



SACRED HEART CATHOLIC SCHOOL SCHOOL STRATEGIC PLAN 2018-2025

(OBJECTIVE 1) Sacred Heart Catholic School will ensure a high quality academic excellence program to meet the needs of every student.

(STRATEGY 1) Review curriculum to integrate our C-STEM program across all subjects and grade levels.

	Timeline	Responsibility	Progress Report
(Action Step 1) Research and select a STEM curriculum for K-8.	Spring, 2018	Teachers Principal	<i>Spring, 2018</i> Sample STEM curriculum was researched for K-8. STEMscopes curriculum and manipulative kits were ordered for the 2018-2019 school year.
(Action Step 2) Monthly faculty meetings will be scheduled to discuss and learn the NGSS science standards at each grade level.	Fall, 2018	Teachers Principal	<i>Fall, 2018</i> Monthly PLC meetings scheduled each month to integrate STEM curriculum.
(Action Step 3) Plan and implement STEMscopes units and resources to be used in K-8.	Fall, 2018	Teachers	<i>Fall, 2018</i> Training provided August, 2018, to learn all components of STEMscopes. Teachers began teaching lessons in Sept.
(Action Step 4) Teachers meet to discuss curriculum and provide more training with STEMscopes along with our MS science teacher.	Winter, 2019	Teachers	<i>Winter, 2019</i> Science teachers met to further discuss the curriculum and learn how to plan STEM units based on student needs and interests.
(Action Step 5) Integrate STEM related speakers/experiences with students in K-8 to provide further enrichment	Winter, 2019 Fall, 2019 (find speakers)	Teachers Principal	<i>Winter, 2019</i> Field trips with STEM focus: gr. 6-8 2-day MN Zoo Engineering Lab to design an animal habitat, gr. 5-6 CreativeCon, gr. 3-4 Creativity Festival. At this time, speakers will be set up next year.
(Action Step 6) Design a new curriculum map template to reflect C-STEM integrations across all subjects using the NGSS standards and STEMscopes integration.	Fall, 2019	Teachers	<i>Spring, 2019</i> A rough draft curriculum map template has been created and will be reviewed in fall.
(Action Step 7) Utilize the C-STEM lending library to enhance STEMscopes lessons in the classroom.(CSCOE)	Fall, 2019	Teachers	

(Action Step 8) Begin mapping our STEM curriculum on the new template.	Winter, 2020	Teachers Principals	
(STRATEGY 2) Create an outdoor learning space for C-STEM education.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Create the C-STEM outdoor garden plan (Phase I) developed in 2017 to create an outdoor learning space.	Summer, 2018	Garden Committee	<i>Spring, 2018</i> A plan was created for Phase I of our outdoor garden space. Committee included teachers, parents, and parish volunteers.
(Action Step 2) Organize staff and volunteers to plant to complete Phase I.	Fall, 2018	Garden Committee	<i>Summer, 2018</i> The garden volunteers landscaped and planted perennials in our pollinator garden.
(Action Step 3) Students add artifacts to the outdoor garden space.	Fall, 2018	Teachers	<i>Fall, 2018</i> Students added student-made birdhouses to the garden and each student painted Kindness Rocks to border the garden with kind messages. Our middle school students made weather instruments in spring and they are located in our garden space.
(Action Step 6) Create lesson plans, using STEMscopes and other resources, K-8, to utilize the outdoor garden space for learning. Goal: Integrate a lesson each trimester.	Fall, 2019	Teachers	
(Action Step 5) Plan and implement Phase II of the C-STEM Outdoor Garden to expand outdoor learning area in front of school.	Summer, 2020	Garden Committee	
(STRATEGY 3) Utilize NWEA test data to monitor student progress and maximize teaching based on results.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Teachers will learn how to read NWEA data reports and student profiles to better understand the results to meet the needs of learners.	Spring, 2018	All Teachers Principal Tierney Bros.	<i>Spring, 2018</i> Each reading/math teacher met individually with Tierney Bros. staff to discuss MAP results and learn how to read reports. New teacher resources were shared.
(Action Step 2) Using NWEA data, teachers will input information on the data wall each fall and spring to track students over time.	Fall, 2018	Teachers	<i>Fall, 2018</i> During teacher in-service in October, 2018, teachers entered student scores on the data wall.

(Action Step 3) Annually, teachers will plan class and school goals for math and reading for consistency across grade levels.	Fall, 2018 Spring, 2019	Administration Teachers	<i>Fall, 2018</i> During teacher in-service in October, 2018, teachers met in grade level groups to analyze data, read reports, and set class/school goals. <i>Spring, 2019</i> Our MAP tests this year actually took a slight dip in our reading and math scores. Principal will meet with Tierney Bros. staff to analyze data further to make changes in instructional strategies/lessons/curriculum.
(Action Step 4) Ongoing professional development will be provided to continue best instructional practices to help students meet their growth goals.	Winter, 2019 Fall, 2019	Teachers	<i>Spring, 2019</i> We had Tierney Bros. come in this past Fall but we need to continue training for teachers at using the data effectively to guide instruction.
(Action Step 5) Using MAP data, Sacred Heart will use the results to tell our story using Spring, 2019 results.	Winter, 2020	Principal	
(STRATEGY 4) Sacred Heart Catholic School will meet the needs of all learners.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Create a teacher task force to create to research programs/curriculum/staffing to help meet the needs of all learners.	Spring, 2018	Teacher Task Force Principal	<i>Summer, 2018</i> A group of teachers attended CSCOE Exceptional Learner workshop and met over the summer to plan. Using the CSCOE Tool Kit, a 3-ring binder was created for each teacher.
(Action Step 2) The task force will create a teacher binder to contain resources, checklists, learning plans, interventions, etc.	Summer, 2018	Task Force	<i>Summer, 2018</i> The task force created a 3-ring binder with resources, standardized learning plan templates, accommodations/modifications, etc. to be used by teachers.
(Action Step 3) The task force will provide training to all teachers during workshop week to share the binder, and discuss the learner needs of students at our school.	Fall, 2018	Principal Business Admin	<i>Summer, 2018</i> Training was provided to the entire staff explaining the new protocol for exceptional learners. We watched videos, discussed modifications/accommodations, tracking outcomes, and met in grade level teams.
(Action Step 4) Each trimester, teachers will discuss interventions/learning plans of students along with strategies to implement to meet their needs.	Winter, 2019	Task Force Principal	<i>Winter, 2019</i> Our middle school discussed support plans throughout the year to review plans and ensure that all team members were following the plan put in place. Periodically the plans would be revised and shared with the team, including specialists.
(Action Step 5) Teachers will meet with each other at end of year to go over learning plans with the next grade level teacher and document accommodations/modifications tried throughout	Spring, 2019	Teachers	<i>Spring, 2019</i> As a staff, teachers met at the end of May to update support plans and share support plans with the next grade level teacher and/or middle school team. All support plans are located in the shared group Google folder so all teachers have access.

the year.			
(Action Step 6) A team of teachers will attend the Exceptional Learners Conference for the Gifted and Talented in June, 2019.	Summer, 2019	Administration Teachers	
(Action Step 7) The team of teachers will create a plan after attending the Exceptional Learners Conference and meet with staff during workshop week.	Fall, 2019	Teachers	
(Action step 8) Research the possibility of hiring a math support teacher for gr. 4-8 to support students below and above grade level.	Fall, 2019	Administration	
(Action Step 9) Information will be continually added to the Exceptional Learner Binder to create additional resources and tools for teachers.	Summer, 2020	Task Force Principal	
(Action Step 10) Continual professional development focusing on exceptional learners will be planned based on the needs of the staff.	Fall, 2020	Principal Teachers	

(OBJECTIVE 2) Sacred Heart Catholic School will create a strong Catholic identity.

(STRATEGY 1) Sacred Heart Catholic School will strengthen and enhance the spiritual growth and Catholic Identity through faith formation of staff.

	Timeline	Responsibility	Progress Report
(Action Step 1) Administer the ACRE/IFG assessment to students and staff in spring and bi-annually in the future.	Spring, 2018	Principal Teachers/Staff	<i>Spring, 2018</i> The IFG and ACRE test were administered to all staff and 5 th /8 th graders.
(Action Step 2) Review results from the ACRE/IFG assessment to determine strengths and challenges of students and staff.	Fall, 2018	Principal Teachers/staff	<i>Fall, 2018</i> Pastor and principal met with an Archdiocesan staff member to identify strengths and challenges of the staff IFG survey.
(Action Step 3). On a regular basis, staff will utilize online faith formation tools such as Jonathan Doyle and Formed videos for discussions at staff meetings.	Winter, 2019	Principal Teachers/staff	<i>Fall, 2018</i> Online resources were utilized at monthly faculty meetings, such as FORMED and Jonathan Doyle.
(Action Step 4) Create a plan to address the challenges of the IFG assessment to strengthen	Spring,	Principal	<i>Winter, 2019</i> A spiritual retreat was planned for 2/22/19. Two speakers from UST came to talk about the Mission of Catholic Education and

staff personal faith formation.	2019	Committee Pastor	<i>was well-received by staff. We also subscribed to FORMED and we have used this website for small groups during LENT and teachers use for their own personal use and for classroom religious instruction.</i>
(Action Step 5) Research the Siena Institute to the Called and Gifted Program and the Franciscan University Catechetical Institute to facilitate an avenue for effective faith formation for all staff.	Summer, 2019	Principal Pastor Teachers	
(Action Step 6) Implement the new faith formation plan.	Fall, 2019	Principal Teachers Pastor	
(STRATEGY 3) Sacred Heart Catholic School will strengthen the faith formation of students.			
	Timeline	Responsibility	Progress Report
(Action Step 1)) Create a religion committee to review middle school religion curriculum/textbooks to make sure lessons align with Archdiocese curriculum standards.	Summer, 2018	Teacher Pastor	<i>Summer, 2018 The Pastor and MS religion teacher selected a new religion curriculum called "Spirit of Truth" for grades 6-8.</i>
(Action Step 2) Middle School students will have more opportunities for faith formation during the school day.	Fall, 2018	Pastor Principal Teachers	<i>Fall, 2018 Once a week, MS students have Choice Day that incorporates Apologetics and Latin classes during Trimester 1.</i>
(Action Step 3) Middle School student leadership team will plan and execute a service project each trimester in our local community.	Fall, 2018	Leadership Team Dir. of Adv. Teachers	<i>Fall, 2018 Each trimester, a new student leadership team was involved in planning service, projects and events for our middle school and entire school. Led by our Director of Advancement.</i>
(Action Step 4) A religion committee will review religion curriculum for K-5 that aligns with the Archdiocesan standards.	Fall, 2019 Spring, 2020	Pastor Teachers Principal	<i>Spring, 2019 A new religion curriculum was chosen for K-5, Spirit of Truth, which aligns with the middle school curriculum.</i>
(Action Step 5) Implement the new religion	Fall, 2020	Teachers	

curriculum.	Fall, 2019		
(Action Step 6) Teacher teams gather month to discuss the implementation of the new religion curriculum.	Fall, 2019		
(Action Step 7) Complete curriculum mapping religion curriculum for K-8 using the Archdiocesan standards.	Winter, 2021	Teachers	

(OBJECTIVE 3) Sacred Heart Catholic School will provide a safe and healthy environment that is conducive to learning.

(STRATEGY 1) Maintain a positive learning environment for the staff and students.

	Timeline	Responsibility	Progress Report
(Action Step 1) A new school-wide program will be researched to replace Discipline with Purpose. Top 20 Training will be used on a trial basis in middle school to determine if it is a good fit for our school.	Fall, 2018	Middle school teachers Principal	<i>Summer, 2018</i> Two school-wide programs were implemented: EnVoy K-4, and Top 20 gr. 5-8. PLC groups were created and the programs will be discussed monthly.
(Action Step 2) Purchase Top 20 curriculum for middle school or research more options if needed.	Fall,-Spring 2018	Middle School teachers Principal	<i>Fall, 2018</i> Top 20 Curriculum for grade 6 was purchased and incorporated in grades 6-8 on a trial basis. <i>Spring, 2019</i> The decision was made to incorporate Top 20 curriculum in grades 7-8, so the remaining curriculum was purchased and it will be implemented in fall to the entire middle school.
(Action Step 3). Meet monthly with middle school teachers to implement curriculum with the students to build a positive school culture using Top 20 curriculum.	Fall, 2018	Middle School teachers Principal	<i>Fall, 2018</i> Middle school teachers will teach 2-3 lesson topics each month in advisory/health classes. Top 20 posters are in each classroom/hallway.
(Action Step 4) Provide necessary training for the new program for staff and implement with students in the classroom.	Winter, 2019	Middle School teachers Principal	<i>Winter, 2019</i> Top 20 Teacher book was purchased and teachers used for a Book Talk this year to fully implement the program next year.
(Action Step 5) Create grade level PLC teams to discuss further implementation of new program to provide consistency across grades.	Winter, 2020	Middle School teachers	

	Fall, 2019	Principal	
(Action Step 6) PLC teams will meet throughout the year to ensure implementation is consistent.	Winter, 2020	Middle School teachers Principal	
(STRATEGY 2) Develop a conflict resolution plan for staff			
	Timeline	Responsibility	Progress Report
(Action Step 1) Sacred Heart will hire a facilitator to help the staff deal with conflict and the school as a whole.	Spring, 2018	Principal Pastor Business Admin	<i>Spring, 2018 An Archdiocesan staff member was hired to come to school two days to initiate interviews.</i>
(Action Step 2) The facilitator will meet with each staff member individually to gather feedback.	Spring, 2018	Principal Pastor Business Admin	<i>Spring, 2018 Each staff member met with the facilitator to give feedback.</i>
(Action Step 3) The facilitator will meet with the management team to share staff feedback and to suggest a plan of action.	Spring, 2018	Principal Pastor Business Admin	<i>Spring, 2018 The facilitator met with the management team and summarized staff feedback to identify strengths and challenges.</i>
(Action Step 4) A facilitator from the Archdiocese of St. Paul/Mpls. will be scheduled to review Justice in Employment and the Archdiocesan Code of Conduct.	Spring, 2018	Business Admin Pastor	<i>Spring, 2018 A facilitator was hired to review the Justice in Employment policy and the Code of Conduct for Church Personnel. Q & A session followed.</i>
(Action Step 5) A plan will be created and then communicated to the staff.	Spring, 2018	Principal Pastor Business Admin	<i>Spring, 2018 A strategic plan was created to address challenges addressed by the staff. This plan was shared with all staff on the last day of school.</i>
(Action Step 6) Create a process for staff to deal with conflict resolution with staff, parents, supervisors.	Fall, 2019	Principal Business Admin	<i>Fall, 2018 A tentative plan was created for staff to try out during the school year to help staff deal with conflict resolution.</i>

(Action Step 7) Review the conflict resolution plan with staff. Make adjustments as needed.	Spring, 2019	Principal Teachers	<i>Spring, 2019</i> We have had a great year by adding some positive RAM slips for teachers, team building, etc. We have new staff in place that has also changed our overall school culture. We continually look for the positives in each other. We have not had to use our conflict resolution plan much this year.
(Action Step 7) Research tool/instrument to focus on professionalism beyond classroom teaching.	Fall, 2019 Winter, 2020	Principal Business Admin	
(Action Step 8) Based on research, implement the new professionalism tool to implement with staff.	Winter, 2020 Fall, 2020	Principal Business Admin	

(OBJECTIVE 4) Sacred Heart Catholic School will be vital and viable for the future.			
(STRATEGY 1) Build relationships with former students, grandparents, and other donors using Salesforce.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Attend training in spring for Salesforce, the new CRM database for alumni and donors.	Spring, 2018	Director of Advancement Principal Business Administrator	<i>Summer, 2018</i> Salesforce Training completed.
(Action Step 2) Transfer existing alumni and donor data to Salesforce.	Summer, 2018	Director of Advancement	<i>Fall, 2018</i> In the process of transferring existing donor base to Salesforce.
(Action Step 3) Recruit volunteers to help with data entry and finding former students that are missing from database. Use CSCOE grant money to stipend the volunteers.	Summer, 2018	Director of Advancement Volunteers	<i>Fall, 2018</i> Volunteers have been recruited to help with data entry and finding alums missing.
(Action Step 4) To help with the transition to Salesforce, a mentor coach will be utilized.	Fall, 2018	Director of Advancement	<i>Fall, 2018</i> Through CSCOE's pilot program, a weekly Salesforce coach was provided to us to help with implementation and provide tips during the process.
(Action Step 5) Input donor information from school Gala, Lend a Hand, etc. to be able to communicate with donors throughout the year.	Fall, 2018	Director of Advancement Volunteers	<i>Fall, 2018</i> A team was created to input data in Salesforce. People Finder is also being used to find missing alums to help build our database.

(Action Step 6) Develop methods of communication to donors and alumni to build relationships (birthday cards, Christmas card, newsletter, school web page, etc.	Winter, 2019	Director of Advancement	<i>Spring, 2019</i> In June, our 2 nd annual campaign will include all alumni, donors, parishioners, school families in Salesforce the past few months. A committee gathered to search new names and update current names in our database.
(Action Step 7) Begin initial annual campaign using a "Soft Ask" through all-school Christmas photo using Salesforce data.	Winter, 2019	Dir. of Adv.	<i>Winter, 2019</i> A "soft ask" donation card was included in the all-school Christmas card to begin developing relationships with our donors, grandparents, parishioners. \$13,000 was donated.
(Action Step 8) Continue locating alumni in Salesforce and create a communication plan to build relationships with our alums.	Spring, 2019	Director of Advancement Volunteers	<i>Spring, 2019</i> A committee gathered to search new names and update current names in our Salesforce database.
(Action Step 9) Implement a plan for a rolling annual campaign.	Spring, 2019	Director of Advancement	<i>Spring, 2019</i> In June, a plan is in place to begin ongoing donations through email and electronic giving.
(Action Step 10) Utilize alums to speak to our students, volunteer in the classrooms, engage in our SHCS community to help expand our alum donor program.	Fall 2019	Director of Advancement Principal	.
(Action Step 11) Create a new alumni page on school web site to include school information along with updates on alumni such as weddings, new jobs, etc.	Fall, 2020	Dir. of Adv. Principal	
(Action Step 12) Annually, establish a culture of giving from parents, grandparents, donors, etc. with specific fundraising goals for the future.	Spring, 2021	Dir of Adv. Principal	
(Action Step 13) Initiate a an all-school reunion for our 95 th Anniversary year.	Summer, 2021	Dir. of Adv. Principal	

(STRATEGY 2) Diversify and streamline school revenues to accommodate scholarships and minimize tuition increases.

	Timeline	Responsibility	Progress Report
(Action Step 1) School Advisory Council will create a new fundraising plan by evaluating existing fundraisers and recommending only those that maximize returns.	Fall, 2018	SAC Principal	<i>Fall, 2018</i> SAC eliminated one fundraiser for 2018-2019. Closely monitoring all fundraising during the year.
(Action Step 2) SAC will send out a parent survey to gain feedback on fundraisers and timing of events.	Winter, 2019	SAC Principal	<i>Fall, 2018</i> SAC sent out a survey in Fall to receive input from parents regarding timing of fundraisers, etc.
(Action Step 3) Re-evaluate the fundraising plan and communicate new fundraising activities and expectations to stakeholders (school families, parishioners, staff)	Spring, 2019	Principal SAC	<i>Spring, 2019</i> SAC has reviewed our fundraising plan this year monitoring income/expense on each fundraiser. We will continue with the four fundraisers for next year using more online giving and adjusting prizes for students. We also increased our fundraising fee for 2019-2020.
(Action Step 4) Roll out new fundraising plan to parents. Evaluate new fundraising plan after first year of implementation.	Fall, 2019	Principal SAC	
(Action Step 5) Find grant writers to help research available grants for non-public schools to support curriculum, materials, and technology.	Fall, 2019	SAC Grant writers	
(Action Step 6) Make decisions with SAC on which grants we will be apply for.	Winter, 2020	SAC Grant writers	
(Action Step 7) Collect feedback throughout the year on all development activity. Evaluate effectiveness based on stakeholder engagement and returns.	Spring, 2020	Principal Dir. of Adv	
(Action step 8) Revisit fundraising plan with the goal of having two fundraisers for year rather than four.	Summer 2020	Principal SAC	
(STRATEGY 3) Implement a marketing plan to retain and recruit students.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Focus branding on Pre-K by implementing uniforms and inclusion in school-wide events.	Fall, 2018	Principal Dir. of Adv.	<i>Fall, 2018</i> Surveyed our parents and they preferred not having uniforms in PreK. Instead, we provided all 4 year olds with a SHCS logo uniform polo. The 3 year olds received a RAM Pride T-shirt.

		Pre-K teachers	
(Action Step 2) Track retention of the # of students attending 4 Pre-K program to Kindergarten.	Fall, 2018	Principal	<i>Fall, 2018</i> A document is now in place to track PreK retention to Kindergarten. More emphasis is now placed on recruiting students to kinder. We have a new system of tracking all new families that inquire about our school.
(Action step 3) Survey parents why they are not staying for Kindergarten. Invite a group meeting. What brought you here? What would keep you here? Parent group call Pre-K families.	Spring, 2019	Principal Dir. of Adv.	<i>Spring, 2019</i> Our SAC committee called Pre K families in spring but did not have much luck connecting with all families. The principal made some personal contacts with families not registered. Either siblings were already at the public school or attend Spanish Immersion. No survey was completed this year. We met with a CSCOE marketing person to brainstorm new marketing ideas to increase our kinder numbers.
Action Step 3) Create a plan to bring more awareness to our early childhood program, Faithful Beginnings and K-8 families.	Summer, 2019	Dir. of Adv.	
(Action Step 4) Create a marketing team for the sole purpose for retention and recruitment.	Fall, 2019	Director of Advancement Principal	
(Action Step 5) Create a SWOT analysis. (Strengths/Weaknesses, Opportunities, Threats)	Spring, 2020	Marketing Committee Dir. of Adv.	
(Action Step 6) Using the SWOT analysis, review and update current marketing plan.	Summer, 2020	Dir. of Adv. Principal SAC	
(STRATEGY #) Retain and recruit students at the middle school level.			
	Timeline	Responsibility	Progress Report
(Action Step 1) Create a middle school team to review student/parent exit surveys to create a plan identifying the top three initiatives to focus on for the 2018-2019 school year. Communicate survey results with all stakeholders.	Summer, 2018	Principal Dir. of Adv. Parent Ambassador	<i>Summer, 2018</i> The team reviewed the student/parent exit surveys and summarized the main points to share with stakeholders. Developed a plan to put new initiatives in place for the 2018-2019 school year.
(Action Step 2) Create goals for the 2018-2019 school year. Involve middle school staff to plan	Summer, 2018	Principal	<i>Summer, 2018</i> Goals were developed to put new initiatives in place for the 2018-2019 school year based on survey results. Goals: Create student

out the initiatives to kick off the school year.		Dir. of Adv. Parent Ambassador	<i>leadership opportunities to help plan, more awareness in our school newsletter and broader community, weekly enrichment, post testimonials on our web page, share survey results.</i>
(Action Step 3) Create a middle school leadership team to include staff/students. Meet monthly to plan MS activities during the year.	Fall, 2018	MS Lead Teacher Dir. of Adv.	<i>Fall, 2018 Each student participated on our MS leadership team for one trimester with our Director of Advancement.</i>
(Action Step 4) Highlight middle school news in the Ram Pride parent newsletter to include curriculum, projects, highlights, etc. to help retain students.	Winter, 2019	MS Lead Teacher Principal	<i>Winter, 2019 More emphasize was given in our weekly parent newsletter highlighting the leadership activities our middle school students participated in. Focus on was church, school and community.</i>
(Action Step 5) Include middle school parent/student testimonials on our web page.	Winter, 2019	Dir. of Adv.	<i>Winter, 2019 New testimonials have been added to our school web site.</i>
(Action Step 6) With student input, plan special activities during the school day and outside school hours to build community. (ex. Open gym, service projects, activities)	Winter, 2019	MS Lead Team Youth Minister Principal	<i>Winter, 2019 Students did three community service projects (cleaning park and outdoor areas, visited a senior living center, hosted two parish masses with students participated in all aspects of the mass, hosted parish coffee & donuts)</i>
(Action Step 7) Create a middle school committee consisting of MS teachers, parents, principal to gather ideas to enhance our MS program and aid in retention/recruitment.	Winter, 2019 Fall, 2019	MS Committee Principal MS teachers	<i>Spring, 2019 We were unable to complete this action step this year due to our many marketing initiatives.</i>
(Action Step 8) Survey 8 th grade parents and students in spring to determine success of initiatives.	Spring, 2019	Dir. of Adv. Principal	<i>Spring, 2019 The Dir. of Adv. surveyed our 8th grade students and parents again this year to gain new feedback based on the initiatives put in place from last year's survey.</i>
(Action Step 9) Create a MS Handbook that includes policies specific to middle school, grading/homework procedures, curriculum, service projects, etc.	Summer, 2019	MS Team Principal	
(Action Step 9) Create a new marketing plan for the coming school year. Determine what worked and did not work. Set goals. Communicate survey results with stakeholders.	Summer, 2019	Dir. of Adv. Principal	
