

School of Excellence in Education

**Milton B. Lee Academy of
Science and Engineering
Campus Improvement Plan
2015 - 2016**

Campus ID: 015806003

District Mission Statement

The School of Excellence in Education educates, motivates, and nurtures all learners by using evolving methods and technology.

Campus Mission Statement

Today's Best Preparing for a Better Tomorrow!

District Vision

Innovate. Adapt. Excel - Dreams Happen

Campus Vision

Preparing Children Today for Tomorrow's Challenges

School Culture and Climate Summary

Milton B. Lee Academy is unique in that it offers the opportunity for students from all over the city, and from different cultures, to interact under the following core values:

District Core Values - R.E.S.P.E.C.T

Responsibility
Endurance
Service
Passion
Engagement
Community
Trust

District Goals: Effective 2013-2016

- 1. Increase enrollment by a net of 10% per campus for the next three years.**
- 2. By focusing on relationships starting in 2013-2014, the district will increase student engagement to 100%.**
- 3. Beginning 2013-2014 the district will build unity by effectively communicating and implementing clearly defined policies and procedures.**
- 4. Beginning 2013-2014 the district will hire and retain 100% highly qualified and effective personnel.**

CREED

My Generation

**This is my generation.
I was born for such a time as this.
My future is secure and my presence makes sense.
I have purpose and potential;
My steps are in order,
I am destined to succeed.**

**I do not need popularity;
I am not impressed by superiority.
My position is already secure!
I am limited by my own actions.
I produce excellence by my own attitude.
This is my generation; it was waiting for me to arrive.
I am here and I will not be the same.**

District Board of Trustees

Patrick Britton	Board President
Yasan Gooding, Ph.D.	Board Vice President
La Vergie Washington	Board Secretary

Campus Improvement Team

Valarie S. Walker	Principal
Michellea Millis-Thomas	Teacher/ ELA Curriculum Support
Charles Hobbs	Teacher/Math Curriculum Support
Noeli Hernandez	RTI/Science
Jared Prezas	Counselor/Special Education
Yolando Carrera	ESL/ Dyslexia Support

Campus Goals:

- Goal 1:** Provide a challenging and rigorous learning environment for students, of all abilities, which prepare students for STAAR, college readiness examinations, and college entrance examinations ensuring 100% graduation rates.
- Goal 2:** Increase compliance with STEM Blueprint requirements to ensure a quality in depth implementation beneficial to students, faculty and community.
- Goal 3:** Build a relationship of trust between students, parents, faculty, and staff where all are valued, and students are empowered to reach personal, academic, extracurricular, and post-secondary aspirations.
- Goal 4:** Provide on-going professional development for all faculty and staff that exposes them to cutting edge, research and evidenced-based practices to included increases the use of current technology and blended learning.
- Goal 5:** Improve communication among administration, faculty and staff, students, parents and community partners in order to strengthen strategic alliances.

Improvement Plan Evaluation

This Campus Improvement plan along with all of the campus programs must be evaluated at a minimum of two times per year (i.e.; November and March). Revisions are due for the following year by March.

Comprehensive Needs Assessment

Comprehensive Needs Assessment Process

The CNA process was a result of the following necessary changes: Milton B. Lee Academy and Rick Hawkins High School were consolidated into one school under the name “Milton B. Lee Academy of Science and Engineering”; implementation of a new, challenging, and rigorous learning environment; implementation of the T-STEM Blueprint; re-wiring of the school culture; data driven/STEM aligned professional development; strengthening of strategic alliances.

Summary of Prior Year’s Program Evaluation

Hawkins High School has not maintained academic rigor as evidenced in the state accountability system for several years now; therefore, the SEE Board of Trustees opted to consolidate the campus with the Milton B. Lee Academy starting the 2015-2016 school year.

Provide a narrative SUMMARY of review of the following data analysis. Items in BOLD are required by TEC or NCLB.

Data Analysis	Sources	Summary of Findings
TAKS/STAAR Data District/Campus/Grade Level STAAR Standards/ Objectives Ethnic Groups Economically Disadvantaged LEP Gender G/T At Risk Other	TEA 2014-2015 Campus Indicators Campus Report Card PEIMS Reports Program Data	LEE: STAAR Performance: English I: 48%; English II: 71%; Algebra I: 75%; Biology: 94%; US History: 74% HAWKINS: STAAR Performance: English I: 41%; English II: 39%; Algebra I: 60%; Biology: 79%; US History: 75%
Other Assessments TELPAS ACT/PSAT/Accuplacer/SAT/THEA		TELPAS: 40% of 9 th grade students from both campuses made at least 1 level of progress. Accuplacer: 19 students took the Accuplacer and 16 of the 19 passed one or more sections of the exam. SAT: Very few students attempted the SAT and had minimum success.
Attendance Rate District/Campus Grade Level Ethnicity/Gender Mobility Rates Other	Attendance Records Truancy Reports State and Federal Accountability Reports Other	2014-2015 campus attendance rate – 94.1%
Completion Rate / Dropout Rate / Retention Rate Grade Level Ethnic Group	State and Federal Accountability Reports Other	Graduation and Dropout Rates: Rates have not been determined for the 2014-2015 school year.

<p>Economically Disadvantaged Special Education LEP Gender Number of Years in School STAAR Performance At Risk Other</p>		
<p>Program Effectiveness Special Education Gifted and Talented ESL/Bilingual Title I State Compensatory Education Career and Technical Education Migrant Homeless SAT/ACT Scores (high school) AP/Dual Enrollment (high school) 504/Dyslexia Technology Transitions Graduation Diploma Type (Minimum, Recommended, DAP) Parental Involvement Number of Students in a class Other</p>	<p>State and Federal Accountability Reports NGS Data for Migrant Students % of AP/Dual Enrollment Classes Scores on AP/Dual Enrollment Exams Multi-Hazard Emergency Operations Plan Security Audit SAT/ACT Scores Staff Meeting Minutes Tutorial/Remediation Data Communications to Parents/Surveys Teacher Conference Records Telephone Logs Master Schedule Special Ed Referrals LEP Referrals SBDM Minutes Other</p>	<p>The students at Milton B. Lee STEM Academy attend a modified block schedule of classes.</p> <p>Teachers will conduct tutoring for students throughout the school day beginning in September and on-going throughout the year – based on student need.</p> <p>SPECIAL EDUCATION: The students at Lee Academy are serviced by one SPED teacher who provides in-class (inclusion) and pull-out services and 1 para-professional support person.</p> <p>All Programs can be enhanced by the implementation and use of current technology to include, laptops and earplugs, surface Pros, Ipads, and software to support student learning and achievement.</p> <p>Other support such as materials to support science fairs and competitions and entry fees would be necessary to advance achievement (professional printing for science posters, laminating equipment, Eduphoria scanning equipment, transportation, competition materials-TAME, Destination Imagination, FIRST Robotics, ACT-SO and others)</p> <p>Student Exposure to STEM/STEAM careers is critical and students participate in college visits and leadership workshops. (Support includes funding for food, travel, registrations fees, competitions, etc.)</p> <p>Parental Involvement will be increased by providing more opportunities for parents and students to interact around STEM activities and STEM Nights (Support includes funding for food, trophies and awards, decorations, and travel)</p>
<p>Discipline/Classroom Management Safe and Drug Free Schools Discipline Referrals School Violence Incidence data Tobacco, alcohol, and other drug-use data</p>	<p>Discipline Records PEIMS 425 Reports Counselor Reports Telephone Logs Other:</p>	<p>Lee Academy has focused on developing responsibility among its students. Beginning in August 2015, the campus will implement a campus-wide discipline plan to standardize the exercises of classroom management and discipline. Along with this new change, parents and students will have to fill out an accountability document stating that attendance, academics and behavior will be a join effort and that all parties involved will abide by the Academy's expectations or else risk removal from the academic learning environment. These changes come from an on-going issue at the campus with attendance, academics and behavioral problems. Students with serious offenses will be withdrawn from the Academy and sent back to their home campus.</p>
<p>Staff Development Needs Involvement of Teachers in decisions</p>	<p>Teacher Self Reports District Staff</p>	<p>Instructionally the philosophy of the HS program will be one of student empowerment and engagement with a hands on problem based, project based focus. The schedule allows for an advanced science course sequence.</p>

<p>regarding Staff Development Title I Title II (Teacher and Principal) Title II (Technology) Title III (English language Acquisition) Title IV (Safe and Drug Free Schools) Teacher Certification/High Needs/HQ Areas Identified by STAAR Disaggregation Program Needs STAAR/EOC College Readiness Standards Instructional Strategies Assessments Project-Based Learning</p>	<p>Development Records Teaming/Staffing Minutes and Reports Surveys Student College Readiness Data</p>	<p>The senior year is designed to move the student away from high school and toward internship or college prep courses and opportunities with a cumulative capstone project at the close of their senior year. Therefore, professional development for this academic year needs to focus on acquiring rigorous instructional strategies and techniques in order to increase academic performance. Professional development at the Academy has two distinct components. 1. Development of the skills, capacity, curriculum and instructional alignment, and the philosophy of the members of the academy that is ongoing and supportive over time. 2. An outreach model of professional learning for in-service training that exposes them to the cutting edge practices that reflect the research and evidenced-based, personalization, rigor, relevance and reflective practices that are embodied by the TSTEM Blueprint.</p> <p>Professional Development will include the following such categories and conferences related to these areas: PBL, AVID, Kilgo, SIOP, Advanced Placement, STEM/STEAM, Capstone etc.</p>
<p>Additional Areas Planning Budgeting Enrollment Projections Facilities Curriculum Staffing Patterns School Organizations Other</p>	<p>Community Demographics Staff Retention & Turnover Data Safety & Fire Inspection Reports Maintenance Records Other</p>	<p>The Master Schedule has been created with specific regard to the requirements of HB5 and the TSTEM Blueprint.</p> <p>Due to increased academic rigor and consistent behavioral and attendance related expectations, it is projected that Milton B. Lee Academy will see a slight decline in its student enrollment, however, this decline will be minimal and will be followed by a steady increase in student enrollment and achievement.</p>

Recommended Initiatives and Strategies

Milton B. Lee Academy will clearly set the standard of excellence expected of every student at the School of Excellence in Education and will become a model school for the Texas STEM Program.

With this in mind, it is our intent to utilize District Benchmarking, 6-weeks check-ups, and weekly Progress Monitoring as an integral part of our regular assessment practices. Formal and informal testing practices will drive our campus decision making, students support service initiatives, and STEM focused projects.

Students will, during the 2015-2016 school year have course passing rates of > 80% as established by the TSTEM Blueprint. Teachers will provide daily instruction driven by a STEM focus, which includes coaching, guiding, modeling and creating rigorous lessons. Individual student portfolios will be created for all students where pertinent academic information (i.e., work sample, credit sheets, final report cards, RtI strategies) will be stored. These portfolios will be maintained in a secured office location where teachers can access as necessary throughout the year. Portfolios will serve as a bridging tool for teacher-to-teacher dialogues and student support. As part of an on-going commitment to quality support services, all students beginning in grade 10 will be engaged in PSAT, Accuplacer, AP, ACT, and SAT prep. All academic instruction will be purpose driven and career oriented.

Key to Program Budget Codes and Title I School wide Components

Program Abbreviations		Abbreviations for Title I School Wide Components	
Abbreviation/Code	Program	Abbreviation	Component
T IA/ 211	Title I, Part A	CNA	Campus Needs Assessment
T IC	Title I, Part C (Migrant)	RS	School Reform Strategy
T IIA/ 255	Title II, Part A (TPTR)	HQ	Highly Qualified
T IID	Title II, Part D (Technology)	PD	Professional Development
T IV	Title IV (Safe & Drug Free Schools)	ER	Employee Recruitment
SCE/ PIC 23	State Compensatory Education	PI	Parental Involvement
OEYP	Optional Extended Year	T	Transition
	Accelerated Math/Reading Instruction	TIA	Teacher Input in Assessment
LOCAL/420	Local Funds	AMI	Assistance for Mastery
T III	Title III (Bilingual, ESL)	CIS	Coordination / Integration of Services

Goal 1: Provide a challenging and rigorous learning environment for students, of all abilities, which prepare students for STAAR, college readiness examinations, and college entrance examinations ensuring 100% graduation rates.

Performance Objectives	1. Create & maintain a culture of high expectations through a challenging and rigorous learning environment. 2. Create & maintain structures for monitoring academic performance.						
Summative Evaluation	State and Federal accountability results.						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I School Wide Components
Create a culture of high expectations by the adoption and utilization of a STEM focused rigorous and relevant curriculum that includes various researched based instructional strategies (i.e., differentiated instruction, HOTS, higher level questioning strategies).	Campus administration Faculty and staff Students	Book studies, scholarly literature, teaching newsletters & internal communications	On-going	Survey data, meeting agendas, professional development plan, lesson plans, benchmark results	Rigorous lesson plans, Progress Monitoring Logs, academic performance on benchmarks & STAAR assessments	Each 6 weeks grading cycle	2, 9
Create and maintain a student portfolio that serves to monitor all levels of student academic performance (i.e., IGP, transcripts, report cards, assessment results).	Campus administration Faculty and staff Students	Performance data, input from business leaders, scholarly literature, district vision/mission, campus vision/mission	On-going	Student Portfolio	The number of students graduating with Distinguished HS diplomas, the number of students graduating with a minimum of 12 hours from Dual Credit coursework	Each 6 weeks grading cycle	2, 7, 9
Teachers will be regularly monitored via walkthroughs and formal and informal evaluations utilizing the T-TESS Evaluation instrument.	Campus administration	Scholarly literature, professional development training	On-going	T-TESS Observation Forms	Rigorous lesson plans, purposeful learning activities and improved student performance	Each 6 weeks grading cycle	2, 3, 4
Teachers will update and review formal/informal assessment data every week in order to make instructional adjustments (as necessary) to help increase student academic performance.	Campus administration Faculty and staff	Research and evidenced-based best practices	On-going	Data notebooks, Progress Monitoring Logs, Eduphoria	Increased awareness & use of data, Rigorous lesson plans, purposeful learning activities and improved student	Weekly	2, 4, 8,

					performance		
Teachers will receive professional development throughout the 2015-2016 school year, to enhance creating rigorous and relevant lessons for all students (Margaret Kilgo, AVID, Advanced Placement, SIOP, RTI, PBL, and STEM/STEAM training	Campus administration Faculty and staff	Research and evidenced based best practices	January 2016	Kilgo training Notebook, lesson plans, assessment data	Increased awareness & use of data, Rigorous lesson plans, purposeful learning activities and improved student performance	January 2016 and on-going	2, 4

Goal 2: Increase compliance with STEM Blueprint requirements to ensure a quality in depth implementation beneficial to students, faculty and community.

Performance Objectives	<ol style="list-style-type: none"> 1. Provide additional training for campus administrator, campus support staff, and campus teachers in the STEM Blueprint, PBL, and other appropriate topics necessary to increase awareness and compliance to STEM requirements (Benchmark 1.4). 2. Examine STEM Blueprint Benchmarks and ensure that campus administration, support staff, and faculty are familiar with requirements, particularly for instruction and student performance. 3. Review Master Schedule and course offerings to make sure that STEM courses are clearly identified, properly sequenced, and offered to students in timely manner. 4. Explore, identify, participate and develop guidelines and rubric for Senior Capstone Project. 5. Explore additional funding options available for STEM program schools, to provide resources to bring STEM requirements to fruition. 						
Summative Evaluation	All students perform academically at high levels (achieving mastery) and consistently on campus-based assessments, STAAR/EOC (or TAKS) examinations, college readiness examinations (THEA, ACCUPLACER), and college entrance examinations (PSAT, ACT, SAT).						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I School Wide Components
Identify & schedule appropriate STEM training for campus faculty and staff (i.e., TSTEM leadership growth training, IStation training, PBL foundation training).	Campus administration	TSTEM Blueprint, TSTEM Center, TSTEM Coaches	On-going	Meeting/ training agendas, PD Plan	Improved working knowledge of TSTEM Blueprint & program requirements, STEM curriculum and STEM resources	Quarterly time periods	4, 5, 10
Disseminate TSTEM Blueprint to all campus faculty and staff; conduct review of document; conduct periodic checks for implementation of requirements.	Campus administration	TSTEM Blueprint, TSTEM Center, TSTEM Coaches	August 2015	Meeting/ training agendas, PD Plan	Improved compliance with TSTEM Blueprint	August 2015 – revisit on a regular basis	4, 5, 7
Review & identify course offerings aligned with TSTEM Blueprint & program requirements to be offered on Master Schedule each school year.	Campus administration Faculty and staff	TSTEM Blueprint, TSTEM Center, TSTEM Coaches	On-going	Meeting/ training agendas, Master Schedule	Courses are identified & promoted among students; greater compliance with TSTEM requirements	August 2015 – revisit on a regular basis	7

Explore & identify additional funding options for STEM schools.	District & campus administrators, District grant coordinator, campus faculty and staff, community partners	TSTEM Blueprint, TSTEM Center, TSTEM Coaches Other STEM programs and grant opportunities	On-going	Identification of additional funding sources	Greater compliance with TSTEM requirements	On-going	10
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Goal 3: Build a relationship of trust between students, parents, faculty, and staff where all are valued, and students are empowered to reach personal, academic, extracurricular, and post-secondary aspirations.

Performance Objectives	<ol style="list-style-type: none"> 1. Cultivate & sustain a culture of high expectations that promotes respect and value toward faculty and staff, students, parents and strategic alliances. 2. Create & foster relationships of trust which promote accountability and responsibility for learning. 3. Establish & maintain collegiality and collaboration among all faculty and staff. 4. Implement & nurture Professional Learning Communities. 						
Summative Evaluation	All students feel supported in campus learning environment and are willing to take risks in learning situations. Teachers feel supported by campus administration and are willing to take risks in creating active learning environments and using innovation in the classroom. Teachers work collaboratively to create engaging learning environments. Parents feel supported in gathering information and in monitoring their child's academic performance.						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I School Wide Components
Conduct a yearly school culture and climate survey to identify needs, gaps, and suggestions.	District & Campus administration	District Survey	June 2016	Completed surveys	Increased collegiality, recruitment and retention of administration, faculty, staff, students and other vested strategic alliances	TBD	5, 6
Create & hold "Bridge Academy" for incoming 9 th grade students to assist in familiarization with campus, initiate relationships, team building, and orient students to campus.	Campus administration, Faculty and staff	Input from campus faculty & staff	August 2016	Prepared curriculum and finished projects from the academy	Increased collegiality, recruitment and retention of administration, faculty, staff, students and other vested strategic alliances	Summer 2016	6, 7
Host a student/parent orientation to initiate relationships and set campus expectations for behavior, academics and attendance.	Campus administration	Input from campus faculty & staff	August 2015	Meeting agenda, Sign in sheets	Increased collegiality, recruitment and retention of administration, faculty, staff, students and other vested strategic alliances	August of each year	6, 7

<p>Initiate a faculty and student book study (Administration: "The One Big Thing"; Teacher: "School Culture Rewired"; Student: TBD).</p> <p>Implement STEM and Academic Parent Involvement Nights with food and fun activities that help build relationships and foster an appreciation for academic excellence.</p> <p>Academic Awards Night and Celebration for students and parents to foster an appreciation for academic excellence and student achievement.</p>	<p>Campus administration, Faculty and staff</p>	<p>Input from campus faculty, staff & students</p>	<p>On-going</p>	<p>Meeting agenda, Sign in sheets</p>	<p>Increased collegiality, recruitment and retention of students and other vested strategic alliances</p>	<p>On-going</p>	<p>2, 7</p>
<p>Meetings will be conducted with all strategic alliances (i.e., students, parents, teachers, community partners) to discuss accountability.</p>	<p>Campus administration, Faculty and staff</p>	<p>Input from campus faculty, staff & students and community partners</p>	<p>On-going</p>	<p>Meeting agenda, Sign in sheets</p>	<p>Increased collegiality, recruitment and retention of administration, faculty, staff, students and other vested strategic alliances</p>	<p>On-going</p>	<p>6, 7</p>

Goal 4: Provide on-going professional development for all faculty and staff that exposes them to cutting edge, research and evidenced-based practices.

Performance Objectives	<ol style="list-style-type: none"> 1. Identify professional development opportunities to strengthen lesson quality design and delivery in each content area. 2. Provide professional development training (i.e., PBL, Differentiated Instruction, Margaret Kilgo, PBIS, HOTS, AVID, Advanced Placement, STEM/STEAM, SIOP, RTI, Dinah Zikes Foldable training) and monitoring to ensure implementation of strategies and practices learned. 						
Summative Evaluation	An expectation of instructional improvement is prevalent among administration, counselors/academic advisors, and teachers. All staff is actively seeking learning experiences that bring added value and improvement to classroom instruction. Students feel more confident in their ability to learn, retain, and demonstrate content in a variety of learning situations. Rigor and relevance are prevalent in lesson plans, and daily instruction. Real world connections are evident in lessons and learning.						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I School Wide Components
Provide on-going professional development opportunities to faculty and staff that are data driven and relevant to current student needs.	District & campus administration, campus faculty and staff	Input from campus faculty & staff	On-going	Meeting/ training agendas, PD Plan	Purposeful and rigorous lessons, increased student engagement, and improved student performance	On-going	2, 4
Provide professional development in PBL (problem-based or project-based learning) to orient, develop, and/or maintain teacher's knowledge, skills, & behaviors in using PBL.	Campus administration, Faculty and staff	ESC 20, Buck Institute, scholarly literature	On-going	Meeting/ training agendas, PD Plan, Lesson plans, walkthrough data	Complex lessons involving real world problems & application, increased student engagement	August 2015 and on-going	2, 4, 9
Provide professional development in the ELPS to orient, develop, and/or maintain teacher's ability to recognize the need for & design learning for diverse student needs.	ESC 20, Campus administration, Faculty and staff	ESC 20, Input from campus faculty & staff - specifically ELL, SPED and 504	On-going	Meeting/ training agendas, PD Plan, Lesson plans, walkthrough data	Differentiated instructional practices evident in lesson planning and delivery, increased academic performance of ALL learners - specifically the ELLs on benchmarks & State Assessments	September 2015 and on-going	2, 4, 7, 9

Teachers will be regularly monitored via walkthroughs and formal and informal evaluations utilizing the T-TESS Evaluation instrument.	Campus administration	Input from campus administration	On-going	Campus administration calendars, walkthrough data, formal & informal evaluations	Improved lesson quality design and delivery, improved student performance	Weekly	2, 3, 4
Teachers will receive professional development training at the beginning and throughout the 2015-2016 school year to help identify and establish performance goals as specified by the T-TESS Evaluation instrument.	District & Campus administration	ESC 20, Campus administration, Research and evidenced based best practices	On-going	Meeting/ training agendas, PD Plan, walkthrough data formal & informal evaluations	Improved lesson quality design and delivery, improved student performance	On-going	2, 3, 4
Provide training for all faculty and staff at the beginning of the school year to address the PD needs related to: Eduphoria, GradeBook, Data Accountability, Progress Monitoring, PBIS, PBL, T-TESS, Lesson Planning, and other campus related requirements.	Campus administration, Faculty and staff	ESC 20, 13, 4, 2, & 1; Eduphoria, attendance data, STAAR data, Gradebook & other academic monitoring/assessment data sources	August 2015	Campus administration calendars, walkthrough data, formal & informal evaluations, meeting/training agendas, data notebooks, lesson plans	Increased awareness & use of academic data, Improved lesson quality design and delivery, improved student performance	August 2015 and on-going	4, 5, 7
Provide professional development in the use & implementation of Individual Education Plans (IEPs) and other SPED documents to support the academic performance of SPED students & ensure compliance with SPED requirements	District & campus administration, specifically the SPED department	IEPs, PLAAFs & other relevant SPED documentation; ESC20; other SPED professionals	October 2015	Meeting/ training agendas, PD Plan, lesson plans	Increased awareness & use of relevant SPED data (IEPs) in lesson planning and delivery, increased academic performance of ALL learners – specifically those receiving SPED support on benchmarks & State Assessments	October 2015	2, 4, 7, 9

Goal 5: Improve communication among administration, faculty and staff, students, parents and community partners in order to strengthen strategic alliances.

Performance Objectives	1. Implement an open door policy to ensure communication lines are valued and respected. 2. Maintain timely verbal and written communication both in electronic and paper formats. 3. Create structures for faculty and staff to communicate regularly with parents.						
Summative Evaluation	Communication flows smoothly and efficiently between all parts of the organization. Communication formats vary but communication efforts are frequent. Communication is directed inward and outward and has multiple purposes, like informing, inquiring, teaching, marketing, etc. Communication efforts are understood and assist the organization in performing at high levels.						
Action Steps	Person(s) Responsible	Resources	Completion Date	Evidence of Implementation	Evidence of Impact	Benchmark Timelines	Title I School Wide Components
In order to create a transparent culture, the principal or his designee(s) will address key issues and or topics of significance and address key questions with faculty and staff on a regular basis.	Campus administration	Campus administration, Faculty & staff	On-going	Meeting/ training agendas	Improved communication & greater awareness of relevant information pertinent to campus employees, increased teacher retention	August 2015 and on-going	8
Create & maintain structures for teachers & staff to communicate with parents and community partners on a regular basis (i.e., phone calls, emails, newsletter, current technology such as surface Pros to enhance effective feedback).	Campus administration, Faculty and staff	Relevant technology, input from campus faculty, staff, students & community partners	On-going	Variety of communication plans	Improved communication & greater awareness of relevant information pertinent to students, parents and community alliances, increased teacher and student retention; improved feelings of respect and regard	August 2015 and on-going	2, 6, 7
Strategize ways to collect and disseminate current parent contact information, including phone numbers, home, and email addresses.	District & Campus administration, Faculty and staff	Relevant technology, input from campus faculty, staff & students	On-going	More accurate contact information & records, frequencies of contact, survey data	More effective communication links, increased frequency of contact	August 2015 and on-going	6, 7