



2018 – 2019 School Excellence Plan (SEP)



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Imagine School at Palmer Ranch

School Excellence Plan Leadership Team

SCHOOL LEADER:	GROUP EXECUTIVE VICE PRESIDENT (EVP):
Alisa Wright *NOTE: ISPR does not have measures of excellence committees. The work relating to each of the measures was incorporated into Academy meetings to ensure every teacher was actively engaged in addressing each measure as it pertains to their Academy. The ESE/Specials Academy addresses each measure as it pertains to school-wide events. The Chairs of each Academy serve as a member of the Leadership Team to ensure we are speaking as one voice and heading in a common direction.	Rodd Sasse
SHARED VALUES COMMITTEE CHAIR:	REGIONAL DIRECTOR (RD):
Christa Robertson, Primary Academy Chair	Stefany Lowery
PARENT CHOICE COMMITTEE CHAIR:	GROUP ACADEMIC DIRECTOR/COORDINATOR:
Barb Carico, Middle School Academy Chair	Melissa Devlin
CHARACTER DEVELOPMENT COMMITTEE CHAIR:	GOVERNING BOARD REPRESENTATIVE(S):
Lana Marcotte, Dean of Students	
ACADEMIC GROWTH COMMITTEE CHAIR:	COMMUNITY REPRESENTATIVE(S)
Tonda Horne, Instructional Coach	
ECONOMIC SUSTAINABILITY COMMITTEE CHAIR:	PARENT REPRESENTATIVE(S):
Clara Black, Business Manager	
SCHOOL DEVELOPMENT COMMITTEE CHAIR:	STUDENT REPRESENTATIVE(S):
Melissa Dill, Early Childhood Academy Chair	
SCHOOL ACADEMIC COACH:	OTHER REPRESENTATIVE(S)



orne, Instructional Coach

Jill Helgeson, Intermediate Academy Chair

Imagine Schools Mission Statement

As a national family of non-profit public charter school campuses, Imagine Schools partners with parents and guardians in the education of their children by providing high quality schools that prepare students for lives of leadership, accomplishment, and exemplary character.



School Vision and Mission Statements

Vision	Mission	Character Development Mission
(A vision statement indicates what the school should ideally “look like” and what it is trying to achieve aligned with the organization’s values and culture.)	(A mission statement indicates the responsibilities of the organization toward their stakeholders; what the school is charged to do and its purpose.)	(A Character Development Mission supports the School’s Mission Statement and provides focus and direction for the school’s character development efforts. It specifies the moral, performance, and civic values taught to students and agreed by stakeholders.)
Our vision is to cultivate a learning community of students, teachers, and families united in inspiring young minds to become creative, compassionate and visionary leaders of tomorrow through academic rigor and the shared values of justice, integrity and fun.	Motto is “Got JIF: Justice ~ Integrity ~ Fun”	Our mission is to take C.H.A.R.G.E. of Character Development by creating a community that believes it’s cool to care about being your best and doing your best through teaching, modeling and celebrating COURAGE, HONESTY, ACCOUNTABILITY, RESPECT, GRIT and EMPATHY.

School Profile and Demographics

Brief History and Background of the School

(Include when school was established, where it is situated, physical environment, initiatives over the years, awards achieved, challenges faced, Grades for Measures of Excellence, partnerships and grants.) **Update each year with new information on challenges and successes.**

Imagine Palmer Ranch was established in August 2009 in Sarasota, Florida. We have 45 classrooms in a two story building that was designed and built specifically for our school. Building capacity is 910 students and has grown from 267 the first year to just over 500 students this year. ISPR served students K-6th our opening year and now serves children ages 1-year-old thru 8th grade.

Awards

During our first five years serving Imagine students and families our school has won the following awards:

2009-10: New School of the Year, Character Education New School of the Year and Parent Choice New School of the Year

2010-11: SACS Accreditation

2011-12: Gold Seal Accreditation

2012-13: Fifty in Fifty School Award, Civic Beautification American Award, Certificate of Recognition of Excellence in Parent Choice and Character Education

2013-14: Awarded designation as a Cambridge Academy, received an “A” from the State of Florida 3rd year in a row

2015-16: AdvancED Accreditation (Formerly SACS), received an “A” grade from the State of Florida

2015-16: State of Florida High Performing Charter School since 2013

2016-17: “A” grade from the State of Florida

2017-18: “A” grade from the State of Florida, Most Improved in Economic Sustainability Award

Staff Demographics

(Specify number of staff members and indicate roles. For instructional staff: include % of new teachers, % of teachers with 1-5 years and 6 + years of experience, % of teachers with advanced degrees, and % of teachers with specialized certifications.)



SY	# Instructional Faculty	% New Teachers	% 1-5 Yrs Experience	% 6+ Yrs Experience	% With Advanced Degrees	% With Specialized Certifications
18-19	32	18.8	21.9	59.7		

Student Demographics

(Describe the community of students that the school serves, e.g. total enrollment and grade level enrollment, % of Free or Reduced Lunch Eligibility, % Special Education Students, % English Language Learners, and % by Race/Ethnicity.)

SY	Budgeted Enrollment	Current Enrollment	Sustainable Enrollment	Facility Capacity	% AA	% H	% I/P	% MR	% W	% Free or Reduced	% ESE	% ELL
18-19	494	502	600	910	3.9	26.6	1.5	5.2	62.3	48.5	21	13
17-18	470	471	600	910	3	28.5	1	6	61.5	58	19.1	13
16-17	411	445	600	910	4	26	4	4	62	55	13.6	17
15-16	405	403	600	910	3	25	2	3	67	54	14.1	15.7
14-15	377	392	600	910	4	24	2	3	68	38	16.6	13
13-14	525	525	600	910	4	20	4	5	71	41	13.6	6.5

Needs Assessment

DATA & 3 YEAR TRENDS

Shared Values

- Imagine Schools Staff, Student, and Parent Survey items related to Shared Values
- Other quantitative data: staff retention, in-house surveys
- Other qualitative data: testimonials, observations
- SEPR rating

ANALYZE & PRIORITIZE NEEDS

Shared Values

- Areas of strength and growth
- SEPR & NACT recommendations
- Use this analysis to identify areas for improvement in the **EQUIP** section for each goal



Imagine Shared Values Grades

2010	2011	2012	2013	2014	2015	2016	2017	2018
B+	B-	A-	B+	B+	A-	B-	A	A-

Areas of Strength

- The overall agreement rate for Shared Values on the Staff Survey was 93.9% and on the Family Survey was 95.9%
- A daily memo which includes a staff survey ensures open lines of communication and a variety of ways for staff to provide feedback. This allows administration to be aware of and able to address concerns quickly.

Areas of Growth

- The overall agreement rate on the Student Survey was 80%
- The completion rate on the Staff Survey was 83%

Character Development

- Imagine Schools Staff, Student, and Parent Survey items related to Character Development
- Other quantitative data: in-house surveys, discipline data (referrals, suspensions)
- Other qualitative data: testimonials, observations
- List of service learning opportunities
- SEPR rating

Character Development

- Areas of strength and growth
- SEPR & NACT recommendation
- Use this analysis to identify areas for improvement in the **EQUIP** section for each goal

2010	2011	2012	2013	2014	2015	2016	2017	2018
B+	B-	B+	A-	A-	A	A-	NG	B-

Areas of Strength:

We met our Overarching Goal **Culture/Climate Character Development** goals from 2017-18.

We met our Overarching Goal of reaching an 91% agreement rate or higher.

- Student School Culture/Climate agreement rate: 85% (Up from 84%)
- Staff Culture/Climate agreement rate: 96%
- Family Culture/Climate agreement rate: 92.9%

Areas of Growth:

We did not meet our Overarching Goal for **Moral Character Development** from 2017-18: By the end of the 2017 – 2018 school year, the overall agreement rate (strongly agree & agree) for Moral Character Development survey items will be at least 85%, as measured in the Imagine Schools Student Surveys.

- Student School Moral Character Development agreement rate: 81% (Up from 79%)
- Staff Moral Character Development agreement rate: 98.7%
- Family Moral Character Development agreement rate: 92.3%

We did not meet our Overarching Goal for **Performance Character Development** from 2017-18: By the end of the 2017 – 2018 school year, the overall agreement rate (strongly agree & agree) for Performance Character Development survey items will be at least 86%, as measured in the Imagine Schools Student Surveys.

- Student School Performance Character Development agreement rate: 81% (Down from 85%)
- Staff Performance Character Development agreement rate: 97.9%

Number of Suspensions

2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
74	35	45	64	0	2

Number of Referrals by Grade and Stakeholder - beginning 2018-2019

*All referrals not resulting in suspension were handled utilizing restorative practices

		K	1	2	3	4	5	6	7	8	TOTAL
TOTALS By Stakeholder	Student	1	0	0	0	0	2	0	0	2	5
	Parent	0	0	1	0	2	1	1	1	2	8
	Teacher	3	1	1	5	10	4	2	2	6	34
TOTALS By Grade		4	1	2	3	11	7	3	3	10	

*As of October 1, 2018



- Family Performance Character Development agreement rate: 89.6%

We did not meet our Overarching Goal for **Civic Character Development** from 2017-18: By the end of the 2017 – 2018 school year, the overall agreement rate (strongly agree & agree) for Civic Character Development survey items will be at least 86%, as measured in the Imagine Schools Student Surveys.

- Student School Civic Character Development agreement rate: 81% (up from 80%)
- Staff Civic Character Development agreement rate: 97.6%
- Family Civic Character Development agreement rate: 95%

Opportunities for Growth: After looking across all three surveys and completing a Root Cause Activity the following areas displayed the most need for improvement.

Across the surveys, it's evident that the staff and families are communicating high rates of agreement that we are meeting our character goals. However, our student survey agreement rates, while they increased in most areas, are significantly lower. The conversation with all stakeholders on campus has been focused on why this may be occurring.

Ultimately, the qualitative data from these conversations has led us to focus on the following:

Culture and Climate/Moral Character: Continue work on restorative practices to include intentional modeling of restorative questions and conversations with a focus on accepting responsibility for our actions, active listening and repairing the relationship.

In addition, we noticed that some students require assistance regulating their behavior so they do not end up in frequent conflict. Thus, we are implementing the the "Zones of Regulation" for students who need additional supports.

Performance and Civic Character: Increasing student engagement effectiveness of small group instruction so that students are actively involved in lessons and given opportunities to connect what they are learning to outside of the classroom.



Choice

- Imagine Schools Parent Survey
- Other quantitative data: in-house surveys, attendance, re-enrollment, student mobility
- Other qualitative data: testimonials and observations
- SEPR rating

Parent Choice

- Areas of strength and growth
- SEPR & NACT recommendations
- Use this analysis to identify areas for improvement in the **EQUIP** section for each goal

2010	2011	2012	2013	2014	2015	2016	2017	2018
A	A	A-	A	B	C	B	B+	B+

Areas of Strength

- We had the highest re-enrollment rate in the district.
- The family survey had the highest response rate from our families in the history of the school and an overall agreement rate of 92.4%.

Areas of Growth

- Family Surveys indicate lower agreement rates on the following items:
 - The curriculum and activities at this school keep my children interested and motivated. 84.8%
 - Teachers communicate with me about my children’s academic and character progress, including accomplishments and growth areas. 83.5%

Opportunities for Growth

- Increasing student engagement and effectiveness of small group instruction so that students are actively involved in lessons.
- Increasing participation in conferencing nights/recognition rodeos and ensuring families who cannot attend receive the information. In addition, character achievements have been added to the Middle School CHARGE cards to ensure communication of character accomplishments.

Needs Assessment

DATA & 3 YEAR TRENDS

Academic Growth

- STAR & State Assessments & Learning Gain Reports
- AEF Literacy Focus walk-through data
- Professional Development implementation data
- Other quantitative (in-house surveys) & qualitative data (testimonials, observations)
- SEPR rating and recommendations

ANALYZE & PRIORITIZE NEEDS

Academic Growth

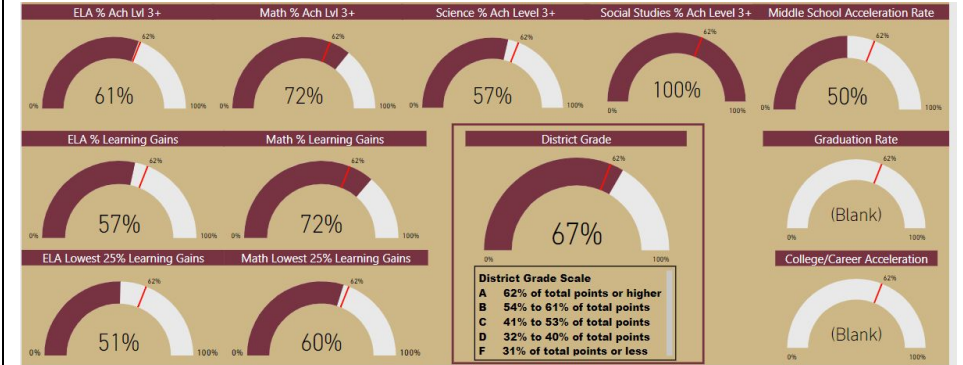
- State Assessment results of students that met/did not meet target mastery levels
- Subject areas or subgroups that need improvement or intervention, whether remedial or enrichment
- AEF Literacy Focus implementation
- Teacher Professional Growth
- Areas of strength and growth
- SEPR & NACT recommendations
- Use this analysis to identify areas for improvement in the **EQUIP** section for each goal



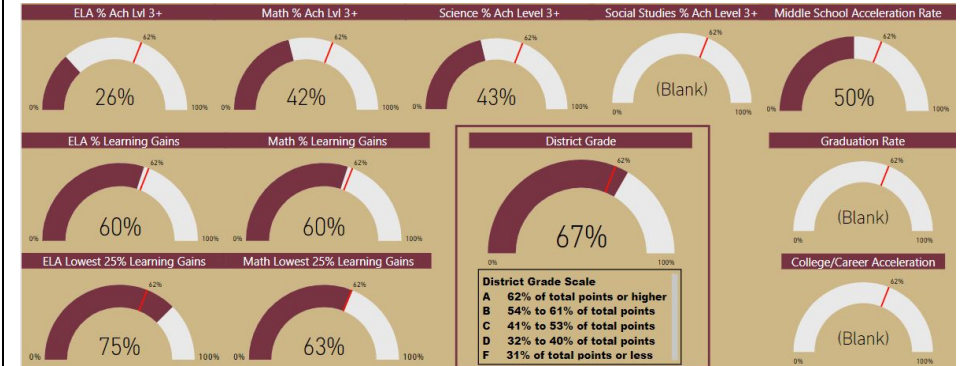
		2018 CONTENT STRANDS					
		Possible Points by Strand					
		3rd	4th	5th	6th	7th	8th
ELA	Key Ideas and Details	15	13	15	13	16	15
	Craft and Structure	16	13	13	16	20	19
	Integration of Knowledge and Ideas	8	13	12	11	8	9
	Language and Editing	11	13	10	12	6	9
	Text-based Writing		10	10	10	8	10
MATH	Operations, Algebraic Thinking, and Numbers in Base Ten	26					
	Operations and Algebraic Thinking		11				
	Operations, Algebraic Thinking, and Fractions			22			
	Numbers and Operations in Base Ten		11	15			
	Numbers and Operations - Fractions	9	14				
	Measurement, Data, and Geometry	19	18	18			
	Ratio and Proportional Relationships				8	14	
	Expressions and Equations				18	12	18
	Functions						14
	Geometry				8	13	15
	Statistics and Probability				11	9	
	The Number System				12	9	
Statistics and Probability and the Number System						10	

Holds greatest weight Highest scoring strand(s) Lowest scoring strand(s)

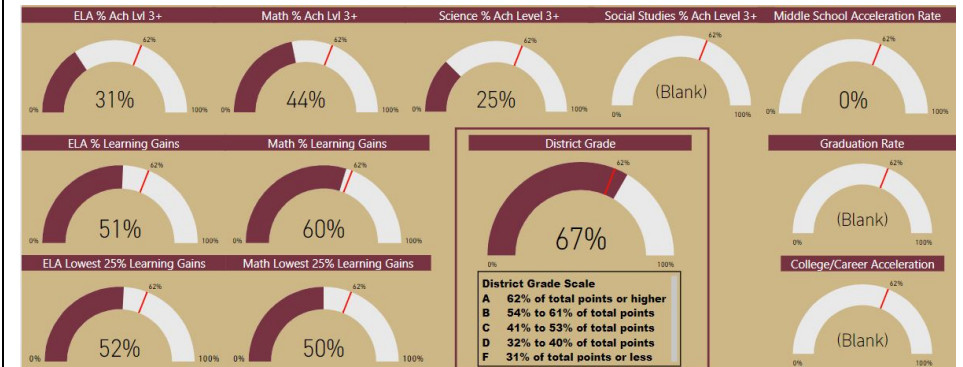
2017-18 State Assessment Results - Entire 3rd-8th Population



2017-18 State Assessment Results - ELL Population



2017-18 State Assessment Results - ESE Population





		2018 FSA RESULTS BY CONTENT STRAND						
		Percentage of Possible Points Earned						
		3rd	4th	5th	6th	7th	8th	
ELA	Key Ideas and Details	56.64%	53.38%	62.98%	48.18%	54.03%	61.59%	
	Craft and Structure	60.42%	56.65%	69.88%	57.73%	55.60%	74.44%	
	Integration of Knowledge and Ideas	48.48%	45.53%	59.40%	40.19%	49.36%	65.87%	
	Language and Editing	70.66%	70.17%	77.23%	78.95%	95.20%	91.01%	
	Text-based Writing		54.45%	57.87%	55.26%	77.33%	78.57%	64.25% of total in
MATH	Operations, Algebraic Thinking, and Numbers in Base Ten	70.16%						
	Operations and Algebraic Thinking		70.27%					
	Operations, Algebraic Thinking, and Fractions			50.10%				
	Numbers and Operations in Base Ten		67.61%	56.88%				
	Numbers and Operations - Fractions	59.09%	59.82%					
	Measurement, Data, and Geometry	54.15%	65.05%	48.35%				
	Ratio and Proportional Relationships				75.36%	75.37%		
	Expressions and Equations				70.09%	66.81%	66.40%	
	Functions						63.27%	
	Geometry				55.45%	64.32%	55.87%	
	Statistics and Probability				69.00%	70.11%		
	The Number System				64.32%	56.51%		
	Statistics and Probability and the Number System							77.62%
Holds greatest weight		highest scoring strand(s)						lowest scoring strand(s)

AEF Literacy Focus Implementation - Focus Areas

- School & Classroom Management: Restorative Practices and Zones of Regulation
- Reteaching/Maintenance Strategies: Formalized structure for who is pulled during intervention time and developed structure for reading blocks

Teacher Professional Growth

The following opportunities are provided within our school community:

- Data Chats
- PLCs
- Individualized coaching
- Peer observations
- PD

The following opportunities are provided from the community at large:

- FINS (Florida Inclusion Network)
- School District of Sarasota County
- Observations at sister schools
- Daily 5 Conference
- MidSchoolMath Conference

Areas of Strength

- 72% Proficiency and learning gains in math for the population at large

Areas of Growth

- 61% proficiency and 57% learning gains in reading for the population at large

Economic Sustainability

- Imagine Schools Staff Survey items related to Economic Sustainability
- Other quantitative data: in-house surveys, etc.
- Other qualitative data: observations and testimonials
- SEPR rating

Economic Sustainability

- Areas of strength and growth
- SEPR & NACT recommendations
- Use this analysis to identify areas for improvement in the **EQUIP** section for each goal

Economic Sustainability Grades

2010	2011	2012	2013	2014	2015	2016	2017	2018
B+	B	B+	B+	C-	B	C+	B-	B

Areas of Strength

- Received 2018 Most Improved Award in Economic Sustainability
- Decreased it's contribution from Imagine every year since 2015-16

Areas of Growth

- Continued focus on increasing revenue (enrollment) and decreasing expenses (grants/donations/cuts)

School Development

- Imagine Schools Staff Survey items related to School Development

School Development

- Areas of strength and growth



r quantitative data: in-house surveys, etc.
 r qualitative data: observations and testimonials
 rating

- SEPR & NACT recommendations
- Use this analysis to identify areas for improvement in the **EQUIP** section for each goal

Contribution from Imagine (Rounded to nearest 1,000)

2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19
+47k	-418k	-526k	-934k	-713k	-453k	-235k*

*As of October 1, 2018



Building a Culture of High Expectations

ESTABLISH Goals: SHARED VALUES

Stakeholders develop a shared vision and mission and have a clear understanding of their roles and responsibilities • Stakeholders commit to Imagine Schools Shared Values of **Justice, Integrity and Fun**, which provide direction and purpose for work • When making decisions, stakeholders put major emphasis on getting advice from colleagues and leaders • Staff attitudes and perceptions are assessed regularly • Roles and responsibilities for multi-levels of leadership are defined • Instructional leader guides and coordinates a school culture of positive character development and academic growth • Stakeholders commit to the priorities of the Six Measures of Excellence • A School Excellence Plan (SEP) is developed collaboratively to provide one plan that bridges other accountability plans into a clear focus for the year • All stakeholders work collaboratively to meet goals established in SEP • Stakeholders monitor progress towards goals • The Academic Excellence Framework (AEF) is embedded into the culture of the school

Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely):

By the end of the school year, the overall agreement rate (strongly agree & agree) for Shared Values survey items will be at least 83.7% in the Imagine Schools Student Surveys.

Goal(s) Met?

• YES • NO

EQUIP with an Implementation Action Plan: SHARED VALUES

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Increase opportunities for students to be leaders and decision makers in their classroom.	Elementary classes implementing a weekly decision maker. Middle School Student Task forces for Fun Friday, spirit week themes, and middle school dances.	Fall Character Survey	Aug - May	Classroom Teachers	Fall character survey
Alter JIF recognitions to increase awareness.	Quarterly student recognitions for Justice, Integrity, Fun and overall demonstration of Shared Values.	Fall Character Survey	Aug - May	Classroom Teachers	Fall character survey

EQUIP with Professional Learning Opportunities: SHARED VALUES

Topic	Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module)	Facilitator & Audience	PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching)	Person responsible for supporting & monitoring

ENGAGE in Implementation: SHARED VALUES

Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.



Monitoring I

Progress Monitoring II

EVALUATE Efforts: SHARED VALUES

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

SHARED VALUES Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.



Building a Culture of High Expectations

ESTABLISH Goals: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE

All stakeholders are committed to building a culture of high academic and character expectations and agree on a set of moral, performance, and civic character values to be upheld by the school community • Character values are clearly and consistently modeled and integrated into every aspect of the school day • A physically and emotionally safe and supportive school-wide learning environment, based on mutual respect and fairness, is established and upheld • Teachers exhibit cultural responsiveness and use a growth mindset to build students’ sense of belonging to the school community • Students will learn the Character and Social-Emotional Learning skills to help them serve as leaders, decision makers, and role models to their younger peers • Appropriate methods of recognition are employed to foster intrinsic motivation in staff and students • Successes that bring attention to the school’s vision, mission and goals are celebrated • Teachers model, reinforce, and convey expectations for habit-building routines that operate consistently across the school and in each classroom • Staff use a positive approach to school and classroom discipline that is consistent with character values and includes restorative/peace building practices • The school routinely assesses its culture and climate, the functioning of all staff as character educators, and the extent to which students manifest good character • The school emphasizes an optimal learning environment that is inclusive and culturally relevant to all students by reflecting students’ unique home and community backgrounds

Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely):

By the end of the school year, the overall agreement rate (strongly agree & agree) for School Culture/Climate survey items will be at least 93%, as measured in the Imagine Schools Student, Staff, and Family Surveys.

Goal(s) Met?

• YES

• NO

EQUIP with Implementation Action Plan: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Continue work with students on independently using restorative practices with conflicts that arise.	Guiding question posters created for each classroom. Teachers create a conflict resolution space in their rooms where poster and small reference cards with questions and talking points are displayed. Utilizing The Zones of Regulation with students who need support in regulating their actions and increase problem solving.	Posters and questions prompt cards	August	Alisa Wright Kelly Pepe Thyra Schwab	Administration staff is tracking office handled behaviors through a Google document to monitor the effectiveness of this initiative.

EQUIP with Professional Learning Opportunities: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE



Topic	Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module)	Facilitator & Audience	PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching)	Person responsible for supporting & monitoring
Restorative Circles and Practices	Workshop	Kelly Pepe & Alisa Wright (F) Staff (A)	August 2018	Administration and Kelly Pepe

ENGAGE in Implementation: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE

Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

CHARACTER DEVELOPMENT-SCHOOL CULTURE/CLIMATE Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year’s needs assessment process.



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Building a Culture of High Expectations

ESTABLISH Goals: PARENT CHOICE

School staff and parents/guardians partner in the process of continual school evaluation and improvement • School thoughtfully promotes parents/guardians ability to understand, articulate, and support the school’s vision and mission • School provides opportunities for parents/guardians to contribute to a respectful, transparent school culture that reinforces high expectations • School invites parents to join in planning, organizing, and creating rich, rewarding experiences for students • Parents/guardians are well informed and knowledgeable about their child’s progress and about the school’s educational program • Parents/guardians attend meaningful school programs focused on enhancing home academic support • School/home partnership is enhanced through frequent, clear and substantive school/home communication • Parents/guardians learn about the unique program and activities offered by the school, which emphasizes how character development positively impacts student’s academic responsibility and success • Parents/guardians and the local community form partnerships with the school to promote character initiatives

Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely):

By the end of the school year, the overall agreement rate (strongly agree & agree) for Parent Choice survey items will be at least 85.5% (Teachers communicate with me about my children’s academic and character progress, including accomplishments and growth areas.)

Goal(s) Met?

- YES
- NO

EQUIP with Implementation Action Plan: PARENT CHOICE

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Increase positive parent communication <i>about children’s academic and character progress, including accomplishments and growth areas</i>	<p>Increasing communication about events</p> <p>If families cannot attend conferences ensure they receive the information.</p> <p>Character achievements have been added to the Middle School CHARGE cards to ensure communication of character accomplishments.</p> <p>Academy Leaders will revisit with staff each meeting to ensure continued positive communication throughout school year.</p>	<p>Remind/Homeroom App</p> <p>Blackboard</p> <p>Agendas</p> <p>CHARGE Card</p>	Aug-May	Staff	Increase in parent survey results for parent choice items.

EQUIP with Professional Learning Opportunities: PARENT CHOICE



Topic	Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module)	Facilitator & Audience	PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching)	Person responsible for supporting & monitoring
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ENGAGE in Implementation: PARENT CHOICE

Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: PARENT CHOICE

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

PARENT CHOICE Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year’s needs assessment process.



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Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – TEACHING & LEARNING FUNDAMENTALS

A common, coherent, viable curriculum based on standards and integrated across the subject areas is followed by all teachers through a year-at-a-glance, integrated curriculum maps, pacing guides and unit plans • An effective lesson plan is developed to include; setting clear objectives, advance cues, questions and organizers, direct instruction, guided practice, checks for understanding and independent practice, as well as character integration • Effective resources are identified and used with fidelity and maintained over time for adequate practice and implementation • The delivery of a rigorous lesson engages students in creative thinking, problem solving and skilled communication • Teachers engage in rigorous instruction through higher order questioning, discussions and project-based learning • Students apply critical thinking by identifying similarities and differences • Students are motivated to generate and test hypotheses through inquiry-based instruction • Students make sense of content through summarizing and note taking • Teachers and students construct nonlinguistic representations for mental imagery • Students have opportunities to apply 21st Century skills • Teachers provide ample opportunities for deliberate practice • Teachers check for understanding through formative and summative assessments • Learning is personalized through a sophisticated use of data for differentiated instruction • Teachers help students become independent self-directed learners

TEACHING & LEARNING Overarching **S.M.A.R.T. Goal (s)** (Specific, Measurable, Achievable, Relevant, and Timely):

By the end of the school year, at least 96% of teachers will demonstrate effective teaching, as measured by PRIDE observation data.

Goal(s) Met?

• YES • NO

EQUIP with Implementation Action Plan: ACADEMIC GROWTH - TEACHING & LEARNING FUNDAMENTALS

Identify the area(s) for improvement from above	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Faculty will effectively engage students in lessons and teach in small groups.	Walkthrough data will be compiled to track small group and engagement levels.	Walkthrough tracking form on Google Drive	Weekly throughout the year	Alisa Wright Lana Marcotte Tonda Horne	Weekly data analysis will guide our discussions and determine areas of concern/achievement.

EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH - TEACHING & LEARNING FUNDAMENTALS

Topic	Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module)	Facilitator & Audience	PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching)	Person responsible for supporting & monitoring
Student Engagement	PD session Handouts from <u>Total Participation Techniques</u>	Tonda Horne (F) Staff (A)	September 26th- Delivery 2nd Quarter - Practice /Observation /Feedback 3rd Quarter- Coaching as needed	Tonda Horne

ENGAGE in Implementation: ACADEMIC GROWTH - TEACHING & LEARNING FUNDAMENTALS

Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.

Progress Monitoring I



Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH - TEACHING & LEARNING FUNDAMENTALS

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

ACADEMIC GROWTH - FUNDAMENTALS Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.



Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH - READING

Teachers utilize the reading pacing guides to collaboratively plan rigorous lessons that integrate the literacy focus strategies and use researched based reading tools to ensure that lessons are standards-driven, cohesive and correctly paced • Teachers unpack the reading standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring • A ninety minute reading block includes the elements of guided reading with whole group, small group and organized activities for independent practice • A clear purpose for reading is established and direct teaching of skills (phonemic awareness, phonics, vocabulary, comprehension and fluency) occurs • Adherence to the Common Core State Standards shifts is evident with a true balance of literary and informational texts in classroom libraries, read-alouds and during instruction • Content area teachers outside of the ELA classroom emphasize literacy experiences in their planning and instruction

<u>Overarching S.M.A.R.T. Goal(s) (Specific, Measurable, Achievable, Relevant, and Timely):</u>	Goal(s) Met?	
<ul style="list-style-type: none"> • By the end of the school year, the mean Reading Learning Gain for all students will improve from 1.043 to 1.06, as measured by the Fall to Spring STAR Reading Assessment. • By the end of the school year, 65 % of students will be at a Proficient Level or higher, as measured by the Reading State Assessment. • By the end of the school year, 68.25 % or higher of total points in content strand “Text-based writing” will be earned, as measured by the Writing portion of the Reading State Assessment. 	• YES	• NO
	• YES	• NO
	• YES	• NO
Supporting Goal #1: Faculty will effectively engage students in lessons and teach small groups.	• YES	• NO
Supporting Goal #2: Faculty will increase the rigor and DOK level of assignments to improve student writing.	• YES	• NO

EQUIP with Implementation Action Plan: ACADEMIC GROWTH - READING

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Faculty will effectively engage students in lessons and teach in small groups.	Web based programs - Google classroom, Kahoot, Commonlit Daily 5 Implementation	Google Classroom Training Websites Daily 5 structure Walkthrough data	Weekly throughout the year	Alisa Wright Lana Marcotte Tonda Horne	Weekly walkthrough data analysis will guide our discussions and determine areas of concern.
Assignments and assessments DOK levels will align to the rigor of Florida State Assessments.	Analysis assessments and assignments to ensure depth of knowledge. Alter future assessments	DOK training Handouts on levels of knowledge Assessment Analysis Form	September Mid October End of February	Teachers and Tonda Horne	Analysis of student work/assessments and document changes to student assignments.



	Analyze state writing prompts and scoring to ensure depth of teaching at each level. Utilize iReady lessons which incorporate open ended written response questions.	State writing prompts and rubric iReady lessons			
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EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH - READING

Topic	Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module)	Facilitator & Audience	PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching)	Person responsible for supporting & monitoring
Depth of Knowledge	Workshop	Tonda Horne (F)	Forum Training/PD	Tonda Horne
	PLC	Staff (A)	September staff analysis of assessments: Staff did not analysis their own assessments 3rd quarter: Analysis additional assessments	
Student Engagement	PD session	Tonda Horne (F)	September 26th- Delivery	Tonda Horne
	Handouts from <u>Total Participation Techniques</u>	Staff (A)	2nd Quarter - Practice /Observation /Feedback 3rd Quarter- Coaching as needed	

ENGAGE in Implementation: ACADEMIC GROWTH - READING

Document implementation efforts and describe progress each quarter. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Include quantifiable data, such as teacher observation data, student achievement data (STAR mid-term and winter reports). Revise efforts as needed in order to meet goals.
Related to Overarching Goal(s) <u>Progress Monitoring I</u> <u>Progress Monitoring II</u>
Related to Supporting Goal #1 <u>Progress Monitoring I</u> <u>Progress Monitoring II</u>
Related to Supporting Goal #2. Insert more rows as needed. <u>Progress Monitoring I</u> <u>Progress Monitoring II</u>



ATE Efforts: ACADEMIC GROWTH - READING

Find and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

_____ to Overarching Goal(s)

Related to Supporting Goal #1

Related to Supporting Goal #2. Insert more rows as needed.

ACADEMIC GROWTH - READING Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.



Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – MATH

Teachers utilize the mathematics pacing guides to collaboratively plan rigorous lessons that integrate the literacy focus strategies and use researched based math tools to ensure that lessons are standards-driven, cohesive and correctly paced • Teachers unpack the math standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring • Procedural skills as well as conceptual understanding are taught • A sixty to ninety minute math block includes the elements of guided math with whole group, small group and organized activities for independent practice • Students study algorithms as “general procedures” in order to gain insights to the structure of mathematics (e.g. organization, patterns, predictability) • Students are able to apply a variety of appropriate procedures flexibly as they solve problems • Students have opportunity to develop the eight mathematical practices: Make sense of problems and persevere in solving them, Reason abstractly and quantitatively, Construct viable arguments and critique the reasoning of others, Model with mathematics, Use appropriate tools strategically, Attend to precision, Look for and make use of structure, and Look for and express regularity in repeated reasoning

Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely):

- **By the end of the school year, 76 % of students will be at a Proficient Level or higher, as measured by the Math State Assessment.**
- **By the end of the school year, the mean Math Learning Gain for all students will improve from 1.048 to 1.06, as measured by the Fall to Spring STAR Math Assessment.**

Goal(s) Met?

• YES	• NO
• YES	• NO
• YES	• NO

Supporting Goal #1: Faculty will effectively engage students in lessons and teach small groups.

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – MATH

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Faculty will effectively engage students in lessons and teach in small groups.	Flipped Gradual Release Teaching Open ended Problem Of the Day and Number Talks Google Classroom Assignments	County math website Walkthrough tracking form on Google Drive	Weekly throughout the year	Alisa Wright Lana Marcotte Tonda Horne	Weekly walkthrough data analysis will guide our discussions and determine areas of concern.
Assignments and assessments DOK levels will align to the rigor of Florida State Assessments.	Analysis assessments and assignments to ensure depth of knowledge.	DOK training and handouts	September Mid October End of February	Teachers and Tonda Horne	Analysis of student work/assessments and document changes to student assignments.

EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – MATH

Topic	Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module)	Facilitator & Audience	PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching)	Person responsible for supporting & monitoring



Engagement	PD session Handouts from <u>Total Participation Techniques</u>	Tonda Horne (F) Staff (A)	September 26th- Delivery 2nd Quarter - Practice /Observation /Feedback 3rd Quarter- Coaching as needed	Tonda Horne
Maximizing Math Mentality	Workshop for K-5 teachers PLC for MS Math teachers	Tonda Horne (F) Math teachers (A)	August 6th for Elementary November for MS	Tonda Horne

ENGAGE in Implementation: ACADEMIC GROWTH – MATH

Document implementation efforts and describe progress each quarter. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Include quantifiable data, such as teacher observation data, student achievement data (STAR mid-term and winter reports). Revise efforts as needed in order to meet goals.

Related to Overarching Goal(s)
Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #1
Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #2. Insert more rows as needed.
Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH – MATH

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

Related to Overarching Goal(s)

Related to Supporting Goal #1

Related to Supporting Goal #2. Insert more rows as needed.

ACADEMIC GROWTH - MATH Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.







Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – SCIENCE

Teachers utilize the science pacing guides to collaboratively plan rigorous lessons that integrate the literacy focus strategies and use researched based science tools to ensure that lessons are standards-driven, cohesive and related to Supporting Goal #2. Insert more rows as needed. correctly paced • Teachers unpack the science standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring • All teachers structure purposeful activities that result in high student engagement that are grounded in higher-order thinking, problem solving, and real world connection for all students • All students are actively involved in the learning process through collaborative discussions, higher-order thinking, decision making, and investigations with new approaches • Students consistently generate and test hypotheses through experimental inquiry, problem solving, systems analysis, and investigation

Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely):	Goal(s) Met?	
<ul style="list-style-type: none"> • <i>By the end of the school year, 54 % of 5th grade students will be at a Proficient Level or higher, as measured by the Science State Assessment.</i> • <i>By the end of the school year, 71 % of 8th grade students will be at a Proficient Level or higher, as measured by the Science State Assessment.</i> 	• YES	• NO
Supporting Goal #1: Faculty will engage in data chats and utilize results to inform small group instruction as measured by the Data Chat/PLC Tracking Tool and classroom walkthrough data.	• YES	• NO

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – SCIENCE

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Alignment of 3-8 science	Align 3-5 science pacing to allow for cross grade level teaching. Create an Intermediate science lab for central use Administer 5th grade Fair Game Assessment. Disaggregate the Fair Game Assessment Share Fair Game data with 3-5 teachers Increased number of STEAM projects	Science Lab Research Class Benchmark Assessments	Quarter 1: align 3-5 pacing, develop intermediate science lab, and fair game assessment Quarter 2: Benchmark Assessment 1 and begin STEAM projects Quarter 3: Benchmark Assessment 2 and complete STEAM projects Implementation of DE Techbook is ongoing	Science Teachers	Comparison of Fair Game assessment and benchmark data will show student growth.



	Benchmark Assessment Analysis		Monthly.		
	Implement Discovery Education Techbook in middle school				
	Attend monthly webex sessions				

EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – SCIENCE

Topic	Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module)	Facilitator & Audience	PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching)	Person responsible for supporting & monitoring
Science Instruction, Pacing and Assessments	Webex	Melissa Devlin (F) 5/ 8 Grade Science Teachers (A)	Monthly	Tonda Horne

ENGAGE in Implementation: ACADEMIC GROWTH – SCIENCE

Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.

Related to Overarching Goal(s)
Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #1
Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #2. Insert more rows as needed.
Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH – SCIENCE

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.



o Overarching Goal(s)

o Supporting Goal #1

Related to Supporting Goal #2. Insert more rows as needed.

ACADEMIC GROWTH - SCIENCE Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.



Teaching & Learning

ESTABLISH Goals: MORAL CHARACTER DEVELOPMENT

Moral Character Development: The teaching and learning of values that help students act in ethical ways and engage in positive relationships with others
 Teachers and staff take intentional steps to model, teach, and reinforce moral character values, such as, respect, honesty, fairness, kindness, self-control, integrity, etc. • Teachers provide opportunities for students to practice and internalize moral character values • Teachers integrate moral character values in lessons and activities across content areas • A physically and emotionally safe and supportive classroom learning environment, based on mutual respect and fairness, is established and upheld • Teachers take intentional efforts to create a classroom community that fosters a sense of belonging and collective solidarity where students hold each other accountable to act appropriately and with integrity • Teachers build positive relationships with students and learn about their interests and passions • Students are given opportunities to interact with peers and practice the Character and Social-Emotional Learning (SEL) skills required to develop positive relationship with others • Students learn the Character and SEL skills to resolve conflicts peacefully • Teachers use a positive approach to classroom management that is consistent with character values and includes reflective, restorative and peace building practices • Teachers create a classroom environment that is inclusive and culturally relevant to all students

Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely): <i>By the end of the school year, the overall agreement rate (strongly agree & agree) for Moral Character Development survey items will be at least 85%, as measured in the Imagine Schools Student Surveys.</i>	Goal(s) Met?		
	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; text-align: center;">• YES</td> <td style="width: 50%; text-align: center;">• NO</td> </tr> </table>	• YES	• NO
• YES	• NO		

EQUIP with Implementation Action Plan: MORAL CHARACTER DEVELOPMENT

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Restorative Practices Supporting data: At this school everyone (students and adults) treat each other with respect. 59.9% In our class we own up to our mistakes and help each other do better. 64.8% I am learning strategies that help me resolve disagreements with others in peaceful ways. 73.6%	Schoolwide implementation of Restorative Questions for Conflict Resolution SLP/School Counselor implementation of Zones of Regulation for students needing Tier 2/3 support	Posters for each teacher’s classroom that include the restorative questions for conflict resolution Hand held laminated cards for students to utilize while taking turns answering each question Zones of Regulation toolkit	Quarter 1: PD on Restorative questions/conversations, teachers model during student implementation Quarter 2: Students engage in little support Quarter 3: Students engage in restorative questions/conversations independently	Faculty	Reduced number of office managed behavior incidents (utilizing google sheets to track referrals)

EQUIP with Professional Learning Opportunities: MORAL CHARACTER DEVELOPMENT



Topic	Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module)	Facilitator & Audience	PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching)	Person responsible for supporting & monitoring
Restorative Practices & Discipline	Rotating PLC	Alisa Wright (F) Lana Marcotte (F) Kelly Pepe (F) Staff (A)	August 15th	Lana Marcotte

ENGAGE in Implementation: MORAL CHARACTER DEVELOPMENT

Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: MORAL CHARACTER DEVELOPMENT

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

MORAL CHARACTER DEVELOPMENT Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.



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Teaching & Learning

ESTABLISH Goals: PERFORMANCE CHARACTER DEVELOPMENT

Performance Character Development: The teaching and learning of values that help students maximize achievement and reach their fullest potential.
 Teachers and staff take intentional steps to model, teach, and reinforce performance character values, such as, responsibility, curiosity, perseverance, and creativity • Teachers provide opportunities for students to practice and internalize performance character values • Teachers integrate performance character values in lessons and activities across content areas • Teachers structure purposeful instructional strategies and activities, that fosters curiosity and creativity, and result in high student engagement • Students learn routines and internalize Social-Emotional Learning skills and habits that allow them to optimize learning experiences • Teachers take intentional efforts to intrinsically motivate students to improve their academic efforts and assume responsibility for their education Teachers help students develop a growth mindset regarding academic achievement by creating a personalized learning plan with self-directed goals • Teachers foster a growth mindset by reinforcing and providing recognition for students’ efforts • In cooperation with teachers, students develop character goals that directly impact academic success • Time is allocated to teach students about applying and tracking effort and progress towards personal and collaborative goals • Students frequently communicate and reflect on academic and character goals with teachers, parents, and peers

Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely):	Goal(s) Met?	
<i>By the end of the school year, the overall agreement rate (strongly agree & agree) for Performance Character Development survey items will be at least 85%, as measured in the Imagine Schools Student Surveys.</i>	• YES	• NO

EQUIP with Implementation Action Plan: PERFORMANCE CHARACTER DEVELOPMENT

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Student Engagement Supporting data: My teachers lesson and activities are interesting and spark my curiosity. 68.9% My teachers help me connect what I am learning in class to life outside the classroom. 75% I have chances to brainstorm creative ideas and apply them to my work in class. 76%	Administrators will model engagement strategies from <i>Total Participation Techniques</i> during faculty meetings, PDs, PLCs, etc Flipped Gradual Release Teaching Open ended Problem Of the Day and Number Talks Google Classroom Assignments	<u>Total Participation Techniques</u> book and quick reference guide.	Began 9/26/18, will continue at one meeting/month minimum	Tonda Horne Alisa Wright Lana Marcotte	Weekly walkthrough data analysis will guide our discussions and determine areas of concern.

EQUIP with Professional Learning Opportunities: PERFORMANCE CHARACTER DEVELOPMENT



Topic	Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module)	Facilitator & Audience	PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching)	Person responsible for supporting & monitoring
Maximizing Math Mentality	Workshop for K-5 teachers PLC for MS Math teachers	Tonda Horne (F) Math teachers (A)	August 6th for Elementary November for MS	Tonda Horne
Student Engagement	PD session Handouts from <u>Total Participation Techniques</u> Administrators will model engagement strategies from <i>Total Participation Techniques</i> during faculty meetings, PDs, PLCs, etc	Tonda Horne (F) Staff (A)	September 26th- Delivery 2nd Quarter - Practice /Observation /Feedback 3rd Quarter- Coaching as needed	Tonda Horne

ENGAGE in Implementation: PERFORMANCE CHARACTER DEVELOPMENT

Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: PERFORMANCE CHARACTER DEVELOPMENT

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.



PERFORMANCE CHARACTER DEVELOPMENT Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.



Teaching & Learning

ESTABLISH Goals: CIVIC CHARACTER DEVELOPMENT

Civic Character Development: The teaching and learning of values that students need to be informed and compassionate citizens of their schools, their communities, and the world.
 Teachers and staff take intentional steps to model, teach, and reinforce civic character values, such as, empathy, justice, leadership, teamwork, citizenship, service, digital citizenship, etc. • Teachers provide opportunities for students to practice and internalize civic character values that help them understand their roles and responsibilities as citizens of their local and global communities • Teachers create a culturally relevant learning environment that respects diversity • Teachers integrate civic character values in lessons and activities across content areas • Teachers foster students’ sense of self-efficacy and inspire them to use their talents and passions to be of service to their school as well as their local and global communities • Students learn about civic duty and the responsibilities of being an informed citizen • Students are provided with opportunities to choose, plan, and implement authentic service learning projects that are connected to their studies in response to a need in their schools as well as their local and global communities • Students have opportunities to grow in empathy by taking different perspectives in social issues • Students learn Character and Social-Emotional Learning skills to engage in effective collaborative groups with peers for productive teamwork • School develops norms for digital citizenship • Students learn about digital citizenship to engage in responsible behavior when using technology

Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely): <i>By the end of the school year, the overall agreement rate (strongly agree & agree) for Civic Character Development survey items will be at least 85%, as measured in the Imagine Schools Student Surveys.</i>	Goal(s) Met?	
	• YES	• NO

EQUIP with Implementation Action Plan: CIVIC CHARACTER DEVELOPMENT

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Student Engagement Supporting Data: My teachers help me connect what I’m learning in class to life outside the classroom. 75% I have chances to brainstorm creative ideas and apply them to my work in class. 76%	Schoolwide implementation of Three Act Tasks in math. Flipped Gradual Release Teaching Open ended Problem Of the Day and Number Talks Google Classroom Assignments	Access through county website Projector	Second semester	Math teachers	Digital walkthrough tracking form

EQUIP with Professional Learning Opportunities: CIVIC CHARACTER DEVELOPMENT

Topic	Delivery Type	Facilitator & Audience	PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching)	Person responsible for supporting & monitoring



	(PLC, Book Study, Workshop, Webinar, Course, Module)			
Maximizing Math Mentality	Workshop for K-5 teachers	Tonda Horne (F)	August 6th for Elementary	Tonda Horne
	PLC for MS Math teachers	Math teachers (A)	November for MS	
Google Classroom	Workshop	Tonda Horne & LeighAnn Worthen (F) Middle School Teachers (A)	August 6th	Tonda Horne

ENGAGE in Implementation: CIVIC CHARACTER DEVELOPMENT

Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: CIVIC CHARACTER DEVELOPMENT

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

CIVIC CHARACTER DEVELOPMENT Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year’s needs assessment process.



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Operating Structures

ESTABLISH Goals: ECONOMIC SUSTAINABILITY

School leadership balances school expenditures and revenues so that they live within their means annually and over the long-term • School leaders, staff and the governing board are actively engaged in creating, discussing, and amending their budget based on the current enrollment and per-student disbursement from each locality or state • The school routinely ensures that the school staff has opportunities to review the budget, learn about school finances and participate in economic decisions • Stakeholders work hard to eliminate inefficiencies and prioritize expenditures based on needs where they most benefit teaching, learning, and school growth • Stakeholders research other opportunities for increasing funds for the school, such as, grants and fundraising • The school provides sufficient personnel, materials, and fiscal resources to comply with applicable regulations

Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely):	Goal(s) Met?	
<i>By the end of the school year, the school is economically sustainable, as measured by the school budget.</i>	• YES	• NO

EQUIP with Implementation Action Plan: ECONOMIC SUSTAINABILITY

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Leadership team made budget cuts to meet demands of new budget.	Leadership team analyzed budget to decide on cuts. Coach analyzed curriculum order to make cuts in this area.	budget	July	Leadership Team Alisa Wright Clara Black Lana Marcotte	Budget deficit will decrease over last year
Faculty establishes processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.	Faculty will utilize an online tool to receive classroom resources/donations.	donorschoose adoptaclassroom kickstarter supportyourteacher razoo	Fall	Academy Leaders	Receipt of resources/donations

EQUIP with Professional Learning Opportunities: ECONOMIC SUSTAINABILITY

Topic	Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module)	Facilitator & Audience	PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching)	Person responsible for supporting & monitoring
Grants	Academy Meeting Workshops	Academy Leaders (F) Staff (A)	As needed with new faculty	Leadership Team

ENGAGE in Implementation: ECONOMIC SUSTAINABILITY

Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.



Monitoring I

Progress Monitoring II

EVALUATE Efforts: ECONOMIC SUSTAINABILITY

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

ECONOMIC SUSTAINABILITY Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.



Operating Structures

ESTABLISH Goals: SCHOOL DEVELOPMENT

The school team is committed to offering parents more high quality options for their children’s education by equipping their children to become 21st Century learners using 21st Century tools The school provides a rigorous, relevant education that is innovative and forward thinking • A focused inventory of school resources (print materials, software, hardware, etc.) is created and maintained • School has clear policies, practices, and procedures outlined in school handbook • Hiring practices reflect a routine for recruiting, employing, and mentoring qualified professional staff that are capable of fulfilling assigned roles and responsibilities • Collection and dissemination of data is processed and protected under FERPA • Adequate infrastructure allows schools to operate systems • Master Schedule is developed to ensure appropriate time for optimal learning and planning • Professional learning opportunities are strengthened by having a PLC network to share experiences, successes, and techniques for improved learning • Leaders and staff have opportunities to assume new or greater responsibilities within the school and the organization • Staff builds strong relationships with the school’s governing board and authorizing agencies • Strong communication systems promote school priorities, celebrate successes and inform stakeholders • The school routinely maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants • Monitoring and accountability systems are in place to foster a supportive school environment

Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely):

By the end of the school year, Governing Board members will receive agendas/minutes/materials 1 week prior to 80%+ of the meetings.

Goal(s) Met?

• YES • NO

EQUIP with Implementation Action Plan: SCHOOL DEVELOPMENT

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Clear timelines and practices in place to increase timely communication with the Governing Board	Develop timelines/checklists for delivering materials to Governing Board Members prior to meetings with Administrative Asst. (AA) Place deadlines on AA’s and Principal’s calendar Schedule monthly meetings with AA to finalize agendas/minutes/materials	Checklist Timeline Outlook Calendar	Quarter 2 implementation	Alisa Wright Hunter Oswald	Board Members receive agendas/minutes/materials 1 week prior to meetings.

EQUIP with Professional Learning Opportunities: SCHOOL DEVELOPMENT

Topic	Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module)	Facilitator & Audience	PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching)	Person responsible for supporting & monitoring

ENGAGE in Implementation: SCHOOL DEVELOPMENT



Implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress being monitored and tracked? Revise efforts as needed in order to meet goals.

Monitoring I

Progress Monitoring II

EVALUATE Efforts: SCHOOL DEVELOPMENT

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.

SCHOOL DEVELOPMENT Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.