

Life Schools

Life School Oak Cliff Elementary

2018-2019 Campus Improvement Plan



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

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

Student Academic Achievement

Student Academic Achievement Strengths

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- STAAR Released Test Questions
- STAAR EL 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)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia 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
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- 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
- Study of best practices

Goals

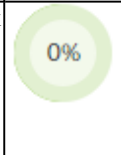
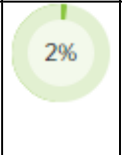
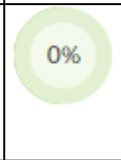
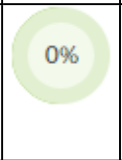
Goal 1: Prepare Students for Life

Performance Objective 1: Create and Implement Strategic Plan for Life School Students

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Provide professional development, resources, and intervention/tutoring for ELL and Bilingual students.	Campus Administration, Campus Reading, Math, Bilingual Specialists, and ELL Coordinator	Increase student achievement by 2% on STAAR				
Funding Sources: 263 - Title III - 0.00						
2) Students will have the opportunity to participate in Restorative Discipline-a prevention-oriented approach that resolves conflict.	Campus Administration, All OCE Teachers/Staff, and School Counselor	Reduce school-wide behavior and referrals from 10%				
3) 4th-6th will be exposed to high school/college readiness in education and career opportunities through partnerships with state colleges and university and high school advance academic programs	Campus Administration, Counselor, and 4th - 6th grade teachers	75% of students in 4th-6th grade will participate in educational opportunities through university visits.				
Funding Sources: 461 - Campus Activity Fund - 1500.00						
4) Support special education department and students with specific goals; including but not limited to , resources, classroom, classroom supports, supplemental materials, professional development, technology, etc	Campus Administration, SPED coordinator, and SPED Teachers, Classroom Teachers	20% of all SPED students will meet standard on their STAAR Assessment				

5) Students will have the opportunity to learn and use accountable talk during classroom meetings which will promote social interaction.	Campus Administration, All OCE Teachers/Staff, and School Counselor	90% of the students in grades K-6 will use accountable talk and classroom meetings to foster social interaction				
6) Students will be exposed to career opportunities through a school wide career day.	Campus Administration, All OCE Teachers/Staff, and School Counselor	100% of students will participate in career day				

Funding Sources: 199 - General Fund - 500.00

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

Goal 1: Prepare Students for Life

Performance Objective 2: Maintain a Guaranteed Viable Curriculum for Students

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Continue to implement Standard Based Grading in grades K-2nd	Administrators, Campus Specialists, District Coordinators and K-2 teachers	100% of K-2 teachers will participate in on going professional development on SBG				
2) Implementation of Wilsons Foundations for K-1 students that will emphasize Phonemic Awareness, Phonics/word study, and comprehensive literacy strategies.	Administrators, Campus Specialists, District Coordinators and K-2 teachers	100% of K-1 teachers will use participate in on going professional development on Wilson Foundations and by the end of the 2016-2017 school year, 90% of K-1 students will be on grade level DRA (Foundations was paid for by the district for Kindergarten)				
3) Units of Study , Words Their Way, and our school wide intervention and enrichment time (Lion's Pride) will implemented with fidelity.	Administrators, Campus Specialists, and teachers	100% of teachers will participate in Lions Pride and use the appropriate intervention and enrichment program with their students.				
4) Continue to implement and improve data meetings and data conversations through Professional Learning Communities (PLC Cycles)	Administrators, Campus Specialists, and teachers	100% teachers will participate in Weekly or Bi Weekly PLC/Data meetings. Data binders and PLC agenda/minutes will be collected as evidence.				
5) Common/Formative Assessments, district benchmarks and other assessments will be used as progress monitoring tool that will lead to changing instructional practices	Administrators, Campus Specialists, and teachers	Continues progress monitoring on student growth will be measured from fall assessments to spring assessments. By the spring of 2017, their should be a 10% increase.				
6) Remediation instruction for 5th grade students who do not pass the STARR Assessment. They will receive small differentiated instruction in small group for the first 6 weeks of school, or continuously throughout the year. Students will be service by 3 teachers X 900 mins totaling 2700mins	Administrators, Campus Specialists, teachers,, and counselor	40% of the students that fail the first round of STAAR will pass the second or third administration				
7) Provide STAAR Prep and intervention materials to leveled groups struggling with concepts in reading language arts and mathematics.	Administrators, Campus Specialists, teachers	Students will increase scores on all CFA's and district benchmark				
Funding Sources: 211 - Title I - 1000.00						

8) Hire a 45 day interventionist to help prepare students for STAAR assessment/Linguistic Support	Administrators	Increase in STAAR and TELPAS scores				
	Funding Sources: 263 - Title III - 4911.00					
9) Hire two 45 day interventionist to help prepare identified struggling students for STAAR assessment/ SPED Support	Administrators	Increase in STAAR test in reading and math among identified student				
	Funding Sources: 211 - Title I - 9822.00					
10) Increase classroom resources for math instruction through the use of math manipulatives and math supplementary materials and dreambox math program. which will help increase student achievement in the area of math.	Campus Administrators, Math Specialist, Math Coordinator	A minimum of 3% increase on the STAAR Math test and district benchmarks. Supplemental math materials and Dream box program will be used in small group during the 90 min math block.				
	Funding Sources: 211 - Title I - 500.00					
11) ELAR classroom resources for reading instruction will include but not limited to guided reading leveled books, iStation/Study Island, Words their Way, or Scholastics motivation reading and Wilsons Foundation, which will help teachers provide guided reading instructions during the 90 min reading block.	Campus Administration, Reading Specialists and Reading Coordinator	A minimum 3% increase on the STAAR reading assessment and district benchmarks. Supplemental reading materials and leveled books will be used in small group during the 90 min reading block.				
	Funding Sources: 211 - Title I - 5151.98					
12) Increase classroom resource for Science, ie science kits, lab material for science experiments	Campus Administration, Reading Specialists and Science Coordinator	A minimum of 2% of the campus title 1 budget will be spent on Science Materials. By May 2017 we will see a 3% increase on the STARR science assessment and district science benchmark.				
	Funding Sources: 211 - Title I - 500.00					
13) Each K-6 teacher will have an additional 30 minutes of math and 30 minutes of reading will be added for reteach and enrichment during the school day for each grade level.	Campus Administration, Campus Specialists, Teachers	Master Schedule will provide 30 min blocks and evidenced by at least 4 classroom walkthroughs done on each grade level per semester				
	Funding Sources: 211 - Title I - 500.00					
14) Increase implementation of intervention programs, software, and resources for identified RTI students	Campus Administration, Campus Specialists, Curriculum Coordinator Classroom Teachers	All documentation will be through RTI and PLC/data meetings that are held twice of month. 100% of the teacher will progress monitor interventions to increase student achievement.				
	Funding Sources: 211 - Title I - 1500.00, 263 - Title III - 500.00					
15) Provide academic STAAR Camp for students not meeting standards on benchmark and CFA's	Campus Administration, Campus Specialists, and Classroom Teachers	Students achievement on the 2017 STAAR will increase by 5% in all tested subjects.				
	Funding Sources: 211 - Title I - 1500.00, 263 - Title III - 500.00					

16) Continue growth and training in best practices and classroom management	Campus Administration, Counselor	By May 2017, office referrals will decrease by 5%				
17) Increase available technology in each classroom in order to impact student achievement; including but not limited to interactive whiteboard capabilities and electronic devices	Campus Administration	Provide Kindergarten classroom with a smartboard				
Problem Statements: Technology 1, 2						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Technology
Problem Statement 1: Students need to be engaged in lessons, and be motivated to complete enrichment activities. Root Cause 1: Students today are exposed to a technology rich environment regardless of socio-economic status. We must be able to deliver quality instruction with a variety of delivery formats to ensure we are engaging all students.
Problem Statement 2: To provide the continuity of instructional delivery methods we need to add additional technology. Root Cause 2: We have provided SMART technology in all but one classroom, the last classroom needs to be set up.

Goal 1: Prepare Students for Life

Performance Objective 3: Ensure Character and Leadership Training and Development for Students

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Continue to develop and improve 5th and 6th grade leadership class	5th and 6th grade Teachers , Counselors, and Administrators	Decrease the number of office referral and suspension by 10%				
2) Implement leadership and character trait discussion during morning meetings and morning announcements in conjunction with classroom display and teacher support.	Administrators, Teachers, Counselors	Increase social talk among students and decrease student referrals by 10%				
3) Provide school-wide character assemblies	Teachers, Administrators, Counselor	Decrease in the number of office referrals and issued tallies during the school year by 10%				
4) Professional Development training for all staff focused on character development	Campus Administration, Teachers, Counselor	90% of students will participate in daily morning character development through the announcements to reinforces skills the school is working on, and look forward to their day of learning which will promotes a climate of trust, academic growth, and positive behavior.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Enhance Organizational Capacity

Performance Objective 1: Provide a Safe and Orderly Environment

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Student Support teacher will be used to provide social and behavioral support to students, classroom management training to teachers and effectively implement PBIS through out the school	Administration, K-6 teachers, Counselor	10% decrease in student referrals and student external suspension				
2) Implementation of Restorative discipline through school-wide assembly and classroom application	Administration, Counselor, K-6 teachers	10% decrease in student referrals and student external suspension				
3) Implementation once a month facilities meeting to ensure building safety	Administrators and Facilities Supervisor	Facility meeting agenda and sign in sheets will be used as documentation. This will provide better communication and collaboration amongst facilities and administration .				
4) Continue to implement school wide discipline committee to ensure school wide rules and expectation	Administrators , Teachers, Staff, and Counselors	Meeting agenda and sign in sheets will be used as evidence. By May 2017, behavior referrals will be decreased by 10%				
5) Implementation of required safety drills, including fire, tornado and lock down. Implementation of school Safety Team/Committee that will meet each semester to discuss safety plan	Administrators and Safe Team	Documented calendar dates for drills and start/stop times for safety drills.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 2: Enhance Organizational Capacity

Performance Objective 2: Prepare for Expansion

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Increase available technology for student and teachers	Administrators, IT Department	80% of classroom walk-throughs show evidence of technology being used by students and or staff				
Problem Statements: Technology 1, 2, 3 Funding Sources: 211 - Title I - 500.00						
2) Increase in Bilingual classrooms at K and 1st grade.	Administration, Bilingual Coordinato	Two a Bilingual classes at K and 1st grade. Hire bilingual teachers for additional classrooms				
3) Student Support Specialists (assistant principals and school counselors) will conduct character lessons for each of their corresponding grade levels once per semester.	Campus Administration	Lesson plan documents, completed activity worksheets, 10% decrease in office referrals and suspensions.				
4) Continue use of a full time math Specialist, two full time reading Specialist and one part time science Specialist to support students academics.	Campus Administration, Campus Specialist	Students in 3rd -6th grade will increase in student performance on 2017 STAAR test.				
Funding Sources: 420 - State Comp Ed - 48000.00, 211 - Title I - 126729.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 2 Problem Statements:

Technology
Problem Statement 1: Students need to be engaged in lessons, and be motivated to complete enrichment activities. Root Cause 1: Students today are exposed to a technology rich environment regardless of socio-economic status. We must be able to deliver quality instruction with a variety of delivery formats to ensure we are engaging all students.
Problem Statement 2: To provide the continuity of instructional delivery methods we need to add additional technology. Root Cause 2: We have provided SMART technology in all but one classroom, the last classroom needs to be set up.

Problem Statement 3: Intervention programs can be applied more consistently to meet students academic needs, if we have the technology to support more students with individual devices.
Root Cause 3: We do not have the devices for a 1:1 ratio. We need to provide access to electronic tablets (iPads/ChromeBooks or similar devices) for all students.

Goal 2: Enhance Organizational Capacity

Performance Objective 3: Promote a High Performance Culture

Evaluation Data Source(s) 3:

Summative Evaluation 3:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Promote and reward positive behavior/character education through recognition and celebration	Campus Administration, Counselor, and Teachers/staff	80% of students in each grade level will have less than 3 referrals				
2) Students will participate in UIL	Teachers, UIL Committee Leaders, and Administration	The number of students participating in UIL will increase by 5%				
3) Professional Learning Communities will be implemented with fidelity.	Administration, teachers, Campus Specialist	100% of teachers will participate in weekly PLCs to discuss student data, grade level standards, instructional practices, and share best practices.				
4) Increase teacher/staff morale by recognizing staff member of the Month, birthday celebrations, spirit, college and jean days	Campus Administration, teachers/Staff	90% of teachers and staff will indicate positively on district survey				
5) Attract quality teachers to work in high need areas (specifically bilingual)	Campus Administration	Recruit and Retain High Quality teachers				
Funding Sources: 420 - State Comp Ed - 75010.00						
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Cultivate Partnerships

Performance Objective 1: Expand Mission Advancement Capability

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Promote colleges and Universities each month including colleges of teachers throughout the school	Campus Administration	100% of students will be exposed to different colleges throughout the school year over the morning announcements.				
2) Annual College Week and Career Day	Campus Administration, teachers, and Counselors	100% of students will be exposed to different colleges and careers during college week and career day.				
3) Continue with 4 parent nights throughout the school year and continue to encourage parental involvement and trainings.	Campus Leadership and Campus Administration	By May 2018, there will be a 10% Increase in the number of parent volunteers and participation at school events				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Cultivate Partnerships

Performance Objective 2: Establish and Foster University and Corporate Partnerships

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Establish a partnership with UTA to recruit student teachers.	Administration	Meet with UTA education department to set up reoccurring meetings.				
2) Continued partnerships with Wal-Mart, Chick-Fil-A, Raising Cane's, and the local food pantry.	Administrator, Fundraising Committee	By May 2018, there will be a 10% increased family, student and staff participation in community events.				
3) Establish a business partnership criteria and check points in order to reach out to more businesses in the community.	Administrators	By May 2018, there will be an increase in the number of university and corporate partnerships.				
4) Develop and maintain effective relationships with colleges or universities for recruiting, networking capabilities and opportunity for student teaching.	Administration	Utilizing the college partnerships for recruiting, networking and student teaching at least twice during the 2017-2018 school year.				
5) Volunteer/partner with the community through events; including but not limited to: Annual canned food drive, coloring book drive, teddy bear drive, vendor booths at fall festival, Run for the Harvest 5K, Pathways to Success Golf Tournament, Health Fair, ect.	Administration, Campus Staff	The campus provides opportunities to volunteer in at least 4 community events per year.				
6) Partner with corporate businesses to raise funds for the campus; including but not limited to: Wal-Mart, SAMS club, Scholastic Book Fair, Life Touch, Raising Cane's, Chick-Fil-A, Six Flags Read to Succeed, etc.	Administration, Campus Staff	The campus will raise at least \$500 per year by partnering with corporate businesses.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 3: Cultivate Partnerships

Performance Objective 3: Form and Nurture Parent Partnerships

Evaluation Data Source(s) 3:

Summative Evaluation 3:





Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Develop opportunities for parents to have leadership roles; including but not limited to classroom volunteer opportunities, PTO, fundraising, room mom/dad, sponsoring clubs, etc.	Administration, Staff	Provide 5 or more leadership opportunities for parents each year.				
2) Communicate policies and procedures of the campus through the following methods; including but not limited to: parent nights, orientation, Life School website, remind 101 messages, parent portal, phone calls, social media sites, Lions Press Release, etc.	Administration, Classroom Teachers	Parent nights will be held at least 4 times a year, orientation prior to the beginning of school, Life School website frequently updated, Remind 101 and social media updated and utilized, and Lions Press Release sent home weekly to keep parents informed of upcoming events.				
3) Parents will be provided with the opportunity to observe their child's classroom and attend a parent-teacher conference at least one time per semester.	Administration, Staff	85% of parents find campus involvement proficient or higher on the district end of the year survey.				
4) Create a dad's (DAWGS) program on campus in order to give more male role models to students.	Administration, Staff	By May 2017, we will have a 5% increase in male parent participation in volunteering on campus.				
5) Continue our campus advisory team to help with identifying campus needs and planning. Involve parents, staff, and community members.	Administration, Committee Members	By May 2017, we have an 3% increase in parent participation in CAT. CAT sign in sheet and agendas will be used to determine success.				
= Accomplished = Continue/Modify = No Progress = Discontinue						

Goal 4: Develop Leaders

Performance Objective 1: Provide Professional Development for Staff

Evaluation Data Source(s) 1:

Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Improve our campus mentor program for all first year teachers and teachers that are new to Life School, as well as new campus staff	Assistant Principal Principal Mentors	100% of first year teachers will participate in the mentor program. They will have documentation of their initial, medial, and final meeting along with observation documentation.				
2) Team Leader Development through monthly Team Leader Meetings	Administrators Team Leaders	100% of team leaders will participate in these meetings and trainings				
3) Continue campus book study with team leaders with the Professional Learning Community books	Administrators	Walk-throughs, observations, and PLC meetings will show us of the things learned from these book studies				
4) Conduct targeted professional development and train staff according to needed areas	Administration	100% of teaching staff will acquire at least 30 hours of staff development during the 2017-2018 school year.				
5) Time Scheduled Peer Learning Walks among teachers to observe fellow teachers during the school year	Administrators	100% of teachers will participate in a set of Peer Learning Walks during Fall and Spring semester				
6) Conduct Staff Development; including but not limited to, instruction, alignment, team planning, assessment, annual compliance trainings, data disaggregation, Words Their Way, Columbia Units of Study, PBIS, book study for improving instructional practices, and inclusion training	Campus Administration Campus Specialists Curriculum Coordinators Team Leaders SPED Coordinators	100% teaching staff will obtain at least 30 hours of staff development throughout the 2017-2018 school year				
Problem Statements: School Context and Organization 2 Funding Sources: 211 - Title I - 3211.00						
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue						

Performance Objective 1 Problem Statements:

School Context and Organization


Problem Statement 2: We need to ensure that all staff are involved in decisions that affect them. **Root Cause 2:** Teachers need to be provided Team planning time and the opportunity to participate on committees such as the campus needs assessment and campus improvement plan. Encourage teacher participation in What do you think? and staff survey.

Goal 4: Develop Leaders

Performance Objective 2: Initiate Foundational Training Mechanism for Staff

Evaluation Data Source(s) 2:

Summative Evaluation 2:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Feb	May	Aug
1) Opportunities for teachers to serve in Leadership roles; including, but not limited to, committee chairperson, Lead teachers, lead professional development trainings, Life Leadership Academy, and Life School U Certified Trainer classes	Campus Administration Counselor Teachers Director of Academics Curriculum Coordinators	Provide 5 or more leadership opportunities for teachers each year				
2) Provide teacher mentor program through grade level team leads	Campus Administration Mentor Teachers	100% of 1st year teachers will be assigned a grade level mentor to meet with on a regular basis				
3) All new general education teachers will obtain 30 hours of G/T training within their first semester of employment; a;; veteran teachers will obtain 6 hours of G/T update training each year	Campus Administration G/T Coordinator	100% of G/T students are scheduled with a trained G/T teacher				
4) Use our campus specialists to model and coach teachers on a regular basis	Administrators Campus Specialists	50% of teachers will use the campus specialists to model and coach in their classrooms				
						

State Compensatory

Personnel for Life School Oak Cliff Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
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Campus Funding Summary

199 - General Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Career Day		\$500.00
Sub-Total					\$500.00
211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	7	STAAR Prep	211-11-6399-000-001E-30-00-000	\$1,000.00
1	2	9	Two 45 day interventionist	211-11-6118-011-001E-30-00-000	\$9,822.00
1	2	10	Math Resource Booklets	211-11-6399-000-001E-30-00-000	\$500.00
1	2	11	Guided Reading level books	211-11-6329-000-001E-30-00-000	\$3,500.00
1	2	11	Istation/Study Island	211-11-6399-000-001E-30-00-000	\$1,651.98
1	2	12	Science Materials	211-11-6399-000-001E-30-00-000	\$500.00
1	2	15	Pay teachers for afterschool or before tutoring/ Test prep materials	211-11-6118-000-001E-30-00-000	\$1,500.00
2	2	1	additional headphones and other technology equipment not limited to computer programs and chrome books	211-11-6395-000-001E-30-00-000	\$500.00
2	2	4	Math Interventionist/Specialist	211-13-6119-000-001E-30-00-000	\$53,400.00
2	2	4	Reading Interventionist	211-13-6119-000-001E-30-00-000	\$52,838.00
2	2	4	Benefits for Math/Reading Interventionist (Title I) - Social Security/Medicare	211-13-6141-000-001E-30-00-000	\$1,540.00
2	2	4	Benefits for Math/Reading Interventionist (Title I) - Health	211-13-6142-000-001E-30-00-000	\$4,803.00
2	2	4	Benefits for Math/Reading Interventionist (Title I) - Worker's Compensation	211-13-6143-000-001E-30-00-000	\$4,537.00
2	2	4	Benefits for Math/Reading Interventionist (Title I) - TRS	211-13-6146-000-001E-30-00-000	\$8,871.00
2	2	4	Benefits for Math/Reading Interventionist (Title I) - TRS	211-13-6149-000-001E-30-00-000	\$740.00
4	1	6	CAST Science Training	211-13-6411-000-001E-30-000-00	\$2,211.00
4	1	6	CAMT	211-13-6411-000-001E-30-000-00	\$1,000.00

					Sub-Total	\$148,913.98
420 - State Comp Ed						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
2	2	4	Reading Specialist	420-13-6119-000-001E-24-00-00		\$48,000.00
2	3	5	Bilingual Stipends (9 positions x \$8,000)	420-11-6118-000-001E-25-00-000		\$72,000.00
2	3	5	Benefits - Bilingual Stipends - Social Security / Medicare	420-11-6141-000-001E-25-00-000		\$406.00
2	3	5	Benefits - Bilingual Stipends - Workman's Comp	420-11-6143-000-001E-25-00-000		\$266.00
2	3	5	Benefits - Bilingual STipends - TRS	420-11-6146-000-001E-25-00-000		\$2,338.00
					Sub-Total	\$123,010.00
263 - Title III						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	1	Instructional Tutor (Budgeted in Goal 1: Objective 2, Strategy 8)	263-11-6118-011-001-S-30-00-000		\$0.00
1	2	8	45 Day Tutor - Bilingual / ESL	263-11-6118-011-001S-30-00-000		\$4,911.00
1	2	15	Pay biligual teachers for before or aferschool tutoring/Test prep materials	263-11-6118-000-001E-30-00-000		\$500.00
					Sub-Total	\$5,411.00
461 - Campus Activity Fund						
Goal	Objective	Strategy	Resources Needed	Account Code		Amount
1	1	3	College tour fieldtrip- Bus Transportation			\$1,500.00
					Sub-Total	\$1,500.00
					Grand Total	\$279,334.98