

Illing Middle School

School Improvement Plan, 2012-2018

I. Student Achievement Goal*

All students will achieve mastery in literacy and numeracy, as measured by Individual Performance Indices outlined in Connecticut's N Accountability System.

Performance Targets

- Increase the School Performance Index (SPI) for student and subgroup achievement on state assessments to a target of 88 as outlined for excelling schools in Connecticut's New Accountability System.
- Increase the number of students scoring at or above the performance threshold of goal in reading, writing, mathematics and science
- Decrease subgroup gaps to <10
- Increase subgroup SPI to 44 by 2018

CMT 2012 – Subject Performance Indices

All students will pass all courses as measured by report card grades.

Performance Targets

- No students will be retained.

	Grade 6	Grade 7
Math	SPI = 67	SPI= 71
Reading	SPI= 66	SPI= 75
Writing	SPI= 75	SPI= 79

Theory of Action

- If we create a collaborative culture built on trust and respect and commit resources and time to develop the capacity of administrators, teacher, family communities, and student leaders then classroom instruction will improve and student achievement will increase.
- If we develop and implement a rigorous, standards-based curriculum that is focused on 21st Century Skills, aligned to the Common Core State Standards, and includes essential questions, instructional strategies, and uniform assessments that are cohesive and connected, then all students will be exposed to a common experience, regardless of classroom, and student achievement will increase.
- If we identify best instructional practices, provide on-going structured opportunities for teachers to implement and hold teachers and administrators accountable for using the strategies, then student achievement will increase.
- If we gather and analyze local and state student data and provide teachers on-going structured opportunities to engage in the review of student work to plan for instructional improvement then our tiered interventions will be focused on targeted areas and student achievement will increase.
- If we implement a system of grading that reports and calculates final grades, then we will be able to evaluate student success.
- If we employ a successful building-based Instructional Round Processes, which includes feedback, on a consistent and on-going basis, then teachers and students will receive a common experience and will increase student achievement.

(*All relevant and specific data pertinent to these goals follow this document as an addendum)

Success Indicators

- Benchmark Assessments
- School Performance Indices
- Subgroup gaps
- Subgroup performance indices

- Trimester Grades and Student Work Sample Review
- Student Success Plans
- SRBI Data & Student Assistance Team (SAT) Review
- Instructional Rounds

Implementation Steps:

(Responsibilities: Teachers, Special Education Staff, Family Communities, Students, Administrative Team, Literacy/Numeracy coaches/trainers/interventionists, and Support Staff)

- *Benchmark Assessments*
 - Teachers will attend Data Team Meetings (*Monthly*)
 - Teachers will attend Team Wednesday Data Collaboration Meetings (*Monthly*)
 - Benchmark Assessments will be given 3 times throughout the year (*Administered and analyzed in September, January, and May*)
 - Students will track their own Benchmark Data. (*At least once per trimester*)
- *State Assessment Data*
 - Teachers will become familiar with the performance targets (individual/school/subgroup) as outlined in *Connecticut's New Accountability System*
 - Teachers will attend Data Team meetings (*Ongoing twice a month throughout the year*)
 - Teachers will analyze sub group data, including gender, race, socioeconomic, ELL, and special education to decrease the student achievement gap. (*At least once per trimester*)
 - Teachers will attend Team Wednesday Data Collaboration Meetings (*Scheduled twice a month throughout the year*)
 - Academic Team Analysis of students' results (*September*)
 - Teachers will review their students' CMT Data on E-school Plus (*September*)
 - Students and teachers will analyze their CMT data and collaborate to set individual and classroom goals based on results - (Student-Centered Assessment Review – *S.C.A.R.*) (*September*)
 - Teachers will review the CMT data of the previous school year to impact current teaching and learning practices. (*September*)
 - Spreadsheets will contain information on a continuum to reflect state assessment data and performance indicators (individual/school/subgroup) for grades 5-8.
 - School Governance Council members will review and discuss state assessment data and performance indicators as it applies to instruction suggestions and ideas. (*Monthly as requested*)
- *Trimester Grades and Student Work Review*
 - Teachers, school counselors, family communities, and students will review and analyze student grades at the mid-trimester and at the end every trimester. (*Twice per trimester*)
 - Teachers will collaborate with their departments for a consistent grading system (*September*)
 - School-based Administrative Team will collaborate with departments as well as with Academic Teams with regard to student success. (*At least once a month throughout the year*)
 - Implement a Unified Arts schedule consisting of consecutive instructional days to maximize student learning **and** sustainability, thereby supporting literacy and numeracy objectives. (*By June 2013*)
 - Students will create individual goals based on their work samples and grades at the end of every trimester. (*Twice per trimester*)
 - Administrative team, teachers, and support staff will attend periodic work sample review sessions to analyze holistic success rates and student improvement (*Ongoing throughout the year*)

- IT/Central Office will improve our grading system to calculate accurate final grades and a system for parent access and review. (?)
- *Student Success Plan*
 - School Counselors will develop Student Success Plan (SSP) lesson plans to be implemented throughout the year. (*Ongoing throughout the year*)
 - Students will create academic, career, and social/emotional goals for themselves. (*Ongoing throughout the year*)
 - Students will reflect upon their SSP and continue to modify as they set future goals and plans. (*Ongoing throughout the year*)
- *SRBI Data/SAT Review*
 - Teachers will be provided with Universal Screens to measure students' grade level achievement. (*Once per trimester*)
 - Teachers will review Tier I and Tier II progress monitoring data and differentiate instruction appropriately. (*Ongoing throughout the year*)
 - Teachers will collaborate with Literacy/Numeracy Coaches to determine those students in need of tiered intervention support. (*Ongoing throughout the year*)
 - Teachers will use the progress monitoring data collected to bring students to the SAT process. (*Ongoing throughout the year*)
 - A core group of teachers will be trained in the SAT process in 2012-2013 for the purpose of refining the current SAT system. (*September*)
 - A core group of support staff will meet weekly under the auspices of the SAT to formulate Guidance, Administration, Social Worker, Psychologists, Nurses (GASPN) and assist with SAT needs.
 - All staff will participate in and understand a streamlined process for identifying at-risk students who need an alternate **school** setting whether in the building or outside (i.e. Bentley, MRA) (*Ongoing discussions throughout the year*)
 - Teachers and support staff will use the SRBI model to support all learners and gather data from multiple sources to make informed instructional decisions. (*Ongoing discussions throughout the year*)
- *Instructional Rounds*
 - The Administrative Team, along with outside consultants, will train staff on the building based instructional rounds process. (?)
 - Teachers will recognize and agree to a Problem of Instructional Practice (POIP) based on a district wide focus. (*By December 2012*)
 - Trained staff will process and provide feedback to teachers after instructional rounds. (*Ongoing throughout the year*)
 - Teachers will implement strategies from the feedback to improve upon rigorous instructional practices. (*Ongoing discussions throughout the year*)
 - Unified Arts teachers will be included at a higher rate of representation on Instructional Rounds teams.
 - The Administrative Team will conduct ongoing formal and informal classroom walk-throughs annually.

Resources

- Technology issues need to be reviewed and addressed, including inequitable access.
- Technology upgrades in Unified Arts and assessment allocation to support academic initiatives in literacy and numeracy.
- Classroom space and furniture needs to be equitable, safe and appropriate for learning and instruction.
- All staff will be provided training on instructional rounds, SRBI initiatives, technology, DATA teams, SAT process, E-school, Depth of Knowledge (DOK) Matrix, etc.
- Data (such as CMT, SRBI, IEP, 504, SAT, Benchmarks, etc) must be accessible to necessary staff members.
- Additional support staff will be hired to assist in implementation of SRBI tiered instruction, specifically Tier III interventions.
- Professional development opportunities (substitutes will be provided) to observe curriculum and delivery in surrounding middle schools.
- District Level Coordinator provided in all subject areas to represent and advocate for subject area (i.e. Unified Arts, Social Studies, etc.)
- Staff will be provided Naviance training for SSPs.
- Staff will be provided to assist at alternate settings.

II. School Climate Goal*

All students will value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior while making connections with staff and one another.

Performance Targets

- ✓ 20% decrease in the number of disciplinary incidents, suspensions, and expulsions across the school;
- ✓ 20% decrease in truancies across the school;
- ✓ 50% decrease in School-based arrests; MAPS

All staff will value and demonstrate responsibility, character, cultural understanding, and ethical behavior, while making connections with students, school families and colleagues.

Performance Targets

- ✓ Increase in staff attendance at after school activities.
- ✓ Increase in staff connections. (staff activities, team building, etc.)
- ✓ 100% Staff and PTSA Membership

Theory of Action

- If we nurture a positive school climate and make building relationships a priority, then students will feel physically, emotionally, and intellectually safe leading to student success.
- If we create a collaborative culture built on trust, respect, and commit resources/time to develop the capacity of administrators and teacher leaders then classroom instruction will improve and student achievement will increase.

(*All relevant and specific data pertinent to these goals follow this document as an addendum)

Success Indicators

- School Climate
- Student Attendance
- Family Connections (Events, Positive Phone Calls, Conference Attendance)
- Staff Connections (Student events, staff events)

Implementation Steps:

(Responsibilities: All Staff, Students, and Families)

- *School Climate*
 - School Climate Committee will administer a survey to all staff, students and families twice a year and review data to seek areas in need.
 - School Climate Committee will review the Office Referral Data bi-monthly, analyze areas of need and share with all staff.
 - All staff will utilize the S.T.A.R.S. program in order to decrease the number of Office Referrals. (*Ongoing throughout the school year*)

- All staff will be consistent in School Uniform Compliance Expectations in order to decrease Office Referrals for dress code violations. (*Ongoing throughout the school year*)
 - The Administrative Team will define the purpose and mission of each committee and consolidate the myriad of committees.
 - All staff will work collaboratively to give the students a voice in creating a positive school climate. (Student Council, Principal's Peer Advisory Committee, Peer Mediation, etc.)
 - All staff will participate in *One Book, One School* to increase our understanding of one another, create empathy and decrease mean spirited behavior. (*By November 2012*)
 - Students are encouraged to participate in before and after school activities, with late busses provided to allow the opportunity for a students.
 - All staff will utilize allotted time (known as *Illing Connections, IC*) to build relationships with their students. (*Ongoing throughout the school year*)
 - All staff will understand and be able to access the Manchester Agencies, Police and School Collaborative (MAPS) personnel to ass our students and reduce the number of School-Based arrests. (*Initial presentation in October 2012*)
 - Students will be exposed to opportunities to survey results and data by the Administrative Team in grade level assemblies. The areas in need of improvement will be developed into specific developmental lessons and delivered during the IC (Illing Connection time slot at the front end of the school day. (*Whole school assembly conducted by November 2012*)
- *Student Attendance*
 - The Attendance Committee will meet twice a month to track student attendance.
 - The Attendance Committee will communicate with families when student attendance is of concern.
 - The Attendance Committee will raise concerns to GASPN. (*GASPN will meet weekly*)
 - The Administrative Team will establish clear guidelines for the input of student attendance data. (*By November 2012*)
- *Family Connections*
 - Teachers will make a minimum of two positive phone calls/emails a week as substantiated by a phone log. (*Logs will be collected January 2013 and June 2013*)
 - All staff will create an invitational environment for visitors.
 - All staff members are encouraged to participate in PTSA sponsored events.
 - All staff members are encouraged to participate in Administrative Team events offered to school families.
 - Staff will continue to sponsor events that encourage family participation (Multi Cultural Night, DC Lasagna Dinner, Poetry Club Cocoa House, Concerts, Music Events, Community Choir, Family Fun Night, Doughnuts for Dads with Dave in December, Muffin for Moms on a Monday in May, etc.)
 - The Administrative Team and elected staff members will continue to engage parents to participate in the School Governance Coun to meet monthly.
 - Staff will execute a cadre of parent contact information (website, newsletters, flyers, telephone logs, etc.) to continue our connectio with parents. (*Ongoing throughout the school year*)
 - Staff will be available to conference with parents regarding grades, benchmark, CMT assessments and other areas of student concerns. (*Special arrangements for parent conferences will be made and held at Spruce Street Center and Sterling Village for parent conferences in December 2012*)
 - The Administrative Team will connect with families through specific, organized strategies such as monthly meetings with School Governance Council, PTSA, etc. (*Ongoing throughout the school year*)

- *Staff Connections*
 - Staff will continue to plan and organize monthly breakfasts. (*Ongoing throughout the school year*)
 - Staff will be encouraged to support fellow colleagues by attending one another's events and activities.
 - Staff will refer to and abide by our Working Agreement to create a positive working environment. (*Finalized and actualized by November 2012*)
 - Staff will participate in Welch's 100% Connections (dress down for Charity). (*Ongoing throughout the school year*)
 - The Administrative Team will continue to plan and organize a summer barbeque to welcome back staff. (*By June 2013*)

Resources:

- Staff will be provided training for The Connecticut Welcoming Schools Initiative (CREC).
- Staff will utilize district level School Climate Trainers.
- Staff will need materials and lesson plans for IC period to help build connections with students.
- Teams will be allotted funds for rewards for positive behaviors (PBIS/STARS).
- The School will be allotted funds for uniforms for students in need.
- Staff will receive training and clarification of the MAPS initiative.
- Staff will be provided with outside phone lines in the classroom for more regular positive parental contact.

CMT Scores – Grade 7

	2011 % Goal	2012 % Goal	2011 % Proficient	2012 % Proficient
Math				
School	61.1	60.3	84.2	81.8
Male	58.8	59.5	80.9	82.1
Female	63.1	61.4	87.1	81.4
African American	45.9	35.3	75.5	70.6
Hisp/Lat	40.7	45.1	71.4	66.2
White	76.5	76.6	92.0	93.0
Asian	78.3	69.2	100.0	88.5
F/R Meals	51.8	50.7	78.9	73.9
Sp. Ed.	22.5	25.0	47.5	63.9
ELL	17.6	13.3	47.1	40.0
Reading				
School	73.7	66.7	86.6	78.8
Male	70.0	65.1	83.9	77.1
Female	76.7	68.7	88.8	81.0
African American	59.4	41.2	78.1	66.2
Hisp/Lat	65.0	55.6	73.8	70.8
White	84.2	83.2	94.6	88.4
Asian	87.0	69.2	100.0	80.8
F/R Meals	64.9	54.5	80.1	72.0
Sp. Ed.	29.2	31.4	70.8	51.4
ELL	14.3	6.7	28.6	26.7
Writing				
School	62.3	63.2	85.7	84.3
Male	50.7	55.3	77.3	80.0
Female	72.8	74.2	93.2	90.3
African American	51.9	44.3	82.4	81.0
Hisp/Lat	51.5	53.8	79.8	73.8
White	69.2	75.9	89.2	91.0
Asian	91.3	73.1	95.7	84.6
F/R Meals	55.2	53.8	81.9	78.9
Sp. Ed.	22.4	24.6	41.8	52.3
ELL	15.8	18.8	47.4	37.5

CMT Scores – Grade 8

	2011 % Goal	2012 % Goal	2011 % Proficient	2012 % Proficient
Math				
School	54.4	49.7	79.9	79.7
Male	54.1	46.6	78.6	74.3
Female	54.8	52.8	81.4	84.9
African American	37.3	36.0	66.3	67.4
Hisp/Lat	39.6	34.8	70.3	69.7
White	69.6	63.3	90.1	89.3
Asian	78.9	66.7	100.0	95.2
F/R Meals	42.7	41.5	72.2	72.6
Sp. Ed.	13.6	18.8	40.9	53.1
ELL	0.0	20.0	9.1	33.3
Reading				
School	67.6	67.9	78.9	78.5
Male	65.3	61.8	75.2	71.0
Female	70.4	73.5	83.3	85.5
African American	61.0	59.3	73.2	70.9
Hisp/Lat	52.3	51.7	70.6	66.7
White	81.5	79.2	87.3	86.3
Asian	78.9	71.4	94.7	85.7
F/R Meals	54.8	63.0	69.0	74.5
Sp. Ed.	26.1	40.0	39.1	46.7
ELL	0.0	6.3	10.0	18.8
Writing				
School	44.3	56.1	73.5	78.4
Male	38.3	38.3	65.7	65.6
Female	51.3	73.6	82.7	91.0
African American	35.2	50.5	61.4	72.2
Hisp/Lat	24.6	44.1	66.9	67.6
White	59.3	61.1	81.4	84.6
Asian	73.7	81.0	89.5	95.2
F/R Meals	28.5	50.4	62.5	74.1
Sp. Ed.	2.4	4.8	26.2	31.7
ELL	0.0	15.8	9.1	36.8

CMT Scores – Grade 9

	2011 % Goal	2012 % Goal	2011 % Proficient	2012 % Proficient
Math				
School	48.6	50.8	77.2	79.3
Male	48.4	51.2	76.7	78.0
Female	48.8	50.3	77.7	80.7
African American	33.3	30.8	58.6	65.4
Hisp/Lat	28.9	30.8	61.8	68.2
White	59.8	69.5	88.8	90.4
Asian	66.7	69.6	90.5	87.0
F/R Meals	35.0	38.2	66.7	73.1
Sp. Ed.	5.9	11.1	26.5	29.6
ELL	18.2	7.1	36.4	35.7
Science				
School	43.6	44.1	60.0	62.5
Male	42.0	43.4	59.3	62.1
Female	45.4	45.0	60.6	63.0
African American	25.7	25.0	47.6	42.5
Hisp/Lat	15.5	23.3	40.5	44.8
White	60.6	65.9	72.4	83.2
Asian	59.1	47.8	59.1	65.2
F/R Meals	26.8	32.5	46.8	50.6
Sp. Ed.	5.2	4.5	15.5	13.6
ELL	7.1	0.0	14.3	0.0
Reading				
School	62.2	68.2	72.7	79.7
Male	59.5	63.5	69.5	76.4
Female	64.9	73.6	75.8	83.5
African American	47.4	55.1	60.8	69.2
Hisp/Lat	39.5	55.3	59.2	74.8
White	75.1	82.3	80.3	89.0
Asian	80.0	73.9	100.0	73.9
F/R Meals	47.6	57.9	62.2	72.8
Sp. Ed.	6.3	25.0	15.6	39.3
ELL	18.2	0.0	45.5	7.7
Writing				
School	52.5	58.3	73.8	80.6
Male	44.9	51.4	67.0	75.9
Female	60.3	66.1	80.8	85.9
African American	41.5	38.3	63.2	71.6
Hisp/Lat	29.6	47.4	61.7	72.8
White	62.9	75.0	81.0	90.5

Asian	77.3	60.9	86.4	73.9
F/R Meals	40.0	45.8	65.2	73.3
Sp. Ed.	1.7	7.0	20.7	34.9
ELL	23.1	0.0	38.5	0.0

2011-2012 I Referral Data

Problem Behavior	Frequency	Proportion
Use/Possession of Weapons	2	0.12%
Use/Possession of Drugs	3	0.19%
Technology Violation	3	0.19%
Forgery/Theft	5	0.31%
Inappropriate Displays of Affection	5	0.31%
Inappropriate Location/Out of Bounds Area	5	0.31%
Property Damage/Vandalism	7	0.43%
Fighting	24	1.48%
Tardy	25	1.54%
Harassment/Bullying	29	1.79%
Dress Code Violation	86	5.31%
Abusive Language/Inappropriate Language/Profanity	97	5.99%
Other Behavior	105	6.48%
Physical Aggression	125	7.72%
Disruption	151	9.32%
Skipping	205	12.65%
Defiance/Disrespect/Insubordination/Non-Compliance	743	45.86%
TOTAL	1620	

2012 SCHOOL CLIMATE SURVEY RESULTS

The following areas where >40% of respondents **do not agree** (either neutral, disagree, or strongly disagree)

Green – we have reached 60% agree.

Blue – we have made progress but have not reached 60% agree.

Red – we have declined.

STAFF RESULTS

May 2012

Oct 2012

Question	Agree	Disagree	Agree	Disagree
Our school is clean.	27.9%	72.1%	56%	44%
Our school is safe and secure.	50.7%	49.3%	84%	16%

Staff takes ownership in the physical appearance of the school.	46.8%	53.2%	70%	30%
Our school is welcoming to visitors and parents.	62.8%	37.2%	84%	16%
Our school encourages students to get involved in extracurricular activities.	79.5%	20.5%	80%	20%
Our school reflects a true “sense” of community.	32%	68%	73%	27%
Our school supports and appreciates the sharing of new ideas by all members of our school.	33.8%	66.2%	80%	20%
Our school respects and celebrates other’s differences (i.e. gender, race, culture, etc.)	82%	18%	86%	14%
Adults in our school treat students with respect.	71.2%	28.8%	85%	15%
Adults in our school are constructive.	73.4%	26.6%	81%	19%
Adults in our building exhibit high levels of respect for one another.	74%	26%	68%	32%
After school events are well attended by staff.	29.9%	70.1%	20%	80%
Members of our school community seek to define the problem/issue rather than blame others.	32.9%	67.1%	73%	27%
Adults in our school use effective discipline strategies that are defined by logical consequences and refrain from punishment and shaming.	38.2%	61.8%	52%	48%
People work here because they enjoy and choose to be here.	47.4%	52.6%	67%	33%
Arguments among students are rare.	2.6%	97.4%	19%	81%
Physical fights among students are rare.	29.9%	70.1%	48%	52%
Threats by students against one another are rare.	11.7%	88.3%	17%	83%
Students are not regularly picked on, called names, or teased by other students.	15.6%	84.4%	14%	86%
Bullying and mean behaviors are not an issue in our school.	3.9%	96.1%	5%	95%
Cyber-bullying and internet safety are not issues in our school.	8%	92%	5%	95%
Students know what behaviors are expected of them.	68.4%	31.6%	91%	9%
Students treat each other with respect in my school.	27.3%	72.7%	29%	71%
Students treat adults in our school with respect.	27.3%	72.7%	34%	66%
I feel safe in school.	68.8%	31.2%	84%	16%
Our school provides guidance and counseling services to students who need it.	82.9%	17.1%	83%	17%
I know who to go to and how to get support for the students.	72.6%	27.4%	87%	13%
Our principal has an overall good understanding of the student’s needs.	28.9%	71.1%	93%	7%
Our principal has an overall good understanding of the school’s needs.	29.3%	70.7%	93%	7%
Our principal promotes an overall positive school environment.	34.2%	65.8%	100%	0%
Our principal maintains a good rapport and good working relationship with all staff.	22.7%	77.3%	94%	4%

Our principal communicates well and informs parents of new developments, ideas, and issues.	39.2%	60.8%	94%	6%
Our principal is highly visible to the student body.	16%	84%	100%	0%
Our principal is accessible when needed.	26.7%	73.3%	95%	5%
Students feel free to initiate communication with our principal.	24%	76%	92%	8%
I feel respected and valued by the administrative team.	40%	60%	89%	11%
Our administrative team is clear with expectations and procedures.	41.9%	58.1%	88%	12%
Our administrative team promotes school pride and a sense of belonging for all.	28.4%	71.6%	100%	0%
Our administrative team applies building discipline rules fairly.	16.4%	83.6%	82%	18%
Our administrative team strives to promote a respectful and safe environment.	53.4%	46.6%	94%	6%
I feel that I can approach our administrative team with concerns, issues, or ideas.	40%	60%	94%	6%
Students are heard and respected by our administrative team.	48%	52%	92%	8%
Students speak about our school in proud positive terms.	21.3%	78.7%	48%	52%
Students feel listened to, represented, and feel that they have a voice.	17.3%	82.7%	60%	40%
Staff feel listened to, represented, and feel that they have a voice.	16%	84%	92%	8%

STUDENT RESULTS

May 2012

Oct 2012

Question	Agree	Disagree	Agree	Disagree
My school is clean.	28.6%	71.4%	45%	55%
My school is safe and secure	42.7%	57.3%	57%	43%
Students take ownership in the physical appearance of my school.	29.8%	70.2%	44%	56%
My school is welcoming to students and parents.	61.8%	38.2%	78%	22%
My school encourages students to get involved in extracurricular activities.	58.5%	41.5%	68%	32%
My school encourages all families to be part of school activities.	39.6%	60.4%	68%	32%
My school reflects a true "sense" of community belonging.	30.8%	69.2%	62%	38%
My school respects and celebrates other's differences (i.e. gender, race, culture, etc.)	54.9%	45.1%	66%	34%
Adults in my school treat students with respect.	41.4%	58.6%	61%	39%
Adults in my school typically listen to and treat students fairly.	34%	66%	57%	43%

After school events are well attended by staff.	61.8%	38.2%	69%	31%
Teachers are available for me to talk to before and after school.	65%	35%	74%	26%
Teachers enjoy teaching in my school.	41.6%	58.4%	63%	37%
Teachers redirect negative behaviors in a respectful manner without embarrassing and shaming students.	26.3%	73.7%	55%	45%
My school provides guidance and counseling services students need.	70.6%	29.4%	77%	23%
I know my guidance counselor well and have a positive relationship with him/her.	40.1%	59.9%	39%	61%
I know who to go to and how to get help for issues or concerns I may have.	62.7%	37.3%	66%	34%
I feel connected to and trust at least one adult in this school.	70.9%	29.1%	75%	25%
The principal has an overall good understanding of the student's needs.	34.4%	65.6%	75%	25%
The principal communicates well and informs parents of new developments, ideas and issues.	43.5%	56.5%	79%	21%
The principal is highly visible to the student body.	37.8%	62.2%	76%	24%
Students feel free to initiate communication with the building principal.	29.6%	70.4%	68%	32%
School staff promotes a respectful and safe environment.	47%	53%	62%	38%
Arguments among students are rare.	7.6%	92.4%	16%	84%
Physical fights among students are rare.	11.7%	88.3%	23%	77%
Threats by students against one another are rare.	13.7%	86.3%	24%	76%
Students are not regularly picked on, called names, or teased by other students.	9.8%	90.2%	18%	82%
Mean behaviors (bullying) are not issues in this school.	9.8%	90.2%	21%	79%
Cyber-bullying and internet safety are not issues in our school.	29.2%	70.8%	31%	69%
Students know what behaviors are expected of them.	46.5%	53.5%	57%	43%
Students treat each other with respect in my school.	16%	84%	24%	76%
Students treat adults in my school with respect.	12.6%	87.4%	29%	71%
I feel safe in school.	43.5%	56.5%	54%	46%
Students are heard and respected by the administrative team.	30%	70%	54%	46%
Students speak about my school in proud, positive terms.	14.8%	85.2%	32%	68%
Students feel listened to, represented, feel that they have a voice.	22.6%	77.4%	45%	55%

PARENT RESULTS

OCTOBER 2012

Agree

Disagree

	Agree	Disagree
The school is clean.	66%	34%
The school is safe and secure	68%	32%
Students take ownership in the physical appearance of the school.	39%	66%
The school is welcoming to students and parents.	65%	35%
The school encourages students to get involved in extra-curricular activities.	77%	23%
The school encourages all families to be part of school activities.	63%	37%
The school reflects an inviting "sense" of community and belonging.	73%	27%
The school respects and celebrates other's differences (i.e. gender, race, culture, etc.)	82%	18%
Adults in my child's school treat students with respect.	79%	21%
Adults in my child's school listen to and treat students fairly.	66%	34%
After school events are well attended by staff.	61%	39%
Teachers are available for me to talk to before and after school.	79%	21%
Teachers enjoy teaching in my child's school.	66%	34%
Teachers communicate with me on a regular basis.	50%	50%
School staff has contacted me regarding positive things my child has done.	58%	42%
My child's school provides guidance and counseling services students need.	71%	29%
I know my child's guidance counselor and have a positive relationship with him/her	40%	60%
I know who to go to and how to get help for issues or concerns I may have.	60%	40%
I feel connected to and trust school staff.	53%	47%
The principal has a good perception of the student's needs.	87%	13%
The principal communicates well and informs parents of new developments, ideas, and issues.	90%	10%
The principal is highly visible to the student body.	79%	21%
Parents feel free to initiate communication with the principal.	77%	23%
School staff promotes a respectful and safe environment.	82%	18%
Students are not regularly picked on, called names, or teased by other students	40%	60%
Mean behaviors (bullying) are not issues in my child's school.	24%	76%
Cyber-bullying and internet safety are not issues in my child's school.	29%	71%
Students know what behaviors are expected of them.	81%	19%
Students treat each other with respect in my child's school.	45%	55%
I feel my child is safe in school.	79%	21%
Students are heard and respected by the administrative team at my child's school.	65%	35%
Parents speak about my child's school in proud, positive terms.	42%	58%
Parents feel listened to, represented, feel that they have a voice.	55%	45%