

Life Schools
Life School Oak Cliff Secondary
2018-2019 Campus Improvement Plan



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

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), 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 746 students, slightly below previous years enrollment. Our school has the following ethnic distribution, in descending order: African American, Hispanic, White, Asian, American Indian, 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 16.2 and 19.3 per class, which is below state averages.

Our attendance rate is around 97.5%, and we will continue to use attendance incentives to bring that number above 98% in the 2017-2018 school year.

The campus continues to need additional staff, facilities, and cultural diversity training.

Demographics Strengths

Life School Oak Cliff secondary has a 98% reenrollment rate, and a 97.5% attendance rate.

Our students, are on track to graduate on time and our history shows excellent graduation rates.

Life School Oak Cliff Secondary has provided a variety of extracurricular activities for students. We encourage participation in academic, athletic and fine arts areas for all students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Current average daily attendance (ADA) rate is 97.5%, our goal is to bring the average daily attendance (ADA) rate to 98%. **Root Cause:** We need to provide incentives for students to be in attendance each day of the school year.

Problem Statement 2: Life School Oak Cliff staff needs to receive staff/student diversity training. The campus serves 58.42% African American students and 39.39% Hispanic/Latino students; however, the staff demographics **Root Cause:** Life School Oak Cliff serves 58.42% African American students and 39.39% Hispanic/Latino students; however, the staff demographics do not match the students. We need to ensure that staff receive training to ensure we are meeting the needs of all students.

Problem Statement 3: According to the 2015-2016 School Report Card, The average SAT score for African American students was 1188 which is 206 points lower than the state average of 1394. The average ACT score was 17.1 for the same subgroup, which is 3.5 lower than the state average of 20.6

Problem Statement 4: According to the 2015-2016 School Report Card, The average SAT score for African American students was 1241 which is 153 points lower than the state average of 1394. The average ACT score was 18.1 for the same subgroup, which is 2.5 lower than the state average of 20.6

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, mobile or physical, will be needed. Additionally, more laptop carts for students to have access to will be necessary as well. These resources are essential to student achievement because of their connection with engagement. A strong focus will be placed on utilizing the Carl Perkins funds we have available to continue student achievement initiatives started this year. Primarily the "career cruising", "Adobe and MOS Certifications".

Since teacher development is directly connected to student achievement, Life School Oak Cliff will continue to offer core teachers a conference and planning period to collaborate and draw upon knowledge from one another and best practices. 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. Core teachers also use Gold Period to instruct struggling students so there will be progress on STAAR/EOC testing over time.

Student Achievement Strengths

According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 66% of students taking the English I EOC met Level II Satisfactory Standard or above in English I, which is 2% points higher than the state average of 64%, and 1% points higher than the district average of 71%.

According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 67% of students taking the English II EOC met Level II Satisfactory Standard or above, which is 1% points higher than the state average of 66%, and 1% points lower than the district average of 77%.

According to the 2016-2017 Texas Academic Performance Report (TAPR) Campus Report, 82% of of students taking the Algebra I EOC met Level II Satisfactory Standard or above, which is 1% points lower than the state average of 83%, and they performed equally as well as the district.

According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 94% of students taking the US History EOC met Level II Satisfactory Standard or above, which is 3% points higher than the state average of 91%, and 1% points higher than the district average of 93%.

The academic success above is attributed to having a district level Secondary Math Coordinator, Secondary English Language Arts (ELA) Coordinator and Secondary History Coordinator. We have also increase resources to graphing calculators, supplemental reading materials, and technology that allows students to do research, complete projects and access to intervention software/internet based programs. We have also provided after school tutorials and access to small group instruction during the school day by utilizing 45 day instructional specialists/tutors.

We have also worked to ensure that there is vertical alignment between high school content areas, and that we have District Content Area Alignment.

We are able to expand our career and technology programs through the use of Carl Perkins funding. Students are given the opportunity to work with equipment that is industry standard and earn industry standard certificates. Currently, students are testing in Microsoft Office Suite (MOS) and Adobe. They are able to identify potential careers that match their interest through the career cruising program.

Our college acceptance/graduation rates are exceptional and we attribute the success to our AVID program and College Transition class, in addition to the support of counselors and staff who encourage students to reach their fullest potential. Helping to pay for scholarship exams, college entrance exams/advance placement test is one way to encourage students to reach their full potential.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 55% of seventh grade students met Level II Satisfactory Standard or above in Reading, which is 16% points less than the state average of 71%, and 9% points lower than the district average of 64%.

Problem Statement 2: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 45% of seventh grade students met Level II Satisfactory Standard or above in Math, which is 24% points less than the state average of 69%, and 11% points lower than the district average of 56%.

Problem Statement 3: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 58% of seventh grade students met Level II Satisfactory Standard or above in Writing, which is 11% points less than the state average of 69%, and 9% points lower than the district average of 67%.

Problem Statement 4: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 81% of eighth grade students met Level II Satisfactory Standard or above in Reading, which is 6% points less than the state average of 87%, and 6% points lower than the district average of 87%.

Problem Statement 5: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 69% of eighth grade students met Level II Satisfactory Standard or above in Math, which is 13% points less than the state average of 82%, and 4% points lower than the district average of 73%.

Problem Statement 6: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 56% of eighth grade students met Level II Satisfactory Standard or above in Science, which is 19% points less than the state average of 75%, and 8% points lower than the district average of 64%.

Problem Statement 7: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 44% of eighth grade students met Level II Satisfactory Standard or above in Social Studies, which is 19% points less than the state average of 63%, and 10% points lower than the district average of 54%.

Problem Statement 8: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 86% of students taking the Biology EOC met Level II Satisfactory Standard or above, which is 1% points less than the state average of 87%, and 2% points lower than the district average of 88%.

Problem Statement 9: Students performance is impacted by their ability to access additional materials for research. **Root Cause:** We currently do not have a library, so student access to research and literature is limited.

Problem Statement 10: Students performance is impacted by their ability to access additional resources. **Root Cause:** All students do not have access to effective before or after school tutorials due to transportation and teacher scheduling conflicts

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 is an integral part of the success, and is why we strive to be creative in how we address our Parent Nights with added activities.

We strive for all stakeholders to be connected to the school outside of the norm. When we see an increase in stakeholders taking part of activities on our campus, we see an increase in the positive campus culture and climate, which is why we have increased our efforts in regards to this.

Additionally, in order to be proactive as it pertains 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

According to the staff survey, 100% of middle school staff and 95.46% of high school staff reported that Life School is a good place to work.

The middle school staff also reported that students trust the staff at the school (88.89%) and that they disagree that students fight a lot at this school (88.89%). The high school staff also reported that students trust the staff at the school (90.91%) and that they disagree that students fight a lot at this school (90.91%). There seems to be a correlation between trust and fighting, when they trust the staff there are less fighting incidents.

Life School Oak Cliff secondary fosters a positive school climate by providing teacher recognition opportunities, a teacher mentoring program, incentives through the Sunshine Committee and positive parent/teacher partnerships.

We report high attendance at parenting nights held throughout the year.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: According to the Life School Oak Cliff - middle school staff survey, 22.22% strongly disagree and 22.22% disagree that we are preparing students with Leadership skills. **Root Cause:** We need to be able to provide a leadership curriculum; in addition, provide students with the

opportunities to be recognized as leaders.

Problem Statement 2: According to the Life School Oak Cliff - middle school parent survey, 5.36% strongly disagree and 26.79% disagree that we are preparing students with Leadership skills. **Root Cause:** We need to be able to provide a leadership curriculum; in addition, provide students with the opportunities to be recognized as leaders

Problem Statement 3: According to the Life School Oak Cliff - high school staff survey, 0% strongly disagree and 22.73% disagree that we are preparing students with Leadership skills. **Root Cause:** We need to be able to provide a viable leadership curriculum; in addition, provide students with the opportunities to be recognized as leaders

Problem Statement 4: According to the Life School Oak Cliff - high school parent survey, 3.80% strongly disagree and 15.19% disagree that we are preparing students with Leadership skills. **Root Cause:** We need to be able to provide a viable leadership curriculum; in addition, provide students with the opportunities to be recognized as leaders

Problem Statement 5: According to the parent survey, 92.41% of high school parents and 82.14% of middle school parents report that their student feels safe at Life School. According to the parent survey, 83.54% of high school parents and 71.43% of middle school parents report that they are satisfied with how our school responds to reported incidents of bullying.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Life School Oak Cliff takes pride in recruiting highly effective 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 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. All teachers will receive a minimum of 5 walkthroughs and 2 formal observations. Also, Life School is increasing competence in staff by implementing the PEAK program across the district, succession planning and performance compensation and measurement system.

Staff Quality, Recruitment, and Retention Strengths

Life School Oak Cliff has initiated many programs to offer support to staff which will engage them and staff will report positively that they enjoy coming to work and that Life School is a godd place to work.

We offer financial incentives such as Performance Based Incentives (District) to teachers throught he PEAK program, and stipends for teachers in hard to fill areas as defined by the Texas Education Agency.

Teachers receive curriculum/instructional support through district coordinators for content areas.

Life School Oak Cliff gives teachers autonomy in the classroom and identifies outstanding staff through a staff recognition program.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Life School Oak Cliff serves a population of 63.23% at-risk students and 76.4% economically disadvantaged; providing these

students with high quality teachers is a priority. **Root Cause:** When there is turnover in staff, it affects the students. It is difficult to attract seasoned teachers who are experts in their field to teach in a challenging environment. We must provide a strong mentor program for new teachers, but also provide incentives(not limited to monetary) to ensure seasoned teachers stay.

Problem Statement 2: According to the Life School Oak Cliff - high school staff survey, 22.73% strongly agree and 54.55% agree that they look forward to coming to work. We need to address the 22.73% that do not look forward to coming to work. **Root Cause:** We can improve the programs in place to promote a positive culture and climate. In addition, we would like to provide teacher retention incentives.

Problem Statement 3: According to the Life School Oak Cliff - middle school staff survey, 33.33% strongly agree and 55.56% agree that they look forward to coming to work. We need to address the 11.11% that do not look forward to coming to work. **Root Cause:** We can improve the programs in place to promote a positive culture and climate. In addition, we would like to provide teacher retention incentives.

Problem Statement 4: According to the Life School Oak Cliff - high school staff survey, 13.64% strongly agree and 72.73% agree that they would benefit from more professional development.

Problem Statement 5: According to the Life School Oak Cliff - middle school staff survey, 11.11% strongly agree and 66.67% agree that they would benefit from more professional development.

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 our four school wide reform strategies. 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

Life School Oak Cliff has provided additional technology for teacher and student use.

Life School Oak Cliff staff is provided ongoing professional development through face-to-face trainings delivered by curriculum coordinators and online through the Life School U platform.

Life School Oak Cliff staff use Common Formative Assessments and Benchmarks to assess and inform instruction. Staff participate in data meetings to analyze data and develop an action plan to meet the needs of struggling students.

Life School Oak Cliff provides additional support to students through a variety of methods including: providing small group interventions through an intervention/enrichment period, small group tutoring through a 45 day interventionist (tutor), and after school tutoring.

Life School Oak Cliff has made improvements to the Leadership Curriculum.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 55% of seventh grade students met Level II Satisfactory Standard or above in Reading, which is 16% points less than the state average of 71%, and 9% points lower than the district average of 64%.

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Problem Statement 6: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 56% of eighth grade students met Level II Satisfactory Standard or above in Science, which is 19% points less than the state average of 75%, and 8% points lower than the district average of 64%.

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Problem Statement 8: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 86% of students taking the Biology EOC met Level II Satisfactory Standard or above, which is 1% points less than the state average of 87%, and 2% points lower than the district average of 88%.

Parent and Community Engagement

Parent and Community Engagement 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, and Parent Portal.

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.

Parent and Community Engagement Strengths

Life School Oak Cliff provides 4 Parent Nights throughout the school year where parents receive classroom updates and have the opportunity to attend seminars that meet their needs.

Life School Oak Cliff hosts two Leadership Breakfasts a year.

Life School Oak Cliff provides updates to parents through Parent Remind 101, and access to real time data through the Parent Portal. Staff assists parents with setting up and accessing the Parent Portal each year to ensure they are not only aware it is available, but also know how to use the system.

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1: According to the parent survey, 67.85% strongly agree that they do have the opportunity to be involved at making important school decisions at OCMS, and 74.68% strongly agree / agree they have the opportunity to be involved in making important school decisions at OCHS. Our goal is to have 80% of parents report that they have the opportunity to be involved in making important decisions. **Root Cause:** We need to increase parent involvement through PTO, parent volunteers, and including parents as decision makers.

Problem Statement 2: According to the parent survey, only 46.30% of middle school student's parents and 57.33% of high school student's parents attend parenting nights.

Problem Statement 3: According to the parent survey, only 12.96% of middle school student's parents and 16.00% of high school student's parents attend Leadership Breakfasts.

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 surveys.

School Context and Organization Strengths

Life School Oak Cliff staff receive two conferences, one conference and one planning period for each teacher.

Life School Oak Cliff staff has a voice both locally and at the district level by giving feedback through the "What Do You Think?" (WDYT?) survey. Our campus has a representative that meets regularly with the district team and shares feedback from the campus.

Life School Oak Cliff ensures campus safety by having all visitors check in the office through the Raptorware Software.

TEAMS has deployed upgrades which make the process of entering and tracking grades, attendance and discipline easier.

The technology team is able to respond quickly to campus staff needs through the Kasaya Tech Support ticketing system.

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

Life School Oak Cliff has built on the coherent sequences in Career and Technology Education (CATE) each year. We have used federal funding through the Carl Perkins grant to provide the opportunity for students to be instructed in Microsoft Office Suite (MOS) and Adobe, this prepares the students with the applicable skills to take the industry certification for MOS and Adobe demonstrating their career readiness.

Life School Oak Cliff continues to implement and upgrade technology used in the CATE program so that our students are prepared for the workforce in which they are entering.

Life School Oak Cliff teachers have become proficient in Google Apps for Educators (GAFE), which provides a more collaborative environment.

Life School Oak Cliff has increased the number of Chromebooks available on the campus for student's use. We lack a library or center where students can go to research projects and/or complete assignments that have to be created and/or submitted electronically. We have made great progress, but it is still a need. By increasing the devices, teachers will have more accessibility within the classroom to provide a more fluid transition from formal instruction to completion. By increasing the technology available we will eliminate barriers for students without access to technology at home. We will also increase technologies used by the teacher to enhance the learning environment through purchasing (suggested by not limited to) document cameras and Ipads for filming.

Life School Oak Cliff has SMART boards in every classroom, which allows for a more engaging teaching environment.

SWIVL available for teacher use on both the middle and high school campuses

Problem Statements Identifying Technology Needs

Problem Statement 1: Current technology in use experiences frequent breakdowns which require maintenance; which affects the instructional delivery within the classroom. **Root Cause:** As we have expanded technology over the last few years, some of the technology has become dated and/or out of warranty which requires either updated maintenance or a complete upgrade to ensure it is functional.

Problem Statement 2: Life School Oak Cliff needs to provide access to technology for students not only to craft assignments, but also to print them to turn in. **Root Cause:** Students do not have the needed technology at home to complete assignments that require projects to be completed electronically and printed.

Problem Statement 3: Life School Oak Cliff teachers need document cameras to project from written and/or text documents that are not in electronic form. **Root Cause:** This allows teachers multiple ways to instruct whole group without limiting it just to electronic media presented through the SMART boards.

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
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) 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 End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Postsecondary college, career or military-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

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,
- Special education population, including performance, discipline, progress, and participation data
- 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.
- Career and Technical Education (CTE) data, including academic achievement, progress, 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
- School safety data

Employee Data

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- T-TESS

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

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

Goals

Goal 1: Prepare Students for Life

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

Evaluation Data Source(s) 1: SAT/ACT scores better than the State/National average. 100% Graduation Rate

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Provide students the opportunity to complete a Community Service Project prior to graduation.		Administration, Teachers, and Club Sponsors	100% of seniors will complete a Community Service Project as evidenced through service logs and attendance records.				
2) Provide students with two SAT/ACT preparation sessions		Counselor, Lead Teachers, and Administration	The average SAT score for 2018 seniors will be 1350. The average ACT score for seniors will be 19.				
Problem Statements: Demographics 3 Funding Sources: 211 - Title I - 900.00							
3) Provide multiple endorsement areas to ensure that students have more than one option.		Administration, and Counselors	75% of students will graduate with two or more endorsement areas completed.				
4) Conduct a Campus College Fair once each semester.		Administration and Counselors	90% of seniors will receive acceptance letters from a college or university.				
Problem Statements: Student Achievement 9 Funding Sources: 211 - Title I - 1500.00							
5) Provide remediation for students who need credit recovery through Edgenuity.		Edgenuity Coordinator and Administration	100% of students who need credit recovery will be enrolled in the course through Edgenuity and will successfully complete the course to graduate on time with their cohort.				
6) Provide opportunities for seniors to complete a research based Capstone project which includes research, report and oral presentation in front of a panel of judges.		Counselors, Administration, and Teachers	100% of the Seniors complete Capstone Presentations.				

7) Provide opportunities for students to visit college/university campuses that allows the students to experience the process of enrolling and becoming a student at the specific college/university.	Administration, Counselors, and Class Sponsors	Seniors and Juniors complete 1 College Visit per semester.				
	Problem Statements: Student Achievement 9 Funding Sources: None - 1000.00					
8) Increase CTE opportunities school wide for students including but not limited to: enhancing engineering program, Career Cruising Program, Adobe and MOS Certification Tests	Curriculum Coordinators, Teachers and Administrators	At least 50% of students enrolled in applicable courses will take MOS certification test, Adobe certification test, or complete Career Cruising Program.				
	Funding Sources: 244 - Carl Perkins - 27715.00					
9) Provide updated technology sources and resources to increase student achievement and engagement including but not limited to: document cameras in classrooms, completing all rooms with smart boards/mounted projectors, replacing broken or lost chromebooks, replacing Ipad cables and adding more chromebook carts for students access.	administration technology department					
	Problem Statements: Technology 1, 2, 3 Funding Sources: 211 - Title I - 50300.00					
= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 3: According to the 2015-2016 School Report Card, The average SAT score for African American students was 1188 which is 206 points lower than the state average of 1394. The average ACT score was 17.1 for the same subgroup, which is 3.5 lower than the state average of 20.6
Student Achievement
Problem Statement 9: Students performance is impacted by their ability to access additional materials for research. Root Cause 9: We currently do not have a library, so student access to research and literature is limited.
Technology
Problem Statement 1: Current technology in use experiences frequent breakdowns which require maintenance; which affects the instructional delivery within the classroom. Root Cause 1: As we have expanded technology over the last few years, some of the technology has become dated and/or out of warranty which requires either updated maintenance or a complete upgrade to ensure it is functional.
Problem Statement 2: Life School Oak Cliff needs to provide access to technology for students not only to craft assignments, but also to print them to turn in. Root Cause 2: Students do not have the needed technology at home to complete assignments that require projects to be completed electronically and printed.
Problem Statement 3: Life School Oak Cliff teachers need document cameras to project from written and/or text documents that are not in electronic form. Root Cause 3: This allows teachers multiple ways to instruct whole group without limiting it just to electronic media presented through the SMART boards.

Goal 1: Prepare Students for Life

Performance Objective 2: Maintain a Guaranteed Viable Curriculum for Students

Evaluation Data Source(s) 2: Improved STAAR scores that match or surpass state standard in all tested grade levels. (TAPR)

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Provide intervention for students who have not mastered TEKS through 45-day interventionist (tutors). Teacher may also provide this instruction after school.		Campus Administration	All students receiving intervention with a 45-day interventionist will increase their score by 10%.				
	Problem Statements: Student Achievement 1, 2, 3, 4, 5, 6, 7, 8 Funding Sources: 211 - Title I - 9822.00						
2) Provide stipends to teachers teaching in hard to fill positions as defined by TEA. Current stipends are for Math, Science, and Spanish.		Campus Administration	All positions in Math, Science, and Spanish are filled by certified, in-field teachers.				
	Problem Statements: Staff Quality, Recruitment, and Retention 1 Funding Sources: 211 - Title I - 72982.50						
3) Provide research based supplemental materials that expose students to a variety of literature/text beyond the textbook.		Administration and Teachers	The % meeting Level II or higher in English I and English II will be above the state and district %. Students in 7th grade will improve their performance on the STAAR Reading assessment by a minimum of 9% to meet the district average of 64%. Students in 8th grade will improve their performance on the STAAR Reading assessment by a minimum of 6% to meet the district average of 87%.				
	Problem Statements: Student Achievement 1, 3, 4 Funding Sources: 211 - Title I - 1000.00						

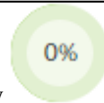
4) Provide research based supplemental materials that reinforce classroom instruction for ELA/Reading/Writing.	Administration and Teachers	The % meeting Level II or higher in English I and English II will be above the state and district %. Students in 7th grade will improve their performance on the STAAR Reading assessment by a minimum of 9% to meet the district average of 64%. Students in 8th grade will improve their performance on the STAAR Reading assessment by a minimum of 6% to meet the district average of 87%.				
	Problem Statements: Student Achievement 1, 3, 4 Funding Sources: 211 - Title I - 4000.00					
5) Provide research based supplemental materials that reinforce classroom instruction for Science and math.	Administration and Teachers					
	Problem Statements: Student Achievement 6 Funding Sources: 211 - Title I - 4000.00					
6) Provide research based supplemental materials that reinforce classroom instruction for Social Studies.	Administration and Teachers	The % meeting Level II or higher in US History will remain above the state and district %. Students in 8th grade will improve their performance on the STAAR Social Studies assessment by a minimum of 10% to meet the district average of 54%.				
	Problem Statements: Student Achievement 7 Funding Sources: 211 - Title I - 4000.00					
7) Increase the number of tests paid with campus funds for PSAT (15.00) SAT/ACT testers (aprox. \$42.50 ea.) and AP testers (aprox. \$93.00 ea.).	Administration and Testing Coordinator	There are more PSAT, SAT/ACT and AP test receipts than the year prior.				
	Funding Sources: 211 - Title I - 9500.00					
8) Provide instructional support to students of need in the school day during Gold Period. MS and HS will have 30 minutes per day to pull students in need built into the master schedule.	counselors administration coordinators teachers	Students will increase grades and STAAR scores by 10% and bridge gap between LS campuses. This will be monitored through benchmarks and STAAR/EOC scores.				
	Funding Sources: 211 - Title I - 65169.00					
9) Provide an instructional coach to support teachers.						
	Funding Sources: 211 - Title I - 65169.00					
10) Provide replacement technology for staff and student use including but not limited to projector bulbs, Chromebooks, I Pads, and calculators	technology administration					
	Funding Sources: 211 - Title I - 2500.00					



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 2 Problem Statements:

Student Achievement
Problem Statement 1: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 55% of seventh grade students met Level II Satisfactory Standard or above in Reading, which is 16% points less than the state average of 71%, and 9% points lower than the district average of 64%.
Problem Statement 2: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 45% of seventh grade students met Level II Satisfactory Standard or above in Math, which is 24% points less than the state average of 69%, and 11% points lower than the district average of 56%.
Problem Statement 3: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 58% of seventh grade students met Level II Satisfactory Standard or above in Writing, which is 11% points less than the state average of 69%, and 9% points lower than the district average of 67%.
Problem Statement 4: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 81% of eighth grade students met Level II Satisfactory Standard or above in Reading, which is 6% points less than the state average of 87%, and 6% points lower than the district average of 87%.
Problem Statement 5: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 69% of eighth grade students met Level II Satisfactory Standard or above in Math, which is 13% points less than the state average of 82%, and 4% points lower than the district average of 73%.
Problem Statement 6: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 56% of eighth grade students met Level II Satisfactory Standard or above in Science, which is 19% points less than the state average of 75%, and 8% points lower than the district average of 64%.
Problem Statement 7: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 44% of eighth grade students met Level II Satisfactory Standard or above in Social Studies, which is 19% points less than the state average of 63%, and 10% points lower than the district average of 54%.
Problem Statement 8: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 86% of students taking the Biology EOC met Level II Satisfactory Standard or above, which is 1% points less than the state average of 87%, and 2% points lower than the district average of 88%.
Staff Quality, Recruitment, and Retention
Problem Statement 1: Life School Oak Cliff serves a population of 63.23% at-risk students and 76.4% economically disadvantaged; providing these students with high quality teachers is a priority. Root Cause 1: When there is turnover in staff, it affects the students. It is difficult to attract seasoned teachers who are experts in their field to teach in a challenging environment. We must provide a strong mentor program for new teachers, but also provide incentives(not limited to monetary) to ensure seasoned teachers stay.

Goal 1: Prepare Students for Life

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

Evaluation Data Source(s) 3: 25% increase in leadership participation in established programs.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Provide AVID program to support first generation college bound students.		Administration and AVID Site Based Team	AVID enrollment will increase by 20%. All AVID students will meet their AVID performance goals.				
	Problem Statements: Student Achievement 9 Funding Sources: 211 - Title I - 6679.00						
2) Provide opportunities for students to participate in Leadership activities through National Honor Society and Student Government		Administration, Teachers, and Club Sponsors	25% of student body will participate in either National Honor Society or Student Government.				
3) Provide opportunities for students to earn a Leadership credit through Teen Leadership and/or College Transition.		Administration, Teachers, and Parents	100% of the 2018 graduates will have earned a Leadership Credit by May 2018.				
	Funding Sources: 211 - Title I - 1000.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Student Achievement
Problem Statement 9: Students performance is impacted by their ability to access additional materials for research. Root Cause 9: We currently do not have a library, so student access to research and literature is limited.

Goal 2: Enhance Organizational Capacity

Performance Objective 1: Provide a Safe and Orderly Environment

Evaluation Data Source(s) 1: Reduction in the amount of incident reports on campus by 20%

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Provide a variety of counselor events that relate to current issues such as, but not limited to, safe/drug free schools, bullying, college readiness, study habits, etc.		Administration and Counselors	Student discipline/referrals will be less than 10% of the student enrollment.				
2) Provide an administrator on duty at all games and/or after school events.		Administration and Athletic Coordinators	All student behavior will exemplify Life School expectations.				
3) Provide the Raptorware system to screen all campus visitors and maintain a log of all visitors.		I.T., Receptionists, and Campus Administration	At least 90% of parents and staff will report on the annual survey they feel Life School is a safe place.				
4) Provide additional surveillance equipment to ensure student and staff safety. The additional equipment will ensure that we have visual awareness in blind spots.		Administration and Campus Facilities	At least 90% of parents and staff will report on the annual survey they feel Life School is a safe place.				
Funding Sources: 420 - State Comp Ed - 3000.00							
5) Provide Secondary In-School Suspension so that students can receive academic support at school while completing the requirements from a disciplinary action		Administration	A decrease in high school out-of-school suspensions from 3.63% to .73%. A decrease in middle school out-of-school suspensions from 7.95% to 1.59%.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Enhance Organizational Capacity

Performance Objective 2: Prepare for Expansion

Evaluation Data Source(s) 2: 75% of our LSOC students connected to an expansion program by 2017-2018.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Provide opportunities for students to take advanced level courses to ensure they are prepared for post-secondary schooling through the expansion of the Pre-AP / AP program.		Administration, Counselors, and Teachers	A minimum of 10% of seniors will graduate having completed a minimum of 9 Pre-AP / AP courses.				
2) Provide test prep support for the PSAT through Edgenuity to ensure that students are prepared for the exam and will score well enough to qualify as a National Merit Scholar.		Administration and Counselors	At least 25% of juniors will meet the nationally applied Selection Index score for 2017-2018 to be recognized as a commended student and/or semi-finalist for the scholarship program.				
3) Provide opportunities for students to take advanced level courses to ensure they are prepared for post-secondary schooling through the expansion of the Dual Credit program.		Administration and Counselors	At least 20% of seniors will graduate having completed a minimum of 5 Dual Credit Courses.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Enhance Organizational Capacity

Performance Objective 3: Promote a High Performance Culture

Evaluation Data Source(s) 3: Meet or exceed the State standards in all STAAR tested areas. 2015-2016 TAPR Report shows a 2% reduction in the achievement gap.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Provide professional development opportunities for core math teachers to attend a conference to ensure they are informed of the most current trends and best practices to ensure the strategies they are using in the classroom are effective for increasing academic achievement of their students.		Teachers, and Administration	The % meeting Level II or higher in Algebra I will remain above the state and district %. Students in 7th grade will improve their performance on the STAAR Math assessment by a minimum of 11% to meet the district average of 56%. Students in 8th grade will improve their performance on the STAAR Math assessment by a minimum of 13% to meet the district average of 73%.				
	Problem Statements: Student Achievement 2, 5 Funding Sources: 211 - Title I - 2000.00						
2) Provide resources and training for teachers to support the English Language Learners (ELLs) to ensure they are mastering TEKS to ensure success not only on STAAR, but also on TELPAS.		Administration, Curriculum Coordinators, and Teachers	ELL students will score at least 5% higher than the state average on STAAR/EOC exams. ELL students will score at least 5% higher than the state average on TELPAS.				
	Problem Statements: Demographics 2 Funding Sources: 211 - Title I - 3000.00						
3) Provide professional development opportunities for core science teachers to attend a conference to ensure they are informed of the most current trends and best practices to ensure the strategies they are using in the classroom are effective for increasing academic achievement of their students.		Administration and teachers	Students taking the Biology EOC will improve their performance on the Biology EOC by a minimum of 2% to meet the district average of 88%. Students in 8th grade will improve their performance on the STAAR Science assessment by a minimum of 8% to meet the district average of 64%.				
	Problem Statements: Student Achievement 6 Funding Sources: 211 - Title I - 4000.00						

4) Provide professional development opportunities for core social studies teachers to attend a conference to ensure they are informed of the most current trends and best practices to ensure the strategies they are using in the classroom are effective for increasing academic achievement of their students.		Administration and teachers	Students in 8th grade will improve their performance on the STAAR Social Studies assessment by a minimum of 10% to meet the district average of 54%.				
	Problem Statements: Student Achievement 7 Funding Sources: 211 - Title I - 1500.00						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 5) Provide technology and resource for administration to spend more hours in the classroom to monitor instruction and classroom management of staff.	2.5	Administration					
	Funding Sources: 211 - Title I - 1500.00						
6) Provide teachers with the technology to keep data on each student during the aggressive monitoring part of the lesson. This would include but not be limited to iPads, document cameras and chrome books for teacher use.	2.5	administration coordinators					
	Funding Sources: 211 - Title I - 8100.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Demographics
Problem Statement 2: Life School Oak Cliff staff needs to receive staff/student diversity training. The campus serves 58.42% African American students and 39.39% Hispanic/Latino students; however, the staff demographics Root Cause 2: Life School Oak Cliff serves 58.42% African American students and 39.39% Hispanic/Latino students; however, the staff demographics do not match the students. We need to ensure that staff receive training to ensure we are meeting the needs of all students.
Student Achievement
Problem Statement 2: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 45% of seventh grade students met Level II Satisfactory Standard or above in Math, which is 24% points less than the state average of 69%, and 11% points lower than the district average of 56%.
Problem Statement 5: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 69% of eighth grade students met Level II Satisfactory Standard or above in Math, which is 13% points less than the state average of 82%, and 4% points lower than the district average of 73%.
Problem Statement 6: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 56% of eighth grade students met Level II Satisfactory Standard or above in Science, which is 19% points less than the state average of 75%, and 8% points lower than the district average of 64%.
Problem Statement 7: According to the 2015-2016 Texas Academic Performance Report (TAPR) Campus Report, 44% of eighth grade students met Level II Satisfactory Standard or above in Social Studies, which is 19% points less than the state average of 63%, and 10% points lower than the district average of 54%.

Goal 3: Cultivate Partnerships

Performance Objective 1: Expand Mission Advancement Capability

Evaluation Data Source(s) 1: At least 2 new partnerships with outside organization by the end of the year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Partner with colleges to support teachers with degree advancement.		Campus Administration	50% of staff have an advanced degree or are enrolled in a Graduate Degree Program.				
2) Partner with at least 1 local ISD to enhance campus capacity.		Administration	At least 1 formalized partnership with a local ISD.				
3) Encourage stakeholder participation on campus by providing opportunities for them to volunteer on campus.		Administration	At least 1 agency volunteering time on campus.				
= 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: At least 2 corporate partners volunteer during the school year. At least 2 colleges partner with LSOC during the year.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Partner with local college to provide opportunities for students to take advanced level courses to ensure they are prepared for post-secondary schooling through the expansion of the Dual Credit program.		Campus Administration and Counselors	Complete a yearly contract agreement with Mountain View College to provide dual credit courses to our students.				
2) Provide a variety of opportunities for parents to be involved through activities, including, but not limited to orientation, parenting nights, health fair, campus needs assessment planning team, etc.		Campus Administration	At least 50% of parents will attend each event which will be documented through sign in sheets.				
3) Partner with local businesses to provide services to our students and parents by participating in parenting night events.		Campus Administration and Class Sponsors	At least 2 surrounding businesses will participate in parenting night events/health fair.				
4) Coordinate with community business to provide emergency relocation services. Must be reviewed yearly to ensure the business agrees to the terms.		Campus Administration	Retain/Expand agreement with local community businesses. Emergency Plan is updated with current location that will be used for relocation should the need arise.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 3: Cultivate Partnerships

Performance Objective 3: Form and Nurture Parent Partnerships

Evaluation Data Source(s) 3: Survey Monkey survey participation results indicate 25% of parents complete given surveys.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Showcase students by providing 2 student presentations during parenting night events to encourage parent participation. The emphasis this year will be on Leadership topics.		Administration and Teachers	At least 50% of parents will attend each parenting night event. There will be an increase of 10% of parents who report on the annual survey that believe that Life School is providing their student with leadership skills.				
Problem Statements: Parent and Community Engagement 1 Funding Sources: 211 - Title I - 2000.00							
2) Conduct a parent orientation before school starts in August to share important information with parents regarding the upcoming school year and annual Title I information.		Campus Administration and Teachers	At least 80% of parents will attend the Orientation scheduled for August 7-8, 2017.				
3) Provide opportunities for parents to volunteer on campus.		Campus Administration and Teachers	25% of parents will volunteer at the school through participation on the campus including, but not limited to, needs assessment, parent compact planning team, assisting staff with needs, etc.				
4) Conduct at least 4 scheduled Parenting Nights throughout the year.		Administrators, Teachers, and Campus Staff	At least 50% of parents will attend each event which will be documented through sign in sheets.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Parent and Community Engagement
Problem Statement 1: According to the parent survey, 67.85% strongly agree that they at have the opportunity to be involved at making important school decisions at OCMS, and 74.68% strongly agree / agree they have the opportunity to be involved in making important school decisions at OCHS. Our goal is to have 80% of parents report that they have the opportunity to be involved in making important decisions. Root Cause 1: We need to increase parent involvement through PTO, parent volunteers, and including parents as decision makers.

Goal 4: Develop Leaders

Performance Objective 1: Provide Professional Development for Staff

Evaluation Data Source(s) 1: Teacher Self Reports indicate at least 2 professional development days specifically for individual content areas.

Summative Evaluation 1:

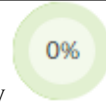
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Provide staff development opportunities to staff through the Life School U platform or book study.		Administration, Curriculum Coordinators, and Lead Teachers	All staff will complete 100% of compliance trainings through Life School U by September 1, 2017.				
Funding Sources: 211 - Title I - 1850.00							
2) Provide a minimum of 1 day off site training for each staff member as it relates to their content area to ensure that teachers are receiving instruction on current trends and best practices in their field.		Administration and Lead Teachers	100% of staff will attend a staff development training.				
3) Host a Region 10 training on-site during professional development days for identified content areas.		Administration	Verify Education Service Center Certificates of Completion, Review Training Sign-In Sheets				
4) Provide at least 1 Quality Staff Development for staff specific to their job assignments		Administration and teachers	Review Training Sign-In Sheets, Evaluate Eduphoria Workshop Database, Verify Education Service Center Certificates of Completion				
Problem Statements: Staff Quality, Recruitment, and Retention 5							
Funding Sources: 211 - Title I - 500.00							
5) Provide staff development opportunities to administrators to attend conferences such as TASSP where they are provided the opportunity to discuss and share innovative practices, network with peers, address the administrative issues administrators face every day, and gain fresh insights on various educational issues. Opportunities can include PBMIS, restorative discipline/practices and other behavior training for administration and teachers.		Administration	TASSP Certificate				
Problem Statements: Staff Quality, Recruitment, and Retention 4							
Funding Sources: 255 - Title II - 1792.14, 211 - Title I - 1000.00							



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

Performance Objective 1 Problem Statements:

Staff Quality, Recruitment, and Retention

Problem Statement 5: According to the Life School Oak Cliff - middle school staff survey, 11.11% strongly agree and 66.67% agree that they would benefit from more professional development.

Problem Statement 4: According to the Life School Oak Cliff - high school staff survey, 13.64% strongly agree and 72.73% agree that they would benefit from more professional development.

Goal 4: Develop Leaders

Performance Objective 2: Initiate Foundational Training Mechanism for Staff

Evaluation Data Source(s) 2: Retain 90% of all teachers.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	May	Aug
1) Further develop Mentoring Program for for all 1st Year Teachers.		Administration and Lead Teachers	Compare PDAS Walk Through and Observation Data, Observe Best Practice Instructional Videos 90% of 1st year teachers receive "Proficient" PDAS rating on their Summatives.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	3	5	Provide technology and resource for administration to spend more hours in the classroom to monitor instruction and classroom management of staff.

Campus Funding Summary

211 - Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	SAT/ACT Prep Facilitator	211-11-6118-000-001S-30-00-000	\$500.00
1	1	2	SAT/ACT preparation materials	211-11-6399-000-0001S-30-00-000	\$400.00
1	1	4	College resources/informational items for Students	211-11-6399-000-001S-30-00-000	\$1,500.00
1	1	9	Chromebook Cart (30 Chromebooks / 1 Cart)	211-00-6639-000-001S-00-00-000	\$11,000.00
1	1	9	Chromebook Cart (30 Chromebooks / 1 Cart)	211-00-6639-000-001S-00-00-000	\$11,000.00
1	1	9	Replace Broken / lost Chromebooks from current carts	211-11-6395-000-001S-30-00-000	\$16,500.00
1	1	9	Document Cameras	211-11-6395-000-001S-30-00-000	\$3,000.00
1	1	9	Smartboard (1) or Mounted Projectors (2)	211-11-6395-000-001S-30-00-000	\$4,800.00
1	1	9	Replace iPad Carts	211-11-6395-000-001S-30-00-000	\$4,000.00
1	2	1	45 Day Interventionist for STAAR/EOC	211-11-6118-011-001S-30-00-000	\$4,911.00
1	2	1	Extra-Duty Pay for teachers tutoring after the school day	211-11-6118-000-001S-30-00-000	\$4,911.00
1	2	2	Math Stipends	211-11-6118-000-001S-30-00-000	\$30,000.00
1	2	2	Spanish Stipends	211-11-6118-000-001S-30-00-000	\$12,000.00
1	2	2	Science Stipends	211-11-6118-000-001S-30-00-000	\$24,000.00
1	2	2	Benefits for Stipends - Social Security (Spanish / Math / Science)	211-11-6141-000-001S-30-00-000	\$826.50
1	2	2	Benefits for Stipends - Worker's Compensation (Spanish / Math / Science)	211-11-6143-000-001S-30-00-000	\$541.50
1	2	2	Benefits for Stipends - TRS (Spanish / Math / Science)	211-11-6146-000-001S-30-00-000	\$4,759.50
1	2	2	Benefits for Stipends - TRS	211-11-6149-000-001S-30-00-000	\$855.00
1	2	3	Supplemental Materials for ELA	211-11-6329-000-001S-30-00-000	\$1,000.00
1	2	4	Supplemental Materials for ELA	211-11-6399-000-001S-30-00-000	\$4,000.00
1	2	5	Supplemental Materials for Science	211-11-6399-000-001S-30-00-000	\$4,000.00
1	2	6	Supplemental materials for Social Studies	211-11-6399-000-001S-30-00-000	\$4,000.00
1	2	7	PSAT/SAT/ACT and AP Test	211-31-6339-000-001S-30-00-000	\$9,500.00

1	2	9	Instructional Coach	211-13-6119-000-001S-30-00-000	\$53,186.00
1	2	9	Instructional Coach Benefits	211-13-6141-000-001S-30-00-000	\$772.00
1	2	9	Instructional Coach Benefits	211-13-6142-000-001S-30-00-000	\$5,465.00
1	2	9	Instructional Coach Benefits	211-13-6143-000-001S-30-00-000	\$506.00
1	2	9	Instructional Coach Benefits	211-13-6146-000-001S-30-00-000	\$4,442.00
1	2	9	Instructional Coach Benefits	211-13-6149-000-001S-30-00-000	\$798.00
1	2	10			\$2,500.00
1	3	1	AVID Membership Fee	211-13-6495-000-001S-30-00-000	\$3,695.00
1	3	1	AVID Summer Institute Registration	211-13-6411-000-001S-30-00-000	\$1,450.00
1	3	1	AVID Summer Institute Travel	211-13-6411-000-001S-30-00-000	\$200.00
1	3	1	AVID Director Training	211-13-6411-000-001S-30-00-000	\$1,334.00
1	3	3	Teacher certification to teach Teen Leadership	211-13-6411-000-001S-30-00-000	\$1,000.00
2	3	1	CAMT Conference	211-13-6411-000-001S-30-00-000	\$2,000.00
2	3	2	Differentiated Instruction or similar trainings	211-13-6411-000-001S-30-00-000	\$3,000.00
2	3	3	CAST Conference	211-13-6411-000-001S-30-00-000	\$4,000.00
2	3	4	Social Studies Conference	211-13-6411-000-001S-30-00-000	\$1,500.00
2	3	5	hand held technology		\$1,500.00
2	3	6			\$8,100.00
3	3	1	Resources, Promotional items, or similar for Parent Night participation	211-61-6399-000-820A-30-00-000	\$2,000.00
4	1	1	Books for Professional Development Book Study	211-13-6329-000-001S-30-00-000	\$1,850.00
4	1	4	Leadership Curriculum or other training resources	211-11-6399-000-001S-30-00-000	\$500.00
4	1	5	Legal Digest	211-13-6411	\$1,000.00
Sub-Total					\$258,802.50
420 - State Comp Ed					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	4	Cameras, monitors, and other surveillance equipment	420-11-6395-00-001S-30-00-000	\$3,000.00
Sub-Total					\$3,000.00

255 - Title II					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	1	5	Texas Association of Secondary School Principals	255-21-6411-000-820A-24-00-000	\$1,792.14
Sub-Total					\$1,792.14
None					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Travel for college visit or other miscellaneous items		\$1,000.00
Sub-Total					\$1,000.00
244 - Carl Perkins					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Career Cruising - Career Planning Software	244-11-6399-000-820A-22-00-000	\$2,550.00
1	1	8	MOS Certification Exams, Online Test Prep, and Online Curriculum Materials	244-11-6399-000-001S-22-00-000	\$7,750.00
1	1	8	ADOBE Certification Exams and Online Curriculum Materials and Test Prep	244-11-6399-000-001S-22-00-000	\$7,575.00
1	1	8	10 Engineering and Accounting Laptops	244-11-6399-000-01S-22-00-000	\$9,840.00
Sub-Total					\$27,715.00
Grand Total					\$292,309.64