



2017 – 2018 School Excellence Plan (SEP)

<i>Imagine School at Palmer Ranch</i>	
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.	Rod Sasse
SHARED VALUES COMMITTEE CHAIR:	REGIONAL DIRECTOR (RD):
Christa Robertson, Primary Academy Chair	Kathy Helean
PARENT CHOICE COMMITTEE CHAIR:	GROUP ACADEMIC DIRECTOR/COORDINATOR:
Barb Carico, Middle School Academy Chair	Melissa Devlin, Group Academic Director
CHARACTER DEVELOPMENT COMMITTEE CHAIR:	GOVERNING BOARD REPRESENTATIVE(S):
Michelle Morris, ESE/Specials Academy Chair	
ACADEMIC GROWTH COMMITTEE CHAIR:	COMMUNITY REPRESENTATIVE(S)
Katie Kephart, Instructional Coach	
ECONOMIC SUSTAINABILITY COMMITTEE CHAIR:	PARENT REPRESENTATIVE(S):
Susan Venum, Leadership Team Member at Large	
SCHOOL DEVELOPMENT COMMITTEE CHAIR:	STUDENT REPRESENTATIVE(S):
Melissa Dill, Early Childhood Academy Chair	
SCHOOL ACADEMIC COACH:	OTHER REPRESENTATIVE(S)



Katie Kephart

Lana Marcotte
Tonda Horne

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 (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.)	Mission (A mission statement indicates the responsibilities of the organization toward their stakeholders; what the school is charged to do and its purpose.)	Character Development Mission (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

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.)

School Year	Budgeted Enrollment	Current Enrollment	Sustainable Enrollment	Facility Capacity	AA	H	I/P	MR	W	% Free or Reduced	% ESE	% ELL
17 - 18	484	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%

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.)

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



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

Areas of Strength:

We met both our overarching and supporting Shared Values goals from 2016-2017.

We met our overarching goal of reaching an 85% agreement rate or higher.

- Student survey overall agreement rate: 85%
- Staff survey overall agreement rate: 91.7%
- Family student overall agreement rate: 87.1%

We met our Supporting Goal #1 as evidenced below:

- 100% of faculty attended and participated in collaborative planning with ESE/Gen Ed and grade level teams.
- 88% of faculty attended and participated in Academy meetings.

According to the Staff Shared Values survey items relating to feedback, we met our Supporting Goal of 82% overall agreement or higher as evidenced below.

Survey items relating to feedback:

- My school leader or direct supervisor works with me to evaluate my performance and helps me identify areas of growth to target my professional learning opportunities. *Overall agreement rate: 91.1%*
- Instructional leaders at this school visit classrooms regularly and provide teachers with targeted and timely feedback to improve instruction. *Overall agreement rate: 88.9%*

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

Areas we could focus on improving are:

- increasing our overall Student Shared Values survey agreement rate by focusing opportunities for our students to experience fun (decision making/leadership), our attendance/participation rate in collaborative grade level planning, vertical planning and Academy Meetings.

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
B+	B-	B+	A-	A-	A	A-	NA

Number of Suspensions

2014	2015	2016	2017
74	35	45	64

Areas of Strength:

We met both our Overarching and Supporting **Culture and Climate Character Development** goals from 2016-2017.

We met our Overarching Goal of reaching an 87% agreement rate or higher.

- Student School Culture/Climate agreement rate: 87%
- Staff Culture/Climate agreement rate: 92%
- Family Culture/Climate agreement rate: 89%

We met our Supporting Goal #1 of an average overall agreement rate of at least 87%.

- Student survey overall agreement rate: 85%
- Staff survey overall agreement rate: 91.7%
- Family student overall agreement rate: 87.1%
- Average overall agreement rate: 87.933

We met our Supporting Goal #2 of an average positive agreement rate of 82% or higher.

- Student Conflict Resolution agreement rate: 78.3%
- Staff Conflict Resolution agreement rate: 91.1%
- Family Conflict Resolution agreement rate: 83.1%
- Average Conflict Resolution agreement rate: 84.16

We met Supporting Goals for **Moral Character Development** from 2016-2017.

We met our goal of an 88% agreement rate on conflict resolution survey items.

- Staff Shared Value conflict resolution agreement rate: 91.1%

We met our goal of an 85% agreement rate on survey items related to improving the community.

- Staff Shared Value community improvement through service learning agreement rate: 88.9%

We met Supporting Goal #3 for **Performance Character Development** from 2016-17.

We met our goal of an 88% agreement rate on survey items related to developing and tracking SMART goals.

- Items related to developing and tracking SMART goals agreement rate: 88.08%

We met Supporting Goal #1 for **Civic Character Development** from 2016-17.



	<p>We met our goal of communicating feedback to students as evidenced by the positive responses below. <i>Please note our goal was a 74% agreement rate.</i></p> <ul style="list-style-type: none"> • Student Feedback agreement rate: 87.9%, 85.1% • Family Feedback agreement rate: 80%, 77% • Staff Feedback agreement rate: 95.6%, 95.6% <p>Opportunities for Growth: After looking across all three surveys and completing the Fishbone Root Cause Activity the following areas displayed the most need for improvement.</p> <p><u>Culture and Climate:</u> One area we could improve on is explicit instruction and strategies for our students to peacefully resolve conflicts with their peers. This could also be a specific area of focus for our character lessons about respect. Additionally, we plan to continue to model respectful conflict resolution for our students.</p> <p><u>Moral Character:</u> ISPR will continue to provide students with opportunities to improve their community by offering quality service learning opportunities to our students in the 2017-2018 school year.</p> <p><u>Performance and Civic Character:</u> Based on our outcomes, we could make more of an effort to foster curiosity and creativity in the classroom by purposely planning student-centered, interactive activities that result in higher engagement.</p> <p>Another area for improvement is to increase our overall positive response rate for Performance Character survey items. Our weakest areas in performance character development according to student surveys were teachers helping student connect what they are learning in class to life outside the classroom and lessons that spark student curiosity. We excelled in the area of supporting students in developing and tracking SMART goals. We plan to continue on this path next school year through Student Led Conferencing nights and teachers actively monitoring the SMART goal process.</p>
<p>Parent Choice</p> <ul style="list-style-type: none"> • Imagine Schools Parent Survey • Other quantitative data: in-house surveys, attendance, re-enrollment, student mobility • Other qualitative data: testimonials and observations • SEPR rating 	<p>Parent Choice</p> <ul style="list-style-type: none"> • 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
A	A	A-	A	B	C	B	B+

Areas of Strength:

We met both our Overarching and Supporting Parent Choice goals from 2016-2017.

As of June 6, 2017, 89.35% of our students have re-registered for next year, 6% are enrolling in other schools and 4% remain undeclared. Thus, the overarching goal of 86%+ re-registration has been met.

We met the goal of 71% agreement for survey items related to communication.

- The student survey item “My teachers keep my family informed about my academic and character progress” and the family survey item “Teachers communicate with me about my children’s academic and character progress, including accomplishments and growth areas” showed 80.3% agreement.

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

Opportunities for improvement include:

- Consistent use of communication apps across academies by every teacher (ie, entire academy uses homeroom app or remind app)
- Feedback Fridays are being introduced to provide specific, standards-based feedback and reflection opportunities to students. Documentation from these meetings would allow families as well as students to have consistent feedback about their child’s progress.

Needs Assessment

ANALYZE & PRIORITIZE NEEDS

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

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



2017 FSA RESULTS BY CONTENT STRAND

Percentage of Possible Points Earned

3rd 4th 5th 6th 7th 8th

ELA	Key Ideas and Details	48.10%	60.61%	57.58%	56.27%	52.55%	61.99%
	Craft and Structure	58.37%	75.65%	60.79%	63.86%	63.97%	69.07%
	Integration of Knowledge and Ideas	44.87%	63.07%	44.84%	57.45%	56.35%	68.95%
	Language and Editing	78.57%	72.73%	76.39%	77.50%	77.92%	81.28%
	Text-based Writing		55.23%	62.14%	54.00%	66.19%	74.10%

MATH	Operations, Algebraic Thinking, and Numbers in Base Ten	66.07%					
	Operations and Algebraic Thinking		74.17%				
	Operations, Algebraic Thinking, and Fractions			53.42%			
	Numbers and Operations in Base Ten		79.96%	57.14%			
	Numbers and Operations - Fractions	62.90%	83.60%				
	Measurement, Data, and Geometry	48.85%	60.57%	61.77%			
	Ratio and Proportional Relationships				72.00%	58.00%	
	Expressions and Equations				63.67%	59.67%	72.08%
	Functions						67.86%
	Geometry				56.50%	53.85%	66.17%
	Statistics and Probability				81.60%	63.11%	
	The Number System				65.83%	64.00%	
	Statistics and Probability and the Number System						81.82%

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

Subject Areas or Subgroups that Need Improvement:

17% of our lowest quartile made gains in ELA on FSA.
7% of ELL made gains in ELA on FSA

Areas of Strength:

Faculty collaboration has become a strength. 100% of faculty did collaborate with support services (ESE) and specials. The average score of faculty on PRIDE Domain 4.3 is 2.97. This is above the goal of 2.5 out of 3.
Faculty routinely engaged in effective data chats. 100% of faculty engaged in data chats. The average score of faculty on specific PRIDE Domains is 2.712. This is above the goal of 2.5 out of 3.

Opportunities for Growth:

One critical component of the Acceleration Model that we do not yet have in place is school wide intervention time. We are implementing WIN (What I Need) time for all grade levels daily in 2017-2018.
While 100% of faculty engaged in effective data chats, we still need to improve in planning small group lessons from the STAR and iReady progress monitoring data.



CONTENT STRANDS
Possible Points by Strand

		3rd	4th	5th	6th	7th	8th
ELA	Key Ideas and Details	10	12	14	12	15	14
	Craft and Structure	17	17	15	22	17	18
	Integration of Knowledge and Ideas	11	12	12	10	10	12
	Language and Editing	8	7	8	8	10	8
	Text-based Writing		10	10	10	10	10

MATH	Operations, Algebraic Thinking, and Numbers in Base Ten	26					
	Operations and Algebraic Thinking		11				
	Operations, Algebraic Thinking, and Fractions			23			
	Numbers and Operations in Base Ten		12	15			
	Numbers and Operations - Fractions	9	14				
	Measurement, Data, and Geometry	19	18	18			
	Ratio and Proportional Relationships				8	15	
	Expressions and Equations				19	12	18
	Functions						13
	Geometry				8	13	15
	Statistics and Probability				11	9	
	The Number System				11	8	
	Statistics and Probability and the Number System						12

Hold's greatest weight
Highest scoring strand(s)
Lowest scoring strand(s)



ENGLISH LANGUAGE ARTS	Grade	FSA Proficiency Scores by %			Learning Gains (LG) for FSA Special Categories		STAR Learning Gains	
		School			2017		1 st	1.059
		2017	2016	2015	Learning Gains	53	2 nd	1.087
	3 rd	59	69	49	Lowest 25% LG	17	3 rd	1.074
	4 th	70	53	67	ELL LG	7	4 th	1.030
	5 th	60	42	51	Free/ Reduced Lunch LG	36	5 th	1.042
	6 th	54	69	78			6 th	.983
	7 th	67	66	68			7 th	1.018
	8 th	74	75	85			8 th	.987
	Overall						Overall	1.029
MATHEMATICS		School			2017		1 st	1.015
		2017	2016	2015	Learning Gains	73	2 nd	1.090
	3 rd	43	61	74	Lowest 25% LG	66	3 rd	.981
	4 th	82	100	90			4 th	1.022
	5 th	60	44	56			5 th	.984
	6 th	82	84	85	Middle School Acceleration Points	46	6 th	1.061
	7 th	92	95	80			7 th	1.013
	8 th	93	92	100			8 th	1.007
	Overall						Overall	1.02
	SCIENCE	5 th	44	40	54			
8 th		63	66	48				
Overall								
Alg 1 EOC	Varies	100	100	100				
Civics EOC	Varies	n/a						



<p>Economic Sustainability</p> <ul style="list-style-type: none"> Imagine Schools Staff Survey items related to Economic Sustainability Other quantitative data: in-house surveys, etc. Other qualitative data: observations and testimonials SEPR rating 	<p>Economic Sustainability</p> <ul style="list-style-type: none"> Areas of strength and growth SEPR & NACT recommendations Use this analysis to identify areas for improvement in the EQUIP section for each goal 																												
<table border="1" data-bbox="96 378 940 500"> <thead> <tr> <th>2010</th> <th>2011</th> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>B+</td> <td>B</td> <td>B+</td> <td>B+</td> <td>C-</td> <td>B</td> <td>C+</td> <td>B-</td> </tr> </tbody> </table> <p>Contribution from Imagine (Rounded to nearest 1,000)</p> <table border="1" data-bbox="96 630 953 751"> <thead> <tr> <th>2012</th> <th>2013</th> <th>2014</th> <th>2015</th> <th>2016</th> <th>2017</th> </tr> </thead> <tbody> <tr> <td>+47k</td> <td>-418k</td> <td>-526k</td> <td>-934k</td> <td>-713k</td> <td>-284k</td> </tr> </tbody> </table>	2010	2011	2012	2013	2014	2015	2016	2017	B+	B	B+	B+	C-	B	C+	B-	2012	2013	2014	2015	2016	2017	+47k	-418k	-526k	-934k	-713k	-284k	<p>Areas of Strength: We met our Overarching Economic Sustainability goals from 2016-2017.</p> <p>82.2% of faculty were in agreement with staff survey item “I have been given the opportunity to become familiar with our school’s budget and financial standing.”</p> <p>Current financial analysis shows the deficit decreasing in the 2016-17 school year over 300k from the previous year.</p> <p>Areas of strength include continued increases to re-enrollment of current students as well as new registrations, resulting in an increase in the student body.</p> <p>Opportunities for Growth: Needed improvements include:</p> <ul style="list-style-type: none"> continued increase in re-enrollment and new student registration additional opportunities for faculty to become familiar with the budget and budgeting process. Although this was an area of strength, when looking at longitudinal data this area was not consistently a strength. Establish processes to leverage existing limited funds and increase capacity through grants, donations, and community resourcefulness.
2010	2011	2012	2013	2014	2015	2016	2017																						
B+	B	B+	B+	C-	B	C+	B-																						
2012	2013	2014	2015	2016	2017																								
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<p>School Development</p> <ul style="list-style-type: none"> Imagine Schools Staff Survey items related to School Development Other quantitative data: in-house surveys, etc. Other qualitative data: observations and testimonials SEPR rating 	<p>School Development</p> <ul style="list-style-type: none"> Areas of strength and growth SEPR & NACT recommendations Use this analysis to identify areas for improvement in the EQUIP section for each goal 																												
	<p>Areas of Strength: We met our Overarching and Supporting School Development Goals for 2016-2017.</p> <p>As of June 6, 2017, 89.35% of our students have re-registered for next year, 6% are enrolling in other schools and 4% remain undeclared. Thus, the overarching goal of 86%+ re-registration has been met.</p> <p>Faculty consistently promoted school events via Homeroom and Remind Apps. The result is an increase in survey items relating to communication and increased re-enrollment for the 2017-18 school year.</p>																												



Opportunities for Growth:

Continue developing and promoting family events by academy to further increase re-enrollment and communication. Focus on events that are interesting and will spark curiosity about ISPR as this was one of the weakest areas on Family and Student surveys.



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 2017 – 2018 school year, the overall agreement rate (strongly agree & agree) for Shared Values survey items will be at least 91% in the Imagine Schools Student, Staff, and Family 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
Faculty will increase positive and collaborative communication as measured by attendance and effective participation in at least 85% of collaborative grade level planning, vertical planning and Academy Meetings.	Faculty will engage in <u>solution oriented</u> meetings and planning.	Meeting norms	September	Lana Marcotte	Meeting Minutes
Students will have an increased opportunity to be a leader and help make decisions within the classroom and school.	Weekly PLC will include planning and discussions about decision making fun for students.	PLC Meeting Agenda	September	Katie Kephart	Meeting Minutes

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



Vertical Planning	Subject area PLC	Math: Barbara Carico ELA: Tonda Horne Science: Christa Robertson	Whole group vertical planning session by grade level -August Forum Subject area vertical planning sessions- Early Release days:: 11/15/17; 1/24/18; 2/14/18; 4/18/17	Katie Kephart

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.

Progress Monitoring I

Faculty is continuing to engage in grade level planning. Meeting norms have been established and improved level of communication and positivity during Academy meetings. The meeting norms are as follows:

- Arrive on time
 - Start on time
 - End on time
- Be *fully* present
 - Avoid behaviors that affect physical and mental engagement (grading, e-mail, texting, side conversations, etc.)
 - Contribute and adhere to the meeting agenda and goals
- Send agenda items to the leader before meeting
 - Topics outside the agenda will be documented and tabled for a later time
- Maintain a growth vs. fixed mindset
 - We are solution-oriented
 - We are positive
 - We persevere in times of challenge
- We have established roles and responsibilities
 - Leader *asks for agenda items, organizes agenda based on feedback, and convenes the meeting*
 - Facilitator *keeps the discussion and decision-making process moving along*
 - Note-taker
 - Timekeeper

Using accountability as a character trait has led to increased student roles within classroom. MS students have implemented Chargers again and made decisions about the fall dance. Chargers are character role models and student leaders that support the implementation of the character program across the school. Continued conversations at each academy level will foster student decision making opportunities.



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 its 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 2017 – 2018 school year, the overall agreement rate (strongly agree & agree) for School Culture/Climate survey items will be at least 91%, 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
Faculty and students will effectively engage in restorative practices.	Faculty will participate in formal restorative practices PD.	Restorative Question Cards Restorative Circle Question Prompts Restorative Practices Handbook	September	Alisa Wright	Walkthrough Data Suspension Rates

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 Practices and Circles	Workshop	Alisa Wright	Forum - Delivery of baseline PD 8/11 - Implementation PD 10/16 - Link to Student Motivation Quarter 1 & 2- Observations done during CWT Ongoing- Modeling/ Coaching in the moment and during coaching cycles	Alisa Wright Katie Kephart



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.				
<u>Progress Monitoring I</u>				
MS - Each subject will rotate monthly to ensure that each student is able to participate. ESE - Lunch bunch groups are using restorative practices. Intermediate is partnering with counselor to ensure understanding of morning meeting vs restorative circle. Examples and an outline of restorative circles was provided.				
Thus far this year, we have had no suspensions, in comparison to 11 suspensions (and 26 total missed days of school) during the first quarter last year. We attribute this drastic reductions to the implementation of restorative practices across campus.				
<u>Progress Monitoring II</u>				
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.				





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 2017 – 2018 school year, 91% of students will re-enroll, as measured by enrollment / retention records.

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
Faculty will increase celebrations and communication with parents and students about student academic and character progress, including accomplishments and growth areas.	Establish a celebrations task force and engage in decisions made by the decision maker.	To Be Determined	Decisions complete by September, implementation in October	Thyra Schwab	Quality and frequency of celebrations
	Faculty will engage in Feedback Fridays and WIN (What I Need) time as a means to communicate academic and character growth to students and their families.	Student WIN Folders and specific standards based feedback	October 25, 2017	Katie Kephart	Parent feedback form

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
Standards-based Specific Feedback	Modeling	Katie Kephart	Quarter 1- Model student feedback that is standards based during WIN time. 1st and 2nd Quarters- Observe teachers providing feedback 2nd and 3rd Quarters- Provide feedback to teachers in the moment	Katie Kephart



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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

Celebrations committee scheduled for the year: Recognition Rodeos, Kudos and badges to recognize students character. Recognition Rodeo will recognize student character, academic effort and parent volunteers.. 100% of students who are being recognized were sent invitations. 82 students were awarded badges and kudos for first quarter.

Student led conferences (SLC) and goal setting during Feedback Friday and daily WIN (What I Need) are underway. SLC is scheduled this week and will communicate academic progress and feedback directly to parents. Feedback Friday and daily WIN are ways in which standards-based feedback is regularly discussed with students.

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.





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): <i>By the end of the 2017 – 2018 school year, at least 96% of returning teachers will demonstrate effective teaching, as measured by observation data.</i>	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 in grade level intervention time/RTI plan and small group instruction (WIN).	Faculty will use data and classroom observations to plan small group time and interventions.	STAR iReady MTSS Paperwork Assessments	September after review of diagnostic results	Katie Kephart	Learning gains on STAR and iReady after each assessment period

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
Intervention vs. Progress Monitoring RTI Best Practices	Workshop	Corry Tyle & Katie Kephart	October 16th- Delivery 2nd Quarter - Practice and Observation and Feedback 3rd Quarter- Coaching as needed	Katie Kephart

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

Faculty participated in PD on RTI process and progress monitoring. Genius hour or PBL projects are being utilized to spark curiosity. Teachers are analysing data to continually monitor student progress. This allows them to adjust instruction and student goals as needed. ESE team has been allowed additional access to iReady data and have been better able to support students. Elementary teachers have focused their small group instruction in lesson plans on daily WIN (What I Need) time. MS are using Benchmark Assessments in Algebra, Science and Civics to adjust instruction and students goals. Instructional Coach will push in during WIN time to support teachers in their small group instruction.

Progress 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 1.029 to 1.04, as measured by the Fall to Spring STAR Reading Assessment. • By the end of the school year, 69 % of students will be at a Proficient Level or higher, as measured by the Reading State Assessment. • By grade level, the following percentage of students will be at proficient or higher: <ul style="list-style-type: none"> ○ 3rd: 63% ○ 4th: 74% ○ 5th: 64% ○ 6th: 58% ○ 7th: 71% ○ 8th: 76% 	• YES	• NO
	• YES	• NO
100% of faculty will receive specific, standards-based lesson plan feedback as measured by PLC meeting minutes.	• YES	• NO
100% of faculty will engage in data chats and utilize results to inform small group instruction as measured by PLC meeting minutes.	• 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
Lesson plans will reflect activities and assessments that meet the rigor of Florida Standards and FSA/FCAT.	Unpack standards and align rigor of classroom activities to the cognitive complexity required by the standard	CPalms LAFS MAFS Webb's Depth of Knowledge	September	Katie Kephart Alisa Wright	Lesson plan feedback
Faculty will synthesize data to plan effective grade level intervention time/RTI plans and small group instruction (WIN).	Faculty will use data and classroom observations to plan small group time and interventions.	STAR iReady MTSS Paperwork Assessments	September after review of diagnostic results	Katie Kephart	Learning gains on STAR and iReady after each assessment period



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
Matching lessons to the rigor of the assessment Data Chats	Forum PD Data Chats	Katie Kephart	August Forum- PD on rigor of lessons Ongoing- Data Chats Ongoing- Modeling and Observations of RTI with fidelity	Katie Kephart
Related to Supporting Goal #2 Insert more rows 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> Progress will be measured after the second administration of STAR when growth can be compared to baseline. <u>Progress Monitoring II</u>				
Related to Supporting Goal #1 <u>Progress Monitoring I</u> Principal and Coach have begun the process of providing both evaluative and supportive lesson plan feedback. The feedback is focused on ensuring academic rigor, alignment and differentiation. <u>Progress Monitoring II</u>				
Related to Supporting Goal #2. Insert more rows as needed. <u>Progress Monitoring I</u> Faculty participated in PD on RTI process and progress monitoring. Genius hour or PBL projects are being utilized to spark curiosity. Teachers are analysing data to continually monitor student progress. This allows them to adjust instruction and student goals as needed. ESE team has been allowed additional access to iReady data and have been better able to support students. Elementary teachers have focused their small group instruction in lesson plans on daily WIN (What I Need) time. MS are using Benchmark Assessments in Algebra, Science and Civics to adjust instruction and students goals. Instructional Coach will push in during WIN time to support teachers in their small group instruction.				
EVALUATE Efforts: ACADEMIC GROWTH - READING				
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 - 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

<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, 77 % 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 1.02 to 1.03, as measured by the Fall to Spring STAR Math Assessment. • By grade level, the following percentage of students will be at proficient or higher: <ul style="list-style-type: none"> ○ 3rd: 47% ○ 4th: 84% ○ 5th: 64% ○ 6th: 84% ○ 7th: 94% ○ 8th: 95% 	• YES	• NO
	• YES	• NO
100% of faculty will receive specific, standards-based lesson plan feedback as measured by PLC meeting minutes.	• YES	• NO
100% of faculty will engage in data chats and utilize results to inform small group instruction as measured by PLC meeting minutes.	• YES	• NO

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
Lesson plans will reflect activities and assessments that meet the rigor of Florida Standards and FSA/FCAT.	Unpack standards and align rigor of classroom activities to the cognitive complexity required by the standard	CPalms LAFS MAFS Webb’s Depth of Knowledge	September	Katie Kephart Alisa Wright	Lesson plan feedback
Faculty will synthesize data to plan effective grade level intervention time/RTI plans	Faculty will use data and classroom observations to plan small group time and interventions.	STAR iReady MTSS Paperwork Assessments	September after review of diagnostic results	Katie Kephart	Learning gains on STAR and iReady after each assessment period



and small group instruction (WIN).				
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
Matching lessons to the rigor of the assessment Data Chats	Forum PD Data Chats	Katie Kephart	August Forum- PD on rigor of lessons Ongoing- Data Chats Ongoing- Modeling and Observations of RTI with fidelity	Katie Kephart
Related to Supporting Goal #2. Insert more rows as needed.				
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.				
<p>Related to Overarching Goal(s) <u>Progress Monitoring I</u> Progress will be measured after the second administration of STAR when growth can be compared to baseline.</p> <p><u>Progress Monitoring II</u></p>				
<p>Related to Supporting Goal #1 <u>Progress Monitoring I</u> Principal and Coach have begun the process of providing both evaluative and supportive lesson plan feedback. The feedback is focused on ensuring academic rigor, alignment and differentiation.</p> <p><u>Progress Monitoring II</u></p>				
<p>Related to Supporting Goal #2. Insert more rows as needed. <u>Progress Monitoring I</u> Faculty participated in PD on RTI process and progress monitoring. Genius hour or PBL projects are being utilized to spark curiosity. Teachers are analysing data to continually monitor student progress. This allows them to adjust instruction and student goals as needed. ESE team has been allowed additional access to iReady data and have been better able to support students. Elementary teachers have focused their small group instruction in lesson plans on daily WIN time. MS are using Benchmark Assessments in Algebra, Science and Civics to adjust instruction and students goals. Instructional Coach will push in during WIN time to support teachers in their small group instruction.</p> <p><u>Progress Monitoring II</u></p>				



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 – WRITING

Teachers utilize the writing pacing guides to collaboratively plan rigorous lessons that integrate the literacy focus strategies and use researched based writing tools to ensure that lessons are standards-driven, cross-curricular, cohesive and correctly paced • Teachers unpack the writing standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring • A thirty minute writing block includes the elements of writer’s workshop with direct instruction, independent writing, teacher and peer conferencing and shared experiences • The importance of the writing-reading connection is stressed by requiring students to draw upon and write about evidence from literary and informational texts • Student writers use evidence from research (including the text being read) to support their opinions • Annotated samples of exemplary student writing (rubrics) accompany the standards and help establish adequate performance levels in writing arguments, informational/explanatory (expository) texts, and narratives in the various grades

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

By the end of the school year, 67 % of students will be at a Proficient Level or higher, as measured by the Reading State Assessment.

Goal(s) Met?

- | | |
|-------|------|
| • YES | • NO |
|-------|------|

100% of faculty will receive specific, standards-based lesson plan feedback as measured by PLC meeting minutes.

- | | |
|-------|------|
| • YES | • NO |
|-------|------|

100% of faculty will engage in data chats and utilize results to inform small group instruction as measured by PLC meeting minutes.

- | | |
|-------|------|
| • YES | • NO |
|-------|------|

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – WRITING

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
Lesson plans will reflect activities and assessments that meet the rigor of Florida Standards and FSA/FCAT.	Unpack standards and align rigor of classroom activities to the cognitive complexity required by the standard	CPalms LAFS MAFS Webb’s Depth of Knowledge	September	Katie Kephart Alisa Wright	Lesson plan feedback
Faculty will synthesize data to plan effective grade level intervention time/RTI plans and small group instruction (WIN).	Faculty will use data and classroom observations to plan small group time and interventions.	STAR iReady MTSS Paperwork Assessments	September after review of diagnostic results	Katie Kephart	Learning gains on STAR and iReady after each assessment period

EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – WRITING

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



Matching lessons to the rigor of the assessment Data Chats	Forum PD Data Chats	Katie Kephart	August Forum- PD on rigor of lessons Ongoing- Data Chats Ongoing- Modeling and Observations of RTI with fidelity	Katie Kephart
Related to Supporting Goal #2. Insert more rows as needed.				

ENGAGE in Implementation: ACADEMIC GROWTH – WRITING

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 Principal and Coach have begun the process of providing both evaluative and supportive lesson plan feedback. The feedback is focused on ensuring academic rigor, alignment and differentiation.

Progress Monitoring II

Related to Supporting Goal #2. Insert more rows as needed.
Progress Monitoring I Faculty participated in PD on RTI process and progress monitoring. Genius hour or PBL projects are being utilized to spark curiosity. Teachers are analysing data to continually monitor student progress. This allows them to adjust instruction and student goals as needed. ESE team has been allowed additional access to iReady data and have been better able to support students. Elementary teachers have focused their small group instruction in lesson plans on daily WIN time. MS are using Benchmark Assessments in Algebra, Science and Civics to adjust instruction and students goals. Instructional Coach will push in during WIN time to support teachers in their small group instruction.

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH – WRITING

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 - WRITING 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 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"> • By the end of the school year, 48 % of 5th grade students will be at a Proficient Level or higher, as measured by the Science State Assessment. • By the end of the school year, 65 % of 8th grade students will be at a Proficient Level or higher, as measured by the Science State Assessment. • By grade level, the following percentage of students will be at proficient or higher: <ul style="list-style-type: none"> ○ 5th: 48% ○ 8th: 67% 	<ul style="list-style-type: none"> • YES 	<ul style="list-style-type: none"> • NO
100% of faculty will receive specific, standards-based lesson plan feedback as measured by PLC meeting minutes.	<ul style="list-style-type: none"> • YES 	<ul style="list-style-type: none"> • NO
100% of faculty will engage in data chats and utilize results to inform small group instruction as measured by PLC meeting minutes.	<ul style="list-style-type: none"> • YES 	<ul style="list-style-type: none"> • 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
Lesson plans will reflect activities and assessments that meet the rigor of Florida Standards and FSA/FCAT.	Unpack standards and align rigor of classroom activities to the cognitive complexity required by the standard	CPalms LAFS MAFS Webb's Depth of Knowledge	September	Katie Kephart Alisa Wright	Lesson plan feedback
Faculty will synthesize data to plan effective grade level intervention time/RTI plans and small group instruction (WIN).	Faculty will use data and classroom observations to plan small group time and interventions.	STAR iReady MTSS Paperwork Assessments	September after review of diagnostic results	Katie Kephart	Learning gains on STAR and iReady after each assessment period

EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – SCIENCE

Topic	Delivery Type	Facilitator & Audience	PL Cycle Timeframe	Person responsible for supporting & monitoring



	(PLC, Book Study, Workshop, Webinar, Course, Module)		(Delivery, Practice, Observation/Feedback, Model/Coaching)	
Matching lessons to the rigor of the assessment Data Chats	Forum PD Data Chats	Katie Kephart	August Forum- PD on rigor of lessons Ongoing- Data Chats Ongoing- Modeling and Observations of RTI with fidelity	Katie Kephart
Related to Supporting Goal #2. Insert more rows as needed.				

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 Principal and Coach have begun the process of providing both evaluative and supportive lesson plan feedback. The feedback is focused on ensuring academic rigor, alignment and differentiation.

Progress Monitoring II

Related to Supporting Goal #2. Insert more rows as needed.
Progress Monitoring I Faculty participated in PD on RTI process and progress monitoring. Genius hour or PBL projects are being utilized to spark curiosity. Teachers are analysing data to continually monitor student progress. This allows them to adjust instruction and student goals as needed. ESE team has been allowed additional access to iReady data and have been better able to support students. Elementary teachers have focused their small group instruction in lesson plans on daily WIN time. MS are using Benchmark Assessments in Algebra, Science and Civics to adjust instruction and students goals. Instructional Coach will push in during WIN time to support teachers in their small group instruction.

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.



Related to Overarching Goal(s)
Related to 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

<u>Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely):</u> <i>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.</i>	Goal(s) Met?		
	<table style="width: 100%; border: none;"> <tr> <td style="border: none;">• YES</td> <td style="border: none;">• 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
Faculty and students will effectively engage in restorative practices.	Faculty will participate in formal restorative practices PD.	Restorative Question Cards Restorative Circle Question Prompts Restorative Practices Handbook	September	Alisa Wright	Walkthroughs

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 and Circles	Workshop	Alisa Wright	9/20/17- Delivery Quarter 1 and 2- Observations done during CWT Ongoing- Modeling/ Coaching in the moment and during coaching cycles	Alisa Wright Katie Kephart



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

MS - Each subject will rotate monthly to ensure that each student is able to participate. ESE - Lunch bunch groups are using restorative practices. Intermediate is partnering with counselor to ensure understanding of morning meeting vs restorative circle. Examples and an outline of restorative circles was provided.

Thus far this year, we have had no suspensions, in comparison to 11 suspensions (and 26 total missed days of school) during the first quarter last year. We attribute this drastic reductions to the implementation of restorative practices across campus.

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.





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):

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.

Goal(s) Met?

- | | |
|-------|------|
| • 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
Faculty uses their abilities, resources, small group instruction and WIN time (school wide intervention) to spark curiosity and keep students interested and motivated to learn.	Faculty will utilize inquiry-based activities in the classroom (STEAM bins in primary, student led project inquiry in intermediate, implementation of clubs in MS)	Teachers Pay Teachers STEAM tools Genius Hour Site Imagine Showcase	August	Jen Carroll	Imagine That Showcase

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
Imagine That Showcase	PLC	Jen Carroll	Delivery- Quarter 1 Practice- Quarters 2 and 3 Observation and Feedback with Modeling and Coaching as needed-	Jen Carroll- Support Katie Kephart- Monitoring and support



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.				
<u>Progress Monitoring I</u>				
Faculty participated in PD on increasing student motivation and RTI process. Genius hour and PBL projects are being used to spark curiosity in student learning. MS students have had choice in their clubs to promote engagement and address their personal interest.				
School representative is participating on Imagine That webexes.				
<u>Progress Monitoring II</u>				
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 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.</i>	Goal(s) Met?
	<ul style="list-style-type: none"> • 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
Faculty will infuse global perspectives into lessons to spark curiosity.	Define global perspectives as engaging in cross-cultural conversations/research/acti	Cambridge Website	January	Leadership Team	Faculty Survey



	vities for the purpose of deepening one’s understanding of other cultures.				
EQUIP with Professional Learning Opportunities: CIVIC 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
Cambridge- Global Perspectives	Webinar	Katie Kephart	Delivery- Quarters 2 and 3 Practice- Quarters 3 and 4		Katie Kephart
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.					
<u>Progress Monitoring I</u> Q1 and 2: Faculty is including global perspectives in at least one lesson per week. This is monitored with lesson plan feedback. Q3 and 4: PD to define specifics on Cambridge global perspectives.					
<u>Progress Monitoring II</u>					
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.

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):

By the end of the 2017 – 2018 school year, the school is approaching economic sustainability, as measured by the school budget.

Goal(s) Met?

• YES	• NO
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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
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.org adoptaclassroom.org kickstarter.com supportyourteacher.org razoo.com	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	Delivery- Ongoing each month	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.

Progress Monitoring I

Online Donations: Second and third grade have completed DonorsChoose projects to get resources for listening centers. MS has received a grant for an onsite K-8 science field study.

Parent/Community Donations: C. Antczak has utilized parent donations for equipment, ESE utilizes Day of Hope supplies throughout the year. Using a community resource/speaker to motivate students aligned alongside character education. STEM challenge bins- teachers are reusing materials and asking for parent donations.

Fundraising Opportunities: ESE/Specials Academy is hosting the bookfair at Barnes & Noble which will result in funds. Planning academy get together to raise funds and establish community relationships.



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):	Goal(s) Met?	
<i>By the end of the 2017 – 2018 school year, 91% of students will re-enroll, as measured by enrollment / retention records.</i>	• 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
Faculty will effectively identify new/retain current students by developing and promoting family events by academy that are interesting and will spark curiosity about ISPR.	Each academy will plan and promote one family event per semester. Students and faculty will wear spirit shirts.	Homeroom App Remind App	Fall/Spring	Academy Leaders	Attendance rates at events

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
Marketing and Promotion	Academy Meeting PLCs	Academy Leaders	Delivery- Ongoing each month	Leadership Team



ENGAGE in Implementation: SCHOOL 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

Father daughter dance was a success.
Barnes and Noble day (Dec 9), Coastal Clean Up (Oct 28) are upcoming events. Arts and Music nights are also upcoming. Field Study/spirit shirts are on order to create a presence in the community. Banners have been placed outside the school to draw attention of passerbys.

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.