2016 – 2017 School Excellence Plan (SEP)

Imagine School Name	
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:	NATIONAL ACADEMIC COUNCIL MEMBER:
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	Jo Dawn Martin
ACADEMIC GROWTH COMMITTEE CHAIR:	COMMUNITY REPRESENTATIVE(S)
Katie Kephart, Instructional Coach	
ECONOMIC SUSTAINABILITY COMMITTEE CHAIR:	PARENT REPRESENTATIVE(S):
Susan Vennum, Intermediate Academy Chair	Teresa DiFiore and Christina Penilla

SCHOOL DEVELOPMENT COMMITTEE CHAIR:	
Melissa Dill, Early Childhood Academy Chair	
OTHER STAFF REPRESENTATIVE(S):	STUDENT REPRESENTATIVE(S):
Lana Smith	

Imagine Schools Mission Statement

As a national family of 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.)

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

Student Demographics

(Describe the community of students that the school serves, e.g. total enrollment by grade level, % 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 Asian AmInd	MR	W	% Free and Reduced	%ESE	%ELL
2016-17	411	445	600	910	4%	26%	4%	4%	62%	55%	13.6%	17%
2015-16	405	403	600	910	3%	25%	2%	3%	67%	54%	14.1%	15.7%
2014-15	377	392	600	910	4%	24%	2%	3%	68%	38%	16.6%	13%
2013-14	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.)

SY	% New Teachers	% Teachers with 1-5 Years Experience	% Teachers with 6+ Years Experience	% Teachers with Advanced Degrees	% of Teachers with Specialized Certifications
2016-17	24%	45%	31%	37.93%	57%

Needs Assessment

DATA & 3 YEAR TRENDS	ANALYZE & PRIORITIZE NEEDS

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

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

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
B+	B-	A-	B+	B+	A-	B-

SHARED VALUES SURVEY ITEMS
Items which show an INCREASE of 5%+ over previous year:
1.) Our school building is clean and well maintained. (+11.3)

Items which show a DECREASE of 5%+ over previous year
3.) Students behave respectfully toward school staff. (-11.3)
5.) Students show respect for school property. (-10)
6.) Students are proud to be part of this school. (-11.7)
11.) Our school leaders and staff work together to improve all students' learning gains. (-9.9)
14.) The principal supports our staff recognizing individual and collective achievements. (-11.6)
15.)I am encouraged by the principal to participate in school decisions, to take action, and to be held accountable for the results. (-29.1)
16.) I am given opportunities to grow professionally and to make contributions beyond my area of primary responsibility. (-26.4)
17.) At my school there are opportunities for teamwork and collaboration. (-23.6)
18.) This school is a supportive and inviting place to work. (-26.4)
19.) Staff members support and treat each other with respect. (-14.9)
20.) My work at this school directly impacts our performance on the Six Measures of Excellence.(-11.0)
21.) I see myself as a vital part of the success of this school. (-9.3)
22.) Staff members do a good job of communicating with each other. (-9.3)

AREAS OF STRENGTH
(Per Shared Values items showing an 85% or higher agree/strongly agree rate and stayed neutral or increased from the 2015-16 school year)
Our school consistently provides a safe environment for students and adults. Staff welcomes families who visit the school with respect and are more than willing to extend help when needed. ISPR provides relevant professional development opportunities and the principal works closely with staff to evaluate performance.

OPPORTUNITIES FOR IMPROVEMENT
(Per Shared Values items lower than 85% and showing the largest decrease from the previous year)
We plan to focus on fostering an inviting and supportive work environment. Our school will provide opportunities for teamwork and collaboration. There will be ample opportunities to grow professionally beyond one's primary area of responsibility. Finally, the principal will encourage staff to participate in school decisions, take action, and be held accountable for results.

24.) Our school leaders attempt to live out the Imagine School's Shared Values of Integrity, Justice and Fun (-23.4)

25.) Our staff attempts to live out the Imagine Schools' Shared Values of Integrity,Justice and Fun. (-25)

26.) I see myself working with Imagine for many years to come. (-13.6)

27.) I consider myself and my campus part of Imagine Schools. (-14.0)

28.) If I could grade our school overall, I would grade it: (-13.0)

OPEN ENDED SURVEY QUESTIONS SUMMARY

Issue	Spring 2015 Implemented/2016-17 Proposed Solution
Greater consistency and frequency of feedback via walk-throughs from multiple sources.	Feedback notes (ideally triplicate or sticky note version) will be developed to allow for immediate feedback from Principal, Instructional Coach and Peers. Intent of form is to provide immediacy and system for effective follow up/accountability.
Higher levels of effective communication.	Implemented daily staff memo.
Greater consistency between Principal and Dean.	Daily meetings between Principal and new Dean to plan for and discuss each day. Roles have been clearly defined and communicated to faculty to prevent misunderstandings.
Develop greater understanding of Shared Values definitions.	Shared Values to be addressed with new and returning faculty during pre-planning, revisited before survey and continuously in New Teacher Program.
Need for clear vision for the coming year that is clearly communicated and all are held accountable to achieving it.	Begin with the end in mind… develop SEP and revisit achievement toward the goals by publicly posting milestones in faculty room and reviewing quarterly at Academy Meetings.

Need for effective New Teacher mentoring program that intentionally revisits Shared Values and vision.	Task force developed New Teacher Program that meets this need.

ADVANCED ACCREDITATION REPORT
Opportunities for Improvement
- The roles and responsibility of the school's leadership need to be clearly articulated and communicated in a timely manner.

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

AREAS OF STRENGTH
Students feel a sense of safety and have a firm understanding of school rules and consequences. Students understand the importance of treating people the way they would like to be treated and making new students feel welcome.

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
B+	B-	B+	A-	A-	A	A-

OPPORTUNITIES FOR IMPROVEMENT
The areas for improvement include conflict resolution, understanding the difference between respectfully disagreeing vs. fighting, and recognizing the importance of forgiveness.

NUMBER OF SUSPENSIONS

2013-14	2014-15	2015-16	2016-17
74	35	45	TBD

- Note: In school suspension is not an option at our school. Thus, children may be suspended for cursing, physical aggression, disrespect, etc.

STUDENT SURVEY ITEMS

Items which show an INCREASE of 5%+ over previous year
10.) I have chances to be a leader in my class and at my school. (+9)
21.) I use what I learn in school to help improve my community. (+6.5)
28.) I am proud to be part of my school. (+6.0)
29.) I am learning about Imagine's Shared Values of Integrity, Justice and Fun. (+5.0)

Items which show a DECREASE of 5%+ over previous year
16.) If someone does something wrong to me, I can forgive them. (-5.9)

ADVANCED ACCREDITATION REPORT
Improvement Priorities to be Completed by 6/30/18
- The current organizational structure does not provide Imagine School at Palmer Ranch the opportunity to provide for the social/ emotional needs of all students. Hire a school counselor to rectify this situation.

Parent Choice	**Parent Choice**
• Imagine Schools Parent Survey • Other quantitative data: in-house surveys, attendance, re-enrollment, student mobility • Other qualitative data: testimonials and observations • SEPR rating	• Areas of strength and growth • SEPR & NACT recommendations • Use this analysis to identify areas for improvement in the EQUIP section for each goal

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
A	A	A-	A	B	C	B

PARENT SURVEY ITEMS
*NOTE: participation rates in the 2015-16 family survey fell to 15%. We believe this was caused by the change in delivery mode combined with an online AdvancED parent survey having to be distributed 2-3 weeks before. Thus, while the results of 30 surveys are listed below, we examined longitudinal data to set Parent Choice goals and these results in relationship to the other surveys to determine opportunities for improvement.

AREAS OF STRENGTH
Student retention rates continue to increased 11% this year. Withdrawals during the school year 20%.

OPPORTUNITIES FOR IMPROVEMENT
There exists an opportunity to strengthen students' conflict resolution skills through modeling and emphasis on our character development program.

Items which show an INCREASE of 5%+ over previous year
None

Items which show a DECREASE of 5%+ over previous year
Teachers know my children and focus on them as individuals. (-14.5%)
Staff at our school cares about my children's progress. (-9.1%)
My children receive quality instruction in reading. (-7.3%)
My children receive quality instruction in mathematics. (-10.8%)
I understand and agree with our school's homework policy. (-13.5%)
Teachers communicate with me regularly about my children's progress. (-13.1%)
I feel comfortable speaking to teachers about problems regarding my children's education. (-8.4%)
School staff and leaders respect my opinions and concerns regarding school issues. (-11.6%)
The school offers me opportunities to get involved in my children's education. (-9.3%)
The principal is accessible to parents and guardians. (-10.8%)
The school provides an inviting atmosphere for families and visitors. (-16.3%)
Our school building and grounds are well maintained. (-8.1%)
My children receive quality instruction in science. (-14.2%)
My children receive quality instruction in social studies. (-6.8%)
The people who work in the front office are friendly and helpful. (-5.2%)
My children feel safe at school. (-9.7%)
Teachers go out of their way to help my children when they need extra help. (-14.8%)
Students at our school are learning how to resolve conflicts appropriately. (-19%)
Students are treated with respect and dignity at school. (-11.3%)
Teachers and staff model and teach positive character attributes to students. (-17.4%)
Teachers and staff are caring and supportive of one another. (-11%)
I see positive changes in my children's behavior as a result of our school's emphasis on character development. (-16.3%)
I am aware that our school strives for success in Imagine's Six Measures of Excellence. (-9.1%)
I am satisfied with the quality of education my children are receiving. (-13.2%)
I am likely to recommend our school to others. (-11%)

ADVANCED ACCREDITATION REPORT
Improvement Priorities to be Completed by 6/30/18
- Enlist and engage stakeholders effectively in support of the school's purpose and direction.

Academic Growth	**Academic Growth**
● STAR & State Assessments & Learning Gain Reports	● State Assessment results of students that met/did not meet target mastery levels
● AEF Literacy Focus walk-through data	● Subject areas or subgroups that need improvement or intervention, whether remedial or enrichment
● Professional Development implementation data	● AEF Literacy Focus implementation
● Other quantitative (in-house surveys) & qualitative data (testimonials, observations)	● Teacher Professional Growth
● SEPR rating and recommendations	● Areas of strength and growth
	● SEPR & NACT recommendations
	● Use this analysis to identify areas for improvement in the EQUIP section for each goal

LEARNING GAINS REPORTS

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
B+	B-	R 45% M 59%	NA	1.04	1.03	1.04

AREAS OF STRENGTH:
- A+ High Achieving Charter School
- Cambridge International
- Advanced Ed Accreditation
- STAR learning gains average is 1.04
- FSA scores are above the district and state averages in the following:
  - ELA- Grades 3, 6, 7, 8
  - Math- Grades- 4, 6, 7, 8, 8 (Alg 1)
  - Science- Grade 8
  - Civics- Grade 7
- FSA scores are above the state in the following:
  - ELA- Grade 4
  - Math- Grade 3
- Faculty holds high expectations for academic and character goals.
- Student-led conferences hold students accountable for their own learning.

OPPORTUNITIES FOR IMPROVEMENT:
- FSA scores are below district and state averages in the following:
  - ELA- Grade 5
  - Math- Grade 5
  - Science- Grade 5
- Collaborate within and across grade levels.
- Analyze and effectively utilize data to drive classroom differentiation.
- Ensure fidelity of the MTSS process and best practices in instruction to meet the needs of all learners
- ESE and gen ed. teacher collaboration and inclusion teaching methods.

TEACHER EVALUATION DATA (PRIDE RUBRIC AVERAGES)

2015-2016 Faculty PRIDE Data

Total Points (78)	PRIDE Standards	Strand Average
	Creating A Culture for Learning	
74	Estab Hi Expec for Ss Lrng & Wrk	
74	Envir of Respect & Rapport	
74	Org Phys Envir	73.3
74	Clsrm Mngmt	
73	Mng Ss Behavior	
71	Model Oral/Writ. Comm	
	Planning for Success	
76	Deep Content Knowledge	
75	Align SS Outcomes w/ Standards	
74	Using Data to Meet Ss Needs	74.1
73	Plan. Form. & Sum. Assessmnts	
72	Determ. Strat. For Meaningful, Coherent Instruc.	
75	Use Instruc. Time Effectively	
	Instructing and Assessing for Student Acheivement	
76	Engage Ss in Learning	
71	Vary Instru to Meet Ss Needs	
75	Quality ? & Discussion	
70	Monitoring Ss Performance	72.25
76	Adjust & Monitor Instruc to Enhance Ss Achiev. & Mastery	
71	Planning Interven. & Resources to Up Ss Achiev. & Meet Goals	
72	Using Trad. & Alt. Assess. To Up Achievement	
67	Using Tech to Support Learning (TIMS	
	Communicating Professional Commitment	
74	Comply & Implement All Laws and Policies	
77	Taking Respons for I PDP	76.25
77	Collaborating With Colleagues	
77	Dev. + Relation. w/ Fam. & Commun	

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2015-16 PROFESSIONAL DEVELOPMENT IMPLEMENTATION DATA
(Courses approved by the district for in service points)
- Data Chats (22 points)
- Mimio Training (3 points)
- Interdisciplinary Studies (3 points)
- Technology Integration (3 points)
- SLC/APTT (1 points)
- Interventions (3 points)

AEF LITERACY FOCUS IMPLEMENTATION
The following are fully implemented:
- Create a culture of high academic and positive character expectations.
- Develop and utilize rigorous research based curriculum.
- Maximize instructional time through classroom management and habit-building routines.
- Examine the effectiveness of instructional resources, materials, and tools.

The following are partially implemented:
- Model and practice justice through differentiated instruction.
- Deliver purposeful instruction using research-based best practices resulting in student mastery.
- Ensure fidelity of the school's School Excellence Plan and goals.

The following are beginning implementation:
- Reflect collaboratively on instructional effectiveness through data analysis.

STATE ASSESSMENT RESULTS

2016-17 PROFESSIONAL DEVELOPMENT
- Academy Minutes/ School Improvement
- Curriculum Planning
- Data Chats
- Faculty Development
- Teacher Mentor Program

ADVANCED ACCREDITATION REPORT
Improvement Priorities to be Completed by 6/30/18
- Plan and implement a staff supervision and evaluation process that supports the improvement of instructional practices of teachers to ensure student success.
- Deploy resources to increase the access to computer-assisted instruction and increase the viability of the school media center

Opportunities for Improvement
- Establish and implement formalized process for teachers to participate in collaborative learning communities that monitor and adjust curriculum and instruction in regard to student assessment data.

		Spring 2015 FSA		Spring 2016 FSA Scores			
		ISPR			ISPR	DISTRICT	STATE
ELA	3rd	49	ELA	3rd	69	68	54
	4th	67		4th	53	66	52
	5th	51		5th	42	64	52
	6th	78		6th	69	64	52
	7th	68		7th	66	60	49
	8th	85		8th	75	68	57
MATH	3rd	74	MATH	3rd	61	72	61
	4th	90		4th	100	71	59
	5th	* 56		5th	44	68	55
	6th	85		6th	84	65	50
	7th	80		7th	95	66	52
	8th	100		8th	100	72	48
	8th Alg1	100		8th Alg1	100	66	
SCIENCE	5th	54	SCIENCE	5th	40	64	51
	8th	48		8th	66	55	48
Civics	7th	78	Civics	7th	90	77	67

Above District and State Scores
Between District and State Scores
Below District and State Scores

STATE ASSESSMENT RESULTS OF STUDENTS THAT MET/DID NOT MEET TARGET MASTERY LEVELS

ISPR State Assessment Trends
Percentage of Students Scoring 3 and Above

		2010	2011	2012	2013	2014	2015	2016
Reading /ELA	3rd	74	82	63	60	51	49	69
	4th	64	70	68	80	60	67	53
	5th	74	74	52	53	71	51	42
	6th	79	83	71	72	61	78	69
	7th	-	87	79	81	82	68	66
	8th	-	-	59	68	78	85	75
Math	3rd	77	61	34	33	38	74	61
	4th	75	57	27	86	55	90	100
	5th	67	50	21	28	89	56	44
	6th	74	55	62	64	68	85	84
	7th	-	84	89	87	92	80	95
	8th	-	-	74	81	86	100	96
	Alg.	-	-	100	100	100	100	100
Writing*	4th	93	98	66	71	23	-	-
	8th	-	-	90	81	53	-	-
Science	5th	61	42	40	35	71	54	40
	8th	-	-	62	61	67	48	66
Civics**	7th	-	-	-	-	91	78	90

*2010-2013 is % at 3 and above, 2014 is % at 3.5 and above, writing rolled into Reading/E?A in 2015

FSA RESULTS BY CONTENT STRAND
Percentage of Possible Points Earned

		3rd	4th	5th	6th	7th	8th
ELA	Key Ideas and Details	68.37%	63.38%	55.36%	64.07%	66.67%	56.03%
	Craft and Structure	69.03%	55.73%	53.19%	67.47%	65.31%	66.15%
	Integration of Knowledge and Ideas	50.46%	52.63%	47.40%	56.22%	65.38%	61.46%
	Language and Editing	83.42%	68.42%	79.17%	78.33%	80.51%	80.4%
	Text-based Writing		57.89%	51.04%	70.22%	70.51%	75.00%
MATH	Operations, Algebraic Thinking, and Numbers in Base Ten	75.35%					
	Operations and Algebraic Thinking		73.66%				
	Operations, Algebraic Thinking, and Fractions			57.20%			
	Numbers and Operations in Base Ten		85.26%	60.00%			
	Numbers and Operations - Fractions	54.42%	81.68%				
	Measurement, Data, and Geometry	64.12%	87.61%	52.55%			
	Ratio and Proportional Relationships				59.17%	72.65%	
	Expressions and Equations				64.09%	83.12%	71.03%
	Functions						64.84%
	Geometry				66.11%	73.77%	74.29%
	Statistics and Probability				66.26%	76.64%	
	The Number System				58.38%	78.85%	
	Statistics and Probability and the Number System						67.56%

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

2015-16 BEST PRACTICES IN INCLUSIVE EDUCATION (BPIE) RESULTS

The following indicators are fully implemented:

- The school has a key person who oversees, coordinates and monitors the implementation of best practices for inclusive education for all SWDs.
- School administrators advocate for all SWDs to have the same school choice options as students without disabilities to ensure all SWDs receive educational services in their neighborhood school or school of choice.
- School data reflect that all SWDs, regardless of the type or severity of disability, receive their education and related services in age-and grade-appropriate, heterogeneous, general education contexts 80% or more of the day.
- School data reflect that all SWDs, ages 3-5, receive special education and related services in the regular early childhood (Pre-K) and kindergarten classes with peers without disabilities. *Schools with Pre-K programs only
- School administrators facilitate the use of resources, by school personnel, to implement best practices for inclusive education for all SWDs.
- School administrators communicate expectations for all school personnel to use person first language in all written and verbal communications.
- School administrators use job interview questions to appraise an applicant's knowledge and beliefs pertaining to diversity and inclusive practices, as applicable to the position.
- School administrators advocate for all SWDs to be transported to and from school and community-based activities with students without disabilities attending the same school, except for those who have an IEP indicating a shortened school day.
- All SWDs have the same opportunities as students without disabilities to participate in all school-sponsored, non-academic, age-appropriate activities, including electives, sports, dances, clubs, field trips, school plays, community service activities and graduation activities.
- All students, including SWDs, are given equal consideration for recognition through honors, awards and other designations offered by the school.
- Administrators facilitate job-embedded, technical assistance on inclusive practices for all school personnel.
- General and special education teachers use the Florida Standards as the foundation for instruction of all SWDs, including those with a significant cognitive disability.
- Instructional and related services personnel use formative assessment to analyze and evaluate data about effective instruction and behavior interventions for SWDs.
- There is a school wide approach to facilitate positive, interdependent relationships and social responsibility among all students.
- There is a school wide approach for planning and implementing Universal Design for Learning.
- There are a variety of service delivery models in place, across all grade levels, to provide instruction and related services for SWDs in gen ed.
- Family members of SWDs are contributing members of school decision-making groups.
- All personnel consider family members as a resource and obtain their input in planning and problem-solving.
- School uses a person-centered planning process for SWDs.

	● School uses a team decision-making process to ensure SWDs transition to maintain placement in the least restrictive environment. The following indicators are partially/almost fully implemented: ● The school leadership team analyzes data to identify barriers and initiate improvement steps that increase the number of students with low-and high-incidence disabilities, across all grades, in general education and natural contexts. ● Short-and long-term efforts to implement and improve inclusive educational practices, as measured by the BPIE, are included in the SIP. ● A multi-tiered system of student supports and problem-solving process is used for all students with and without disabilities. ● All special education teachers are collaborative members of a gen ed. curriculum team. The following indicators are partially/beginning stages of implementation: ● School administrators communicate expectations for all school personnel to share responsibility for all of the students in their building and consider all SWDs as general education students first. ● School administrators analyze data to identify professional development (PD) and technical assistance (TA) needed for school personnel to implement effective inclusive practices. ● Learning opportunities and resources are provided to families of SWDs. The following indicators are not yet implemented: ● Administrators facilitate job-embedded professional development on inclusive practices for all school personnel. ● Administrators ensure collaborative planning time is reflected in general and special educator schedules and instructional plans. ● Specials, electives and technical education teachers have regular opportunities to consult with special education teachers. ● General and special education teachers regularly plan instruction together. ● Reports of progress toward implementing inclusion are disseminated to families, district personnel, and community members annually.
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

2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
B+	B	B+	B+	C-	C+	TBD

END OF YEAR BALANCE (Rounded to the nearest 1000)

2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
+47k	-418k	-526k	-934k	-713k	-688k (projected) -368k as of 9/23/16

ADVANCED ACCREDITATION REPORT
Opportunities for Improvement
● Enlist and recruit additional board members that would bring diversity on the current board.

AREAS OF STRENGTH
The school's end of year fund balance continues to be better than the projected fund balance due to overestimating expenses and underestimating revenue.

OPPORTUNITIES FOR IMPROVEMENT
The fund balance must be brought into the black, ensuring long term fiscal sustainability for the school. This is accomplished by increasing enrollment.

The school needs to enlist governing board members from diverse backgrounds who also have deep roots in the community. This leverages our exposure within the community and increase enrollment.

The school must increase staff understanding of the budget, fiscal decision making and the impact of enrollment on economic sustainability by providing opportunities for staff to review the budget and engage in fiscal decision making.

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

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

STAFF SURVEY ITEMS
Items which show an INCREASE of 5%+ over previous year:
● Our school building is clean and well maintained (+11.3%)

Items which show a DECREASE of 5%+ over previous year:
● The principal supports our staff recognizing individual and collective achievements (-11.6%)
● I am encouraged by the principal to participate in school decisions, to take action, and to be held accountable for the results (-29.1%)
● I am given opportunities to grow professionally and to make contributions beyond my area of primary responsibility (-26.4%)

AREAS OF STRENGTH
The school is well maintained, providing a safe educational environment for all stakeholders.

OPPORTUNITIES FOR IMPROVEMENT
The principal must increase recognition of individual and collective achievements, participation in school decisions, holding individuals accountable for their results, and give opportunities to make contributions outside of their area of responsibility.

All employees must engage in teamwork/collaboration, support each other, treat others with respect, and actively engage in effective communication with others.

● At my school there are opportunities for teamwork and collaboration (-23.6%) ● This school is a supportive and inviting place to work (-26.4%) ● Staff members support and treat each other with respect (-14.9%) ● My work at this school directly impacts our performance on the Six Measures of Excellence (-11%) ● Staff members do a good job of communicating with each other (-21.3%)	

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)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	Goal(s) Met?	
By the end of the 2016 – 2017 school year, the overall agreement rate (strongly agree & agree) for Shared Values survey items will be at least 85% in the Imagine Schools Student, Staff, and Family Surveys.	• YES	• NO
Supporting Goal #1: 100% of faculty will increase positive and collaborative communication as measured by attendance and effective participation in at least 85% of collaborative planning (ESE/Gen Ed and grade level) and Academy meetings.	• YES	• NO
Supporting Goal # 2: 100% of faculty will receive greater consistency and frequency of effective feedback as demonstrated by overall agreement rate for Shared Values survey items relating to feedback will be at least 82%.	• 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
We need to increase positive communication and collaboration between faculty.	Related to Supporting Goal #1 EARLY CHILDHOOD ACADEMY: Academic discussions will occur at our Academy Meetings PRIMARY ACADEMY: Academic discussions will occur at the 2nd Academy meeting of the month.	Master schedule reflects time set aside to accommodate for these meetings.	Implementation has already begun. Academies meet 2x/month, ESE attends collaborative planning	All faculty Administration responsible for establishing master calendar Instructional Coach	This strategy/initiative will be considered effective if one or more of the following are met: 1. we earn 66%+ of the possible points for our school grade

Developing Character, Enriching Minds!

	Once a month all three grade levels meet outside, partner up and engage in a creativity/curiosity activity. INTERMEDIATE ACADEMY: Intermediate School staff will: ● Meet with the ESE team to collaborate on the first Friday of every month during their planning period ● Meet as an academy twice a month to collaborate as a team MIDDLE SCHOOL ACADEMY: -Middle School staff will: · Meet with the ESE team to collaborate on the first Friday of every month during their planning period · Meet as an academy twice a month to collaborate as a team ESE/SPECIALS ACADEMY: The ESE / Specials team will collaborate with the regular education team of each grade level in order to discuss inclusion strategies and the specific goals of each exceptional student on the first Friday of every month. The ESE and Specials team will meet at our Academy meetings to ensure that our goals are aligned.		1x/month, Grade levels plan together weekly, grade/subject area data chats are 1x/week.	responsible for weekly, collaborative data chats	2. we receive a higher score on the BPIE (Best Practices in Inclusive Education 3. The average score on the PRIDE 4.3 is 2.5 out of 3 or greater
We need to increase frequency and consistency of feedback to faculty.	Related to Supporting Goal #2. EARLY CHILDHOOD ACADEMY: Feedback through peer observations PRIMARY ACADEMY: Feedback through peer observations. INTERMEDIATE ACADEMY: Academy members will meet the peer-evaluation requirement and fill out corresponding form.	Observation Feedback Form	Every faculty member will engage in one peer observation quarterly and share glows and grows at academy meetings	Every faculty member Administration holds faculty accountable for completion Instructional Coach supports teachers as needed to	This strategy is considered effective if 100% of faculty receive greater consistency and frequency of effective feedback as demonstrated by overall agreement rate for Shared Values survey items relating to feedback will be at least 82%.

			determine who to observe	
	MIDDLE SCHOOL ACADEMY: -Middle School staff will: · Bring questions and concerns to our team leader who will include them in weekly leadership team meetings ESE/SPECIALS ACADEMY: The ESE and Specials team will meet at our Academy meetings on a bi-monthly basis and meeting minutes are posted in the Shared folder for the entire faculty to review			

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
Professional communication and collaboration.	PLC	Katie Kephart ESE/Gen. Ed Teachers	Grade level/subject area teams will collaborate weekly to plan lessons and receive team specific PD on collaboration. ESE collaboration will happen once per month and as needed during ESE push-in.	Melissa Dill Christa Robertson Susan Vennum Barb Carico Michelle Morris
Feedback to Faculty	Walk-throughs Debriefs Peer Observations	Alisa Wright Katie Kephart Teachers	Daily and weekly Personalized PD through observation & feedback	Alisa Wright 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.
Related to Overarching Goal(s)

Developing Character, Enriching Minds!

Related to Supporting Goal #1
Related to Supporting Goal #2.

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.
Related to Overarching Goal(s)
Related to Supporting Goal #1 EARLY CHILDHOOD ACADEMY: PRIMARY ACADEMY: INTERMEDIATE ACADEMY: MIDDLE SCHOOL ACADEMY: ESE/SPECIALS ACADEMY:
Related to Supporting Goal #2. EARLY CHILDHOOD ACADEMY: PRIMARY ACADEMY: INTERMEDIATE ACADEMY:

MIDDLE SCHOOL ACADEMY:
ESE/SPECIALS ACADEMY:
SHARED VALUES Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine next steps for the following year.
OVERARCHING NEXT STEPS:
EARLY CHILDHOOD ACADEMY:
PRIMARY ACADEMY:
INTERMEDIATE ACADEMY:
MIDDLE SCHOOL ACADEMY:
ESE/SPECIALS ACADEMY:

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 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 <u>all</u> students by reflecting students' unique home and community backgrounds

	Goal(s) Met?	
Overarching **S.M.A.R.T. Goal (s)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely): *By the end of the 2016 – 2017 school year, the overall agreement rate (strongly agree & agree) for School Culture/Climate survey items will be at least 87%, as measured in the Imagine Schools Student, Staff, and Family Surveys.*	•	• **NO**

Supporting Goal #1: Faculty will develop a way to communicate regularly and respectfully with each other, families, and students resulting in an overall agreement rate of at least 87% as measured in the Imagine Schools Student, Staff, and Family Surveys.	•	• NO
Supporting Goal # 2: 100% of faculty will develop a means to respectfully resolve conflict between themselves and colleagues and parents. In doing so, faculty models respectful conflict resolution for our students at least 85% of the time. Survey items relating to conflict resolution will be at least 82%, as measured in the Imagine Schools Student, Staff, and Family Surveys.	•	• 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
We need to communicate regularly and respectfully with all stakeholders	Related to Supporting Goal #1 EC & PRIMARY ACADEMY: Giving Kudos with each other, families, and students. Being mindful of conversations and being positive in conversations. Utilize the Homeroom App to increase positive communication with families. INTERMEDIATE ACADEMY: Participation in collaborative meetings, weekly communication with families including positives to promote family-faculty connectedness such as "Remind" "Blooms" and group/individual emails. MIDDLE SCHOOL ACADEMY: · Communicate with students and parents through the use of tracking cards; both with tracking card marks and kudos · Send a kudos e-mail or "remind" text to the family as a follow-up to the student's positive behavior ESE/SPECIALS ACADEMY: Respectful communication at collaboration meetings	Homeroom App Remind App	Apps to be implemented immediately	Faculty responsible to download apps and inform parents of their use	This strategy will be considered effective when an overall agreement rate of at least 87% as measured in the Imagine Schools Student, Staff, and Family Surveys.

	*Work with administration to develop tools to foster this within our school. *Consider outside speaker to facilitate justice circles.				
We need to develop a means to respectfully resolve conflicts with colleagues and parents.	Related to Supporting Goal #2. EC & PRIMARY ACADEMY: Peer Support and advice when dealing with conflict INTERMEDIATE ACADEMY: Encourage transparency, open-mindedness, adult responsibility, and respect when dealing with professional conflicts. MIDDLE SCHOOL ACADEMY: · Faculty will communicate with each other respectfully and discuss any issues that may arise. · Communications with parents will also be handled in a timely and respectful manner ESE/SPECIALS ACADEMY: Respectful communication at collaboration meetings *Work with administration to develop tools to foster this within our school. *Consider outside speaker to facilitate justice circles.	Team building/conflict resolution training through an objective trainer	Team Building/conflict resolution training in the fall	Instructional Coach to identify and schedule training	This strategy will be considered effective when we achieve an overall agreement rate on survey items relating to conflict resolution of at least 82%, as measured in the Imagine Schools Student, Staff, and Family Surveys.

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
Regular and respectful communication	Workshop	Outside Source -Rex Ingerick?	Quarter 2 Presentation Observation and Feedback	Katie Kephart

Resolving conflicts between adults	Workshop		Outside Source -Rex Ingerick?	Quarter 2 Presentation Observation and Feedback	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.

Related to Overarching Goal(s)
Related to Supporting Goal #1
Related to Supporting Goal #2.

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.

Related to Overarching Goal(s)

Related to Supporting Goal #1

EARLY CHILDHOOD ACADEMY:

PRIMARY ACADEMY:

INTERMEDIATE ACADEMY:

MIDDLE SCHOOL ACADEMY:

ESE/SPECIALS ACADEMY:

Related to Supporting Goal #2.

EARLY CHILDHOOD ACADEMY:

PRIMARY ACADEMY:

INTERMEDIATE ACADEMY:

MIDDLE SCHOOL ACADEMY:

ESE/SPECIALS ACADEMY:

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

OVERARCHING NEXT STEPS:

EARLY CHILDHOOD ACADEMY:

PRIMARY ACADEMY:

INTERMEDIATE ACADEMY:

MIDDLE SCHOOL ACADEMY:

ESE/SPECIALS ACADEMY:

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):	**Goal(s) Met?**	
By the end of the 2016 – 2017 school year, 86%+ of students will re-enroll, as measured by enrollment / retention records.	• YES	• NO

Supporting Goal #1: 100% of faculty will identify a means of communicating positive feedback to families who may not have email or check agendas, resulting in communication *survey items being at least 71%, as measured in the Imagine Schools Student Surveys.*	• 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 implemen-tation	Person(s) responsible for implemen-tation	Identify how you will measure the effectiveness of the strategy/initiative
We need to communicating positive feedback to families.	Related to Supporting Goal #1 EC & PRIMARY ACADEMY: Homeroom App will be used to regularly communicate positive feedback to families INTERMEDIATE ACADEMY: Intermediate School staff will send a kudos "remind" or similar program text to the family as a follow-up to the student's positive behavior MIDDLE SCHOOL ACADEMY: -Middle School staff will: · Send a kudos "remind" text to the family as a follow-up to the student's positive behavior ESE/SPECIALS ACADEMY: The ESE / Specials team will be intentional about calling parents, "cookie" coupons, utilizing the Kudos section of the tracking card, advertising students' success on social media, and verbally praising our students to provide positive feedback to students and families.	Homeroom App Remind App Cookie Coupons	Immediate	Faculty	This strategy/initiative will be considered effective when communication survey items are at least 71%, as measured in the Imagine Schools Student Surveys.
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
Positive Feedback to Families	APTT/Student Led Conference Training	Katie Kephart Lead Teachers and Supporting Faculty	Quarter 1 Workshop Video Modeling APTT/St. Led Conference Parent Feedback	Katie Kephart

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.

Related to Overarching Goal(s)

Related to Supporting Goal #1

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.

Related to Overarching Goal(s)

Related to Supporting Goal #1

EARLY CHILDHOOD ACADEMY:

PRIMARY ACADEMY:

INTERMEDIATE ACADEMY:

MIDDLE SCHOOL ACADEMY:

ESE/SPECIALS ACADEMY:

PARENT CHOICE Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine next steps for the following year.

OVERARCHING NEXT STEPS:

EARLY CHILDHOOD ACADEMY:

PRIMARY ACADEMY:

INTERMEDIATE ACADEMY:

MIDDLE SCHOOL ACADEMY:

ESE/SPECIALS ACADEMY:

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 2016 – 2017 school year, at least 100% of teachers will demonstrate effective teaching, as measured by observation data.*	**Goal(s) Met?**	
	• YES	• NO

FUNDAMENTALS TASK #1: Do you have a Viable Curriculum? __x_ YES ___ NO If no, insert and address below.	**DATE COMPLETED:** 2013
FUNDAMENTALS TASK #2: Effective Lesson Plan? __x_ YES ___ NO If no, insert and address below.	**DATE COMPLETED:** 2013

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Includes state standards, Cambridge standards, High Yield Strategies from Literacy Focus, Cambridge focus, gradual release, ELL standards/strategies. Small group planning for differentiation is done as part of weekly data chats to ensure fidelity.

Supporting Goal #1: 100% of faculty will collaborate with support services (ESE) and specials. The average score of faculty on PRIDE Domain 4.3 will be 2.5 out of 3 or above (effective-highly effective).

4.3: Collaborating with Colleagues for Student Progress

Supporting Goal #2: 100% of faculty will engage in data chats resulting in student achievement and identification, implementation of meaningful professional development. Small group instruction will be determined during this meeting utilizing data portion of lesson plan template. The average score of faculty on PRIDE Domains 2.3 / 3.2 / 3.4 /3.5/ 3.6 will be 2.5 out of 3 or above (effective-highly effective).

2.3: Using Data to Attend to Individual Student Needs
3.2: Varying Instruction to Meet Student Needs
3.4: Monitoring Student Performance
3.5: Adjusting and Monitoring Instruction to Enhance Achievement and Student Mastery
3.6: Planning Interventions and/or Locating/Utilizing Resources to Increase Student Achievement and Meet Goals

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
We need to increase effective collaboration between General Ed and ESE/Specials faculty.	Related to Supporting Goal #1 EARLY CHILDHOOD ACADEMY: EC teachers will meet monthly to discuss feedback from professionals (OT etc) that are currently servicing students in our class, as well as daily conversations if available. PRIMARY ACADEMY: Weekly meetings/daily conversations along with scheduled inclusive classroom teaching and collaborative teaching INTERMEDIATE ACADEMY:	Collaborative Planning Form	Form revisited quarterly to adjust inclusion practices Monthly collaborative planning meetings with ESE/Specials	Instructional Coach ESE Liaison Academy Leaders	STAR, iReady, EOC and state assessment results for the lowest quartile. Average score of faculty on PRIDE Domain 4.3 will be 2.5 out of 3 or above (effective-highly effective).

	There will be 100% attendance by academy members to the collaborative planning meetings established with the ESE team and additional meetings will be initiated as necessary. MIDDLE SCHOOL ACADEMY: Meet with the ESE team to collaborate on the first Friday of every month during their planning period ESE/SPECIALS ACADEMY: The ESE / Specials team will collaborate with the regular education team of each grade level in order to discuss inclusion strategies and the specific goals of each exceptional student on the first Friday of every month.		and General Ed		
We need to engage in effective data chats that result in increased student achievement and meaningful PD.	Related to Supporting Goal #2 EARLY CHILDHOOD ACADEMY: EC teachers will have data charts based on ASQ results, classroom observations, and services feedback. PRIMARY ACADEMY: Each grade level will work with the Instructional Coach to achieve an independent grade level supporting goal. INTERMEDIATE ACADEMY: There will be 100% attendance by academy members at established data chats and additional communications will be initiated as necessary. MIDDLE SCHOOL ACADEMY: · Meet with our instructional coach on Thursdays during our planning period · Communicate with the instructional coach in regards to meaningful professional development opportunities ESE/SPECIALS ACADEMY: The ESE / Specials team will communicate with the instructional coach on a case by case basis in order to drive effective data chats and identify needs for professional development.	Teacher-Led Small Group Planner	Weekly during data chats	Instructional Coach	STAR, iReady, EOC and state assessment results for the highest and lowest quartiles. Average score of faculty on PRIDE Domains 2.3 / 3.2 / 3.4 /3.5/ 3.6 will be 2.5 out of 3 or above (effective-highly effective).

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
Collaboration	PLC	Katie Kephart Gen. Ed/ ESE/ Specials Teachers	Grade level/subject area teams will collaborate weekly to plan lessons. Collaboration will happen once per month and as needed during ESE push-in.	Katie Kephart
Effective Data Chats	PLC	Katie Kephart Gen. Ed/ ESE/ Specials Teachers	Weekly Data Chats with grade level/ subject area teams throughout year	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.

Related to OVERARCHING Goal

Related to Supporting Goal #1

Related to Supporting Goal #2

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.

Related to OVERARCHING Goal
Related to Supporting Goal #1   EARLY CHILDHOOD ACADEMY: PRIMARY ACADEMY: INTERMEDIATE ACADEMY: MIDDLE SCHOOL ACADEMY: ESE/SPECIALS ACADEMY:
Related to Supporting Goal #2   EARLY CHILDHOOD ACADEMY: PRIMARY ACADEMY: INTERMEDIATE ACADEMY: MIDDLE SCHOOL ACADEMY: ESE/SPECIALS ACADEMY:
ACADEMIC GROWTH - FUNDAMENTALS Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine next steps for the following year.

OVERARCHING NEXT STEPS:	
EARLY CHILDHOOD ACADEMY:	
PRIMARY ACADEMY:	
INTERMEDIATE ACADEMY:	
MIDDLE SCHOOL ACADEMY:	
ESE/SPECIALS ACADEMY:	

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

Overarching **S.M.A.R.T. Goal(s)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	Goal(s) Met?	
• *By the end of the 2016 – 2017 school year, the mean Reading Learning Gain for all students will improve from 1.04 to 1.06, as measured by the Fall to Spring STAR Reading Assessment.*	• YES	• NO
• *By the end of the 2016 – 2017 school year, 73% of 3rd grade students will be at a Proficient Level or higher, as measured by the Reading State Assessment as compared to 69% at the end of the 2015-16 school year.*	• YES	• NO
• *By the end of the 2016 – 2017 school year, 57% of 4th grade students will be at a Proficient Level or higher, as measured by the Reading State Assessment as compared to 53% at the end of the 2015-16 school year.*		
• *By the end of the 2016 – 2017 school year, 46% of 5th grade students will be at a Proficient Level or higher, as measured by the Reading State Assessment as compared to 42% at the end of the 2015-16 school year.*		
• *By the end of the 2016 – 2017 school year, 73% of 6th grade students will be at a Proficient Level or higher, as measured by the Reading State Assessment as compared to 69% at the end of the 2015-16 school year.*		
• *By the end of the 2016 – 2017 school year, 70% of 7th grade students will be at a Proficient Level or higher, as measured by the Reading State Assessment as compared to 66% at the end of the 2015-16 school year.*		

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● ***By the end of the 2016 – 2017 school year, 79% of 8th grade students will be at a Proficient Level or higher, as measured by the Reading State Assessment as compared to 75% at the end of the 2015-16 school year.***		

Supporting Goal #1: 100% of teachers will follow the MTSS process and differentiate learning based on progress monitoring data to include STAR. The average score of faculty on PRIDE Domain 2.3 / 3.2 / 3.4 / 3.5 / 3.6 / 4.3 will be 2.5 out of 3 or above (effective-highly effective). 2.3: Using Data to Attend to Individual Student Needs 3.2: Varying Instruction to Meet Student Needs 3.4: Monitoring Student Performance 3.5: Adjusting and Monitoring Instruction to Enhance Achievement and Student Mastery 3.6: Planning Interventions and/or Locating/Utilizing Resources to Increase Student Achievement and Meet Goals 4.3: Collaborating with Colleagues for Student Progress	● YES	● NO
Supporting Goal #2: Each grade level 3 and above will show an 8% increase in the percentage of possible points earned in the Reporting Category of greatest weakness as measured by the Reading State Assessment.	● 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
We need to improve the MTSS process so it results in effective differentiation.	Related to Supporting Goal #1 PRIMARY ACADEMY: K: Differentiating daily 5 centers based off of classroom data and star assessments 1st: Assign individual instruction on iready based on STAR results and Differentiating Literacy centers based off of classroom data, iReady, and star assessments 2nd:Assign individual instruction on iready based on STAR results INTERMEDIATE ACADEMY: 3rd-5th: Guided Reading, Data Tracking and Observation MIDDLE SCHOOL ACADEMY: Use data to plan small group differentiation, plan and implement effective interventions	STAR iReady Teacher-Led Small Group Planner	STAR: Quarterly iReady: Quarterly Progress Monitoring and Weekly instructional Teacher-Led Small Group Planner: Weekly	Instructional Coach, Testing Coordinator and Faculty	STAR, iReady, EOC and state assessment results for the lowest quartiles.

	ESE/SPECIALS ACADEMY: Primary, Intermediate & Middle - Formal and informal Collaboration with reg ed monthly				
3rd-6th: We need to increase student success with the integration of knowledge and ideas. 7th: We need to increasing student success with craft and structure. 8th: We need to increasing student success with key ideas and details.	Related to Supporting Goal #2 INTERMEDIATE ACADEMY: 3rd-5th: Teach strategies to tackle higher order thinking skills. MIDDLE SCHOOL ACADEMY: Teach close reading strategies and higher order thinking ESE/SPECIALS ACADEMY: Intermediate & Middle - Support students with integration of knowledge and ideas by using higher order questioning	Ready Teacher Toolbox Lessons iReady individual student lessons Journeys Collections	Weekly direct and small group instruction throughout year	Classroom Teachers and ESE/Specials Instructional Coach	STAR, IReady, EOC and state assessment results in reporting category of greatest weakness

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
MTSS and differentiated instruction	Website Study PLC	Katie Kephart Gen. Ed/ ESE/ Specials Teachers	Quarter 1 and as needed Weekly during last 15 minutes of data chats	Katie Kephart
Unpack standards and track student mastery	PLC	Katie Kephart Gen. Ed/ ESE/ Specials Teachers	Weekly during data chats teachers will define mastery of specific standards and plan how to ensure students meet them. PD will be provided on how to unpack standards for teachers that don't yet know the process.	Katie Kephart

ENGAGE in Implementation: ACADEMIC GROWTH - READING
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)
Related to Supporting Goal #1
Related to Supporting Goal #2. Insert more rows as needed.

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 next steps for the following year.

OVERARCHING NEXT STEPS:
EARLY CHILDHOOD ACADEMY:
PRIMARY ACADEMY:
INTERMEDIATE ACADEMY:
MIDDLE SCHOOL ACADEMY:
ESE/SPECIALS ACADEMY:

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)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	Goal(s) Met?	
By the end of the 2016 – 2017 school year, the mean Math Learning Gain for all students will improve from <u>1.04</u> to <u>1.06</u>, as measured by the Fall to Spring STAR Math Assessment. ***By the end of the 2016 – 2017 school year, 65% of 3rd grade students will be at a Proficient Level or higher, as measured by the Math State Assessment as compared to 61% at the end of the 2015-16 school year.*** ***By the end of the 2016 – 2017 school year, 100% of 4th grade students will be at a Proficient Level or higher, as measured by the Math State Assessment as compared to 100% at the end of the 2015-16 school year.*** ***By the end of the 2016 – 2017 school year, 48% of 5th grade students will be at a Proficient Level or higher, as measured by the Math State Assessment as compared to 44% at the end of the 2015-16 school year.*** ***By the end of the 2016 – 2017 school year, 88% of 6th grade students will be at a Proficient Level or higher, as measured by the Math State Assessment as compared to 84% at the end of the 2015-16 school year.*** ***By the end of the 2016 – 2017 school year, 97% of 7th grade students will be at a Proficient Level or higher, as measured by the Math State Assessment as compared to 95% at the end of the 2015-16 school year.***	• YES	• NO
	• YES	• NO

● ***By the end of the 2016 – 2017 school year, 98% of 8th grade students will be at a Proficient Level or higher, as measured by the Math State Assessment as compared to 96% at the end of the 2015-16 school year.*** ● ***By the end of the 2016 – 2017 school year, 100% of 8th grade Algebra 1 students will be at a Proficient Level or higher, as measured by the Algebra EOC in comparison to 100% last year.***		
Supporting Goal #1: 100% of teachers will follow the MTSS process and differentiate learning based on progress monitoring data to include STAR. The average score of faculty on PRIDE Domain 2.3 / 3.2 / 3.4 / 3.5 / 3.6 / 4.3 will be 2.5 out of 3 or above (effective-highly effective). 2.3: Using Data to Attend to Individual Student Needs 3.2: Varying Instruction to Meet Student Needs 3.4: Monitoring Student Performance 3.5: Adjusting and Monitoring Instruction to Enhance Achievement and Student Mastery 3.6: Planning Interventions and/or Locating/Utilizing Resources to Increase Student Achievement and Meet Goals 4.3: Collaborating with Colleagues for Student Progress	• YES	• NO
Supporting Goal # 2: Each grade level 3 and above will show an 8% increase in the percentage of possible points earned in the Reporting Category of greatest weakness as measured by the Math State Assessment.	• 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
We need to improve the MTSS process so it results in effective differentiation.	Related to Supporting Goal #1 PRIMARY ACADEMY: 1st and 2nd: Assign individual instruction on iReady based on STAR results and differentiating Math centers based off of classroom data, iReady, and STAR assessments. INTERMEDIATE ACADEMY: 3rd-5th: Differentiate Instruction, Use of Manipulatives, Teacher Led Small Group MIDDLE SCHOOL ACADEMY: Utilize iReady data to differentiate individual learning and give instruction	STAR iReady Teacher-Led Small Group Planner	STAR: Quarterly iReady: Quarterly Progress Monitoring and Weekly instructional Teacher-Led Small Group Planner: Weekly	Instructional Coach, Testing Coordinator and Faculty	STAR, iReady, EOC and state assessment results for the lowest quartiles.

	consistently throughout the year and not just during specific chapters. ESE/SPECIALS ACADEMY: Primary, Intermediate & Middle - Formal and informal Collaboration with regular ed monthly				
3rd: We need to increase student success with numbers and operations - fractions. 4th: We need to increase student success with operations and algebraic thinking. 5th: We need to increase student success with measurement, data and geometry. 6th: We need to increase student success with the number system. 7th: We need to increase student success with ratio and proportional relationships. 8th: We need to increase student success with functions.	Related to Supporting Goal #2 INTERMEDIATE ACADEMY: 3rd: Project Based learning with fractions 4th: Project Based learning with fractions 5th: Project Based learning with algebraic thinking MIDDLE SCHOOL ACADEMY: 6th: Give instruction consistently throughout the year and not just during specific chapter. Staff will address "measurement/data/geometry" in bell work and spend more time on weakest chapter 7th: Give instruction consistently throughout the year and not just during specific chapter. Staff will address "the number system" in bell work and spend more time on weakest chapter 8th: Give instruction consistently throughout the year and not just during specific chapter. Staff will address "ratio and proportional relationships" in bell work and spend more time on weakest chapter ESE/SPECIALS ACADEMY: Intermediate & Middle - Support students with integration of knowledge and ideas by using higher order questioning	Ready Teacher Toolbox Lessons iReady individual student lessons Journeys Collections	Weekly direct and small group instruction throughout year	Classroom Teachers and ESE/Specials Instructional Coach	STAR, IReady, EOC and state assessment results in reporting category of greatest weakness

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
MTSS and differentiated instruction	Website Study PLC	Katie Kephart Gen Ed/ESE/Specials Teachers	Quarter 1 and as needed Weekly during last 15 minutes of data chats	Katie Kephart
Unpack standards and track student mastery	PLC	Katie Kephart Gen Ed/ESE/Specials Teachers	Weekly during data chats teachers will define mastery of specific standards and plan how to ensure students meet them.	Katie Kephart

ENGAGE in Implementation: ACADEMIC GROWTH – MATH
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)
Related to Supporting Goal #1
Related to Supporting Goal #2. Insert more rows as needed.

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 next steps for the following year.

OVERARCHING NEXT STEPS:

EARLY CHILDHOOD ACADEMY:

PRIMARY ACADEMY:

INTERMEDIATE ACADEMY:

MIDDLE SCHOOL ACADEMY:

ESE/SPECIALS ACADEMY:

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)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	Goal(s) Met?	
Measured by ELA Reading State Test as there is no separate writing assessment in Florida.	• **YES**	• **NO**
● *By the end of the 2016 – 2017 school year, 57% of 4th grade students will be at a Proficient Level or higher, as measured by the Reading State Assessment as compared to 53% at the end of the 2015-16 school year.*		

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- *By the end of the 2016 – 2017 school year, 46% of 5th grade students will be at a Proficient Level or higher, as measured by the Reading State Assessment as compared to 42% at the end of the 2015-16 school year.*
- *By the end of the 2016 – 2017 school year, 73% of 6th grade students will be at a Proficient Level or higher, as measured by the Reading State Assessment as compared to 69% at the end of the 2015-16 school year.*
- *By the end of the 2016 – 2017 school year, 70% of 7th grade students will be at a Proficient Level or higher, as measured by the Reading State Assessment as compared to 66% at the end of the 2015-16 school year.*
- *By the end of the 2016 – 2017 school year, 79% of 8th grade students will be at a Proficient Level or higher, as measured by the Reading State Assessment as compared to 75% at the end of the 2015-16 school year.*

Supporting Goal #1: Each grade level 4 and above will show a 4% increase in the percentage of possible points earned in the Reporting Category Text-based Writing as measured by the Reading State Assessment.	• 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 implemen-tation	Person(s) responsible for implemen-tation	Identify how you will measure the effectiveness of the strategy/initiative
We need to increase student success with text-based writing.	Related to Supporting Goal #1 INTERMEDIATE ACADEMY: 4th-5th: Use of Rubrics, Writers' Workshop, Benchmark Assessments and Teach strategies to develop writing based on text MIDDLE SCHOOL ACADEMY: 6th: Give consistent instruction to encourage growth in "Text-based writing" from 51% to 55% using bell ringers and "Collections" strategies 7th: Give consistent instruction to encourage growth in "Text-based writing" from 70% to 74% using bell ringers and "Collections" strategies 8th: Give consistent instruction to encourage growth in "Text-based writing" from 70% to74 % using bell ringers and "Collections" strategies ESE/SPECIALS ACADEMY: Primary, Intermediate & Middle - Formal and informal Collaboration with general ed. monthly	iReady Teacher Toolbox Journeys Collections Rubrics	Weekly instruction throughout year	Classroom Teachers Instructional Coach	State assessment results in text-based writing

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
Unpack and track mastery of standards	PLC	Katie Kephart Gen Ed/ESE/Specials Teachers	Weekly during data chats teachers will define mastery of specific standards and plan how to ensure students meet them. PD will be provided on how to unpack standards for teachers that don't yet know the process.	Katie Kephart

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)

Related to Supporting Goal #1

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

ACADEMIC GROWTH - WRITING Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine next steps for the following year.

OVERARCHING NEXT STEPS:

EARLY CHILDHOOD ACADEMY:

PRIMARY ACADEMY:

INTERMEDIATE ACADEMY:

MIDDLE SCHOOL ACADEMY:

ESE/SPECIALS ACADEMY:

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, systematic analysis, and investigation

Overarching **S.M.A.R.T. Goal (s)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	Goal(s) Met?	
By the end of the 2016 – 2017 school year, 44% of 5th grade students will be at a Proficient Level or higher, as measured by the Science State Assessment as compared to 40% at the end of the 2015-16 school year. *By the end of the 2016 – 2017 school year, 70% of 8th grade students will be at a Proficient Level or higher, as measured by the Science State Assessment as compared to 66% at the end of the 2015-16 school year.*	• YES	• NO
Supporting Goal #1: 100% of teachers will follow the MTSS process and differentiate learning based on progress monitoring data to include district benchmarks. The average score of faculty on PRIDE Domain 2.3 / 3.2 / 3.4 / 3.5 / 3.6 / 4.3 will be 2.5 out of 3 or above (effective-highly effective). 2.3: Using Data to Attend to Individual Student Needs 3.2: Varying Instruction to Meet Student Needs 3.4: Monitoring Student Performance 3.5: Adjusting and Monitoring Instruction to Enhance Achievement and Student Mastery 3.6: Planning Interventions and/or Locating/Utilizing Resources to Increase Student Achievement and Meet Goals	• YES	• NO

4.3: Collaborating with Colleagues for Student Progress		

Supporting Goal #2: 100% of 5th and 8th grade science faculty effectively will track student mastery of science standards on a data wall.	• 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
We need to improve the MTSS process so it results in effective differentiation.	See Reading Action Steps	STAR iReady Teacher-Led Small Group Planner	STAR: Quarterly iReady: Quarterly Progress Monitoring and Weekly instructional Teacher-Led Small Group Planner: Weekly	Instructional Coach, testing Coordinator, and Faculty	STAR, iReady, EOC and state assessment results for the lowest quartiles.
We need to unpack and track student mastery of science standards.	INTERMEDIATE ACADEMY: 5th: Benchmarks, Use of labs to demonstrate real-world application MIDDLE SCHOOL ACADEMY: 6-8th: Benchmarks, Use of labs to demonstrate real-world application	Instructional Focus Guides CPalms Benchmark Assessments Data Walls	Unpacking Standards: Quarter 1 Benchmarks: Quarters 2 and 3	Science Teachers Instructional Coach Testing Coordinator	EOC and state assessment results

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
Unpack and track student mastery of standards	PLC	Katie Kephart	Weekly during data chats teachers will define mastery of specific standards and plan how to ensure students meet them.	Katie Kephart

		Gen Ed/ESE/Specials Teachers		
MTSS and Differentiated Instruction	PLC	Katie Kephart Gen Ed/ESE/Specials Teachers	Quarter 1 and as needed Weekly during last 15 minutes of data chats	Katie Kephart

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)

Related to Supporting Goal #1

EARLY CHILDHOOD ACADEMY:

PRIMARY ACADEMY:

INTERMEDIATE ACADEMY:

MIDDLE SCHOOL ACADEMY:

ESE/SPECIALS ACADEMY:

Related to Supporting Goal #2.

INTERMEDIATE ACADEMY:

MIDDLE SCHOOL ACADEMY:

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

EARLY CHILDHOOD ACADEMY:

PRIMARY ACADEMY:

INTERMEDIATE ACADEMY:

MIDDLE SCHOOL ACADEMY:

ESE/SPECIALS ACADEMY:

Related to Supporting Goal #2.

INTERMEDIATE ACADEMY:

MIDDLE SCHOOL ACADEMY:

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

OVERARCHING NEXT STEPS:

EARLY CHILDHOOD ACADEMY:

PRIMARY ACADEMY:

INTERMEDIATE ACADEMY:

MIDDLE SCHOOL ACADEMY:

ESE/SPECIALS ACADEMY:

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 skills required to develop positive relationship with others • Students learn how 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)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	Goal(s) Met?	
By the end of the 2016 – 2017 school year, the overall agreement rate (strongly agree & agree) for Moral Character Development survey items will be at least 92%, as measured in the Imagine Schools Student Surveys.	• **YES**	• **NO**
Supporting Goal #1: Faculty will engage students in effective conflict resolution as demonstrated by overall agreement rate for Shared Values survey items relating to conflict resolution will be at least 88 %.	• YES	• NO
Supporting Goal # 2: Faculty will articulate the link between service learning field studies, the curriculum and students' ability to improve the community as demonstrated by overall agreement rate for Shared Values survey items relating to improving the community will be at least 85%.	• 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
We need to improve conflict resolution.	Related to Supporting Goal #1 EC & PRIMARY ACADEMY: We will support our students by having mini lessons and discussions on "Tattling vs. Telling" each teacher will have a measureable system to record the students' progress. INTERMEDIATE ACADEMY: We will support our students by conducting discussions and lessons regarding getting along with teachers,	Planbook Ed to document conflict resolution strategies in character section of lesson plans	Immediate with updates in planbook reflected with each new character until: Courage - Honesty - Accountability - Respect - Grit - Empathy	Faculty	Strategy will be considered effective when the overall agreement rate for Shared Values survey items relating to conflict resolution is at least 88 %.

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	getting along with peers, getting along with siblings, and dealing with anger specifically designed for grades 3-5. To evaluate student progress, students will complete a "Conflict Corner" activity for each type of conflict producing a measurable record of their understanding of applying at least two strategies to specific types of conflicts. MIDDLE SCHOOL ACADEMY: · Address with students the importance of coming to the teacher immediately in regards to student v. student conflict resolution AND student v. staff conflict resolution · Refer students to the guidance counselor if the struggles with conflict resolution are ongoing ESE/SPECIALS ACADEMY: The ESE / Specials Team will use proactive and preventive tools such as role playing and social stories to provide strategies for conflict resolution, and facilitate practice opportunities during naturally-occurring situations that arise to practice conflict resolution skills and allow students to resolve conflicts in order to be responsible and accountable for their actions.				
We need to make better connections between improving the community and service learning.	EARLY CHILDHOOD ACADEMY: Early Childhood teachers will plan lessons about recycling and keeping our school clean, including links between fieldtrips and classroom lessons The students will then participate in outdoor school clean-up activity, such as ISPR Clean UP PRIMARY ACADEMY: Before the visit: Book walk with class discussions highlighting the exhibits we will be viewing During: Scavenger Hunt/Discussion for specific exhibits.	Planbook Ed to document service learning in character section of lesson plans	Before, during and after each service learning field study and community project.	Faculty	Strategy will be considered effective when the overall agreement rate for Shared Values survey items relating to improving the community is at least 85%.

	After: A creative writing on an exhibit that touched them. INTERMEDIATE ACADEMY: When presented with a service learning experience, students will be exposed to pre, during, and post activities or conversations which will reinforce the practice of service learning. MIDDLE SCHOOL ACADEMY: Engage students in pre and post service learning discussions that link the value of their contribution to the community at large. ESE/SPECIALS ACADEMY: The ESE / Specials team will articulate to our students the reason WHY we participate in service learning opportunities and how they relate to the curriculum and relate to the community.			

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
Teaching students conflict resolution	Article Study -Responsive Classroom	Katie Kephart	Quarter 2/3 Teachers read prior to meeting Discussion of strategies at meeting	Katie Kephart
Service Learning	Article Study -Edutopia: Service Learning	Katie Kephart	Quarter 2/3 Teachers read prior to meeting Discussion of strategies at meeting	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.

Related to Overarching Goal(s)
Related to Supporting Goal #1
Related to Supporting Goal #2

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.
Related to Overarching Goal(s)
Related to Supporting Goal #1
Related to Supporting Goal #2
MORAL CHARACTER DEVELOPMENT Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine next steps for the following year.
OVERARCHING NEXT STEPS: EARLY CHILDHOOD ACADEMY: PRIMARY ACADEMY: INTERMEDIATE ACADEMY:

MIDDLE SCHOOL ACADEMY:

ESE/SPECIALS ACADEMY:

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 internalize habits and learn routines 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)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	Goal(s) Met?			
By the end of the 2016 – 2017 school year, the overall agreement rate (strongly agree & agree) for Performance Character Development survey items will be at least 91%, as measured in the Imagine Schools Student Surveys.	•	**YES**	•	**NO**
Supporting Goal #1: Faculty will use the performance character vocabulary with all stakeholders (curiosity and creativity) with intentionality and fidelity as demonstrated by the average positive responses for survey items related to this goal being at least 90%.	•	YES	•	NO
Supporting Goal #2: Faculty will be intentional in supporting students in developing and tracking SMART goals and use the Imagine survey vocabulary in doing so as demonstrated by the average positive responses for survey items related to this goal being at least 88%.	•	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 implemen-tation	Person(s) responsible for implemen-tation	Identify how you will measure the effectiveness of the strategy/initiative
Related to Supporting Goal #1	EARLY CHILDHOOD ACADEMY:	Planbook Edu to document curiosity	Immediate and ongoing	Faculty	Strategy will be considered effective when the average

Familiarity with performance character vocabulary Based on data: In the past, when we intentionally focused on an area of need and explicitly taught the performance character vocabulary, we saw an increase in survey responses. Example: Last school year, we explicitly taught students what it meant to be a student leader in our school and discussed the opportunities to be a leader at ISPR . We created a jumbo "I am a Leader" board and featured pictures of students who displayed leadership skills. As a result, the survey item, "I have chances to be a leader in my class and at my school" increased by 9 %.	Early childhood teachers will read a story once a week in which the vocabulary words curiosity and creativity appear in, and will talk to the children about the meanings of each word. Early Childhood teachers will use the words in station and will role play with the children, using the words 'creativity' and 'curiosity. PRIMARY ACADEMY: We will incorporate creativity into our writing rubrics along with adding the verbiage curiosity and creativity in our I can statement and general classroom discussions. INTERMEDIATE ACADEMY: Academy will use character vocabulary at least one time per day when engaging with students. MIDDLE SCHOOL ACADEMY: - Intentionally use the terms "creativity and curiosity" - with our students in the classroom weekly - Incorporate a "Curiosity Corner" on the morning news at least once a week. ESE/SPECIALS ACADEMY: The ESE /Specials team will intentionally teach, model, provide practice opportunities, and progress monitor performance character traits of curiosity and creativity	and creativity in lesson plans			positive responses for survey items related to this goal being at least 90%.
Related to Supporting Goal #2 We need to develop learning goals and meaningfully track their progress.	EARLY CHILDHOOD ACADEMY: Early Childhood teachers will observe children interacting in stations and large group meetings and record observations of frequency of the vocabulary words. PRIMARY ACADEMY: Once a week, the students will complete an exit ticket stating how they showed creativity or curiosity to help achieve their smart goal. INTERMEDIATE ACADEMY:	SMART goal setting and tracking forms ATTP/Student Led Conference folders and formats	Immediate and ongoing	Instructional Coach Faculty	Strategy will be considered effective when the average positive responses for survey items related to this goal being at least 88%.

	Intentionally engage students in setting and tracking SMART goals quarterly MIDDLE SCHOOL ACADEMY: Intentionally engage students in setting and tracking SMART goals quarterly. ESE/SPECIALS ACADEMY: The ESE / Specials Team will teach students that the SMART acronym is an effective means for setting learning goals and to track progress towards meeting those goals.			

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
Communicate the need for students to develop and track SMART goals	Book Study: Marzano's Reinforcing Effort and Providing Feedback Strategy	Katie Kephart	Quarter 1 Discussion Model, observe, and provide feedback before APTT/St. Led Conference	Katie Kephart

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.
Related to Overarching Goal(s)
Related to Supporting Goal #1
Related to Supporting Goal #2

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.
Related to Overarching Goal(s)
Related to Supporting Goal #1 EARLY CHILDHOOD ACADEMY: PRIMARY ACADEMY: INTERMEDIATE ACADEMY: MIDDLE SCHOOL ACADEMY: ESE/SPECIALS ACADEMY:
Related to Supporting Goal #2
PERFORMANCE CHARACTER DEVELOPMENT Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine next steps for the following year.
OVERARCHING NEXT STEPS: EARLY CHILDHOOD ACADEMY: PRIMARY ACADEMY: INTERMEDIATE ACADEMY: MIDDLE SCHOOL ACADEMY: ESE/SPECIALS ACADEMY:

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 about teamwork and how to engage in effective collaborative groups with peers • 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)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	Goal(s) Met?	
By the end of the 2016 – 2017 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 Survey.	• **YES**	• **NO**
Supporting Goal #1: Faculty will implement a means of communicating regular, positive, individualized feedback to students and their families as demonstrated by the average positive responses for survey items related to this goal being at least 74%.	• 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
We need to increase positive feedback to students and their families	EC & PRIMARY ACADEMY: Once a week, we will highlight a student in the class who has shown positive behavior and actions and celebrate via the Homeroom App and calls home INTERMEDIATE ACADEMY: Written feedback will be provided for each homeroom student at least once a month. Faculty will be making positive phone calls home.	Feedback note templates Tracking cards Homeroom App	Immediate and Ongoing	Faculty	This strategy will be considered effective when an overall agreement rate of at least 74% as measured in the Imagine Schools Character and Family Surveys.

	MIDDLE SCHOOL ACADEMY: - Communicate with students and parents through the use of tracking cards; both with tracking card marks and kudos - Send a kudos email or "Remind" text to the family as a follow-up to the student's positive behavior - Positive phone calls home **ESE/SPECIALS ACADEMY:** The ESE / Specials team will be intentional about calling parents, "cookie" coupons, utilizing the Kudos section of the tracking card, advertising students' success on social media, verbally praising our students to provide positive feedback to students and families and positive phone calls home.	Remind App Cookie Coupons			

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
Positive Communication with Families	Website Study Edutopia- 20 Tips for Developing Positive Relationships with Parents	Katie Kephart	Teachers read before discussion Discussion with grade level/subject area teams	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.
Related to Overarching Goal(s)
Related to Supporting Goal #1

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.

Related to Overarching Goal(s)

Related to Supporting Goal #1

CIVIC CHARACTER DEVELOPMENT Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine next steps for the following year.

OVERARCHING NEXT STEPS:

EARLY CHILDHOOD ACADEMY:

PRIMARY ACADEMY:

INTERMEDIATE ACADEMY:

MIDDLE SCHOOL ACADEMY:

ESE/SPECIALS ACADEMY:

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)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	**Goal(s) Met?**

By the end of the 2016 – 2017 school year, the school has increased its economic sustainability, as measured by the school budget.					• **YES**	• **NO**
Supporting Goal #1: 100% of faculty will be given the opportunity to review the budget, learn about school finances, and participate in economic decisions as demonstrated by the average positive responses for survey items related to this goal being at least 67%.					• 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	
Related to Supporting Goal #1 We need to increase staff familiarity with school budget & finances.	EARLY CHILDHOOD and PRIMARY ACADEMY: Review documents offered by Business Manager such as budget constraints and yearly income statements INTERMEDIATE ACADEMY: Review documents offered by Business Manager such as budget constraints and yearly income statements MIDDLE SCHOOL ACADEMY: Middle school faculty will take the opportunity to review the budget, learn about the school finances, and participate in economic decisions ESE/SPECIALS ACADEMY: We will take advantage of the opportunities provided, if interested.	School finance documents	Beginning, middle, and end of year	Faculty Business Manager Principal	This strategy will be considered effective when an overall agreement rate of at least 67% as measured in the Imagine Schools Shared Values Survey	

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
Staff familiarity with school budget & finances	Fishbowl	Clara Black All Faculty	Quarter 1	Clara Black

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.

Related to Overarching Goal(s)

Related to Supporting Goal #1

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.

Related to Overarching Goal(s)

Related to Supporting Goal #1

ECONOMIC SUSTAINABILITY Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine next steps for the following year.

OVERARCHING NEXT STEPS:

EARLY CHILDHOOD ACADEMY:

PRIMARY ACADEMY:

INTERMEDIATE ACADEMY:

MIDDLE SCHOOL ACADEMY:

ESE/SPECIALS ACADEMY:

Operating Structures

ESTABLISH Goals: SCHOOL DEVELOPMENT

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 • 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 • Collection and dissemination of data is processed and protected under FERPA • Adequate infrastructure allows schools to operate systems efficiently • An inventory of school resources (print materials, software, hardware, etc.) is created and maintained • 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)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	Goal(s) Met?	
By the end of the 2016 – 2017 school year, 86%+ of students will re-enroll, as measured by enrollment / retention records.	• **YES**	• **NO**

Supporting Goal #1: Faculty will effectively identify new/retain current students and promote family events as demonstrated by the withdrawal rate during the school year decreasing from 10% to 8% and retention of students increasing to 86%.	• 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 implemen-tation	Identify how you will measure the effectiveness of the strategy/initiative
Related to Supporting Goal #1 We need to promote family events to identify new students and retain current students.	EARLY CHILDHOOD ACADEMY: PRIMARY ACADEMY: Communicating with homeroom parent to promote positive communication. The use of Homeroom App, email blasts. Wearing our spirit shirts in public INTERMEDIATE ACADEMY: Use of website, group emails, discussion and agendas to talk-up family events in an exciting and positive light. MIDDLE SCHOOL ACADEMY: Middle school faculty will promote (through website, agenda books, remind texts) and attend family events to help encourage new students and retain our current student population. ESE/SPECIALS ACADEMY: *remind students of upcoming events * update websites * email blasts * blast text messages	Facebook, Homeroom App, teacher websites, agendas, Remind App, Attendance at school related community events	Immediate and Ongoing	Faculty	October and February FTE End of year student enrollment

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	

School Promotion and Retention	Tech Tuesdays		Volunteer Faculty All Faculty	Beginning Quarter 2 Faculty learns ways to connect with families, promote events, and retain current students	Katie Kephart

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.

Related to Overarching Goal(s)

Related to Supporting Goal #1

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.

Related to Overarching Goal(s)

Related to Supporting Goal #1

SCHOOL DEVELOPMENT Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine next steps for the following year.

OVERARCHING NEXT STEPS:

EARLY CHILDHOOD ACADEMY:

PRIMARY ACADEMY:

INTERMEDIATE ACADEMY:

MIDDLE SCHOOL ACADEMY:

ESE/SPECIALS ACADEMY: