

Life Schools
Life School Oak Cliff Secondary
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 21st 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 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.

Life School Oak Cliff conducted a comprehensive needs assessment. The program review analyzed data in the following areas: demographics; student achievement; school culture and climate; staff quality, recruitment and retention; curriculum, instruction and assessment; family and community involvement; school context and organization; and technology.

Data sources analyzed included Texas Academic Performance Reports (TAPR), System Safeguards, Performance Based Monitoring System (PBMAS), Public Education Information Management System (PEIMS), and survey results. AEIS reports and AYP reports were used to compare historical data to current accountability reports.

Life School Oak Cliff Secondary serves students from 7th to 12th grade. On our current Texas Academic Performance Report (TAPR), we served 707 students. Our current and projected future numbers will continue to increase due to the increased enrollment of students entering the 7th grade. Our school has the following ethnic distribution, in descending order: african american, hispanic, white, american indian, asian, and pacific islander, and two or more races. Our school has the following special classifications: economically disadvantaged, Special Education, non-educationally disadvantaged, english language learners, at-risk students, and mobility placements. Our class sizes for our 4 core subjects and foreign language are between 18 and 21.8 per class, which is very close to the state averages.

Our attendance rate is around 97.11%, and we will continue to use attendance incentives to bring that number above 98% in the 2015-2016 school year.

We are seeing steady growth across grade levels on the campus and additional staff and facilities are needed for future growth. With the continual growth and the increased diversity at Life School Oak Cliff cultural diversity training is needed for students and staff.

Demographics Strengths

- 100% Re-enrollment for 2016/2017

- 97.11% Attendance rate
- Truancy Policy Enforced
- 100% graduation rate
- Extracurricular Participation
- Updated Detention Policy (Extended and Saturday)
- Life School U Training for all teachers

Demographics Needs

- Staff and Facilities for expected growth
- Continued technology growth
- Student Diversity/Counselors Monthly Training
- Translators at each campus
- SAT/ACT score increase for low socioeconomic students
- College Readiness focus
- Increase in foreign language offerings

Student Achievement

Student Achievement Summary

As a campus, Life School Oak Cliff will offer students more access to resources, digital and bound. To aid in offering students access to various resources, a library will be needed and more laptop carts. Upon entering Middle School, students in 6th grade will take an orientation class that will prepare them for middle school. The orientation class will also be a requirement for 8th grade students entering high school. Life School Oak Cliff will offer various supplementary programs (College Readiness, Trade Skills, ROTC) to support core instruction and build leadership.

Life School Oak Cliff will also conduct PLC's to draw upon the knowledge and best practices of veteran and new teachers. The goal is to share classroom management techniques and strategies that promote student engagement and achievement. This will help offer students access to instructional tools that foster a deeper more rigorous understanding of specific content areas.

Student Achievement Strengths

- Vertical Alignment
- Incentive Program
- District Curriculum Coordinators
- District Content Area Alignment
- Expanded Dual Credit
- AVID
- Dual Credit
- Intervention Period
- AP Courses/AP Tests
- College Acceptance Numbers
- 100% Graduation Rate

Student Achievement Needs

- Social Studies Coordinator
- Horizontal Alignment (Department planning for all teachers)
- Improved Interventions
- Library (Research and Literature access)
- Study Skills classes implemented in 7th and 9th
- Summer Academic Camp for entering 7th and 9th (week long)
- College Readiness Resources
- SAT/ACT/TSI Prep
- Trade Skills classes and ROTC
- Classroom management techniques and strategies that promote student engagement and achievement
- Students need access to instructional tools that foster a deeper more rigorous understanding of specific content areas

School Culture and Climate

School Culture and Climate Summary

Life School Oak Cliff invites all stakeholders to be active, integral participants in the school culture and climate. As part of our quality standards, the safety of our school is priority. In order to continue to foster the partnerships we have cultured we desire to further develop our parent and student orientations to foster stakeholder involvement. The partnership between the parents and school are an integral part of the success, and is why we strive to be creative in how we address our Parent Nights with added activities and special speakers.

Additionally, in order to be proactive as it pertain to campus culture and climate is to develop and sustain a student mentoring program centered around leadership and character. If positive behavior is emphasized throughout the campus, many believe it will have a positive effect on culture and climate, which will reduce the number of incidents and contribute to a safer more effective school. Another aspect is the emphasis of student achievements, both academically and athletically.

School Culture and Climate Strengths

- Parent Night
- Athletic competitions
- Teacher recognition
- Student Recognition
- Mission Statement focus
- Common Formative Assessments
- In School Suspension

School Culture and Climate Needs

- Special events for all stakeholders
- Activities for ESL students and their families
- Student recognition
- Trophy case in high school
- Alumni achievements
- Student incentive program

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Life School Oak Cliff takes pride in recruiting highly qualified educators who are passionate in their subject area, committed in continuing their development professionally, and dedicated in continuing the educational process for their students . To hire the best candidates, leadership has sent representatives to various job fairs, locally and statewide. We also partner with local universities to assist in the development of potential Life School teachers.

The mission of Life School's includes the phrase "training leaders with life skills for the twenty-first century by establishing strong academics, character training, and a parenting program". With that said, we believe that it is imperative the we must increase staff capacity by providing professional development, which includes leadership training, core academic training, AVID training, Edgenuity training, special education training, ESL training, and technology training. In addition, Life School has implemented an on-line training module, Life School U, which provides staff another opportunity to develop professionally.

New teachers at Life School Oak Cliff receive support in various formats. Life Schools offers on-boarding, staff development, and a mentor teacher for all 1st year teachers. All teachers are provided ongoing feedback via walkthroughs, observations, and summative conferences. As a campus, we set a goal to complete a minimum of 5 walkthroughs and 2 formal observations. Also, Life School is increasing competence in staff by implementing the TIF program across the district, succession planning and performance compensation and measurement system.

Staff Quality, Recruitment, and Retention Strengths

- Performance Based Incentives (TIF Grant)
- 98% of teachers highly qualified
- Autonomy
- District Coordinators (Math, Science, ELA)
- Math Stipends and Secondary Stipends
- PDAS

Staff Quality, Recruitment, and Retention Needs

- Salary increases that match State Averages
- 100% of teachers highly qualified
- Social Studies Curriculum Coordinator

- Mentoring Program
- Continued Recruitment/Retention of HQ Teachers
- Retention of Veteran teachers
- 403(b) Matching
- Teacher Resources
- Other Core Stipends
- Leadership Stipends
- AP and PreAP training for teachers and admin

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Based on research and collaborative action, the district has designed and deployed a state-aligned curriculum. A focus on instructional best practices, gap areas, and identification of root causes forms the basis for improvement in the online curriculum document. Data driven decisions for improvement in written curriculum and instructional methodologies are based on state assessments, common formative assessments, and campus walkthrough data. Embedded professional development, increased use of online written curriculum, and analysis of data will continue to provide the basis for monitoring accountability progress at the district and campus level.

Life School Oak Cliff's Campus Improvement Plan drives us to improve, innovate, and develop action plans based on district strategic goals. There are instructional and supplemental challenges that leave room for new learning and changes in the written, taught, and assessed curriculum areas. We have established an intervention period within the school day in which 55 of our teachers provide intervention/enrichment during GOLD period for 30 minutes each day for an average of 30 instructional weeks.

Student engagement, rigorous coursework, innovative educational strategies, and increased use of accessible technologies are four goal areas. The driver for all four goals has been identified as alignment of instructional processes and educational resources to meet rigorous standards.

Curriculum, Instruction, and Assessment Strengths

- Budget for Book Sets
- Curriculum Coordinators
- iPad Carts
- Chromebook Carts
- Life School U
- Common Formative Assessments

Curriculum, Instruction, and Assessment Needs

- Classroom Book Sets
- GOLD Period resources
- Department Planning for all teachers
- New Textbooks

- Workbooks - Math
- Lab Supplies
- Technology for Student and Teacher use
- Library for Research
- Centralized/Aligned Scope and Sequence
- Opportunities to provide input for vertical alignment
- Supplemental resources for all teachers

Family and Community Involvement

Family and Community Involvement Summary

Life School Oak Cliff is committed to the development and sustainability of family and community involvement at the campus and district levels. LSOC strives to achieve family and community partnerships that positively impact the success of all Life School Oak Cliff students. In place is a well-established framework in which the basic components of school, family, and community partnerships exist. Included in this framework are Parent Nights, Parent Updates, Parent Portal, and our Life School Parenting Program.

Communication is key to the effectiveness of all family and community involvement. Through the use of internal and external electronic and printed communication tools stakeholders receive information and provide critical feedback. With frequent interaction between schools, families, and communities students are more likely to receive common messages regarding the importance of school, collaboration, and partnerships. We believe that the creation of a Parent Resource Center could aid in the information shared, but also the information received.

Family and Community Involvement Strengths

- Parent Night
- Parenting Program
- Parent Night Updates
- Parent Volunteers and Involvement
- Parent Portal
- Remind 101

Family and Community Involvement Needs

- PTO
- Booster Club
- Parent Communication resources.
- More Parent Volunteering
- Parent Resource Center
- Adult Language classes

School Context and Organization

School Context and Organization Summary

Life School Oak Cliff maintains a high-level of attention to details with regards to all campus systems. Each major system is discussed, planned, developed and executed by all staff members. Through the use of an open door policy by all administration, all stakeholders have the ability to discuss any area that may need further attention. Additionally, the master schedule for LSOC provides at least one 45 minute planning period daily to allow teachers to collaborate, plan and hold parent conferences when needed. These planning periods also allow for ARD, 504, RTI and grade level meetings with administration.

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

School Context and Organization Strengths

- Dual Credit/Early College
- AVID
- Edgenuity
- WDYT?
- GOLD Period
- Raptor Software

School Context and Organization Needs

- Mentor teacher program with same conference period
- Chain of command list for district and campus
- Facilities for offices and phone calls for teachers
- Computer lab for teacher and student use

Technology

Technology Summary

Technology plays an important role at Life School Oak Cliff in terms of what and how student learning takes place. At LSOC, teachers are encouraged and supported in the use of technology to facilitate methods of teaching that are far more engaging, effective, and efficient than past practices and resources allowed. Throughout the campus, students are not only learning with technology, they are learning about technology. All indications point to our students achieving academic success and becoming skilled digital users in the process. The LSOC instructional program is infused with technology in the delivery of curriculum content and instructional practice. The Campus Improvement Plan identifies strategies to meeting local, state, and national technology standards including 21st Century Skills. A major emphasis in the LSOC Campus Improvement Plan is placed on increasing the levels of student engagement using various technology tools and a collaborative learning environment.

Technology Strengths

- Tech Course availability
- New Computers for teachers
- Audio/Visual lab
- iPad Carts
- Chromebook Carts
- SMART Boards

Technology Needs

- Targeted professional development for Life School teachers
- Audio/Video equipment
- Sound Booth for Audio Visual
- Continual upgrades for network infrastructure
- Additional hardware for students
- Mobile computer labs for student use
- Computers in rooms for student use

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

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
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- Advanced Placement (AP) and/or International Baccalaureate (IB) assessment data
- SAT and/or ACT assessment data
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data
- Student failure and/or retention rates

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
- Male / Female performance and participation data
- Special education 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

Student Data: Behavior and Other Indicators

- Completion rates and/or graduation rates data
- Attendance data
- Discipline records
- Student surveys and/or other feedback

Employee Data

- Staff surveys and/or other feedback
- Campus department and/or faculty meeting discussions and data
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Capacity and resources data
- Budgets/entitlements and expenditures data

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 campus score on the 2015-2016 TAPR report.

Summative Evaluation: Improved STAAR scores that match or surpass state standard in all tested grade levels. (TAPR)

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|------------|--|---|--|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Implement researched based technology resources for all students including but not limited to iPads, Chromebooks, and tablets. | 1, 2 | Administration, Coordinators, and Teachers | Improve STAAR scores by matching or surpassing state standard in all tested grade levels Formative and Summative data Student survey data | | | | |
| | | | | Funding Sources: 211 - Title I - \$8000.00 | | | |
| 2) Deploy research-based instructional resources for all teaching staff. | 1, 8 | Administration and Teachers | Improve STAAR scores by matching or surpassing state standard in all tested grade levels. 90% of staff in attendance of research-based instructional resource trainings Lesson Plans STAAR Results | | | | |
| | | | | Funding Sources: 211 - Title I - \$4000.00 | | | |
| 3) Have all applicable teachers attend Pre-AP/AP Training or Summer AP Institute. | 1, 2, 4, 5 | Teachers, and Administration | 30% of students tested reach Advanced Level on STAAR. 50% of students will be enrolled in an AP course and successfully complete the corresponding AP exam. | | | | |
| | | | | Funding Sources: 211 - Title I - \$3000.00 | | | |
| = 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.

Summative Evaluation: 2015-2016 TAPR Report shows a 2% reduction in the achievement gap.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|-------------|---|---|--|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Support District ELL Coordinator with resources and training opportunities for all core teachers | 1, 2, 4, 10 | Administration, Curriculum Coordinators, and Teachers | Completed Lesson Plans. GOLD Period attendance records. Improve STAAR Scores by 5% above State Increase Improve TELPAS Scores by 5% above State Increase | | | | |
| | | | | Funding Sources: 211 - Title I - \$3000.00 | | | |
| 2) Participate in Specific At-Risk Trainings for Staff | 1, 2, 4, 10 | Administration and Teachers | Staff Development Sign-In Sheets 95% of all staff members attain at-risk trainings | | | | |
| | | | | Funding Sources: 211 - Title I - \$2000.00 | | | |
| 3) Implement Quality RTI Processes and Trainings | 1, 2, 4, 10 | Administration, Counselors, SPED, and Lead Teachers | Student Academic success on grade level in 100% of classes Students referrals correctly identify students with disabilities RTI Documentation. | | | | |
| | | | | | | | |
| = 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.

Summative Evaluation: SAT/ACT scores better than the State average.

100% Graduation Rate

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|-------------|--|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Continue using the Edgenuity test prep program for College entrance exam prep | 1, 2, 9, 10 | Edgenuity Coordinator, Lead Teachers, and Administration | Improved SAT/ACT scores from previous years. Increased number of students passing the TSI. | | | | |
| 2) Expand HB5 Endorsement Courses. | 1, 10 | Administration, and Counselors | Course Catalog. 20% increase of enrollment in endorsement courses. | | | | |
| 3) Expansion of AVID | 1, 2, 10 | Administration, AVID Coordinator, and Counselors | Increase AVID Enrollment by two additional grade levels. | | | | |
| Funding Sources: 420 - State Comp Ed - \$500.00 | | | | | | | |
| 4) Expand Pre-Ap/AP Participation | 1, 2, 10 | Administration, Counselors, and Teachers | 20% increase of AP Exam enrollment. | | | | |
| 5) Planning of Campus College Fairs | 1, 2 | Administration and Counselors | One College Fair per semester and 90% attendance by students. Student Acceptance Letters. | | | | |
| Funding Sources: 211 - Title I - \$1000.00 | | | | | | | |
| 6) Promotion of National Merit Scholarship Project | 1, 2, 10 | Administration and Counselors | National Merit Scholar application submissions. 90% PSAT Enrollment of student eligible. 90% participation of Juniors and Seniors in ACT/SAT prep through Edgenuity | | | | |
| 7) Expansion of Dual Credit | 1, 2, 10 | Administration and Counselors | 20% of students enrolled in Dual Credit. | | | | |
| = 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 training attended during the 2015-2016 school year.

Summative Evaluation: PDAS Teacher Self Reports reflect at least 1 specific leadership and/or character training.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------------|--|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Increase Staff Development Resources and leverage Life School U as part of on site development. | 4 | Administration, Curriculum Coordinators, and Lead Teachers | Monitor lesson plans. Improve PDAS Walk Through and Observation Data. Life School U trainings/certificates turned in to admin. | | | | |
| 2) 100% of staff complete 1 day of Professional Development a year off-site. | 1, 2, 4 | Administration and Lead Teachers | Interpret AESOP system reports. Examine lesson plans. Evaluate PDAS | | | | |
| 3) Increase AVID Program Participation | 2, 4, 5, 6, 7 | Administration and AVID Site Based Team | Increase AVID Enrollment by 20%. Review Student Schedules. Evaluate AVID Performance Goals. | | | | |
| 4) Continue to develop Mentoring Program for for all 1st Year Teachers | 3, 4 | Administration and Lead Teachers | Compare PDAS Walk Through and Observation Data, Observe Best Practice Instructional Videos 100% of 1st year teachers receive "Proficient" PDAS rating on their Summatives | | | | |
| 5) 25% increase of student participation in Honor Society and Student Government | 2, 6 | Administration, Teachers, and Club Sponsors | Evaluate enrollment based on student schedules, Examine NHS and NJHS meeting sign-in sheets and meeting minutes | | | | |
| 6) 20% Increase in Parenting Night participation with an emphasis on Leadership | 1, 6 | Administration and Teachers | Collect Parenting Night Sign-In Sheets, At least 2 Student Presentations per year at a Parent Night | | | | |
| Funding Sources: 211 - Title I - \$1000.00 | | | | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 2: Develop leaders with character.

Performance Objective 2: Provide leadership opportunities as evidenced by staff and students participation in established programs and projects during the 2015-2016 school year.

Summative Evaluation: 25% increase in leadership participation in established programs.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|---|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) 10% Increase in Leadership Training Funds for all Staff. | 1, 2, 6 | Administration and Curriculum Coordinators | Professional Development sign in sheets Copies of Purchase Orders | | | | |
| Funding Sources: 211 - Title I - \$500.00 | | | | | | | |
| 2) 100% of 2016 graduates will have earned a Leadership credit by May 2016. | 2, 3, 6 | Administration, Teachers, and Parents | Review Student Schedules, Lesson Plans, and Degree Plan, Review Course Catalog | | | | |
| 3) At least 1 Community Service Project per student by their graduation | 2, 6 | Administration, Teachers, and Club Sponsors | Verify Community Service Student Logs Attendance records | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 3: Sustainability through growth and expansion.

Performance Objective 1: Retain students through graduation by expanding district facility capacity.

Summative Evaluation: 98% Re-Enrollment by March 2015-2016.

100% Graduation rate.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|--|---|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Utilize Edgenuity for Course Completion | 1, 2, 9, 10 | Edgenuity Coordinator and Administration | Edgenuity Courses attaining 100% Completion. All students on pace to graduate on time within their cohort. | | | | |
| 2) 100% of Seniors complete Capstone Projects | 1 | Counselors, Administration, and Teachers | All Seniors complete Senior Capstone Projects. 100% of the Seniors complete Capstone Presentations. | | | | |
| 3) Schedule at least 2 College Visits for each graduating class. | 1, 6 | Administration, Counselors, and Senior Sponsors | Seniors and Juniors complete 1 College Visit per semester. 100% of Seniors attain College Acceptance Letters. | | | | |
| | Funding Sources: 211 - Title I - \$1000.00 | | | | | | |
| 4) 100% of 7th grade students notified of Duke TIP Program | 2, 6 | Counselors, Teaching Staff, and Administrators | All 7th grade students who qualify are identified and notified of the Duke TIP program. | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 3: Sustainability through growth and expansion.

Performance Objective 2: Communicate operational expectations to all stakeholders through the establishment of standardized procedure manual by August 2016.

Summative Evaluation: Communicated, formal Teacher and Student/Parent Handbook completed by July 2016.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|----------|--|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Review Course Catalog Revisions | 1, 2, 10 | Administration and Counselors | Revised Course Catalog. | | | | |
| 2) 100% of Handbook Revisions reviewed by March | 1 | Administration and Counselors | Updated handbooks distributed throughout all district communication sources. | | | | |
| 3) 100% of parent participate in Parent Orientation | 1, 2, 6 | Administration and Counselors | 100% of parents attend Parent Orientation. | | | | |
| 4) At least 4 scheduled Parent Nights | 1, 2, 6 | Administrators, Teachers, and Campus Staff | 50% more parents attending and participating in scheduled Parent Nights. | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 3: Sustainability through growth and expansion.

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 2015-2016 school year.

Summative Evaluation: Parent/Student survey completed by April 2016.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|--|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Promote School-Wide Counselor Events | 1, 2, 6 | Administration and Counselors | Manage an updated Campus Calendar of Events throughout the year. | | | | |
| 2) Schedule Administrators for Games. | 1, 2 | Administration and Athletic Coordinators | Administrator on Duty at all extracurricular event on campus, evidenced by the Admin on Duty Schedule. | | | | |
| 3) Maintain/Manage Raptorware | 1, 2 | I.T., Receptionists, and Campus Administration | 100% of visitors with a Raptorware name badge. | | | | |
| 4) Expansion of Surveillance Equipment | 1, 2 | Administration and Campus Facilities | 25% Decrease in Incident Reports on campus. | | | | |
| Funding Sources: 420 - State Comp Ed - \$3000.00 | | | | | | | |
| 5) Continue Secondary In-School Suspension | 1, 2 | Administration | 80% Decrease in Out-of-School Suspensions. | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 3: Sustainability through growth and expansion.

Performance Objective 4: Provide technology tools necessary to maintain high quality programs in instruction and operations as measured by 90% of participants reporting they agree that Life School is providing technology tools on a standardized climate survey taken during the 2015-2016 school year.










Summative Evaluation: 75% of teachers score an Advanced Tech on the 2015 STAR Report.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|-------------|----------------------------------|--|--|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Increase the use of Interactive, Instructional, and Operational Technology | 1, 2 | Administration and Teachers | All Campus Operational Presentations created with fidelity. 50% of Lesson Plans include some form of technology. 100% of PDAS evaluations at Proficient level. 75% of Walk-Throughs have technology as an instructional tool. | | | | |
| | | | | Funding Sources: 211 - Title I - \$1500.00 | | | |
| 2) Encourage Ongoing Professional Development for Latest Technology | 1, 2, 4, 10 | Administration and Coordinators | 25% of PDAS Self Reports include new tech trainings. 2 new technology trainings offered to staff each year. 25% of lesson plans in Eduphoria include new tech. | | | | |
| | | | | Funding Sources: 211 - Title I - \$1500.00 | | | |
| 3) Attain Content Specific Tech Resources | 1, 9 | Administration and Coordinators | 100% of Lesson plans include the use of new tech within each content area. 25% of Walk-Throughs include descriptions of new tech being used. | | | | |
| | | | | Funding Sources: 211 - Title I - \$1500.00 | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 3: Sustainability through growth and expansion.

Performance Objective 5: Expand Life School educational influence by building relationships for expansion.

Summative Evaluation: At least 2 outside agencies sign in through the front office. (Raptorware)

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|----------------------------------|---|---|---|---|---|
| | | | | Nov | Jan | Mar | June |
| 1) Attain partnership with local agencies. | 2, 6 | Administration | At least 2 Agencies volunteering time on the LSOC campus. |  |  |  |  |
|  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue | | | | | | | |

Goal 4: Enhance skills and knowledge of staff.

Performance Objective 1: Provide relevant professional development through implementation of basic academy level requirements within Life School U for all job categories by August 2016.

Summative Evaluation: 100% of LSOC staff complete the district and campus Life School U trainings for the 2015-2016 school year.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|------------|----------------------------------|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Provide at least 2 trainings and provide ongoing mentoring for all first year teachers | 1, 2, 3, 4 | Lead Teachers and Administration | Review Training Sign-In Sheets, Expand Eduphoria Workshop Database | | | | |
| Funding Sources: 211 - Title I - \$500.00 | | | | | | | |
| 2) Provide at least 1 Quality Staff Development through partnerships with Education Service Centers by April 2016 | 1, 3, 4 | Administration | Verify Education Service Center Certificates of Completion, Review Training Sign-In Sheets | | | | |
| 3) 100% of staff complete required state and federal trainings | 1, 3, 4 | Administration and Teachers | Review Training Sign-In Sheets, Evaluate Eduphoria Workshop Database, Verify Education Service Center Certificates of Completion | | | | |
| 4) Provide at least 1 Quality Staff Development for staff specific to their job assignments | 2, 3, 4, 5 | Administration and teachers | Review Training Sign-In Sheets, Evaluate Eduphoria Workshop Database, Verify Education Service Center Certificates of Completion | | | | |
| Funding Sources: 211 - Title I - \$500.00 | | | | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 4: Enhance skills and knowledge of staff.

Performance Objective 2: Increase staff retention as measured by a decrease in turnover rate in 2015-2016 as compared to prior 3 year average.

Summative Evaluation: 2014-2015 TAPR Report indicates a decrease in turnover rate as compared to previous 3 years.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|------------|----------------------------------|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Perform Yearly Salary Studies | 3, 4, 5 | Administration | Analyze TAPR Report, Review Salary Scales | | | | |
| 2) Review Mentoring Program | 2, 3, 4, 5 | Administration and Teachers | Analyze PDAS Walk Through and Observation Data, Promote Best Practice Instructional Videos | | | | |
| 3) Review Stipends for Leadership Roles | 3, 4, 5 | Administration and Teachers | Analyze TAPR Report, Review Salary Scales | | | | |
| 4) 100% of 1st year teachers participate in New Teacher Academy | 1, 2, 3, 4 | Administration and Teachers | Analyze TAPR Report, Review PDAS Walk Through and Observation Data | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 5: Strategic partnerships to enhance the educational experience.

Performance Objective 1: Relevant relationship building and training opportunities for parents as evidenced by parent feedback and/or surveys completed throughout the 2015-2016 school year.

Summative Evaluation: Survey Monkey survey participation results indicate 25% of parents complete given surveys.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|------------------------------------|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Provide opportunities for campus, district, and parents to partner together | 6 | Campus Administration and Teachers | One Secondary Leadership Breakfast per semester Sign-in sheets | | | | |
| 2) Promote Parent Orientation | 6 | Campus Administration and Teachers | 20% Increase in parent attendance from 2014-2015 Sign-in sheets | | | | |
| 3) Promote Parent Night | 4, 6 | Campus Administration and Teachers | 20% increase in parent night attendance Parenting Night sign-in sheets | | | | |
| 4) Increase Parent Support Partnerships | 4, 6 | Campus Administration and Teachers | 20% Increase in parent volunteers, 20% Increase in Leadership Breakfast attendance Parent Night attendance | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 5: Strategic partnerships to enhance the educational experience.

Performance Objective 2: Enhance partnerships with community organizations as measured by number of memberships and meetings attended by staff during the 2015-2016 school year.

Summative Evaluation: At least 1 college and 1 health care group visit LSOC during 2015-2016 school year.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|--------------------------------------|--|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Promote, Attain, and Retain College Partnerships | 1, 3 | Campus Administration and Counselors | 20% of students enrolled in Dual Credit. 95%-100% Graduation Rate. Increase in student teacher partnerships. | | | | |
| 2) Promote and Provide Health Fairs for Stakeholders | 6, 10 | Campus Administration | One Health Fair per year | | | | |
| Funding Sources: 211 - Title I - \$500.00 | | | | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 5: Strategic partnerships to enhance the educational experience.

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

Summative Evaluation: At least 1 college visits LSOC during 2015-2016 school year geared towards teacher relationships.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|---|--|---|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Continual support for Teach For America | 1, 10 | Campus Administration and Teach for America Staff | 2 TFA employees provide trainings each year. 100% of TFA teachers are assigned a teacher mentor. 100% of TFA teachers meet with an administrator or curriculum coordinator each six weeks. | | | | |
| | | | | Funding Sources: 211 - Title I - \$12000.00 | | | |
| 2) Support College Partnerships for Degree Advancement. | 3, 10 | Campus Administration | 50% of staff have an advanced degree or are enrolled in a Graduate Degree Program. | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 5: Strategic partnerships to enhance the educational experience.

Performance Objective 4: Establish business partnerships as evidenced by at least 2 corporate partners volunteering time, money, expertise or in-kind resources during the 2015-2016 school year.

Summative Evaluation: At least 2 corporate partners volunteer 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) Increase Business/Food Services/Health Services | 4, 10 | Campus Administration and Class Sponsors | 25% of the surrounding businesses participate in Health Fair, Parenting Nights, etc. All Federal and State guidelines met | | | | |
| 2) Review and coordinate emergency relocation services | 10 | Campus Administration | Emergency Plan created and distributed to stakeholders. Retain/Expand agreement with local community businesses, All federal and State guidelines met | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

Goal 5: Strategic partnerships to enhance the educational experience.

Performance Objective 5: Establish partnerships with independent school districts as evidenced by at least 1 formal agreement with an ISD.

Summative Evaluation: At least 1 ISD visit LSOC with intent to partner.

| Strategy Description | Title I | Staff Responsible for Monitoring | Evidence that Demonstrates Success | Formative Reviews | | | |
|---|---------|----------------------------------|---|-------------------|-----|-----|------|
| | | | | Nov | Jan | Mar | June |
| 1) Attain at least 1 partnership with a local ISD | 1, 2 | Administration | At least 1 formalized partnership with a local ISD. | | | | |
| = Accomplished = Considerable = Some Progress = No Progress = Discontinue | | | | | | | |

2015-2016 Site-Based Decision Making Committee

| Committee Role | Name | Position |
|-----------------------------|-------------------|--------------------------|
| Non-classroom Professional | Elmer Avellaneda | Principal |
| Classroom Teacher | Robyn Alexander | Teacher |
| Classroom Teacher | Chase Bishop | Teacher |
| Classroom Teacher | Johnathan Griffin | Teacher |
| Classroom Teacher | Arin Harrison | Teacher |
| Classroom Teacher | Alissa Russell | Teacher |
| Classroom Teacher | Christy Shelton | Teacher |
| Classroom Teacher | Rachel Wyant | Teacher |
| District-level Professional | Leigh Dopson | Curriculum Coordinator |
| District-level Professional | Brandee Morris | Curriculum Coordinator |
| District-level Professional | Kevin Shaw | Curriculum Coordinator |
| District-level Professional | Benjamin Taylor | AVID Director |
| Non-classroom Professional | Jean Baskin | Counselor |
| Non-classroom Professional | Roberta Clark | PEIMS |
| Non-classroom Professional | Dallas Horne | Assistant Principal |
| Non-classroom Professional | Dorothy Lambert | Registrar |
| Non-classroom Professional | Cynthia Martinez | Administrative Assistant |
| Non-classroom Professional | Michael Mitchell | Assistant Principal |
| Non-classroom Professional | Twla Sauls | Testing Coordinator |
| Non-classroom Professional | Tamara Sims | Counselor |
| Non-classroom Professional | Angela Stover | Administrative Assistant |
| Non-classroom Professional | Shauntai Taylor | Counselor |

Campus Funding Summary

| 211 - Title I | | | | | |
|----------------------------|------------------|-----------------|--|-------------------------------|--------------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | iPads, Chromebooks, or similar devices. | 211-11-6395-00-001S-30-00-000 | \$8,000.00 |
| 1 | 1 | 2 | Kamico, TI-Inspire Navigator, or comparable resources. | 211-11-6399-00-001S-30-00-000 | \$4,000.00 |
| 1 | 1 | 3 | Pre-AP, AP, or comparable GT trainings | 211-11-6399-00-001S-30-00-000 | \$3,000.00 |
| 1 | 2 | 1 | Differentiated Instruction or similar trainings | 211-11-6399-00-001S-30-00-000 | \$3,000.00 |
| 1 | 2 | 2 | Bully prevention, At-Risk trainings, or other comparable specific trainings. | 211-11-6399-00-001S-30-00-000 | \$2,000.00 |
| 1 | 3 | 5 | College resources/informational items for Students | 211-11-6399-00-001S-30-00-000 | \$1,000.00 |
| 2 | 1 | 6 | Resources, Promotional items, or similar for Parent Night participation | 211-11-6399-00-001S-30-00-000 | \$1,000.00 |
| 2 | 2 | 1 | Region 10 or other comparable training fees | 211-11-6399-00-001S-30-00-000 | \$500.00 |
| 3 | 1 | 3 | Travel or other miscellaneous items | 211-11-6399-00-001S-30-00-000 | \$1,000.00 |
| 3 | 4 | 1 | SMART Boards, iPads, or other comparable technology items | 211-11-6395-00-001S-30-00-000 | \$1,500.00 |
| 3 | 4 | 2 | Google, Apple, or other comparable technology certifications | 211-11-6395-00-001S-30-00-000 | \$1,500.00 |
| 3 | 4 | 3 | TI-Inspire, Math Navigator, or other similar specific trainings | 211-11-6395-00-001S-30-00-000 | \$1,500.00 |
| 4 | 1 | 1 | Leadership Curriculum or other training resources | 211-11-6399-00-001S-30-00-000 | \$500.00 |
| 4 | 1 | 4 | Leadership Curriculum or other training resources | 211-11-6399-00-001S-30-00-000 | \$500.00 |
| 5 | 2 | 2 | Health Education or similar resources | 211-11-6399-00-001S-30-00-000 | \$500.00 |
| 5 | 3 | 1 | Teach for America driven resources | 211-11-6299-00-001S-30-00-000 | \$12,000.00 |
| Sub-Total | | | | | \$41,500.00 |
| 420 - State Comp Ed | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 3 | 3 | Flyers, Posters, or other promotional items for parents/students | | \$500.00 |
| 3 | 3 | 4 | Cameras, monitors, and other surveillance equipment | 420-11-6395-00-001S-30-00-000 | \$3,000.00 |
| Sub-Total | | | | | \$3,500.00 |

| | |
|--------------------|-------------|
| Grand Total | \$45,000.00 |
|--------------------|-------------|