus.	1, 2, 4, 5, 6	campus administration, and designated campus representative	Sign in sheet and Parents as partners sponsored or supported activities.				
4) Parent training for SPED and 504	6, 8, 9, 10	Diagnostician, Administrators	Sign in sheets collected from August 2014 to May 2015				
5) Provide computer access for parents to use on campus.	6	Campus Parents as partners representative.	Sign in sheets for parent computer usage.				
= Accomplished               = Considerable               = Some Progress               = No Progress               = Discontinue							

**Goal 5:** Strategic partnerships to enhance the educational experience as evidenced by formalized systems to engage stakeholders by August 2015.

**Performance Objective 2:** Enhance partnerships with community organizations as measured by number of community events and meetings participated in by staff during the 2014-2015 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) volunteer for and participate in Jump Rope for Heart, Toy drives and Food drives. 5K runs	1, 2	teachers and administration	increased number of staff volunteerism				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							



**Goal 5:** Strategic partnerships to enhance the educational experience as evidenced by formalized systems to engage stakeholders by August 2015.

**Performance Objective 3:** Enhance educational partnerships with post-secondary institutions as evidenced by formalized programs being presented to campus staff at every campus with at least 1 post-secondary institution.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Partner with colleges and universities to offer programs for continuing education	5	administration	Rapture, communication with teacher by email, or posting in common areas				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

**Goal 5:** Strategic partnerships to enhance the educational experience as evidenced by formalized systems to engage stakeholders by August 2015.

**Performance Objective 4:** Establish business partnerships *as evidenced by at least 2 corporate partners volunteering time, money, expertise or in-kind resources during the 2014-2015 school year.*

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Antioch AFMBC- Partner with the LSOC campus to establish a disaster relocation site as a part of the school safety and security plan.	1, 2	Principal, Facilities Site Supervisor	Documented plan based on a collaborative effort from both sites.				
2) Provide opportunities for corporate partners to volunteer time and resources including but not limited to personnel and business related resources	2, 5, 6	campus administration, counselor	documented feedback and increased participation in these events				
3) Worldvision Lifetouch Jostens Read to Succeed Book it Scholastics Box top Dallas Library	2, 6, 10	Box tops- Counselor, AP's World Vision- Price, Office Manager Read to Succeed- ELAR Coor. Book It- Librarian Scholastics- Classroom teachers and Librarian Dallas Public Library-Librarian Jostens- Yearbook Coor. Lifetouch Pictures- Office Manager	sign in sheets, box top totals, increased instructional supplies, Completed school yearbook, increase classroom books, improved scores in reading.				
= Accomplished              = Considerable              = Some Progress              = No Progress              = Discontinue							

# Title I

## Schoolwide Program Plan

Information from slide of the Parent Orientation on August 8th, 2015:

TITLE I SCHOOLS RECEIVE FEDERAL FUNDING BASED ON THE PERCENTAGE OF FREE/REDUCED LUNCHES SERVED TO OUR SCHOOL POPULATION. ALL INFORMATION IS KEPT CONFIDENTIAL. THESE FUNDS COULD HELP WITH:

- §STAFF DEVELOPMENT FOR TEACHERS AND ADMINISTRATION
- §CONTINUED TECHNOLOGICAL GROWTH
- §SUPPLIMENTAL SCIENCE SUPPLIES
- §MATH MANIPULATIVES
- §OPPORTUNITIES FOR AT-RISK STUDENTS

## 2015-2016 Campus Improvement Team

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Vince Dawes	Principal
Administrator	Karmin Lane	Assistant Principal
Administrator	Anita Sanders	Assistant Principal
Classroom Teacher	Ariana Hernandez	Kindergarten Bilingual
Classroom Teacher	Nicholas Miller	4th Grade
Classroom Teacher	Blaire Odom	1st Grade
Classroom Teacher	Jennifer Ramirez	5th Grade
Classroom Teacher	Quanesha Stovall	2nd Grade
Classroom Teacher	Dorretta Wallace	3rd Grade
Classroom Teacher	Joshua Wyant	6th Grade
Non-classroom Professional	Erica Brown	Literacy Coach
Non-classroom Professional	Rita Paxton	Math Coach

# Campus Funding Summary

<b>199 - General Fund</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6			\$1,900.00
1	2	1			\$200.00
4	3	2			\$360.00
<b>Sub-Total</b>					<b>\$2,460.00</b>
<b>211 - Title I</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4			\$14,733.00
1	1	8			\$310,583.18
<b>Sub-Total</b>					<b>\$325,316.18</b>
<b>263 - Title III</b>					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	5			\$0.00
<b>Sub-Total</b>					<b>\$0.00</b>
<b>Grand Total</b>					<b>\$327,776.18</b>