



# Annunciation Maternity Home Campus Improvement Plan 2015-2016

## *Vision*

*In full partnership with our communities, the University of Texas - University Charter School's vision is to provide the best educational system for students with specialized learning needs in unique settings where each student will achieve academic, social and emotional success.*

## *Mission*

*The University of Texas-University Charter School's mission is to provide exceptional educational opportunities, by creating safe environments and holding high expectations for all.*

## The University of Texas – University Charter School Advisory Board

The Sponsoring Entity and Charter Holder of the University of Texas-University Charter School (UT-UCS) is The University of Texas at Austin. The Board of Regents of the University of Texas System is the Governing Body for UT-UCS. Responsibility for oversight and supervision of the charter school has been delegated from the President to Vice President of the Division of Diversity and Community Engagement.

### Members of the Advisory Board

Jennifer W. Maedgen, Ph.D. - Chair

Elvia Rosales, MPA, CPA - Vice-Chair

Judith Loreda, Ph.D. - Member

Octavio N. Martinez, M.D. - Member

David Anderson, Ph.D. - Member

Leslie Saucedo, MBA - Member

Linda Kokemor, - Member

Melissa M. Chavez, Ph.D., Superintendent - Non-Voting

### About the Advisory Board:

The Advisory Board of the University of Texas-University Charter School is appointed by the President of the University of Texas-University Charter School to advise and make recommendations to the Vice President of the Division of Diversity and Community Engagement on matters related to the management, operation, and accountability of UT-UCS that include but are not limited to:

- Implementation and evaluation of long and short term policy and programs of UT-UCS to assure its continuous improvement and educational excellence;
- The annual operating and capital budgets;
- Recruitment and selection of Superintendent candidates; recommendation of finalists to the CEO;
- Generation of Advisory Board nominees; recommendations of new Board appointees to the CEO;
- Monthly monitoring of budgets to identify and explore significant variances;
- Facility contracts, Student Information Guide, and the Student Code of Conduct;
- The annual external audit of UT-UCS financial statements;
- Review and make recommendations concerning the annual report submitted to the President of The University of Texas at Austin;
- Review parental grievances that the Superintendent is unable to resolve at the school level; and
- Review and/or make recommendations concerning any other reports or items required by state or federal law.
  - All members of the Advisory Board are expected to attend monthly Advisory Board meetings. All members of the Advisory Board are required to participate in training as required by Chap. 100, Sec. 100.1102 of the Commissioner's Rules.

## **THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS**

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

### **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

- GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.
- GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.
- GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.
- GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### **THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES**

- Objective #1: Parents will be full partners with educators in the education of their children.
- Objective #2: Students will be encouraged and challenged to meet their full educational potential.
- Objective #3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.
- Objective #4: A well-balanced and appropriate curriculum will be provided to all students.
- Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.
- Objective #6: The state's students will demonstrate exemplary performance in the comparison to national and international standards.
- Objective #7: School campuses will maintain a safe and disciplined environment conducive to student learning.
- Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.
- Objective #9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

**Campus Information**

Principal: Holly Engleman

Teachers: Ashley Johnson, Jennifer Erkie, Monir Cederstrom

Address: 3610 Shell Road, Georgetown, Texas

Phone: 512- 751-4534

**Campus Level Improvement Plan Committee**

<u>Name</u>	<u>Position</u>	<u>Date</u>	<u>Signature</u>
<u>Holly Engleman</u>	<u>Principal</u>		
<u>Ashley Johnson</u>	<u>Teacher</u>		
<u>Jennifer Erkie</u>	<u>Teacher</u>		
<u>Monir Cederstrom</u>	<u>Teacher</u>		
<u>Jennifer Womack</u>	<u>Parent Representative</u>		
<u>Kathleen Daniels</u>	<u>Special Education Facilitator</u>		
<u>Alyssia Woods</u>	<u>AMH Representative</u>		

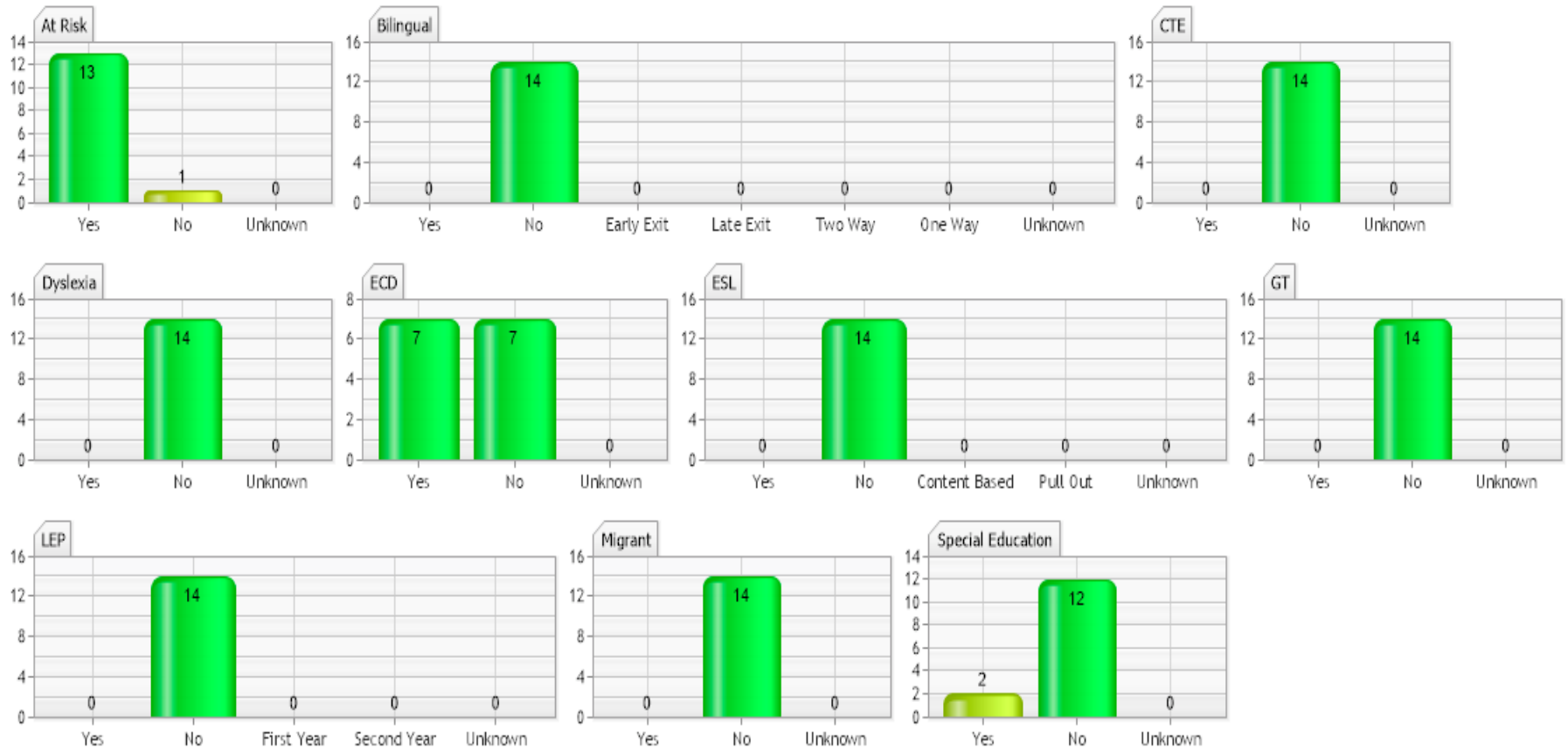
## **District Key Results:**

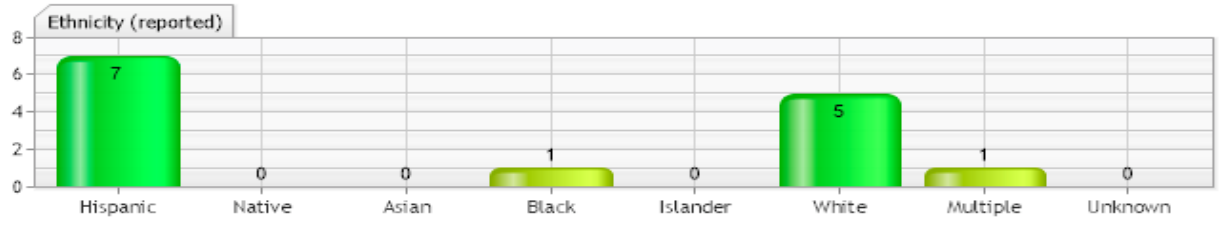
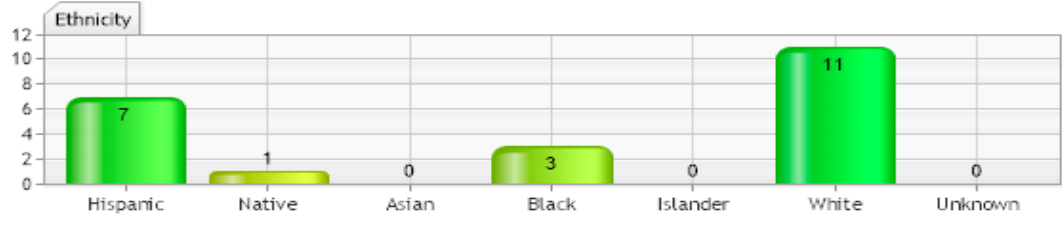
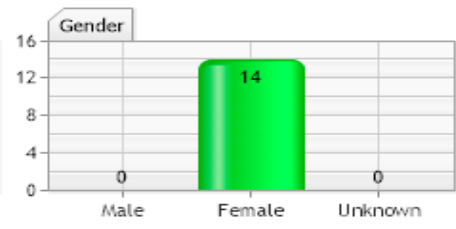
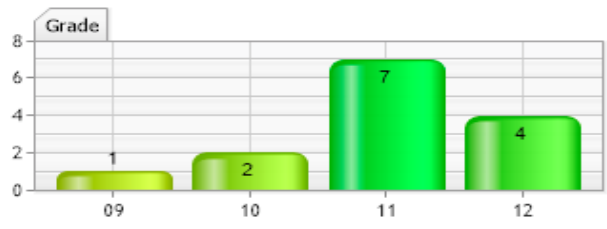
- The UT-UCS and UTES will have a balanced budget by the 2016 – 2017 school year.
- Increase ADA for UT-UCS to 500 by the 16-17 school year.
- Both districts will be in 100% compliance with tea on the following: First Report, iCAP Report, and PBMAS.
- Increase district student achievement by 10% in all testing categories that need improvement, in all student groups.
- Increase district graduation rate to 100%.
- The district will be in 100% compliance with special education regulations (RF).
- Implement the new teacher evaluation system.
- Increase university and community partnerships by 20% to support individual campus needs.
- Implement our strategic plan:
- Implement professional development plan tied to our district improvement plan.
- Implement a district RTI model aligned to researched based interventions and assessments.
- Implement the fundraising/development plan for UT-UCS district.
- Research and develop the teacher and staff salary scale.

## **District and Campus Performance Goals**

- ❖ **Performance Goal 1:** All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- ❖ **Performance Goal 2:** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- ❖ **Performance Goal 3:** All students will be taught by highly qualified teachers.
- ❖ **Performance Goal 4:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- ❖ **Performance Goal 5:** All students will graduate from high school.
- ❖ **Performance Goal 6:** All parent are provide opportunities to be involved and make decisions.
- ❖ **Performance Goal 7:** Provide a nurturing environment for all children, parents, staff, and teachers.

## Annunciation Maternity Home Campus Data





## Comprehensive Needs Assessment Summary

School Year: 2015-2016

<b>Data Sources Reviewed:</b> <ul style="list-style-type: none"> <li>• Math and Reading Diagnostics BOY, MOY, EOY (DOMA, DORA, Curriculum Based Assessments)</li> <li>• State Assessments: STAAR EOC</li> <li>• Intervention progress measures in math and reading</li> <li>• Teacher Evaluations</li> <li>• Attendance data</li> <li>• Enrollment and mobility data</li> <li>• Continuous Improvement Plans</li> <li>• Campus Budget</li> <li>• Survey Data (teachers, facility staff, parents, community)</li> </ul>			
<b>Area Reviewed</b>	<b>Summary of Strengths</b> What were the identified strengths?	<b>Summary of Needs</b> What were the identified needs?	<b>Priorities</b> What are the priorities for the campus, including how federal and state program funds will be used?
<b>Demographics</b>	The number of Hispanic students served at AMH and in the district increased. The white students served at AMH increased.	The diversity of students and multiple grade levels served at AMH require teachers to be knowledgeable and able to implement differentiated instruction. Teachers also must be experts in the content of the HS courses they teach.	Understanding the changing demographics and the effectiveness of the instruction delivered to every sub population is high priority. Teachers at AMH will implement differentiated instructional practices and accommodations, and 1:1 support to ensure the individual needs of each student is met.
<b>Student Achievement</b>	Student progress on the Algebra 1 and Biology and US History EOC increased.	Students often need intensive review of content when they enroll due to excessive absences caused by crisis pregnancy.	Improving student achievement in all academic areas.
<b>School Culture and Climate</b>	Survey results showed that the campus climate is positive and that procedures are in place that ensure support for students and staff members.	School situation, pay scale, stress due to a variety of additional duties impacts teacher recruitment and retention and morale.	District will conduct climate and satisfaction surveys on each campus. District will implement TBRI and Why Try? Resources and strategies. District will implement new social and emotional learning character traits.
<b>Staff Quality/</b>	<ul style="list-style-type: none"> <li>• All teachers meet the</li> </ul>	Strategic planning surveys	District will pilot the new teacher and



<b>Professional Development</b>	<p>Highly Qualified requirement.</p> <ul style="list-style-type: none"> <li>• 100% of teachers with special education certification.</li> </ul>	<p>revealed that there are not enough opportunities for teachers to participated in focused professional development that is relevant to the population that we serve at AMH.</p>	<p>principal evaluation system T-TESS and programming, technology resources, and professional development. Shared training will occur on campus to ensure that teachers, instructional aides and all AMH staff members are on the same page.</p>
<b>Curriculum, Instruction, Assessment</b>	<p>Teachers utilize the TEKS resource system consistently which increases the validity of instruction and</p>	<ul style="list-style-type: none"> <li>• Improvements in the interventions provided to students in math in reading need to be improved</li> </ul>	<p>Math and science tutor volunteers have been identified and work with students consistently each week to increase academic content knowledge needed for the STAAR EOC Algebra 1 and Biology</p>
<b>Family and Community Involvement</b>	<ul style="list-style-type: none"> <li>• 90% of he facility directors believe that they benefit from the partnership with UT-UCS.</li> <li>• 90% of the facility directors believe that the partnership is productive and has a positive impact on their organization and their children.</li> </ul>	<ul style="list-style-type: none"> <li>• Communication with surrogates, buddies, mentors needs to be cultivated and consistent.</li> </ul>	<ul style="list-style-type: none"> <li>• Monthly newsletters will be distributed to parents, facility staff and community members.</li> <li>• Open House and a variety of campus events will be planned and advertised to all stakeholders.</li> </ul>
<b>School Context and Organization</b>	<ul style="list-style-type: none"> <li>• Attendance rate is 93%.</li> </ul>	<ul style="list-style-type: none"> <li>• Students at AMH are pregnant and when the baby is born they are absent for 3-5 days while in the hospital.</li> </ul>	<ul style="list-style-type: none"> <li>• Principal monitors attendance records each week and communicates daily with the Program Service Director at AHH who serves as the parent liaison.</li> <li>• Teachers contact students who are absent on the first day they are absent if they are not on maternity leave.</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>• There are laptops and desktops available for all students at a 1:1 ratiior.</li> </ul>	<ul style="list-style-type: none"> <li>• Laptops, desktops, printers and copier are out dated and need to be upgraded or replaced.</li> <li>• Servers need to be updated</li> </ul>	<ul style="list-style-type: none"> <li>• AMH has a technology replacement plan.</li> <li>• Fundraising efforts will focus on technology.</li> </ul>

		and the network needs to be more reliable and consistent.	
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## Title I, Part A

### Schoolwide Components:

1. A comprehensive needs assessment of the entire school (including taking into account the needs of migratory children as defined in section 1309(2)) that is based on information which includes the achievement of children in relation to the State academic content standards and the State student academic achievement standards described in section 1111(b)(1).
2. Schoolwide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, use effective methods and instructional strategies that are based on scientifically based research, and that include strategies to address the needs of all children in the school, but particularly the needs of low-achieving children and those at risk of not meeting the State student academic achievement standards who are members of the target population of any program that is included in the schoolwide program.
3. Instruction by highly qualified teachers.
4. In accordance with section 1119 and subsection (a)(4), high-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff to enable all children in the school to meet the State's student academic achievement standards.
5. Strategies to attract high-quality teachers to high-need schools.
6. Strategies to increase parental involvement in accordance with section 1118, such as family literary services.
7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
8. Measures to include teachers in the decisions regarding the use of academic assessments described in section 1111(b)(3) in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of academic achievement standards required by section 1111(b) (1) shall be provided with effective, timely additional assistance which shall include measures to ensure that student difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under this Act, violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

<b>Performance Goal 1:</b> All students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.							
<b>Objective(s):</b> 1) Show 10% growth in all core academic areas including math, language arts, science and social studies. 2) Show 10% growth in all sub population and at-risk categories. 3) Develop and implement a response to intervention model (RTI) aligned to research based interventions and assessments.							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I Schoolwide Components (Code by #)</b>
Continue the implementation of the TEKS Resource System curriculum and implementation of the planning guides.	Teachers, Principal	TEKS Resource System Online	August 1, 2015	TTESS conferences, walkthroughs .Lesson plans	Increase in DORA, DOMA and STAAR/EOC results	STAAR Results	1,2,3
Use Let's Go Learn Math diagnostic to assess students' math skills and monitor their progress.	Teachers, Principal,	Let's Go Learn online DOMA Pre Algebra and/or Algebra assessment	Follow District Assessment Timeline for BOY, MOY, EOY	Student data folders, reports, walkthroughs and intervention plans	Increase in DOMA, DORA, Curriculum Based Assessment and STAAR/EOC results	STAAR Results	1,2,3
Create weekly tutoring schedules for students who are performing below grade level in math and reading.	Teachers, Principal	Student data, Tutor volunteers	Continuous throughout the school year	Lesson Plans, intervention/ tutoring schedules, data reports kept in student data	Increase in DOMA, DORA, Curriculum Based Assessments	STAAR Results	1,2,3,9

				folders			
Infuse technology into all content areas to increase student engagement	Teachers, principal, IT Department	Laptops, student desktop computers, technology TEKS, OW	Continuous	Walkthroughs, lesson plans, student products, credits earned	Increase student use of technology and multi-media presentations	Technology TEKS	1.2
Implement data review meetings with individual teachers and instructional aides at the end of each semester.	Teachers, Principal, students	Student data, work samples, intervention plans/results	Fall and spring semester during the 2015-16 school year	Teacher Data binders, student data reports	Increase knowledge of student academic progress and specific skills needed to be successful on EOC exams.	STAAR Results	1,2,3
Student led conferences will be implemented at the beginning of the spring 2016 semester.	Teachers, instructional aides, principal, behavior intervention specialists	Data Binder, data reports, student work samples and projects.	January 2016		Increase in student participation in the learning process,	STAAR Results	1,3
<p><b>Performance Goal 2:</b> All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.</p>							
<p><b>Objective(s):</b></p> <ol style="list-style-type: none"> <li>1. Show a 50% increase in the passing rate for STAAR Math and Reading with ELL students.</li> <li>2. Show a 50% increase in the reading level for ELL students on the DRA and DIBELS assessment.</li> <li>3. Train 100% of the teachers and administrators on campuses with ELL students in Sheltered Instruction.</li> </ol>							

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I Schoolwide Components
Begin LPAC meetings in September to create individual acceleration plans for ELLs who did not pass STAAR.	Kathleen Daniels Principal, teachers and LPAC parent rep	Time	September 2015 – October 2015	LPAC Documentation	Improved Academic Performance	STAAR Results	1,8 and 9
Parent involvement session for faculty and staff.	Kathleen Daniels and Melissa Ruffin	Time	October 2015	Agenda Item on the District Principal Meeting	Improved Academic Performance	STAAR Results	6
Increase teacher participation in the ELL workshops by making them required.	Kathleen Daniels Principal, teachers	Time	Yearly PD	Agenda	Improved Academic Performance	STAAR Results	4
Compliance in certification/Sheltered Instruction	Kathleen Daniels Principal, teachers	Time and money for materials \$200	Yearly PD	Agendas and certificates	Improved Academic Performance	STAAR Results	4
Collect data on ELL students on DIBELS and DRA assessment and use to develop instruction and interventions for ELL students.	Principals and teachers	DIBELS training and materials	Ongoing	Data	Improved Academic Performance	EOY DATA Results	1,2,3 and 9
<b>Performance Goal 3:</b> Highly Qualified teachers will teach all students.							

**Objective(s):**

1. Develop and implement a professional development plan tied to our district improvement plan.
2. Implement a new teacher evaluation system.
3. Maintain 100% staffing of highly qualified teachers.
4. Examine possible teacher recognition systems
5. Implement new salary scale for teachers for support with teacher recruitment and retention.

Provide opportunities for teachers and staff to attend training to increase knowledge of core academic areas.	Principal	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide time for teachers to observe teachers at different campuses (Georgetown HS)	Principal	Time	Ongoing	PD certificates	Improved Student and teacher Performance	Teacher Evaluations	4
Provide staff development opportunities for teachers obtaining a new certification.	Principal, teachers	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Provide stipend for teachers who are nationally board certified.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Support teachers with certification stipend.	Superintendent	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4
Peer to Peer Observation Teach and Share Day October 12	Principal	Substitute Pay Teach and Share \$2,000	Ongoing	Walkthroughs and lesson plans	Improved teaching – evaluation	Teacher Evaluations	4, 10
Implement/ Pilot the new teacher evaluation system of TEXAS (T-TESS)	Principal, teachers	PD Budget	Ongoing	PD certificates	Improved Student Academic Performance	Teacher Evaluations	4

Implement new salary scale in the 2016-2017 school year.	Superintendent	Budget	2016-2017 SY	Salary Scale Documentation	Improved Student Academic Performance	Teacher Satisfaction Survey	5
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<b>Performance Goal 4:</b> All students will be educated in learning environments that are safe, drug-free, and conducive to learning.							
<b>Objective(s):</b> 1. Reduce the number of referrals on campus. 2. Increase school safety satisfaction on surveys. 3. Improve school culture and climate.							
Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I School wide Components
Require staff to attend workshops through district-wide and/or campus-based meetings	Principals	Time	Ongoing	Agendas and surveys	Improved school climate and culture	Safety Survey Results	4 and 10
Continue to collect data to monitor removals and school discipline infractions	Principals, Behavior Specialist/Interventionists	Time	Ongoing	Decrease in discipline referrals and classroom removals	Data tracking from Skyward	Safety Survey Results	10
Organize and elect student council members	Principal, teachers, students	Time, student council guidelines/expectations	Ongoing	Decrease in negative behaviors and classroom	Increased sense of community in the classrooms/	Meeting minutes/presentation of the groups accomplishments	2 and 10



<b>Performance Goal 4:</b> All students will be educated in learning environments that are safe, drug-free, and conducive to learning.							
<b>Objective(s):</b> 1. Reduce the number of referrals on campus. 2. Increase school safety satisfaction on surveys. 3. Improve school culture and climate.							
<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/Summative</b>	<b>Title I School wide Components</b>
				removals	school	ents at the EOY	
Train teachers to utilize personnel resources available to support student learning	Principal and Behavior Specialist	PD provide by Behavior specialist	Ongoing	Improved school climate and culture	Campus walkthrough	Climate Survey	4, 8, and 10
Incorporate character education and social and emotional learning training into the daily curriculum.	Principal, teachers,	SEL resources	Ongoing – Monthly character traits	Improved school climate and culture	Campus walkthrough	Climate Survey	2 and 10
Send out district survey and collect data on school culture	Superintendent Principals	Time	April	Data from the surveys	Increased sense of safety on campuses	satisfaction survey	6
<b>Performance Goal 5:</b> All students will graduate from high school.							
<b>Objective(s):</b> 1. All students will have a 4 year graduation plan established for them by the end of their 8 <sup>th</sup> grade year and / or as they enter 9 <sup>th</sup> grade.							

<b>Strategies and Action Steps</b>	<b>Person(s) Responsible</b>	<b>Resources</b>	<b>Timelines</b>	<b>Evidence of Implementation</b>	<b>Evidence of Impact</b>	<b>Formative/ Summative</b>	<b>Title I School wide Components (Code by #)</b>
Establish summer school program to allow for enrichment and intervention opportunities for at-risk students.	Principals, teachers	Time Supplemental funds for teachers	Summer 2016	Summer school plans	Increased skill development	STAAR Results	2
Develop college-going culture on all campuses (Informal displays, college t-shirt days)	Principals and ATC	Time, campus funds	Ongoing	School Walkthroughs	Increased graduation and college awareness	Student Survey	2
Transition Packet on "Leaving UT-UCS" referral list for area agencies, portfolio of academic work	Principals, teachers, and ATC	Time and copies	Ongoing	Copy of the packet	Increased graduation rates	Number of Graduates for the 2015-2016 SY	2
Professional development for staff in facilitating transitions for students	Principal and ATC	Time	Ongoing	Meeting agendas	Increased graduation rates	Number of Graduates for the 2015-2016 SY	2
Assess students strengths and needs in the area of career knowledge and planning in grades 8-12	ATC	Time	Ongoing	Data report on results of the assessment	Increased graduation rates	Number of Graduates for the 2015-2016 SY	2
Develop relationships with post-secondary institutions and foster student support organizations	ATC	Time	Ongoing		Increased graduation rates	Number of Graduates for the 2015-2016 SY	2
Coordinate transition to home school district	ATC	Time	Ongoing	Transition plan - no leavers	Increased graduation rates	Number of Graduates for the 2015-2016 SY	2

**Performance Goal 6:** All parent are provide opportunities to be involved and make decisions.  
**Performance Goal 7:** Provide a nurturing environment for all children, parents, staff, and teachers.

Objective(s):

1. Take steps to increase school and district communication
2. Conduct organizational health surveys
3. Provide Opportunities for parents to participate in school

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/ Summative	Title I School wide Components
Build systems of continuous communication – newsletters sent home from principal/students each six weeks, brochures and campus event calendar distributed	Principal, teachers, instructional aides	Time	Ongoing	Surveys evaluating communication system	Positive Survey Results	EOY Survey District Communication	6
Facility staff determine how to best involve parental entities in their child’s education	Principals	Time	Ongoing	Agendas/ calendar of parent events	Increased parent involvement	Parent satisfaction survey	6
Distribution of information on enrollment; Handbook, parent involvement brochure, etc....	Principals	Time and Copies	Ongoing	Copies of each document – receipt signatures	Increased parent involvement	Parent satisfaction survey	6

**Performance Goal 6:** All parent are provide opportunities to be involved and make decisions.  
**Performance Goal 7:** Provide a nurturing environment for all children, parents, staff, and teachers.

Objective(s):

1. Take steps to increase school and district communication
2. Conduct organizational health surveys
3. Provide Opportunities for parents to participate in school

Strategies and Action Steps	Person(s) Responsible	Resources	Timelines	Evidence of Implementation	Evidence of Impact	Formative/Summative	Title I School wide Components
Implement open house for students to showcase their academic accomplishments	Principal, teachers,	Time, copies, refreshments, Little Hookem'	Ongoing	Open House agenda/sign in sheets	Increased parent/comm. and facility staff involvement	Parent /facility staff satisfaction survey	6
Send out district survey and collect data on school culture	Superintendent Principals	Time	April	Data from the surveys	Increased parent involvement	Parent satisfaction survey	6
Create and distribute a campus newsletter	Principal, student council members, teachers	Time, color printer	Each six weeks during the 2015-2016 school year	Newsletters are sent home with report cards each six weeks and are distributed to AMH staff members			