

# Summit Parkway Middle School



**Andrew Barbone, Principal**  
**200 Summit Parkway**  
**Columbia, SC 29229**

**Version 2017/2018**  
**Year 6 of 5-year term 2012/2013 - 2017/2018 (waiver year)**

### **Mission Statement:**

Summit Parkway Middle School, with the support of parents, families, and community, will provide each student the opportunity for a quality education by offering challenging and diverse learning experiences in a safe and nurturing environment.

### **Demographic Data:**

(Day 90, 2016-2017)\*

Summit Parkway Middle School is located at 200 Summit Parkway in Columbia, SC. Summit Parkway is located in the eastern part of the district serving neighborhoods in the southeastern part of the district. Summit Parkway Middle is home to two magnet programs: the Academy of Exercise Physiology and Sports Medicine and STEM Institute of Design and Innovation (SIDI). Summit Parkway has a total enrollment of 955 students. African American students comprise 61% of the student population, while Caucasian students represent 20%, Hispanic students represent 11%, Asian students represent 2%, and 6% are classified as 'other.' Of the 955 students, 483 (51%) receive free or reduced lunch.

\*Based on 90<sup>th</sup> day enrollment

### **Highlights**

Palmetto's Finest, 1993-1994

National Blue Ribbon, 1996

Honor Roll School, 2000-2001

School of Promise, 2001

Exemplary Writing, 2001

Exemplary Writing Project, 2002-2005

National Service Learning School, 2005

Closing the Achievement Gap, 2006

Get Fit Magnet Program, 2008

Red Carpet, 2008

Blue Cross Blue Shield Grant Recipient, 2008

Carolina Recycling- Outstanding School, 2009

Green Steps School, 2010

PEP Grant Recipient, 2011

STEM SIDI School 2013

District Quiz Whiz Champions 2012-2013 SY, 2014-2015 SY

Metro City Boys Basketball Champions 2013-2014 SY, 2014-2015 SY, 2015-2016 SY

## STAKEHOLDER INVOLVEMENT FOR SCHOOL PLANS

List the names of persons who were involved in the development of the school renewal plan. A participant for each numbered category is required.

- | <i>POSITION</i>   | <i>NAME</i>                               |
|---|---|
| 1. PRINCIPAL: _____   | <u>ANDREW BARBONE</u>                     |
| 2. TEACHER: _____   | <u>JANICE WYLIE</u>                       |
| 3. PARENT/GUARDIAN: _____   | <u>REGGIE DARBY</u>                       |
| 4. COMMUNITY MEMBER: _____  | <u>MILTON CLARK (SRO)</u>                 |
| 5. SCHOOL IMPROVEMENT COUNCIL: _____  | <u>COURTNAY-CHRISTIE PAUL (SIC PRES.)</u> |
| 6. OTHERS* (May include school board members, administrators, School Improvement Council members, students, PTO members, agency representatives, university partners, etc.) |   |

| <i>POSITION</i>                        | <i>NAME</i>          |
|--|----------------------|
| <u>CURRICULUM/ TECHNOLOGY SUPPORT:</u> | <u>LOUISE GILL</u>   |
| <u>DIRECTOR OF GUIDANCE:</u>           | <u>DAVID SYMONDS</u> |
| <u>ASSISTANT PRINCIPAL:</u>            | <u>BENITA ESTEEN</u> |

**\*REMINDER:** If state or federal grant applications require representation by other stakeholder groups, it is appropriate to include additional stakeholders to meet those requirements and to ensure that the plans are aligned.

## ASSURANCES FOR SCHOOL PLANS

### Act 135 Assurances

Assurances checked and signed by the district superintendent and the principal, attest that the school/district complies with all applicable Act 135 requirements.

- x    **Academic Assistance, PreK–3** The school/district makes special efforts to assist children in PreK–3 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). Provide a good example of academic assistance services for PreK–3 by referencing elementary schools’ plans.
- x    **Academic Assistance, Grades 4–12** The school/district makes special efforts to assist children in grades 4–12 who demonstrate a need for extra or alternative instructional attention (e.g., after-school homework help centers, individual tutoring, and group remediation). Provide a good example of academic assistance services for grades 4–12 by referencing strategy # 1 and action step 1.4.1.
- x    **Parent Involvement** The school/district encourages and assists parents in becoming more involved in their children’s education. Some examples of parental involvement initiatives include making special efforts to meet with parents at times more convenient for them, designating space in schools for parents to access educational resource materials, including parent involvement expectations as part of the principal’s and superintendent’s evaluations, and providing parents with information pertaining to expectations held for them by the school system, such as ensuring attendance and punctuality of their children. Provide a good example of parent involvement by referencing strategy 2 and action step 2.1.5.
- x    **Staff Development** The school/district provides staff development training for teachers and administrators in the teaching techniques and strategies needed to implement the school/district plan for improving academic performance. The staff development program reflects requirements of Act 135, the EAA, and the National Staff Development Council’s revised *Standards for Staff Development*. Provide a good example of staff development by referencing strategy 1 and action steps in 1.3.5.
- x    **Technology** The school/district integrates technology into professional development, curriculum development, and classroom instruction to improve teaching and learning. Provide a good example of the use of technology by referencing strategy # 2 and all of 2.1.(Additional technology assurances for districts follow the Act 135 assurances).
- x    **Innovation** The school/district uses innovation funds for innovative activities to improve student learning and accelerate the performance of all students. Provide a good example of the use of innovation funds by referencing strategy # 1 and 1.7.8.
- x    **Recruitment** The school/district makes special efforts to recruit and give priority in parenting and family literacy activities to parents of at-risk 0–5 year olds. The recruit-

ment program is not grade specific, but normally would be most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents.

- x    **Collaboration** The school/district (regardless of the grades served) collaborates with health and human service agencies (e.g., county health departments, social services departments, mental health departments, First Steps, and the family court system).
- x    **Developmental Screening** The school/district ensures that the young child receives all services necessary for growth and development. Instruments are used to assess physical, social, emotional, linguistic, and cognitive developmental levels. This program is appropriate at primary and elementary schools, although screening efforts could take place at any location.
- x    **Half-Day Child Development** The school/district provides half-day child development programs for **four-year-olds** (some districts fund full-day programs). The programs usually function at primary and elementary schools, although they may be housed at locations with other grade levels or completely separate from schools.
- x    **Best Practices in Grades K–3** The school/district provides curricular and instructional approaches that are known to be effective in the K–3 setting.
- x    **Developmentally Appropriate Curriculum for PreK–3** The school/district ensures that the scope and sequence of the curriculum for PreK–3 is appropriate for the maturation levels of students. Instructional practices accommodate individual differences in maturation level and take into account the student's social and cultural context.
- x    **Parenting and Family Literacy** The school/district provides parenting activities and opportunities for parents of at-risk 0–5 year olds to improve their educational level. This program is not grade specific, but generally is most appropriate for parents of children at the primary and elementary school levels and below, and for secondary school students who are parents. Some districts operate the program at various schools, an early childhood development center, or some other location, while other districts operate the program through home visits.
- x    **Coordination of Act 135 Initiatives with Other Federal, State, and District Programs** The school/district ensures as much program effectiveness as possible by developing a district-wide/school-wide coordinated effort among all programs and funding. Act 135 initiatives are coordinated with programs such as Head Start, First Steps, Title I, and programs for students with disabilities.
- x    **The School-to-Work Transition Act of 1994 (STW)** The school/district provides required STW programs for grades 6–12, and STW concepts are a part of the developmentally appropriate curriculum for K–12.

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Superintendent's Printed Name  
(for district and school plans)

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Superintendent's Signature

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Date

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Principal's Printed Name

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Principal's Signature

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Date

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## **EXECUTIVE SUMMARY OF NEEDS ASSESSMENT FINDINGS**

As part of the district's accreditation, Summit Parkway Middle School has aligned their strategic plan with the district's plan. The district has focused on four areas: student achievement, school climate, teacher & administrator quality, and parent/community involvement. Additionally, plans focus on the district's aims and school board's goals. The district's academic and accountability teams met with Summit Parkway Middle School in the spring to review current data and to assist in goal development. Summit Parkway continues to work on increasing rigor in the middle school curriculum, decreasing behavior problems, implementing the SIDI magnet program, and implementing Common Core.



Summit Parkway Middle School

| State Performance Area(s) | Student Achievement<br>Teacher/Administrator Quality   | School Climate<br>Parents/Community   |
|---------------------------|--|---|
| <b>Board Goals</b>        | <p>Ensure the primary focus of schools is on the quality of experiences provided to students - experiences that result in increased student engagement and learning.</p> <p>Advocate for the needs and interests of students.</p> <p>Act as good stewards of public resources.</p> <p>Model a culture of honesty, morality, transparency, and collaboration.</p> | <p>Ensure responsible and flexible use of district resources.</p> <p>Develop in the community common understanding of the problems and challenges facing the school district.</p> <p>Promote and model open communications between and among students, district staff, and community.</p> |
| <b>Strategy</b>           | <p><b>1. Our School is innovative, challenging, and forward thinking in its use of technology and engaging learning environments.</b></p>  |   |

Summit Parkway Middle School

|               |   |
|---------------|---|
| Action Plans: | <ol style="list-style-type: none"> <li>1. Analyze multiple sources of data to identify trends and areas of need</li> <li>2. Prepare students for transition into middle school and into high school</li> <li>3. Apply instructional strategies to improve rigor and engagement</li> <li>4. Develop digital mastery for students</li> <li>5. Launch and refine the STEM magnet school (STEM Institute of Design and Innovation - SIDI)</li> <li>6. Increase the utilization and availability of technological resources for teachers and students</li> </ol> |
|---------------|---|

|                        |         | Green text = actual |                    |                    |                    |                    | Orange text = projection |                    |
|------------------------|---------|---------------------|--------------------|--------------------|--------------------|--------------------|--------------------------|--------------------|
| Key Measure            |         | 2010-2011<br>T1/Y4  | 2011-2012<br>T1/Y5 | 2012-2013<br>T2/Y1 | 2013-2014<br>T2/Y2 | 2014-2015<br>T2/Y3 | 2015-2016<br>T2/Y4       | 2016-2017<br>T2/Y5 |
| PASS Writing-Exemplary | Grade 6 | Not Tested          | Not Tested         | 30.30%             | 31.30%             | N/A                | N/A                      | N/A                |
| PASS Writing- Met      | Grade 6 | Not Tested          | Not Tested         | 43.90%             | 44.90%             | N/A                | N/A                      | N/A                |
| PASS Writing –not Met  | Grade 6 | Not Tested          | Not Tested         | 25.80%             | 23.80%             | N/A                | N/A                      | N/A                |
| PASS Writing-Exemplary | Grade 7 | Not Tested          | Not Tested         | 29.90%             | 30.90%             | N/A                | N/A                      | N/A                |
| PASS Writing- Met      | Grade 7 | Not Tested          | Not Tested         | 46.30%             | 47.30%             | N/A                | N/A                      | N/A                |
| PASS Writing –not Met  | Grade 7 | Not Tested          | Not Tested         | 23.80%             | 21.80%             | N/A                | N/A                      | N/A                |
| PASS Writing-Exemplary | Grade 8 | 23.9%               | 24.9%              | 26.40%             | 27.40%             | N/A                | N/A                      | N/A                |
| PASS Writing- Met      | Grade 8 | 46.1%               | 47.1%              | 50.00%             | 51.00%             | N/A                | N/A                      | N/A                |

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|                         |         |       |       |        |        |       |       |       |
|-------------------------|---------|-------|-------|--------|--------|-------|-------|-------|
| PASS Writing –not Met   | Grade 8 | 30.0% | 28.0% | 23.60% | 21.60% | N/A   | N/A   | N/A   |
| PASS Reading--Exemplary | Grade 6 | 30.7% | 31.7% | 28.10% | 29.10% | N/A   | N/A   | N/A   |
| PASS Reading- Met       | Grade 6 | 38.5% | 39.5% | 44.50% | 45.50% | N/A   | N/A   | N/A   |
| PASS Reading –not Met   | Grade 6 | 30.7% | 28.8% | 27.40% | 25.40% | N/A   | N/A   | N/A   |
| PASS Reading-Exemplary  | Grade 7 | 33.7% | 34.7% | 32.20% | 33.20% | N/A   | N/A   | N/A   |
| PASS Reading Met        | Grade 7 | 31.7% | 32.7% | 36.30% | 37.30% | N/A   | N/A   | N/A   |
| PASS Reading–not Met    | Grade 7 | 34.6% | 32.6% | 31.50% | 29.50% | N/A   | N/A   | N/A   |
| PASS Reading-Exemplary  | Grade 8 | 40.3% | 41.3% | 28.50% | 29.50% | N/A   | N/A   | N/A   |
| PASS Reading- Met       | Grade 8 | 31.9% | 32.9% | 32.50% | 33.50% | N/A   | N/A   | N/A   |
| PASS Reading-not Met    | Grade 8 | 28.7% | 25.8% | 39.00% | 37.00% | N/A   | N/A   | N/A   |
| PASS Math-Exemplary     | Grade 6 | 19.0% | 20.0% | 14.10% | 15.10% | N/A   | N/A   | N/A   |
| PASS Math- Met          | Grade 6 | 46.1% | 47.1% | 48.70% | 49.70% | N/A   | N/A   | N/A   |
| PASS Math –not Met      | Grade 6 | 34.9% | 32.9% | 37.30% | 35.20% | N/A   | N/A   | N/A   |
| PASS Math-Exemplary     | Grade 7 | 27.6% | 28.6% | 18.70% | 19.70% | N/A   | N/A   | N/A   |
| PASS Math- Met          | Grade 7 | 41.5% | 42.5% | 42.90% | 43.90% | N/A   | N/A   | N/A   |
| PASS Math–not Met       | Grade 7 | 30.9% | 28.9% | 38.40% | 36.40% | N/A   | N/A   | N/A   |
| PASS Math-Exemplary     | Grade 8 | 16.8% | 17.8% | 12.60% | 13.60% | N/A   | N/A   | N/A   |
| PASS Math - Met         | Grade 8 | 53.1% | 54.1% | 42.70% | 43.70% | N/A   | N/A   | N/A   |
| PASS Math-not Met       | Grade 8 | 30.1% | 28.1% | 44.70% | 42.70% | N/A   | N/A   | N/A   |
| PASS Science-Exemplary  | Grade 6 | 7.7%  | 8.7%  | 6.90%  | 7.90%  | 4.6%  | 12.9% | 13.9% |
| PASS Science- Met       | Grade 6 | 51.5% | 52.5% | 49.20% | 50.20% | 56.4% | 44.2% | 45.2% |
| PASS Science–not Met    | Grade 6 | 40.8% | 38.8% | 43.80% | 41.90% | 39.0% | 42.9% | 40.9% |
| PASS Science-Exemplary  | Grade 7 | 23.6% | 24.6% | 22.20% | 23.20% | 35.4% | 29.8% | 30.8% |

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|  |         |       |       |        |        |       |       |       |
|--|---------|-------|-------|--------|--------|-------|-------|-------|
| PASS Science Met   | Grade 7 | 52.4% | 53.4% | 53.50% | 54.50% | 36.9% | 40.0% | 41.0% |
| PASS Science—not Met   | Grade 7 | 24.0% | 22.0% | 24.30% | 22.30% | 27.7% | 30.2% | 28.2% |
| PASS Science-Exemplary   | Grade 8 | 36.0% | 37.0% | 27.80% | 28.80% | 26.0% | 26.4% | 27.4% |
| PASS Science Met   | Grade 8 | 28.7% | 29.7% | 42.90% | 43.90% | 31.8% | 31.1% | 32.1% |
| PASS Science-not Met   | Grade 8 | 35.3% | 33.3% | 29.40% | 27.30% | 42.2% | 42.5% | 40.5% |
| PASS Social Studies--Exemplary                                   | Grade 6 | 42.6% | 43.6% | 22.60% | 23.60% | 33.3% | 36.6% | 37.6% |
| PASS Social Studies- Met   | Grade 6 | 47.5% | 48.5% | 59.40% | 71.40% | 47.4% | 40.3% | 41.3% |
| PASS Social Studies –not Met                                     | Grade 6 | 9.9%  | 7.9%  | 18.00% | 5.00%  | 19.3% | 23.1% | 21.1% |
| PASS Social Studies-Exemplary                                    | Grade 7 | 24.8% | 25.8% | 21.20% | 22.20% | 32.3% | 27.5% | 28.5% |
| PASS Social Studies- Met   | Grade 7 | 32.5% | 33.5% | 39.20% | 40.20% | 34.2% | 35.1% | 36.1% |
| PASS Social Studies—not Met                                      | Grade 7 | 42.7% | 40.7% | 39.60% | 37.60% | 33.5% | 37.4% | 35.4% |
| PASS Social Studies-Exemplary                                    | Grade 8 | 37.3% | 38.3% | 33.90% | 34.90% | 34.3% | 32.8% | 33.8% |
| PASS Social Studies - Met  | Grade 8 | 41.6% | 42.6% | 43.80% | 44.80% | 39.7% | 37.5% | 38.5% |
| PASS Social Studies-not Met                                      | Grade 8 | 21.1% | 19.1% | 22.30% | 20.30% | 26.0% | 29.7% | 27.7% |
| EOCEP Algebra % Passing  |         | 98.5% | 95.0% | 93.40% | 94.40% | 98.6% | 94.7% | 95.0% |
| % State Report Card—Teachers satisfied with learning environment |         | 87.9% | 88.8% | 67.70% | 68.38% | 78.0% | 39.8% | 40.2% |
| % State Report Card—Students satisfied with learning environment |         | 55.4% | 56.0% | 61.80% | 62.42% | 61.7% | 73.1% | 73.8% |
| % State Report Card— Parents satisfied with learning environment |         | 81.7% | 82.5% | 73.10% | 73.83% | 71.2% | 75.0% | 75.8% |

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| Action Plan ID | Action Step ID | Action Step  | Timeline   |                              | Responsibility                            | Estimated Cost | Funding Source(s) | Accountability |   |
|----------------|----------------|--|------------|------------------------------|---|----------------|-------------------|----------------|---|
|                |                |  | Start Date | End Date                     |   |                |                   | Date           | Method  |
| 1.1            | 1.1.1          | Identify changes in demographics.  | 2013       | 2014<br>2015<br>2016<br>2017 | Admin Team/Guidance                       | NA             | NA                | 2017           | Review and track PowerSchool data                             |
| 1.1            | 1.1.2          | Continue analysis of formative tests to track progress in curriculum (benchmark, classroom assessments, etc.)      | 2013       | 2014<br>2015<br>2016<br>2017 | Entire Staff                              | NA             | NA                | 2017           | Review grade distributions                                    |
| 1.1            | 1.1.3          | Analyze standardized tests data.   | 2013       | 2014<br>2015<br>2016<br>2017 | Entire Staff                              | NA             | NA                | 2017           | Test View/Enrich, NWEA Reports, District Summary Data Reports |
| 1.1            | 1.1.4          | Analyze qualitative sources of data (attendance, discipline, etc.)   | 2013       | 2014<br>2015<br>2016<br>2017 | Entire staff                              | NA             | NA                | 2017           | Review data in PowerSchool                                    |
| 1.1            | 1.1.5          | Utilize the school Data Coaches to implement staff development on the interpretation and instructional use of data | 2013       | 2014<br>2015<br>2016<br>2017 | Data Coach<br>Admin. Team<br>Entire staff | NA             | NA                | 2017           | Documentation of staff development                            |
| 1.1            | 1.1.6          | Use MAP RIT scores semi-annually to adjust instruction   | 2013       | 2014<br>2015<br>2016<br>2017 | Content Area Teachers<br>CES              | N/A            | N/A               | 2017           | Analysis of MAP data for achievement and growth               |

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|     |       |   |      |                              |   |     |               |      |  |
|-----|-------|---|------|------------------------------|---|-----|---------------|------|--|
| 1.2 | 1.2.1 | Provide orientations for transitioning students, specifically “Step Up To 6th”  | 2013 | 2014<br>2015<br>2016<br>2017 | Admin. Team<br>SRO<br>Guidance Staff                            | N/A | N/A           | 2017 | Review orientation attendance records, LEAP participation, and course placement                  |
| 1.2 | 1.2.2 | Offer ongoing survival skills training for transitioning students (i.e. Counselor Watch Program, Summer Survival, HS Placement, Orientations, LEAP, etc.) | 2013 | 2014<br>2015<br>2016<br>2017 | Admin. Team<br>Guidance Staff<br>Career Development Facilitator | N/A | N/A           | 2017 | Review attendance and effectiveness of program   |
| 1.2 | 1.2.3 | Identify and monitor the transition of ESOL students  | 2013 | 2014<br>2015<br>2016<br>2017 | ESOL Teacher(s)   | N/A | N/A           | 2017 | Review effectiveness of program based on grades, local & state assessments, and ELDA performance |
| 1.2 | 1.2.4 | Increase the number of low-income students who are prepared to enter and succeed in post-secondary education  | 2013 | 2014<br>2015<br>2016<br>2017 | Gear-Up Site & District Coordinators<br>AVID Teacher            | TBD | Gear-Up Grant | 2017 | Review effectiveness of program; parent & student surveys  |
| 1.2 | 1.2.5 | Continue to analyze the trends of data before and after 1 to 1 initiative   | 2013 | 2014<br>2015<br>2016<br>2017 | Gear-Up Site Coordinator  | TBD | Gear-Up Grant | 2017 | Review attendance and participation records  |

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|     |       |   |      |                              |                            |     |                     |      |   |
|-----|-------|---|------|------------------------------|----------------------------|-----|---------------------|------|---|
| 1.3 | 1.3.1 | Align curriculum to state common core standards   | 2013 | 2014<br>2015<br>2016<br>2017 | Administrative Team<br>CES | TBD | TBD                 | 2017 | Observed through lesson plans and classroom observations. Discussed in weekly administrative team meetings                  |
| 1.3 | 1.3.2 | Continue to train and develop the staff professionally in creating engaging lessons that reflect the rigor of the new State Standards | 2013 | 2014<br>2015<br>2016<br>2017 | Administrative Team<br>CES | TBD | TBD                 | 2017 | Observed 75 % of the time through lesson plans and classroom observations. Discussed in weekly administrative team meetings |
| 1.3 | 1.3.3 | Conduct PSAT and SAT workshops  | 2013 | 2014<br>2015<br>2016<br>2017 | Guidance Dept.<br>CES      | N/A | N/A                 | 2017 | Analysis of PSAT and SAT test scores for participating students   |
| 1.3 | 1.3.4 | Evaluate the testing of AVID students on PSAT and examine the impact the AVID Algebra 1 class has/will have                           | 2013 | 2014<br>2015<br>2016<br>2017 | Principal / CES            | N/A | N/A                 | 2017 | Analysis of PSAT scores for AVID students and impact of those scores on the school average                                  |
| 1.3 | 1.3.5 | Offer professional development opportunities for teachers on the implementation of AVID research-based instructional strategies       | 2013 | 2014<br>2015<br>2016<br>2017 | AVID Teacher               | TBD | Local School Budget | 2017 | Evaluate effectiveness of program   |

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|     |        |  |      |                              |  |       |                     |      |   |
|-----|--------|--|------|------------------------------|--|-------|---------------------|------|---|
| 1.3 | 1.3.6  | Increase the number of teachers who are G/T endorsed   | 2013 | 2014<br>2015<br>2016<br>2017 | Administration<br>CES  | N/A   | N/A                 | 2017 | Evaluate teachers' certificates for G/T endorsement   |
| 1.3 | 1.3.7  | Monitor Classworks class for remediation and engagement  | 2013 | 2014<br>2015<br>2016<br>2017 | Administration<br>District Dept. Chairs<br>CES                           | N/A   | N/A                 | 2017 | Evaluate unit and lesson plans for UBD alignment and essential questions                        |
| 1.3 | 1.3.8  | Share technology strategies directly affecting engagement at monthly department meetings and weekly grade level meetings | 2013 | 2014<br>2015<br>2016<br>2017 | CES  | N/A   | N/A                 | 2017 | Evaluate unit and lesson plans for improved questioning strategies                              |
| 1.3 | 1.3.9  | Implement evidence-based TIER II Reading Intervention Program (Language!)  | 2013 | 2014<br>2015<br>2016<br>2017 | Teacher  | N/A   | Local School Budget | 2017 | Evaluate students' academic progress  |
| 1.3 | 1.3.10 | Implement credit recovery and Classworks classes to provide academic assistance  | 2013 | 2014<br>2015<br>2016<br>2017 | SOAR Teachers<br>ACE Teachers<br>Guidance Staff<br>Admin. Team<br>CES    | N/A   | In-House            | 2017 | Review report card grades, summer school rosters, and retention lists                           |
| 1.3 | 1.3.11 | Implement evidence-based Tier II reading intervention program  | 2013 | 2014<br>2015<br>2016<br>2017 | Gear-Up Site & District Coordinators<br>CES<br>7 <sup>th</sup> grade IAT | (TBD) | Local school budget | 2017 | Evaluate effectiveness of program through data collected from MAP and state & local assessments |



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|     |        |   |      |                              |                                     |                     |   |      |  |
|-----|--------|---|------|------------------------------|-------------------------------------|---------------------|---|------|--|
| 1.3 | 1.3.12 | Provide tutoring through after-school opportunities   | 2013 | 2014<br>2015<br>2016<br>2017 | Gear-Up Site & District Coordinator | TBD                 | Gear-Up Grant                                     | 2017 | Evaluate effectiveness of program through data collected from MAP and state & local assessments  |
| 1.3 | 1.3.13 | Revisit MAP and state assessment data each year to sort through any placement issues                                  | 2013 | 2014<br>2015<br>2016<br>2017 | CES<br>Guidance Staff<br>ITS        | N/A                 | N/A   | 2017 | Evaluate effectiveness of student placement based on grades, teacher recommendations, district suggested criteria, and state & local assessments |
| 1.3 | 1.3.14 | Provide parents with resources both digital and personnel to assist students who are experiencing academic challenges | 2013 | 2014<br>2015<br>2016<br>2017 | CES<br>Teachers<br>Guidance         | N/A                 | N/A   | 2017 | Evaluate effectiveness of these teaching aids through feedback from teachers and guidance personnel  |
| 1.3 | 1.3.15 | Implement PBIS school wide as a way to increase engagement  | 2013 | 2014<br>2015<br>2016<br>2017 | CES<br>Math Teachers                | Approx.<br>\$14,000 | ACT 135 Funds<br>338 Funds<br>Summer School Funds | 2017 | Evaluate effectiveness of program using MAP data, EOC test data, and state math assessment data  |

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|     |       |   |      |                              |                               |               |                                  |      |  |
|-----|-------|---|------|------------------------------|-------------------------------|---------------|----------------------------------|------|--|
| 1.4 | 1.4.1 | Conduct career assessments  | 2013 | 2014<br>2015<br>2016<br>2017 | Guidance / Career Facilitator | N/A           | N/A                              | 2017 | Completion rate of career assessments                          |
| 1.4 | 1.4.2 | Conduct IGP conferences   | 2013 | 2014<br>2015<br>2016<br>2017 | Guidance                      | N/A           | N/A                              | 2017 | Completion rate of IGP conferences                             |
| 1.4 | 1.4.3 | Implement uniform 'weighted' grading and HW policies (5% Regular classes; 10% Honors classes) | 2013 | 2014<br>2015<br>2016<br>2017 | Admin Team                    | N/A           | N/A                              | 2017 | Evaluate compliance with uniform grading and homework policies |
| 1.5 | 1.5.1 | Create implementation plan for STEM magnet  | 2013 | 2014<br>2015<br>2016<br>2017 | Admin Team                    | N/A           | N/A                              | 2017 | Plan created and implemented                                   |
| 1.5 | 1.5.2 | Provide Professional development to all staff members on STEM instruction and STEM curriculum | 2013 | 2014<br>2015<br>2016<br>2017 | Admin Team                    | N/A           | N/A                              | 2017 | Documentation of PD  |
| 1.5 | 1.5.3 | Review STEM Data and revise curriculum and implementation plan as needed.                     | 2013 | 2014<br>2015<br>2016<br>2017 | Admin Team                    | N/A           | N/A                              | 2017 | Data reviewed and analyzed quarterly                           |
| 1.6 | 1.6.1 | Increase the number of laptops available for staff and student use.                           | 2013 | 2014<br>2015<br>2016<br>2017 | Technology Committee          | \$1000/laptop | District/PTO/Grants/local budget | 2017 | Inventory of working laptops                                   |

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|     |       |  |      |                              |  |       |                     |      |   |
|-----|-------|--|------|------------------------------|--|-------|---------------------|------|---|
| 1.6 | 1.6.2 | Incorporate the use of Edmodo into the school environment.   | 2013 | 2014<br>2015<br>2016<br>2017 | ITS<br>Tech Committee                        | N/A   | N/A                 | 2017 | Examination of usage statistics and training logs                             |
| 1.6 | 1.6.3 | Provide Smart Board training for teachers  | 2013 | 2014<br>2015<br>2016<br>2017 | ITS  | N/A   | N/A                 | 2017 | Feedback from teachers on training needs                                      |
| 1.6 | 1.6.4 | Provide staff development for teachers and staff on the use of newly acquired technology hardware and software | 2013 | 2014<br>2015<br>2016<br>2017 | ITS  | N/A   | N/A                 | 2017 | Feedback from teachers on training needs                                      |
| 1.6 | 1.6.5 | Increase web resources for student, parent, and community usage on the school's website                        | 2013 | 2014<br>2015<br>2016<br>2017 | ITS  | N/A   | N/A                 | 2017 | Website utilization statistics  |
| 1.6 | 1.6.6 | Obtain and utilize content area software, online textbook, and Web 2.0 resources                               | 2013 | 2014<br>2015<br>2016<br>2017 | CES, Tech Committee, Media Specialist<br>ITS | (TBD) | Local School Budget | 2017 | Monitor training logs / Classroom observations / Review of software inventory |

| <b>State Performance Area(s)</b> | Student Achievement<br>Teacher/Administrator Quality  | School Climate<br>Parents/Community   |
|----------------------------------|---|---|
| <b>Board Goals</b>               | <p>Ensure the primary focus of schools is on the quality of experiences provided to students - experiences that result in increased student engagement and learning. Advocate for the needs and interests of students.</p> <p>Act as good stewards of public resources.</p> <p>Model a culture of honesty, morality, transparency, and collaboration.</p> | <p>Ensure responsible and flexible use of district resources.</p> <p>Develop in the community common understanding of the problems and challenges facing the school district.</p> <p>Promote and model open communications between and among students, district staff, and community.</p> |
| <b>Strategy</b>                  | 2. Create a student culture where students are engaged, persistent, and excited about learning.   |   |

Summit Parkway Middle School

|               |  |
|---------------|--|
| Action Plans: | <p>2.1 Expand current extracurricular, service learning activities, career awareness and celebrations to support students</p> <p>2.2 Students have a sense of ownership because that have a voice and deserve a choice</p> <p>2.3 School environment is safe, clean, and conducive to learning</p> <p>2.4 Expand a variety of support systems for students</p> |
|---------------|--|

| Key Measure  | Green text = actual |                    |                    |                    |                    |                    | Orange text = projection |  |
|--|---------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------------------|--|
|  | 2010-2011<br>T1/Y4  | 2011-2012<br>T1/Y5 | 2012-2013<br>T2/Y1 | 2013-2014<br>T2/Y2 | 2014-2015<br>T2/Y3 | 2015-2016<br>T2/Y4 | 2016-2017<br>T2/Y5       |  |
| Discipline Incidents   | 2000                | 1,673              | 1,589              | 1,511              | 1,457              | 1,450              | 1,378                    |  |
| In-School Suspension Days  | 163                 | 1,379              | 1,310              | 394                | 522                | 1,093              | 1,038                    |  |
| Out-School Suspensions Days  | 196                 | 359                | 348                | 1,037              | 753                | 422                | 409                      |  |
| Expulsions   | 1                   | 0                  | 0                  | 0                  | 2                  | 3                  | 0                        |  |
| Serious offenses   | 0.30%               | 0                  | 0                  | 0                  | 0.8                | 0.2                | 0                        |  |
| Student Attendance   | 98.2%               | 98.40%             | 97.70%             | 97%                | 97.3%              | 96.6%              | 97.6%                    |  |
| % State Report Card ---Teachers satisfied with social and physical environment | 93.1%               | 66.70%             | 74.20%             | 94.9%              | 78.4%              | 54.4%              | 54.9%                    |  |

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|  |  |       |        |        |       |       |       |       |
|--|--|-------|--------|--------|-------|-------|-------|-------|
| % State Report Card ---Students satisfied with social and physical environment |  | 63.9% | 67.40% | 68.20% | 68.6% | 59.8% | 70.5% | 71.2% |
| % State Report Card ---Parents satisfied with social and physical environment  |  | 74.7% | 66.70% | 69.40% | 65.8% | 70.0% | 77.1% | 77.9% |

| Action Plan ID | Action Step ID | Action Step  | Timeline   |                              | Responsibility                     | Estimated Cost | Funding Source(s)             | Accountability |  |
|----------------|----------------|--|------------|------------------------------|------------------------------------|----------------|-------------------------------|----------------|--|
|                |                |  | Start Date | End Date                     |                                    |                |                               | Date           | Method   |
| 2.1            | 2.1.1          | Provide an after-school program  | 2013       | 2014<br>2015<br>2016<br>2017 | After-School Director              | Self-Supported | Tuition (\$50/week per child) | 2017           | Analysis of enrollment figures                                   |
| 2.1            | 2.1.2          | Encourage participation in academic competitions (i.e. Quiz Bowl, Math Counts, Science Fair, etc.) | 2013       | 2014<br>2015<br>2016<br>2017 | Club Sponsors<br>Teachers          | N/A            | N/A                           | 2017           | Participation rates and recognition (local, state, and national) |
| 2.1            | 2.1.3          | Increase participation in after-school clubs (i.e. Drama, TCK Club, etc.)                          | 2013       | 2014<br>2015<br>2016<br>2017 | Club Sponsors<br>Community Members | N/A            | N/A                           | 2017           | Participation rates in each club                                 |

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|     |       |   |      |                              |                              |   |                     |      |  |
|-----|-------|---|------|------------------------------|------------------------------|---|---------------------|------|--|
| 2.1 | 2.1.4 | Encourage student participation in arts department (i.e. District Art Fair, Orchestra Competitions, Regional Band Competitions, etc.) | 2013 | 2014<br>2015<br>2016<br>2017 | Teachers                     | N/A   | N/A                 | 2017 | Participation rates  |
| 2.2 | 2.2.1 | Create opportunities for students to lead events and clubs  | 2013 | 2014<br>2015<br>2016<br>2017 | Admin Team                   | N/A   | N/A                 | 2017 | List of events led by students   |
| 2.2 | 2.2.2 | Hold monthly meetings with Principal Student Cabinet where students bring ideas and share reflection with principal                   | 2013 | 2014<br>2015<br>2016<br>2017 | Principal<br>Student Leaders | N/A   | N/A                 |      | Minutes of meetings  |
| 2.2 | 2.2.3 | Create opportunities for non student leaders to participate and have a voice in school  | 2013 | 2014<br>2015<br>2016<br>2017 | Admin<br>Teachers            | N/A   | N/A                 | 2017 | Students are nominated and selected by teachers. Minutes and participation of events |
| 2.3 | 2.3.1 | Compile a “grab-and-go” safety kit and command center   | 2013 | 2014<br>2015<br>2016<br>2017 | Admin Team                   | \$1500 initial cost per bag plus monthly service cost | Local School Budget | 2017 | Evaluate currency of information in kit  |

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|     |       |   |      |                              |                                       |       |                                  |      |   |
|-----|-------|---|------|------------------------------|---------------------------------------|-------|----------------------------------|------|---|
| 2.3 | 2.3.2 | Install additional and relocate existing electronic keypads on exterior doors             | 2013 | 2014<br>2015<br>2016<br>2017 | Admin Team                            | (TBD) | District and Local School Budget | 2017 | Inventory of electronic keypads on exterior doors with location indicated on a map. |
| 2.3 | 2.3.3 | Purchase and install additional security cameras  | 2013 | 2014<br>2015<br>2016<br>2017 | Asst. Principal / Safety Plan         | (TBD) | District and Local School Budget | 2017 | Inventory of cameras with location indicated on a map.                              |
| 2.3 | 2.3.4 | Purchase and maintain handheld communication devices                                      | 2013 | 2014<br>2015<br>2016<br>2017 | Asst. Principal / Safety Plan         | (TBD) | District and Local School Budget | 2017 | Inventory and evaluation of handheld communication devices                          |
| 2.3 | 2.3.5 | Utilize LOBBY GUARD system (visitors to our school).                                      | 2013 | 2014<br>2015<br>2016<br>2017 | ITS + School Receptionist             | N/A   | District                         | 2017 | Log of visitors to our campus   |
| 2.3 | 2.3.6 | Make available school and district safety procedures on Blackboard and in shared folders. | 2013 | 2014<br>2015<br>2016<br>2017 | ITS Admin.Team<br>School Receptionist | N/A   | N/A                              | 2017 | Review/update emergency procedures found on Blackboard and shared folders.          |



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|     |       |  |      |                              |  |                                      |                              |      |  |
|-----|-------|--|------|------------------------------|--|--------------------------------------|------------------------------|------|--|
| 2.3 | 2.3.7 | Conduct all annual and semi annual safety drills. Review and modify as needed.   | 2013 | 2014<br>2015<br>2016<br>2017 | Admin Team                                       | N/A                                  | N/A                          | 2017 | Log of all drills  |
| 2.4 | 2.4.1 | Teach Second Step violence prevention (research-based program) in Character Education that integrates academics with social and emotional learning | 2013 | 2014<br>2015<br>2016<br>2017 | Guidance Staff<br>SRO                            | N/A                                  | N/A                          | 2017 | Review lesson plans to verify implementation and integration of research-based programs in character education |
| 2.4 | 2.4.2 | Implement a behavior management system (PBIS)  | 2013 | 2014<br>2015<br>2016<br>2017 | Admin. Team<br>Staff Members                     | N/A                                  | N/A                          | 2017 | Review the number and severity of discipline referrals and infractions   |
| 2.4 | 2.4.3 | Utilize curriculum materials such as Second Steps and Steps to Respect (Bullying Prevention) in working with students' behavior                    | 2013 | 2014<br>2015<br>2016<br>2017 | Teachers<br>Admin. Team<br>Guidance Staff<br>SRO | Materials ordered by District Office | Sarah Sanchez (Second Steps) | 2017 | Decrease in referral incidents involving bullying  |
| 2.4 | 2.4.4 | Research and provide ways to expand wrap around services to all students   | 2013 | 2014<br>2015<br>2016<br>2017 | Admin Team<br>Guidance                           | TBD                                  | TBD                          | 2017 | List of services provided to students  |

| State Performance Area(s) | Student Achievement<br>Teacher/Administrator Quality   | School Climate<br>Parents/Community   |
|---------------------------|--|---|
| <b>Board Goals</b>        | <p>Ensure the primary focus of schools is on the quality of experiences provided to students - experiences that result in increased student engagement and learning.</p> <p>Advocate for the needs and interests of students.</p> <p>Act as good stewards of public resources.</p> <p>Model a culture of honesty, morality, transparency, and collaboration.</p> | <p>Ensure responsible and flexible use of district resources.</p> <p>Develop in the community common understanding of the problems and challenges facing the school district.</p> <p>Promote and model open communications between and among students, district staff, and community.</p> |
| <b>Strategy</b>           | <b>3. Faculty and staff are highly trained, invested, and lifelong learners of their craft.</b>  |   |
| Action Plans:             | <p>3.1 Provide comprehensive and ongoing staff development</p> <p>3.2 Increase retention of induction teachers</p> <p>3.3 Actively recruit teachers in critical needs areas</p>  |   |

Summit Parkway Middle School

|   |                    | Green text = actual |                    |                    |                    |                    | Orange text = projection |                    |
|---|--------------------|---------------------|--------------------|--------------------|--------------------|--------------------|--------------------------|--------------------|
| Key Measure                                   |                    | 2010-2011<br>T1/Y4  | 2011-2012<br>T1/Y5 | 2012-2013<br>T2/Y1 | 2013-2014<br>T2/Y2 | 2014-2015<br>T2/Y3 | 2015-2016<br>T2/Y4       | 2016-2017<br>T2/Y5 |
| School Report Card Data---Advanced Degrees    | Record Actual Data | 90.1%               | 86.40%             | 87.8%              | 82.3%              | 77.5%              | 75.0%                    | 75.8%              |
| School Report Card Data--Continuing Contract  | Record Actual Data | 77.5%               | N/A                | 74.3%              | 72.2%              | 68.8%              | 62.5%                    | 63.1%              |
| School Report Card Data--Returning Teachers   | Record Actual Data | 90.5%               | 90.10%             | 90.6%              | 87.4%              | 88.4%              | 83.8%                    | 84.6%              |
| School Report Card Data--Teacher Attendance   |                    | 94.7%               | 95.30%             | 95.9%              | 96.1%              | 94.4%              | 95.0%                    | 96.0%              |
| Number of teachers Nationally Board Certified | Record Actual Data | 18                  | N/A                | N/A                | N/A                | N/A                | N/A                      | N/A                |

| Action Plan ID | Action Step ID | Action Step   | Timeline   |                              | Responsibility  | Estimated Cost | Funding Source(s)   | Accountability |   |
|----------------|----------------|---|------------|------------------------------|---|----------------|---------------------|----------------|---|
|                |                |   | Start Date | End Date                     |   |                |                     | Date           | Method  |
| 3.1            | 3.1.1          | Conduct in-service training sessions                            | 2013       | 2014<br>2015<br>2016<br>2017 | Guidance Staff<br>Admin.Team<br>Staff Members<br>CES<br>Support Staff<br>Community Mem-<br>bers | N/A            | N/A                 | 2017           | Document review of agendas                    |
| 3.1            | 3.1.2          | Maintain a Middle Level Technology/ curriculum support position | 2013       | 2014<br>2015<br>2016<br>2017 | Principal   | .5 FTE         | Local School Budget | 2017           | Principal review of the value of the position |
| 3.1            | 3.1.3          | Ensure GT endorsement for Honors level teachers                 | 2013       | 2014<br>2015<br>2016         | CES   | N/A            | N/A                 | 2017           | Review certification and transcripts          |

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|     |       |  |      |                              |  |       |                     |      |   |
|-----|-------|--|------|------------------------------|--|-------|---------------------|------|---|
|     |       |  |      | 2017                         |  |       |                     |      |   |
| 3.1 | 3.1.4 | Offer School wide PBIS training  | 2013 | 2014<br>2015<br>2016<br>2017 | CES / District Staff   | (TBD) | District            | 2017 | UBD certification, classroom observations, and lesson plan review |
| 3.1 | 3.1.5 | Verify and follow-up with the HQ status for all certified personnel                            | 2013 | 2014<br>2015<br>2016<br>2017 | CES  | N/A   | N/A                 | 2017 | Review certification for HQ status.                               |
| 3.1 | 3.1.6 | Conduct monthly diversity training   | 2013 | 2014<br>2015<br>2016<br>2017 | Diversity Coach/<br>Diversity Committee  | (TBD) | District            | 2017 | Review attendance sheets and activity documentation               |
| 3.1 | 3.1.7 | Create a positive work environment through recognitions and celebrations                       | 2013 | 2014<br>2015<br>2016<br>2017 | Principal<br>Admin. Team<br>Staff Members<br>ITS<br>Community Members<br>PTO Members | (TBD) | Local school budget | 2017 | SDE Teacher survey results  |
| 3.1 | 3.1.8 | Conduct school in-service on topics of internet safety, cyberspace dangers, and cyberbullying. | 2013 | 2014<br>2015<br>2016<br>2017 | SRO<br>Admin. Team<br>Staff Members<br>ITS   | N/A   | N/A                 | 2017 | Attendance sheet documenting participation during in-service      |
| 3.2 | 3.2.1 | Provide mentors for induction teachers   | 2013 | 2014<br>2015<br>2016<br>2017 | CES  | N/A   | N/A                 | 2017 | Documentation of mentor meeting dates                             |

Summit Parkway Middle School

|     |       |  |      |                              |   |     |     |      |   |
|-----|-------|--|------|------------------------------|---|-----|-----|------|---|
| 3.2 | 3.2.2 | Ensure attendance of New to Two and induction teachers at required district meetings             | 2013 | 2014<br>2015<br>2016<br>2017 | CES<br>District Content Area<br>Coaches   | N/A | N/A | 2017 | Documentation of attendance                   |
| 3.2 | 3.2.3 | Assign buddy teachers for induction teachers   | 2013 | 2014<br>2015<br>2016<br>2017 | CES   | N/A | N/A | 2017 | Review meeting logs                           |
| 3.2 | 3.2.4 | Conduct orientations, special programs, survival skills, and celebrations for induction teachers | 2013 | 2014<br>2015<br>2016<br>2017 | Admin. Team<br>CES  | N/A | N/A | 2017 | Review activities offered                     |
| 3.3 | 3.3.1 | Participate in job fairs   | 2013 | 2014<br>2015<br>2016<br>2017 | Admin. Team<br>Gear-Up Coordinator<br>AVID Teacher<br>Guidance Staff<br>Career Development<br>Facilitator | NA  | NA  | 2017 | Results of recruitment efforts                |
| 3.3 | 3.3.2 | Partner with local colleges and universities   | 2013 | 2014<br>2015<br>2016<br>2017 | Admin team<br>Gear-Up Coordinator<br>AVID Teacher   | NA  | NA  | 2017 | Recruitment results from partner institutions |

| State Performance Area(s) | Student Achievement<br>Teacher/Administrator Quality   | School Climate<br>Parents/Community   |
|---------------------------|--|---|
| <b>Board Goals</b>        | <p>Ensure the primary focus of schools is on the quality of experiences provided to students - experiences that result in increased student engagement and learning.</p> <p>Advocate for the needs and interests of students.</p> <p>Act as good stewards of public resources.</p> <p>Model a culture of honesty, morality, transparency, and collaboration.</p> | <p>Ensure responsible and flexible use of district resources.</p> <p>Develop in the community common understanding of the problems and challenges facing the school district.</p> <p>Promote and model open communications between and among students, district staff, and community.</p> |
| <b>Strategy</b>           | <b>4. Initiate, increase, and incorporate the community’s involvement and contributions to our school.</b>   |   |
| Action Plans:             | <p>4.1 Initiate strategies to engage parents and community</p> <p>4.2 Involve stakeholder involvement in school strategic planning</p>   |   |

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|  |                    | Green text = actual |                    |                    |                    |                    | Orange text = projection |                    |
|--|--------------------|---------------------|--------------------|--------------------|--------------------|--------------------|--------------------------|--------------------|
| Key Measure  |                    | 2010-2011<br>T1/Y4  | 2011-2012<br>T1/Y5 | 2012-2013<br>T2/Y1 | 2013-2014<br>T2/Y2 | 2014-2015<br>T2/Y3 | 2015-2016<br>T2/Y4       | 2016-2017<br>T2/Y5 |
| % State Report Card—Teachers satisfied with School/ Home relations |                    | 82.5%               | 71.40%             | 77.40%             | 79.7%              | 80.4%              | 53.0%                    | 53.5%              |
| % State Report Card—Students satisfied with School/ Home relations |                    | 78.5%               | 78.10%             | 83.20%             | 83.8%              | 84.5%              | 85.9%                    | 86.8%              |
| % State Report Card—Parents satisfied with School/ Home relations  |                    | 66.7%               | 61.50%             | 68.20%             | 71.1%              | 58.7%              | 66.6%                    | 67.3%              |
| Volunteer hours  | Record Actual Data | N/A                 | N/A                | N/A                | N/A                | N/A                | N/A                      | N/A                |
| Unique visits per month on web site                                | Record Actual Data | N/A                 | N/A                | N/A                | N/A                | N/A                | N/A                      | N/A                |
| % of eligible parents enrolled in Parent Portal                    | Record Actual Data | N/A                 | N/A                | N/A                | N/A                | N/A                | N/A                      | N/A                |

| Action Plan ID | Action Step ID | Action Step                         | Timeline   |                              | Responsibility | Estimated Cost | Funding Source(s) | Accountability |                             |
|----------------|----------------|-------------------------------------|------------|------------------------------|----------------|----------------|-------------------|----------------|-----------------------------|
|                |                |                                     | Start Date | End Date                     |                |                |                   | Date           | Method                      |
| 4.1            | 4.1.1          | Move toward a paperless newsletter. | 2013       | 2014<br>2015<br>2016<br>2017 | ITS            | TBD            | School Funds      | 2017           | Administrative team review. |

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|     |       |   |      |                              |   |                    |              |      |  |
|-----|-------|---|------|------------------------------|---|--------------------|--------------|------|--|
| 4.1 | 4.1.2 | Increase number of parents using Parent Portal  | 2013 | 2014<br>2015<br>2016<br>2017 | PowerSchool Coordinator<br>ITS<br>Guidance Staff<br>Teachers<br>Admin. Team | N/A                | N/A          | 2017 | IT Staff to provide usage statistics.                                    |
| 4.1 | 4.1.3 | Continue to record important announcements on Connect Ed                              | 2013 | 2014<br>2015<br>2016<br>2017 | Principal<br>Admin. Assistant   | N/A                | N/A          | 2017 | SIC/PTO Review   |
| 4.1 | 4.1.4 | Host parent education nights for parents to learn more about how to become partners   | 2013 | 2014<br>2015<br>2016<br>2017 | Admin Team  | TBD                | TBD          | 2017 | Record of parents in attendance  |
| 4.2 | 4.2.1 | Use electronic surveys to gather data specific to initiatives or pending decisions    | 2013 | 2014<br>2015<br>2016<br>2017 | Strategic Plan Committee Members  | N/A                | N/A          | 2017 | Documentation of meeting(s) held   |
| 4.2 | 4.2.2 | Issue an annual school report to parents  | 2013 | 2014<br>2015<br>2016<br>2017 | Administration<br>Guidance Staff<br>PowerSchool Coordinator<br>ITS          | Cost of Publishing | School Funds | 2017 | Proof of Annual School Report Document for                               |
| 4.2 | 4.2.3 | Issue interim reports to parents twice per nine weeks-digitally through Parent Portal | 2013 | 2014<br>2015<br>2016<br>2017 | Classroom Teachers  | Cost of Publishing | School Funds | 2017 | Proof of Documentation   |
| 4.2 | 4.2.4 | Review and update School improvement plan and set goals for year based on plan.       | 2013 | 2014<br>2015<br>2016<br>2017 | Admin Team<br>SIC   | N/A                | N/A          | 2017 | Plan is updated and posted to website and state department of education. |