2018 – 2019 Imagine School at North Port
School Excellence Plan (SEP)

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Imagine School at North Port Elementary Campus	
School Excellence Plan Leadership Team	
SCHOOL LEADER:	*GROUP EXECUTIVE VICE PRESIDENT (EVP):*
Aleischa Coover	Rod Sasse
SHARED VALUES COMMITTEE CHAIR:	REGIONAL DIRECTOR (RD):
Jennifer DeMaio	Stefanie Lowery
PARENT CHOICE COMMITTEE CHAIR:	GROUP ACADEMIC DIRECTOR/COORDINATOR:
Kimberly Fernandez	Melissa Devlin
CHARACTER DEVELOPMENT COMMITTEE CHAIR:	GOVERNING BOARD REPRESENTATIVE(S):
Kerry Gardner	Elise Bouchard
ACADEMIC GROWTH COMMITTEE CHAIR:	COMMUNITY REPRESENTATIVE(S)
Alison Brannack	Officer Miguel Segura
ECONOMIC SUSTAINABILITY COMMITTEE CHAIR:	PARENT REPRESENTATIVE(S):
Stephanie Catlin	Deja Emil
SCHOOL DEVELOPMENT COMMITTEE CHAIR:	STUDENT REPRESENTATIVE(S):
Amy Van Pelt	Sophie Ramos, Alyssa Towers, Rayanna Hickerson
SCHOOL ACADEMIC COACH:	OTHER REPRESENTATIVE(S)
Alison Brannack	

Imagine Schools Mission Statement

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

School Vision and Mission Statements

Vision (A vision statement indicates what the school should ideally "look like" and what it is trying to achieve aligned with the organization's values and culture.)	**Mission** (A mission statement indicates the responsibilities of the organization toward their stakeholders; what the school is charged to do and its purpose.)	**Character Development Mission** (A Character Development Mission supports the School's Mission Statement and provides focus and direction for the school's character development efforts. It specifies the moral, performance, and civic values taught to students and agreed by stakeholders.)
Imagine School at North Port is a safe, disciplined and productive environment that brings choice and a balance of academic and moral education to our local community. We utilize the Imagine Schools Measures of Excellence as guiding principles to obtain the following for our school: **Shared Values of Integrity, Justice and Fun** – School stakeholders possess the ability to design their role in contributing toward their own success as well as the success of others in our school community. Our school is a place where we can develop an overarching belief that success is a possibility, and consequently take great joy in owning part of the decision making process. **Academic Growth** – Students will be exposed to and challenged by a curriculum which balances fundamental skill development with critical thinking and inquiry-based acquisition of knowledge and perspective. Teachers will harness their love of children combined with a passion for learning into the creation of a pedagogy which constantly measures our daily instructional practices against what is best for our students. The school will, in a thoughtful and meaningful fashion, construct a path for learning and growth of our students which transcends standardized testing and fosters a skill set that ensures success inside and outside of the classroom.	The Mission of Imagine School at North Port is to educate all students in a safe, supportive, individualized and challenging environment where they can learn to be contributing citizens of our community. School Motto: Grow and Learn on Purpose	Revised by the Character Committee September 2018 School staff will model and instruct students in the development of the core values required to become moral, upstanding citizens. Students will learn from an effective social-emotional curriculum paired with opportunities to practice these values through school facilitated peer interactions, community service, and leadership opportunities. Students will hold themselves and each other accountable for meeting the high expectations set before them.

Positive Character Development – School staff model and instruct students in the core values required to become a moral, upstanding citizen of our nation. Students experience high expectations for moral development from the school community, and are able to learn from an effective curriculum paired with an ability to practice these values through school facilitated peer interactions, community service and student leadership opportunities. **Economic Sustainability** – School combines an urgent need to provide students with instructional materials and support items which will facilitate their education, with a shared understanding to prioritize our expenditures according to the needs of students, live within our budget and model fiscal responsibility with public funds. Developing business partnerships and symbiotic relationships with the local community will assist in this effort. **Parent Choice and Satisfaction** – Our parents experience satisfaction due to the progress of their children. They work cooperatively with school personnel to establish goals and priorities. They feel welcomed and valued as partners in the educational process, and perennially choose our school as the best and most suitable fit for their children's educational needs. **School Development** – School Community concentrates on a systematic pattern of continuous improvement which entrenches our place as a beacon of high quality education within our community, with the ultimate result being a school which operates at full capacity, thereby maximizing the positive impact of our school community in the local community and surrounding area.		

School Profile and Demographics

Brief History and Background of the School

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

Imagine School at North Port opened its doors in August of 2008 as a K-8 Charter with only K-6 in operation, and we have grown a grade level each year. We celebrated our first graduating class in 2016, and now graduate seniors that are college and career ready each year. We earned several awards our first year: Imagine Schools National New School of the Year, Parent Satisfaction, and Character Education. In our second year, we moved the school from the state grade of "C" to an "A school" and we were fully accredited by the Southern Association of Schools and Colleges. We also earned the Imagine Schools National Shared Values Award. ISNP expanded with the addition of a high school charter and another campus for middle and high school students. A high school gymnasium with additional classrooms began construction in 2013 and opened in January of 2014. In the summer of 2013, the Governing Board voted to hire co-principals to operate our K-12 program, so now the school has a principal at the Elementary Campus (K-5) and a principal at the Upper School Campus (grades 6-12). With the change in leadership, and controversy from the previous school leader, the school experienced loss in enrollment and a budget crisis during the 2013-2014 school year. Since then, enrollment has stabilized. During 2014-2015 we were awarded a 5 year AdvancEd accreditation renewal, a 15-year charter renewal, and a Promising Practices award at the elementary campus! In the spring of 2016, the school was awarded National Promising Practices for a second year in a row, and was also named National Runner Up for School of the Year for Parent Choice due to all of the efforts to improve programs and enrollment. In the spring of 2017, we were awarded our third National Promising Practices award and interest in our school continued to grow, as we had a 30 student waitlist in kindergarten after the lottery in March for the first time in the school's history, and there was a waitlist at almost every grade level. Unfortunately, the school has received a Florida School Grade of "B" for the last three years, and has lost its high performing charter school status. The school will need to receive a state grade of "A" two years in a row in order to earn the high performing status back. In 2018, the elementary campus was awarded two National Promising Practices Award for Character Education, and received certificates at the Regional Imagine Forum for A grades in the following areas: Parent Choice, Economic Sustainability, Character Education and Shared Values.

Student Demographics

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

Grade	# of Students
K	93
1	90
2	90
3	86
4	84

5	93

Free and Reduced Lunch: 60%
Exceptional Student Education: 9%
ELL: 5%
Race/Ethnicity: A-3% B-7% H-13% M-4% W-73%

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.)

45 Staff Members

34 Instructional Staff Members
2 are new to the school this year
53% have 1-5 years of teaching experience
47% have 6 or more years of experience
44% have ESOL certification
9% have a Reading Endorsement
18% have a Master's Degree

Needs Assessment

DATA & 3 YEAR TRENDS

Shared Values

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

Shared Values Grades

2015	2016	2017	2018
B+	A	B+	A-

School Year	Total Number of Teachers	Number of Teachers Returned 1718	Number of Teachers Asked NOT to return	Number of Teachers asked to Return But Did Not	Intentional Teacher Retention Percentage	Total Teacher Retention Percentage

ANALYZE & PRIORITIZE NEEDS

Shared Values

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

Based on the three stakeholder surveys, we found that our groups had the following agreement percentages ("agree" or "strongly agree"):

Staff: 94.1%
Students: 79.8%
Parents: 95.6%
Overall: 90%

The overall agreement rate (strongly agree & agree) for the Shared Values survey items fell to 93.8% but this was the first year that the Elementary Survey was separated from the Upper Campus Survey, so we will consider this our baseline data.

2015-2016	31	28	2	1	97%	90%
2016-2017	32	25	1	6	81%	78%
2017-2018	34	32	1	1	97%	94%
2018-2019	34	31	0	3	91%	91%

The following data charts include agreement rates for two years because our surveys were split by campus beginning in the spring of 2017:

Shared Values

	2017	**2018**
Staff	93.8%	94.1%
Students	83.5%	79.8%
Parents	99.4%	95.6%
Overall	92.2%	90%

Staff Shared Values Survey Overall Agreement Rates

2017	**2018**
95.4%	92.2%

We are pleased that the overall agreement rate is above 90%. Jason Bryant, Co-CEO, reviewed our survey narrative responses and provided us with the following glows and grows:

Suggested Grade: A-/B+
Participation Rate: 79%. This is fair but not terrific. Transparency and encouraging everyone to have a voice is critical to our mission at Imagine Schools. Please check the roster and see if there were any mistakes in the number of people who should have counted as eligible with Vivian as I don't want to unfairly penalize you for low participation.

Glows
·There was one negative comments and a few growth comments which should be addressed with the team.
· A majority of the team has a strong understanding of Integrity, Fun, and Justice with some really specific examples of how they are applying the shared values at the campus.
·Quote: "Integrity is wholeness. It is ensuring that we balance our Measures of Excellence and model the shared values for the students and families that we serve. At Imagine School North Port, we work as a team and hold each other accountable. We pride ourselves in sticking with our commitments. We are a family working towards common goals to do what is best for the students and parents that we serve."
·The faculty used the following to describe what Imagine North Port Elem means to them: family, support, great place, love, proud, know kids, and collaborative.
·Great Quote: "This school year, we have embarked on an initiative to create a more positive school-climate with a unified vision and purpose." It is evident that the team is taking this seriously.
·The intentional teaching of the shared values is evident and Aleischa should be celebrated for her dedication to the shared Values. Great improvement.

Grows
· Participation rate of 79% is not great and there were some voices who were not heard.
· There were about 20% of the faculty with a wrong understanding or need a better understanding of Integrity.
· There were about 25% of the faculty with a wrong understanding of FUN and how we interpret and apply it in Imagine.
· Only had few of the faculty with a wrong understanding of Justice.
· There were about 4 people with growth comments related to Justice which should be read and discussed with the team. It can be a learning experience for everyone. We should all have a growth mindset.
· The positive attitudes of the faculty was inspiring despite the challenges. A few people wanted more consistent follow thru in discipline and more visibility of the Principal. Aleischa – I would encourage you to continue to get to know the kids and be present/visible in the campus. We all can grow in this area. We really enjoyed reading the surveys and really think the team is heading in the right direction with optimism.

	The feedback above was shared with the staff, and the Shared Values Committee continued to dig into the data to create goals for this year.
Character Development • Imagine Schools Staff, Student, and Parent Survey items related to Character Development • Other quantitative data: in-house surveys, discipline data (referrals, suspensions) • Other qualitative data: testimonials, observations • List of service learning opportunities • SEPR rating	**Character Development** • Areas of strength and growth • SEPR & NACT recommendation • Use this analysis to identify areas for improvement in the EQUIP section for each goal

Character Development Grades

2015	2016	2017	2018
A-	A	N/A	A-

Suspension Rate Trends:
2018: 1.6% of students received an in-school or out-of-school suspension
K: 5 **Grade 1:** 1 **Grade 2:** 1 **Grade 3:** 0 **Grade 4**: 0 **Grade 5:** 1

In-School Suspensions: 2017 (0) ; 2016 (7%); 2015 (10%); 2014 (15%)
Out-of-School Suspensions: 2017 (1%) ; 2016 (1%); 2015 (6%); 2014 (5%)

The following data charts include agreement rates for two years because our surveys were split by campus beginning in the spring of 2017:

Performance Character

	2017	2018
Staff	96.3%	98.3%
Students	88.7%	85%
Parents	92.1%	91.5%
Overall	92%	91.6%

Based on the three stakeholder surveys, we found that our groups had the following agreement percentages ("agree" or "strongly agree") in each of our character categories:

Performance Character Development
Staff: 98.3%
Students: 85%
Parents: 91.5%
Overall: 91.6%

Moral Character Development
Staff: 90%
Students: 80.1%
Parents: 91.9%
Overall: 87.3%

Civic Character Development
Staff: 100%
Students: 85.9%
Parents: 94.1%
Overall: 93.3%

Areas for improvement from the student survey include:

Moral Character Development: The overall agreement (strongly agree & agree) for Moral Character Development survey items was 87.3% on the Imagine Schools Student, Staff, and Family Surveys. Student surveys indicated that the question about respect scored lower than last year, to 42.4%. In reflecting on this lower score, It came to our attention that there may be a disconnect between what students and staff believe what "respect" means. Faculty advisor for the K-Kids service learning club selected the 4th and 5th grade members to discuss the character survey questions that

Moral Character Development

	2017	2018
Staff	94.6%	90%
Students	83.7%	80.1%
Parents	94.5%	91.9%
Overall	91%	87.3%

Civic Character Development

	2017	2018
Staff	95.9%	100%
Students	88.5%	85.9%
Parents	90.5%	94.1%
Overall	92%	93.3%

School Culture

	2017	2018
Staff	93.8%	88.8%
Students	87.1%	84.3%
Parents	95.5%	92%
Overall	92.1%	88.3%

were lower scoring, including this survey question. During the discussion it was apparent that there was indeed a disconnect between what the adults in the school believe to be respectful and safe behaviors. This led to a powerful discussion to all 4th grade classes that included giving them a voice and to know that what they thought matters and inspiring them to make change next year because they would be 5th grade role models next year. Each student completed an anonymous survey that helped us gain specific information about respect and how it pertains to adults and students and allowed students to give examples and non-examples. It appears to students that there are clear boundaries of respect that have been crossed and they are able to articulate what they would like changed. Students were also clear in that to them, "safety" means more about emotional safety than physical safety. The emotional safety students want is to reduce the amount of teasing within their peer circles.

Performance Character Development: Our current data indicates that 88.6% of students agree, "I am able to describe my progress in reaching my learning goals." 87.5% of students agree that " I work with my teachers to set my own academic and character goals," and 87.7% of students agree that "I can work with my teachers to set my own academic and character goals." While this is a move in the right direction we need to increase the consistency of students keeping their own data across grade levels and help teachers gain more of an understanding of why this is an effective practice. Student ownership of learning is important. It has been mentioned several times that student data/work sample binders are a good idea but it is not a program that is in full implementation. If we want to put this into place it must be planned and executed purposefully.

Civic Character Development: The data indicates that 77.8% of students feel that they "have chances to be a leader and help make decisions in my classroom or school." Students and teachers should change their language to include purposeful and intended language so that stakeholders understand what "leadership" is and all that it can include. Students may not be hearing the word, "leadership", often enough and may not be making the connection between everyday acts or responsibilities to believe they are indeed demonstrating leadership. Leadership should be a theme or focus school-wide so that students can describe leadership and teachers know how to provide leadership opportunities and experiences.

School Culture/Climate:
We have also continued the work with Sandi Herrera and *Got Core Values?* and are working to explore our core values as individuals and unify them through Imagine's values of Justice, Integrity and Fun. Our team leaders worked intensely and intentionally to set a unified vision. The leadership team came to a consensus that we

<table>
<tr>
<td>Overall Student Agreement Rate on the Character Survey

<table>
<tr><th>2017</th><th>2018</th></tr>
<tr><td>87.3%</td><td>84.4%</td></tr>
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</td>
<td>want staff and students to show up to “grow and learn on purpose” every day. We have started to use that phrase on morning announcements, in our conversations, and in our newsletters. On May 25, 2018, we held our first staff-wide PD to continue to work on building the positive school culture that we want Imagine School at North Port Elementary to have. We will create it and own it together, and there is still a lot of work to be done together. Some of the intentions the team came up with to build trust include:
· Be vulnerable
· Be open and honest
· Peer to peer accountability

We need to connect the core values to student learning, and help students to understand their own core values and how they connect to the school’s core values.

Develop a pacing for each grade level that focuses on a particular element of SEL so that we can make use of morning announcements to support the SEL focal points. Connect each SEL component to a SHARK behavior. We may change the curriculum for SEL.

The Restorative Practices PD Modules that came out this summer should be completed by Character Committee members. It should then be communicated that other teachers who are interested in becoming a cohort or pilot classrooms for restorative practices should join to do the training together until all staff are trained and practicing in their classrooms. It is recommended that teachers who go through the training together meet periodically to discuss implementation and work as a support for each other. It is also important to connect Restorative Practices and SEL.</td>
</tr>
<tr>
<td>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</td>
<td>Parent Choice
● Areas of strength and growth
● SEPR & NACT recommendations
● Use this analysis to identify areas for improvement in the EQUIP section for each goal</td>
</tr>
<tr>
<td>Student Retention Rate:
2018: 88%
2017: 85%
2016: 88%
2015: 90%

Student Attendance Rates:
2017-2018 95% (12.5% of students had moderate to chronic absenteeism rates)</td>
<td>Areas of strength:
The overall agreement rate on the family survey is 92.2%.

96.3% of families indicate that they are likely to recommend this school to others.

Areas of improvement:
● We were pleased that the overall completion rate of the survey grew from 24% to 50%, but this is still an area in need of improvement.</td>
</tr>
</table>

2016-2017: 95%
2015-2016: 94%
2014-2015 93%

Student Mobility Rate:
2018-8% of students transferred into the school during the school year. 8% of students transferred out of the school during the school year.
2017-9% of students enrolled during the school year.
2016-8% of students transferred into the school during the school year. 9% of students transferred out of the school during the school year.
2015 – 7% enroll because of unhappiness with district school or moving to the area and 9% moved out of the area or the ESE student service level could not meet their needs.

Family Survey Overall Agreement Rates

2017	2018
94.4%	92.2%

Parent Choice Grades

2015	2016	2017	2018
A	A	A	A

- We need to increase the amount of parent participation in school-wide events. As of 9/12/18 there were 39 volunteers registered with the school.
- We need to improve the number of parents accessing the family portal to view grades and student progress. As of 9/12/18 There were 366 K-12 Family Access Portal Users Registered.

Needs Assessment

DATA & 3 YEAR TRENDS	ANALYZE & PRIORITIZE NEEDS
Academic Growth • STAR & State Assessments & Learning Gain Reports • AEF Literacy Focus walk-through data • Professional Development implementation data • Other quantitative (in-house surveys) & qualitative data (testimonials, observations) • SEPR rating and recommendations	**Academic Growth** • State Assessment results of students that met/did not meet target mastery levels • Subject areas or subgroups that need improvement or intervention, whether remedial or enrichment • AEF Literacy Focus implementation • Teacher Professional Growth • Areas of strength and growth • SEPR & NACT recommendations • Use this analysis to identify areas for improvement in the EQUIP section for each goal

Average Reading and Math STAR Learning Gains

2015	2016	2017	2018
1.01	1.01	1.04	1.04

Reading

	2016	2017	2018
3	68	74	73
4	45	48	64
5	51	55	39

Reading Learning Gains

	Overall	*Lowest Quartile*
4	53%	54%
5	51%	48%
Mean	52%	51%

Math

	2016	2017	2018
3	49	55	73
4	62	60	62
5	49	51	53

Math Learning Gains

	Overall	*Lowest Quartile*
4	65%	42%
5	58%	41%
Mean	62%	42%

		3rd	4th	5th
ELA	Key Ideas and Details	63%	54%	52%
	Craft and Structure	70%	62%	66%
	Integration of Knowledge and Ideas	61%	48%	51%
	Language and Editing	76%	71%	73%
	Text-based Writing		58%	51%

		3rd	4th	5th
MATH	Operations, Algebraic Thinking, and Numbers in Base Ten	80%		
	Operations and Algebraic Thinking		71%	
	Operations, Algebraic Thinking, and Fractions			53%
	Numbers and Operations in Base Ten		64%	56%
	Numbers and Operations - Fractions	69%	63%	
	Measurement, Data, and Geometry	65%	61%	48%

The average reading growth as measured by STAR for students in grades 1-5 has more than one year (1.05). The math growth average was one year (1.04). Overall growth for the year was 1.04 (combined Math and Reading).

After completing a root cause analysis with the leadership team, the following areas were determined as areas of strength and need:

- Discontinuation of looping between grade levels so that teachers have the opportunity to become experts in not only content but also grade level.

Reading

- Celebrations: The third grade ELA scores were among the highest of all of the North Port elementary schools and beat the state and district average, and the 4th Grade ELA proficiency rate increased 16 percentage points from 2017.
- Area for Growth: Data shows that primary grade levels have an ELA area of weakness in the domain of Vocabulary, and intermediate grade levels have an ELA area of weakness in the domain of Integration of Knowledge & Ideas.

Math

- Celebrations: The third grade Math scores were the third highest of all of the North Port elementary schools and beat the state and district average. The third grade proficiency rate also increased 18 percentage points from 2017.
- Area for Growth: Data shows that primary grade levels have a Math area of weakness in the domains of Number & Operations and Algebra & Algebraic Thinking, and intermediate grade levels have a Math area of weakness in the domain of Measurement, Data, & Geometry.

Science

- Celebrations: We are proud that there was a 10% increase in proficiency between 2017 and 2018 and that the science scores continue to improve each year. This year, we implemented K-5 Science Fusion Curriculum and used the program's benchmark assessments to complete item analyses and plan for instruction. This process was valuable and will continue next school year.
- Area for Growth: Our 5th grade science scores are still below the state and district averages. After disaggregating the science data by domain, it is evident that Earth and Space Science is our greatest area of weakness.

Writing

	Science		
	2016	2017	2018
5	38	42	52

SCIENCE	
Nature of Science	70%
Earth & Space Science	63%
Physical Science	75%
Life Science	71%

2018 iReady Data:

% of Students Below Level	K	1	2
Phonological Awareness	40%	20%	2%
Phonics	43%	41%	53%
High Frequency Words	31%	31%	19%
Vocabulary	48%	57%	63%
Comprehension: Literature	30%	44%	42%
Comprehension: Informational Text	37%	48%	40%

% of Students Below Level	K	1	2

- Area for Growth: A K-5 focus on writing, with vertical discussions on how writing is being taught and common vocabulary, as well as continued analysis of student writing.

We will also continue to focus on the following initiatives from last school year:

- Small group differentiated instruction within the instructional block
- Implementation of common intervention time (WIN) with fidelity
- Common lesson planning template
- Benchmark assessments and item analysis in every subject area

Number & Operations	37%	53%	43%
Algebra & Algebraic Thinking	43%	26%	43%
Measurement & Data	18%	36%	34%
Geometry	14%	45%	31%

Percentage of student by grade that recieved a level 1 on 2018 FSA Math and/or ELA:
3rd Grade: 10.5%
4th Grade: 18%
5th Grade: 30%

Economic Sustainability

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

Economic Sustainability

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

Economic Sustainability Grades

2015	2016	2017	2018
B+	B+	B+	A

Longitudinal Statement of Net Position			
Year	Start of Year	End of Year	Variance
2015-2016	$548,305.00	$846,248.00	$297,943.00
2016-2017	$846,248.00	$1,241,319.00	$395,071.00
2017-2018	$1,241,319.00	$1,899,425.00	$658,106.00

The 2018 Audit Report states that for the fiscal year ended June 30, 2018 the school's revenue exceeded expenses by $658,106.00 as show on the school's statement of activities.

The FY19 Budget approved by the Governing Board on September 18, 2018 projects an operating surplus of $189,257.00 and a projected year end fund balance of $1,347,213.00.

The Governing Board and school leadership teams recognize a need for long-term planning for facilities to attend to the growing enrollment and a plan to save for a capital project and permanent facility to own.

The two campuses share one budget. This has led to staff questions about budget decisions occurring at the other campus.

There has been an increase in spending on school safety and security, including two full time School Resource Officers, which has led to cuts in other areas.

The PE department has indicated a need for a pavilion to provide shade during outdoor PE instruction since the elementary gym is used to serve lunches for a majority of the day. It is not currently in the budget so other fundraising initiatives have been discussed.

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
Student Retention Rates: 2018: 88% 2017: 85% 2016: 88% 2015: 90% Reference staff retention chart listed above in the Shared Values section. The school is working to continue to improve the staff retention rate. Based on the three stakeholder surveys, we found that our groups had the following agreement percentages ("agree" or "strongly agree"). 2018 was the first year the three stakeholder survey results included school development questions and results. **School Development**	In order to ensure that students are prepared for college and careers, there will be a strong focus on 21st Century Learning. Teachers will need to understand skills, attributes, and characteristics that students will need to be successful, understand DOK levels and rigorous instruction, and reflect on their own practice in order to be able to integrate these essential components into their classrooms.

	2017	**2018**
Staff	N/A	95.1%
Students	N/A	85.2%
Parents	N/A	93.1%
Overall	N/A	91.1%

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 school year, the overall agreement rate (strongly agree & agree) for the Shared Values survey items will be maintained at 90% or will increase.	• **YES**	• **NO**

EQUIP with an Implementation Action Plan: SHARED VALUES

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Increase understanding of Integrity, Justice and Fun	Infuse Shared Values language, examples, and strategies during: New Teacher PD Core Values PD Staff meetings PD with all instructional staff CPT Team Leader and Excellence Committee Leader Meetings Use language in staff and family newsletters	*Joy at Work* Six Measures PowerPoint Meeting minutes/notes	Monthly	Jennifer DeMaio Shared Values Committee Aleischa Coover Alison Brannack	Stakeholder survey results
Increase the staff shared values survey participation rate.	Increase understanding of the importance of the survey through New Teacher PD Core Values PD Staff meetings PD with all instructional staff	Staff Meeting and PD Resources Email follow-up Meeting minutes/notes	Monthly	Aleischa Coover Shared Values Committee	Stakeholder survey results

	CPT Individual meetings with staff Team Leader and Excellence Committee Leader Meetings				

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
New Teacher PD	PLCs Coaching cycles	Alison Brannack Aleischa Coover New Teachers	August September Ongoing as needed	Aleischa Coover Alison Brannack

ENGAGE in Implementation: SHARED VALUES

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: SHARED VALUES

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

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

Building a Culture of High Expectations

ESTABLISH Goals: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE

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

Overarching **S.M.A.R.T. Goal (s)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	**Goal(s) Met?**	
By the end of the school year, the overall agreement rate (strongly agree & agree) for School Culture/Climate survey items will be at least 90%, a 2% increase from last school year, as measured in the Imagine Schools Student, Staff, and Family Surveys.	• **YES**	• **NO**

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

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Implement lessons to educate students on what core values they hold and how those connect to the school's values.	Core Values Training	Got Core Values manual	October ongoing	Leadership team Classroom teachers	DESSA data Stakeholder survey data
Connect SEL, SHARK behaviors, & restorative practices	Behavior Committee Planning Morning announcements mini lessons DESSA data chats	Restorative Practices online module Second Step curriculum DESSA Mini DESSA online instructional resources	Ongoing	Leadership team Classroom teachers Character Committee	DESSA data Stakeholder survey data

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
Core Values Training	Workshop	Sandi Herrera Aleischa Coover Leadership Team	Monthly	Aleischa Coover Team Leaders Excellence Committee Leaders

ENGAGE in Implementation: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE

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

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

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)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	**Goal(s) Met?**	
By the end of the school year, 90 % of students will re-enroll, as measured by completed enrollment forms, , a 2% increase from last school year.	• **YES**	• **NO**

EQUIP with Implementation Action Plan: PARENT CHOICE

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Survey Response Rate	Increase communication about survey participation through email, text, connect-ed phone call from principal, teacher incentives for highest return rate.	Teacher newsletters and websites/blogs Flyers,Reminders Constant Contact, Communication Apps, Facebook	Ongoing	Aleischa Coover Team Leaders	2018 -2019 Parent Survey data
Increase the amount of parent participation in school-wide events.	Volunteer Recruitment Events Parent Interest Surveys to get feedback and support inside and outside the classroom Parent leaders in each Excellence Committee	Advertisements by flyers, window paintings, signs at carline, markee, newsletters Volunteer link on website	Ongoing	Aleischa Coover Team Leaders Classroom Teachers Parent Choice Committee	Amount of parents registered through volunteer link Parent Volunteer Log 2018-2019 Parent Survey Data

		Reminders via email, phone calls and text			
Increase overall parent satisfaction as measured by the survey results and goal listed above.	Increase communication through newsletters, blogs, websites text messages and social media, Portal At least two contacts with parents for each student ex. phone calls, postcards, email, conference Leadership team open door policy. Increase opportunities for family involvement.	Teacher newsletters and websites/blogs, positive postcards, grow notes Flyers, Reminders Constant Contact, Communication Apps, Facebook	Ongoing	Aleischa Coover Team Leaders	2018-2019 Parent Survey Data Number of parents registered on Family Access Portal compared to number at beginning of year (as listed in Needs Assessment)

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
Increase overall parent satisfaction and survey response rate	PLC Excellence Committee meetings Core Values Training, Team Leader Meetings	Aleischa Coover Classroom Teachers Parents Parent Choice Committee	Monthly	Leadership Team

ENGAGE in Implementation: PARENT CHOICE

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: PARENT CHOICE

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

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

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)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	**Goal(s) Met?**	
By the end of the school year, at least 98% of teachers will demonstrate effective teaching, as measured by observation data.	• **YES**	• **NO**

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

Identify the area(s) for improvement from above	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Teachers need to reach all learners, including growing the lowest quartile of students through differentiated small group instruction during the instructional block.	CPT Targeted leadership walkthroughs	CPT Agenda & Minutes Common lesson plan template Walk through focus & trends shared monthly with staff	Ongoing	Aleischa Coover Alison Brannack	Walkthrough trends STAR data iReady data FSA data
Increase the frequency of targeted walkthroughs by core leadership team members	Weekly walkthroughs Weekly debriefs	Walkthrough calendar PRIDE rubric & look fors Walkthrough trend documentation	Weekly	Aleischa Coover Jennifer DeMaio Alison Brannack	Walkthrough trends

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

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

	(PLC, Book Study, Workshop, Webinar, Course, Module)		(Delivery, Practice, Observation/Feedback, Model/Coaching)	
Small group differentiated instruction	CPT Coaching cycles PD	Alison Brannack Aleischa Coover	Ongoing during weekly CPT	Aleischa Coover Alison Brannack
Targeted PD based on walkthrough trends	CPT Coaching cycles PD	Alison Brannack Aleischa Coover	Ongoing	Aleischa Coover Alison Brannack

ENGAGE in Implementation: ACADEMIC GROWTH - TEACHING & LEARNING FUNDAMENTALS

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH - TEACHING & LEARNING FUNDAMENTALS

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

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

Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH - READING

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

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 school year, at least 62% of students in grades 3-5 will be at a Proficient Level or higher, as measured by the ELA State Assessment (a 4% increase from last year).***	• **YES**	• **NO**
• ***By the end of the school year, at least 62% of students in grades K-2 will be On or Above Level, as measured by the i-Ready Reading End-of-Year Report (a 4% increase from last year).***	• **YES**	• **NO**
By the end of the school year, 53% of the lowest quartile in grades 4-5 will make learning gains in reading as measured by the Reading State Assessment (a 4% increase from last year).	• YES	• NO
By the end of the school year, the mean Reading Learning Gain for all students in grades 1-5 will improve from 1.05 to 1.07, as measured by the Fall to Spring STAR Reading 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
There is a need to increase the proficiency levels in the domain of vocabulary.	WIN time support with a focus on vocabulary Focused phonics instruction in K-2 classrooms Strategy based vocabulary instruction	WIN Resources Google Drive Folder iReady Tools for Instruction Reading A-Z	Weekly during WIN time Bi-Weekly in Common Planning Time (CPT) Ongoing	Classroom Teachers Caitlin Johnson Alison Brannack Aleischa Coover	iReady Data FSA Data STAR Data Walkthroughs
There is a need to increase the proficiency levels in the domain of Integration of Knowledge & Ideas.	Strategic, cross curricular planning Vertical planning Grade level criteria for success	Leveled readers Paired texts	Bi-Weekly in Common Planning Time (CPT) Ongoing	Classroom Teachers Alison Brannack Aleischa Coover	iReady Data FSA Data STAR Data Walkthroughs

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
Vocabulary Strategies	PD CPT	Alison Brannack Aleischa Coover Classroom Teachers	November Ongoing during weekly CPT	Aleischa Coover Alison Brannack Caitlin Johnson
Strategic, cross curricular planning	Workshop CPT	Alison Brannack Aleischa Coover Classroom Teachers	October Ongoing during weekly CPT	Aleischa Coover Alison Brannack

ENGAGE in Implementation: ACADEMIC GROWTH - READING

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

Related to Overarching Goal(s)

Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #1

Progress Monitoring I

Progress Monitoring II

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH - READING

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

Related to Overarching Goal(s)

Related to Supporting Goal #1
Related to Supporting Goal #2. Insert more rows as needed.
ACADEMIC GROWTH - READING Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.

Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – MATH

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

Overarching **S.M.A.R.T. Goal (s)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	**Goal(s) Met?**	
	• **YES**	• **NO**
• ***By the end of the school year, at least 67% of students in grades 3-5 will be at a Proficient Level or higher, as measured by the Math State Assessment (a 4% increase from last year).***		
• ***By the end of the school year, at least 66 % of students in grades K-2 will be On or Above Level, as measured by the i-Ready Math End-of-Year Report (a 4% increase from last year).***	• **YES**	• **NO**
By the end of the school year, 46% of the lowest quartile in grades 4-5 will make learning gains in math as measured by the Math State Assessment.	• YES	• NO
By the end of the school year, the mean Math Learning Gain for all students will improve from 1.04 to 1.06, as measured by the Fall to Spring STAR Math 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
Numbers & Operations	Upside Down Teaching Common, school-wide curriculum map Weekly WIN time math	Sarasota County's GPS Ready MAFS iReady Tools for Instruction	Weekly during WIN time Bi-Weekly in Common Planning Time (CPT) Ongoing	Classroom Teachers Alison Brannack Aleischa Coover	iReady Data FSA Data STAR Data Walkthroughs
Measurement, Data, & Geometry	Upside Down Teaching Common, school-wide curriculum map Weekly WIN time math	Sarasota County's GPS Ready MAFS	Weekly during WIN time Bi-Weekly in Common Planning Time (CPT) Ongoing	Classroom Teachers Alison Brannack Aleischa Coover	iReady Data FSA Data STAR Data Walkthroughs

		iReady Tools for Instruction			

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
Upside Down Teaching	CPT Coaching Cycles Sarasota County PD	Classroom Teachers Alison Brannack Caitlin Johnson	Ongoing during weekly CPT	Aleischa Coover Alison Brannack Caitlin Johnson
Weekly Intervention (Math Fridays WIN time)	CPT Coaching Cycles	Classroom Teachers Alison Brannack Caitlin Johnson	Ongoing during weekly CPT	Aleischa Coover Alison Brannack

ENGAGE in Implementation: ACADEMIC GROWTH – MATH

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

Related to Overarching Goal(s)

Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #1

Progress Monitoring I

Progress Monitoring II

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH – MATH

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

Related to Overarching Goal(s)
Related to Supporting Goal #1
Related to Supporting Goal #2. Insert more rows as needed.
ACADEMIC GROWTH - MATH Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.

Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – 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?**	
By the end of the school year, 58% of 4th and 5th grade students will be at a Proficient Level or higher, as measured by the Florida State Assessment.	• **YES**	• **NO**
(Insert Supporting Goal #1)	• YES	• NO
(Insert Supporting Goal # 2, as needed. Insert more rows as needed)	• YES	• NO

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – WRITING

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Align text-based writing instruction across grade levels	Vertical planning Curriculum Roundtable	K-5 FL writing standards Writing curriculum samples	October Ongoing	Alison Brannack Academic Growth Committee	Writing benchmark data FSA data

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
Vertical planning	Workshop	Alison Brannack Classroom teachers	October Ongoing support as needed	Aleischa Coover Alison Brannack

Curriculum roundtable	PLC	Academic Growth Committee	December	Aleischa Coover Alison Brannack

ENGAGE in Implementation: ACADEMIC GROWTH – WRITING

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

Related to Overarching Goal(s)

Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #1

Progress Monitoring I

Progress Monitoring II

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH – WRITING

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

Related to Overarching Goal(s)

Related to Supporting Goal #1

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

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

Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – SCIENCE

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

Overarching **S.M.A.R.T. Goal (s)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	**Goal(s) Met?**	
By the end of the school year, 56 % of 5th grade students will be at a Proficient Level or higher, as measured by the Science State Assessment.	• **YES**	• **NO**
(Insert Supporting Goal #1)	• YES	• NO
(Insert Supporting Goal # 2, as needed. Insert more rows as needed)	• 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
Increase the domain of Earth & Space.	Leveled readers & paired texts for cross curricular support STEM Night 5th Science Support during WIN	Readworks Reading A-Z Science Fusion Leveled Readers SSA Test Item Specifications USA Test Prep	Ongoing	Alison Brannack Kim Klein Classroom teachers	Science Fusion Benchmark data Sarasota County Benchmark data SSA data
Vertical Planning to support cohesive instruction across grade levels	Vertical Planning sessions Academic Growth Committee to identify grade level success criteria	Grade level standards	October Ongoing	Academic Growth Execellence Committee Alison Brannack	Science Fusion Benchmark data Sarasota County Benchmark data SSA data

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
Vertical Planning	Workshop	Alison Brannack Academic Growth Committee Classroom Teachers	October Ongoing	Aleischa Coover Alison Brannack

ENGAGE in Implementation: ACADEMIC GROWTH – SCIENCE

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

Related to Overarching Goal(s)

Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #1

Progress Monitoring I

Progress Monitoring II

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH – SCIENCE

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

Related to Overarching Goal(s)

Related to Supporting Goal #1

Related to Supporting Goal #2. Insert more rows as needed.
ACADEMIC GROWTH - SCIENCE Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.

Teaching & Learning

ESTABLISH Goals: MORAL CHARACTER DEVELOPMENT

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

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 school year, the overall agreement rate (strongly agree & agree) for Moral Character Development survey items will be at least 89% in the Imagine Schools Student, Staff, and Family Surveys, a 2% increase from the overall average.	• **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
Ensure that students have a clear understanding of respect and what it means.	Implement RESPECT classroom program lessons	RESPECT lessons and posters	After winter break to initiate Ongoing	Classroom teachers Character Committee	2018-2019 Stakeholder Survey Data
Ensure that students feel emotionally safe.	"Shoebox" Collaboration with Upper Campus Hammerheads Implement SEL Second Step Lessons	Student feedback forms Possible Peer mentors from upper campus/collaboration with upper campus Second Step Program	Second semester Ongoing	Classroom teachers Character Committee	2018-2019 Stakeholder Survey Data

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
Implement RESPECT classroom program lessons & SEL lessons	PLC	Character Committee Team Leaders Classroom Teachers	December, ongoing	Aleischa Coover Jenn DeMaio Alison Brannack Character Committee

ENGAGE in Implementation: MORAL CHARACTER DEVELOPMENT
Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.
Progress Monitoring I
Progress Monitoring II

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

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

Teaching & Learning

ESTABLISH Goals: PERFORMANCE CHARACTER DEVELOPMENT

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

Overarching **S.M.A.R.T. Goal (s)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	**Goal(s) Met?**	
By the end of the school year, the overall agreement rate (strongly agree & agree) for Performance Character Development survey items will maintain 91.6%, or increase, in the Imagine Schools Student, Staff, and Family Surveys.	• **YES**	• **NO**

EQUIP with Implementation Action Plan: PERFORMANCE CHARACTER DEVELOPMENT

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Increase the consistency of students keeping their own academic data across grade levels.	Data Folders Pilot of student-led conferences	Data tracking forms for each subject/grade level	November Ongoing	Classroom teachers Alison Brannack Aleischa Coover Character Committee	2018-2019 Stakeholder Survey Data
Give students more opportunities to set and monitor character goals.	Students in need (as determined by DESSA) will conference with teacher to set goals and progress monitor	DESSA data	November Ongoing	Classroom teachers Jenn DeMaio Aleischa Coover Character Committee	2018-2019 Stakeholder Survey Data

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
Data Folders	CPT	Alison Brannack Aleischa Coover	October/November	Aleischa Coover Alison Brannack Character Committee

		Classroom Teachers		
DESSA data chats with staff & students	PLC Teacher/Students Conferences	Caitlin Johnson Jennifer DeMaio Stacie Herrara Classroom Teachers	October/November	Aleischa Coover Jenn DeMaio Character Committee

ENGAGE in Implementation: PERFORMANCE CHARACTER DEVELOPMENT

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: PERFORMANCE CHARACTER DEVELOPMENT

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

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

Teaching & Learning

ESTABLISH Goals: CIVIC CHARACTER DEVELOPMENT

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

Overarching **S.M.A.R.T. Goal (s)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	**Goal(s) Met?**	
By the end of the school year, the overall agreement rate (strongly agree & agree) for Civic Character Development survey items will maintain 93.3%, or increase, in the Imagine Schools Student, Staff, and Family Surveys.	• **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
Provide more leadership opportunities for students in the classroom.	Imagine That	Imagine That Rubrics & guidelines	Ongoing	Classroom teachers Character Committee	Imagine That results (percent of distinguished titles) Stakeholder survey data
Provide more leadership opportunities school-wide.	Safety Patrol NEHS	Safety Patrol guidelines NEHS meeting agendas	Ongoing Ongoing	Character Committee Kerry Gardner Paulette Mannine Alison Brannack Lauren Komisak	Stakeholder survey data

EQUIP with Professional Learning Opportunities: CIVIC CHARACTER DEVELOPMENT

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

	(PLC, Book Study, Workshop, Webinar, Course, Module)			
Imagine That	CPT	Alison Brannack Amy Van Pelt Classroom Teachers	October Ongoing	Character Committee Aleischa Coover Alison Brannack

ENGAGE in Implementation: CIVIC CHARACTER DEVELOPMENT

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

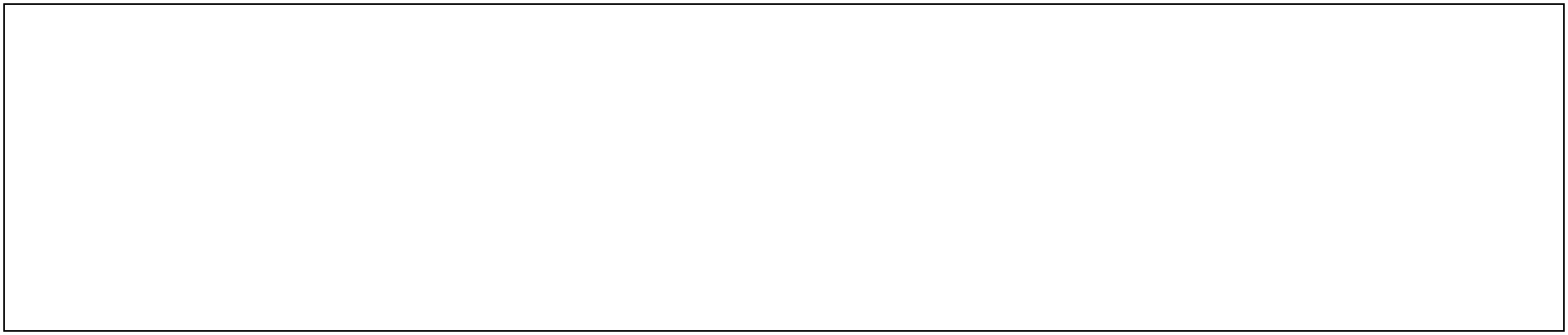
Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: CIVIC CHARACTER DEVELOPMENT

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

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



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 school year, the school is economically sustainable, as measured by the school budget.	• **YES**	• **NO**

EQUIP with Implementation Action Plan: ECONOMIIC 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
Increase fundraising efforts	Volunteer Recruitment Event Develop fundraising task force Communication of fundraising action plan & goals	Community partnerships Parent Volunteers Fundraising thermometer	September Ongoing	Economic Sustainability Committee Excellence Committee Leaders	End of year fundraising account balance

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

ENGAGE in Implementation: ECONOMIC SUSTAINABILITY

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: ECONOMIC SUSTAINABILITY

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

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

Operating Structures

ESTABLISH Goals: SCHOOL DEVELOPMENT

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

Overarching **S.M.A.R.T. Goal (s)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	**Goal(s) Met?**	
By the end of the school year, the overall agreement rate (strongly agree and agree) for School Development survey items will maintain 91%, or increase, as measured in the Imagine Schools Student, Staff and Family Surveys.	• **YES**	• **NO**

EQUIP with Implementation Action Plan: SCHOOL DEVELOPMENT

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
An increase in 21st Century learning strategies that need to be implemented in classrooms.	Project Based Learning (at least 2, including Imagine That) DOK analysis in CPT	Chromebooks Imagine That Rubrics & guidelines DOK chart	August Ongoing	Classroom teachers Aleischa Coover Alison Brannack Amy Van Pelt	Stakeholder survey results iReady data FSA data STAR data Imagine That results

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

21st Century Learning	PD CPT	Aleischa Coover Alison Brannack Classroom Teachers	August Ongoing during CPT	Aleischa Coover Alison Brannack

ENGAGE in Implementation: SCHOOL DEVELOPMENT

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: SCHOOL DEVELOPMENT

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

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

Upper Campus (Grades 6-12) Table of Contents

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Building a Culture of High Expectations

ESTABLISH Goals: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE

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

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Building a Culture of High Expectations

ESTABLISH Goals: PARENT CHOICE

EQUIP with Implementation Action Plan: PARENT CHOICE

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Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – TEACHING & LEARNING FUNDAMENTALS

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Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH - READING

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Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – MATH

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – MATH

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Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – WRITING

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – WRITING

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Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – SCIENCE

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EVALUATE Efforts: ACADEMIC GROWTH – SCIENCE

Teaching & Learning

ESTABLISH Goals: MORAL CHARACTER DEVELOPMENT

EQUIP with Implementation Action Plan: MORAL CHARACTER DEVELOPMENT

EQUIP with Professional Learning Opportunities: MORAL CHARACTER DEVELOPMENT

ENGAGE in Implementation: MORAL CHARACTER DEVELOPMENT

EVALUATE Efforts: MORAL CHARACTER DEVELOPMENT

Teaching & Learning

ESTABLISH Goals: PERFORMANCE CHARACTER DEVELOPMENT

EQUIP with Implementation Action Plan: PERFORMANCE CHARACTER DEVELOPMENT

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ENGAGE in Implementation: PERFORMANCE CHARACTER DEVELOPMENT

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Teaching & Learning

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EQUIP with Implementation Action Plan: ECONOMIC SUSTAINABILITY

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Operating Structures

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EQUIP with Implementation Action Plan: SCHOOL DEVELOPMENT

EQUIP with Professional Learning Opportunities: SCHOOL DEVELOPMENT

ENGAGE in Implementation: SCHOOL DEVELOPMENT

EVALUATE Efforts: SCHOOL DEVELOPMENT

Imagine School at North Port Upper Campus	
School Excellence Plan Leadership Team	
SCHOOL LEADER:	*GROUP EXECUTIVE VICE PRESIDENT (EVP):*
John Halcomb	Rod Sasse
SHARED VALUES COMMITTEE CHAIR:	REGIONAL DIRECTOR (RD):
Tyler Zebkar	Stefanie Lowery
PARENT CHOICE COMMITTEE CHAIR:	GROUP ACADEMIC DIRECTOR/COORDINATOR:
Peter Baumgartner	Melissa Devlin
CHARACTER DEVELOPMENT COMMITTEE CHAIR:	GOVERNING BOARD REPRESENTATIVE(S):
Tiffany Conley	Elise Bouchard
ACADEMIC GROWTH COMMITTEE CHAIR:	COMMUNITY REPRESENTATIVE(S)
Tony Graham	Stephanie Al-Arnasi
ECONOMIC SUSTAINABILITY COMMITTEE CHAIR:	PARENT REPRESENTATIVE(S):
Patricia Godwin	Stephanie Al-Arnasi
SCHOOL DEVELOPMENT COMMITTEE CHAIR:	STUDENT REPRESENTATIVE(S):
Adriana Boucher	Mary Lawrence
SCHOOL ACADEMIC DEAN:	OTHER REPRESENTATIVE(S)
Patricia Forcier	Misty Midgett- School Counselor Jeremy Fant- Assistant Principal

Imagine Schools Mission Statement

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

School Vision and Mission Statements

Vision (A vision statement indicates what the school should ideally "look like" and what it is trying to achieve aligned with the organization's values and culture.)	**Mission** (A mission statement indicates the responsibilities of the organization toward their stakeholders; what the school is charged to do and its purpose.)	**Character Development Mission** (A Character Development Mission supports the School's Mission Statement and provides focus and direction for the school's character development efforts. It specifies the moral, performance, and civic values taught to students and agreed by stakeholders.)
Imagine School at North Port is a safe, disciplined and productive environment that brings choice and a balance of academic and moral education to our local community. We utilize the Imagine Schools Six Measures of Excellence as guiding principles to obtain the following for our school: **Shared Values of Integrity, Justice and Fun** – School stakeholders possess the ability to design their role in contributing toward their own success as well as the success of others in our school community. Our school is a place where we can develop an overarching belief that success is a possibility, and consequently take great joy in owning part of the decision making process. **Academic Achievement –** Students will be exposed to and challenged by a curriculum which balances fundamental skill development with critical thinking and inquiry-based acquisition of knowledge and perspective. Teachers will harness their love of children combined with a passion for learning into the creation of a pedagogy which constantly measures our daily instructional practices against what is best for our students. The school will in a thoughtful and meaningful fashion construct a path for learning and growth of our students which transcends standardized testing and fosters a skill set that ensures success inside and outside of the classroom. **Positive Character Development –** School staff model and instruct students in the core values required to become a moral, upstanding citizen of our nation. Students experience high expectations for moral development from the school community, and are able to learn from an effective curriculum paired with an ability to practice these values through school facilitated peer interactions, community service and student leadership opportunities. **Economic Sustainability** – School combines an urgent need to provide students with instructional materials and support items which will facilitate their education, with a shared understanding to prioritize our expenditures according to the needs of students, live within our budget, and model fiscal responsibility with public funds. Developing business partnerships and symbiotic relationships with the local community will assist in this effort. **Parent Choice and Satisfaction** – Our parents experience satisfaction due to the progress of their children. They work cooperatively with school personnel to establish	The Mission of Imagine School at North Port is to educate all students in a safe, supportive, individualized and challenging environment where they can learn to be contributing citizens of our community.	School staff model and instruct students in the core values required to become a moral, upstanding citizen of our nation. Students experience high expectations for moral development from the school community, and are able to learn from an effective curriculum paired with an ability to practice these values through school facilitated peer interactions, community service and student leadership opportunities.

goals and priorities. They feel welcomed and valued as partners in the educational process, and perennially choose our school as the best and most suitable fit for their children's educational needs. **School Development –** School Community concentrates on a systematic and systemic pattern of gestalt continuous improvement which entrenches our place as a beacon of high quality education within our community, with the ultimate result being a school which operates at full capacity, thereby maximizing the positive impact of our school community in the local community and surrounding area.		

School Profile and Demographics

Brief History and Background of the School

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

Imagine School at North Port opened in August 2008. Originally a kindergarten through grade six school, we added a grade each year up through 2015 when we graduated our first class of seniors. Since the 2014-2015 school year, we have been a k-12 school located on two campuses servicing almost 1200 students.

As the 2018-2019 school year begins, we are a "B" school according to the State of Florida, with over 650 students at the Upper Campus in grades 6-12. We continue to increase our enrollment in the high school grades since the previous school year with waiting lists at some grade levels.

For the new year, we have expanded our High School course offerings in the field of Science with the addition of AP Chemistry and Environmental Science classes. Additionally we have added personal finance at the high school level to support the financial literacy of our students. Our relationships with Suncoast Technical Center (STC) and State College of Florida (SCF) has increased the offerings for high school students to access either dual enrollment classes and industry certified courses. We have increased the number of students attending these programs from 19 in 2017-2018 to 43 or 2018-2019.

Student Demographics

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

Breakdown of Student Population by Grade								
	6th Grade	**7th Grade**	**8th Grade**	**9th Grade**	**10th Grade**	**11th Grade**	**12th Grade**	**Total**
2018-2019	18%	16%	16%	14%	14%	13%	9%	651

Student Demographics								
Year	**Free and Reduced Lunch**	**Special Education**	**ELL**	**Race/Ethnicity Asian**	**Race/Ethnicity Black**	**Race/Ethnicity Hispanic**	**Race/Ethnicity Multi**	**Race/Ethnicity White**
2016-2017	53%	7%	1%	2%	5%	12	4%	75%

2017-2018	52%	8%	1%	2%	7%	14%	4%	73%
2018-2019	52%	12%	1%	3%	7%	14%	4%	72%

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.)

The instructional staff at The Imagine School Upper Campus consists of 44 instructional and administrative staff members. This includes teachers, School Counselor, testing coordinator, student support personnel, Dean of Instruction, Assistant Principal and Principal. The Imagine School has 2% new teachers, 40% teachers with 1-5 years of experience, and 58% teachers with 6+ years of experience. The Imagine School has 25% of its teachers with advanced degrees.

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

Longitudinal Teacher Retention Rates

Year	Total number of teachers	Number of returning teachers	Number of teachers not asked to return	Number of teachers choosing not to return	Intentional teacher retention rate	Actual Teacher retention rate
2016-17	38	34	0	4	100%	89%
2017-18	38	32	3	3	92%	84%
2018-19	37	29	2	6	95%	78%

Longitudinal Data on Shared Values
Measured by the Overall Agreement Rate for the Category

Year	Students	Staff	Families
2016-17	68	88	95
2017-18	70	85.8	93.8

We have made gains in our survey results for students in the reporting category of shared values with an increase of two percent from the previous year. This still presents a weakness in the students responses to shared values when compared to staff and family surveys.

We have a strength in the area of shared values as shown in the parent survey at 94% agreement rates. Staff surveys have seen a dip of just over 2%. We developed committees for the 2018-2019 school year to support the teachers having a vested interest in the school and the decision making that occurs on campus. Each of the committees represents one of the six measures of excellence. While one group is specifically focused on initiatives to support shared values, together, all the committees will support the development of shared values throughout the school.

Longitudinal Shared Values Rating			
Year	**2015-2016**	**2016-2017**	**2017-2018**
Grade	B+	B+	C+

Character Development

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

Character Development

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

Longitudinal Data on Character Measured by the Overall Agreement Rate for the Category									
	Performance Character			**Moral Character**			**Civic Character**		
Year	**Students**	**Staff**	**Families**	**Students**	**Staff**	**Families**	**Students**	**Staff**	**Families**
2016-17	74.6	89.3	91.7	68.5	86.8	90.4	71.1	87.8	91.9
2017-18	76.7	91.8	88.8	69.7	85.9	87.8	73.7	90.6	92.9

Longitudinal Character Rating			
Year	**2015-2016**	**2016-2017**	**2017-2018**
Grade	A	NA	B

Imagine That- Service Learning Projects		
Year	**Number of Projects School Level**	**Number of Projects Regional Level**
2017-18	21	11

As part of our six measures implementation, we have established a character committee made up of a cross section of staff from all grades. This committee is responsible for developing and carrying out initiatives across the campus as they relate to character education. There is a need to renew the student of the month program to support students identifying when they are exhibiting traits throughout the year.

Our strengths are shown through the staff and family surveys in all areas of character. We continue to work with the students to recognize character in action throughout the day.

Areas of growth exist within character development through the students' understanding of engagement and the sense of real world application and purpose to the student learning. Additional work needs to be done in the area of PBIS and Social Emotional Learning (SEL) to support students' strategies for how to recover from errors and learn from their mistakes.

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

Parent Choice

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

Re Enrollment Rates		
Year	**Average Enrollment**	**Re-Enrollment Rates**
2016-2017	NA	85%
2017-2018	644	93%
2018-2019	650	83%

Longitudinal Parent Choice Rating			
Year	**2015-2016**	**2016-2017**	**2017-2018**
Grade	A	A	A

Longitudinal Family Survey Agreement Rates						
Year	**Performance Character**	**Moral Character**	**Civic Character**	**Culture and Climate**	**School Development**	**Shared Values**
2016-2017	91.7	90.4	91.9	93.3	NA	95
2017-2018	88.8	87.8	92.9	89.2	90.1	93.8

Attendance Rates			
Year	**2015-2016**	**2016-2017**	**2017-2018**
Attendance Rates	94%	94.04%	95.73%

Referral Data by Grade							
	6th Grade	**7th Grade**	**8th Grade**	**9th Grade**	**10th Grade**	**11th Grade**	**12th Grade**
Number of Referrals	125	85	85	73	76	71	61
Percent of Total Referrals	22%	15%	15%	13%	13%	12%	11%
Suspension Rates (in and out)	16	15	25	15	13	12	8

Re-enrollment rates continue to be high with over 650 students on the upper campus and we work to maintain our student population and fill empty seats as they become available. At the high school levels, this task is not a function of the grade of the student but more a function of being able to generate schedules that meet the needs of incoming students.

Parent satisfaction across the campus is evident by the agreement rates on the parent surveys where all categories have an agreement rate of 87.8% or higher. This past year we had a higher completion rate on parent surveys via the use of paper copies rather than electronic surveys. The increase in completion rates leads to greater validity in the results.

The area where we show any scores below 80% positive agreement is in communication with parents regarding students growth towards goals in academic or character education.

One of the six measures committees is devoted to parent choice and parent satisfaction. They have been tasked with opening communication with families and reaching out with school level events that connect the home, school and community.

Needs Assessment

DATA & 3 YEAR TRENDS	ANALYZE & PRIORITIZE NEEDS
Academic Growth • STAR & State Assessments & Learning Gain Reports • AEF Literacy Focus walk-through data	**Academic Growth** • State Assessment results of students that met/did not meet target mastery levels

- Professional Development implementation data
- Other quantitative (in-house surveys) & qualitative data (testimonials, observations)
- SEPR rating and recommendations

- Subject areas or subgroups that need improvement or intervention, whether remedial or enrichment
- AEF Literacy Focus implementation
- Teacher Professional Growth
- Areas of strength and growth
- SEPR & NACT recommendations
- Use this analysis to identify areas for improvement in the EQUIP section for each goal

Imagine School at North Port State Assessment Results

Percentage of Students Scoring At or Above Proficiency

	2016			2017			2018		
Grade	School	State	Highest Local	School	State	Highest Local	School	State	Highest Local
6 ELA	64	52	59	63	52	57	50	52	59
7 ELA	65	49	56	69	52	59	58	51	57
8 ELA	63	57	62	72	55	55	70	58	62
9 ELA	52	51	55	64	52	52	63	53	57
10 ELA	44	50	53	51	50	54	64	53	60
6 Math	76	50	64	69	51	61	47	52	63
7 Math	72	52	64	55	53	55	57	54	72
8 Math	49	48	67	65	46	72	67	45	52
Alg	66	55	41	59	62	45	72	63	58
Geo	50	51	60	59	54	63	79	57	60
8 Sci	55	50	48	48	48	52	58	50	58
Bio	71	64	59	82	64	54	76	65	64
Civics	74	67	68	N/A	N/A	N/A	82	71	74
US Hist	74	66	68	73	67	66	77	65	65

FDOE- School Grade			
Year	2015-2016	2016-2017	2017-2018
Grade	B	B	B

Imagine School at North Port's Upper Campus participated in 14 State Standardized Assessments as shown in the chart on the left. As a 6-12 campus, most subject areas assessments are held by the a single teacher who instructs all the students within the grade. Of the 14 assessments taken, our campus has shown growth in the proficiency rates of eight of the assessments (noted in green) with two additional assessment holding within two points of the previous year (noted in yellow). Of the remaining four assessments, three were teachers who were either first year in the new curricular area or first year to teaching.

Within our assessments, we have strength in the area of mathematics. With the focused work completed last year as a PLC, the math team was successful in gaining proficiency points in all but one grade, including Algebra and Geometry. The progress monitoring supported the teachers instruction. Continued efforts will be focused in the area of progress monitoring with a focus on the lowest quartile students and aligning real-world application to the skill-set being developed.

English Language Arts presented as an area of weakness not only with regards to the students proficiency rates across the grades but more specifically the learning gains in the lowest quartile. Efforts are needed to ensure effective progress monitoring and the implementation of intervention support is necessary to impact growth. Understanding who these students are and what needs they have in the classroom is critical to their success as a student.

While we do see the deficit in the area of Biology this past year, it is important to note that it was the teacher's first year in the curriculum. We have a new teacher within the two assessed content areas for the current school year. This is causing a need to revisit standards and test specifications along with aligning question stems to match structure of in class assessments.

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

Longitudinal Economic Sustainability Rating			
Year	**2015-2016**	**2016-2017**	**2017-2018**
Grade	A+	A-	A

Longitudinal Statement of Net Position			
Year	**Start of Year**	**End of Year**	**Variance**
2015-2016	$548,305.00	$846,248.00	$297,943.00
2016-2017	$846,248.00	$1,241,319.00	$395,071.00
2017-2018	$1,241,319.00	$1,899,425.00	$658,106.00

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

We were successful in working within the means of our budget for the 2017-2018 school year and were able to afford teachers a raise in salary. We

During the 2017-2018 school year we began a new economic taskforce. We have rebranded the idea into our six measures committees with one committee devoted to economic sustainability. The focus of the new committee is to support the economic decisions made on campus when appropriate and implement initiatives to foster growth in school level fundraisers for additional needs on campus.

We continue to recognize the need for long range planning with regards to facilities as we attend to our growing enrollment and the need for a permanent facility that could house the K-12 campus. As both campuses share one budget, it is a common need.

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

Longitudinal Data on School Development Measured by the Overall Agreement Rate for the Category			
Year	**Students**	**Staff**	**Families**
2016-17	71	87	NA
2017-18	73	87.9	90.1

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

As a school we have seven new staff on campus. There exists a need to bring each teacher up to speed with the policies, practices and expectations of teaching on the Imagine Campus. To support this, a mentor program is put into place that guides new teachers by partnering them with returning staff members. The program is developed under the culture and climate section below.

We have implemented a school development committee to focus efforts on developing programming that reaches outside of the classroom. The efforts of the committee are designed to develop a large school feel while maintaining the small school atmosphere.

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 school year, the overall agreement rate (strongly agree & agree) for Shared Values survey items will be at least 72% in the Imagine Schools Student Surveys.	• **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
63% of the students agree with the survey item "I am learning about Imagine's Shared Values."	Increase visibility of the terminology and examples of the Shared Values at work	Common Signage Bulletin Boards	Ongoing	Shared Values Committee	Monitor content of the boards for quality examples of shared values
	Implement a Shared Values section into the newsletter	Constant Contact	Weekly	John Halcomb	Survey students quarterly for understanding
	Increase opportunities for students to participate in shared values		Monthly		Meeting Minutes

67% of the students agree with the survey item "My teachers help me connect what I am learning in class to life outside of the classroom."	Board Configuration to include real world application when appropriate Career Fair Integrate aligned career personnel into all classes at least once per year	Board configuration Community Resources parents	Second Quarter Third Quarter By the End of Year	Pattie Forcier, John Halcomb Shared Values Committee Misty Midgett	Survey Results Walkthrough data for efficacy and student understanding Exit surveys from students Newsletter Blurbs/social media posts

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
Shared Values	PLC	Committee /Forcier- All Staff	October	committee members

ENGAGE in Implementation: SHARED VALUES

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: SHARED VALUES
Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.
SHARED VALUES Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.

Building a Culture of High Expectations

ESTABLISH Goals: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE

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

Overarching **S.M.A.R.T. Goal (s)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	**Goal(s) Met?**	
By the end of the school year, the overall agreement rate (strongly agree & agree) for School Culture/Climate survey items will be at least 78%, as measured in the Imagine Schools Student Surveys.	• **YES**	• **NO**

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

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
The trend of surveys indicates that students want to be treated with respect and communicated with about academic and character growth	Student Spotlights, student exemplars, Service projects	newsletter, social media	Character Committee Leadership Team Team Leaders	feedback, newsletters, Imagine That Showcase
School safety and Mental Health	SRO on campus, more secure entrances, name badges/ID worn, school safety presentations, Social Emotional curriculum	electronic door access, Social Emotional Curriculum, Threat assessment team	Leadership Team, SRO Licata, School Counselor, School Psychologist, Social Studies teachers, Hammerheads	Google form survey results from presentations, DESSA results

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

Character Committee	Required Periodic meetings to discuss character development activities on Campus	Tiffany Conley and teachers	August 2019-May 2019	Tiffany Conley
Joy at Work	Book Study	Jeremy Fant will facilitate and all new hires will participate	Semester 2	Jeremy Fant

ENGAGE in Implementation: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE

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

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

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)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	**Goal(s) Met?**	
By the end of the school year, 93% of students will re-enroll, as measured by completed enrollment forms.	• **YES**	• **NO**

EQUIP with Implementation Action Plan: PARENT CHOICE

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Increase parent attendance for school-wide events	Restructure Open-House to increase flexibility in timing for parents and showcase student work	Student work displays	October 2018	Parent Choice Committee and whole staff	Attendance count by event
Increase opportunities for parents to learn about the school and their child's education	Develop parent information nights on a variety of topics throughout the year	TBD by event	Monthly	Guidance, YM, Team Leaders, Leadership Team	Attendance count by event

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

ENGAGE in Implementation: PARENT CHOICE

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: PARENT CHOICE

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

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

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)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	**Goal(s) Met?**	
By the end of the school year, at least 88% of teachers will demonstrate effective or highly effective teaching, as measured by the Sarasota County Pride Rubric.	• **YES**	• **NO**

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

Identify the area(s) for improvement from above	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Increase engagement strategies within the classroom setting to support students feeling engaged during lessons	strategy of the week	List of strategies and applications to different contents	Beginning in October then Weekly	Forcier	Walkthrough data on levels of engagement and use of engagement strategies

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
Engagement Strategies	Workshop Article Study	Forcier All Teachers	October Introduction- Ongoing Follow through	Forcier

ENGAGE in Implementation: ACADEMIC GROWTH - TEACHING & LEARNING FUNDAMENTALS

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH - TEACHING & LEARNING FUNDAMENTALS

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

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

Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH - READING

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

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 school year, the mean Reading Learning Gain for all students will improve from 0.97 to 1.00, as measured by the Fall to Spring STAR Reading Assessment.***	• **YES**	• **NO**
• ***By the end of the school year, 54% of students in grade 6 will be at a Proficient Level or higher, as measured by the Reading State Assessment.***	• **YES**	• **NO**
• ***By the end of the school year, 62% of students in grade 7 will be at a Proficient Level or higher, as measured by the Reading State Assessment.***	• **YES**	• **NO**
• ***By the end of the school year, 72% of students in grade 8 will be at a Proficient Level or higher, as measured by the Reading State Assessment.***	• **YES**	• **NO**
• ***By the end of the school year, 67% of students in grade 9 will be at a Proficient Level or higher, as measured by the Reading State Assessment.***	• **YES**	• **NO**
• ***By the end of the school year, 68% of students in grade 10 will be at a Proficient Level or higher, as measured by the Reading State Assessment.***	• **YES**	• **NO**
Increase proficiency rate in the reporting category of Key Ideas and Details in grades 6-8 from 52 to 56%.	• YES	• NO
Increase proficiency rate in the reporting category of Integration of Knowledge and Ideas in grades 9-10 from 52 to 56%.	• YES	• NO
Increasing learning gains for lowest quartile from 32% to 36% in grades 6-10.	• 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
Increase focused instruction on the reporting category of Key Ideas and Details	Close Reading/ Reading with a purpose Implement question stems aligned with reporting category	HMH USA Test prep Readworks	All Year	Tollar and Forcier	STAR data/ USA test prep progress monitoring/ Classroom assessments
Increase exposure to integration of knowledge and ideas through comparative analysis	Layer text pieces for common elements with graphic organizers	HMH USA Test Prep NewsELA	Ongoing	Bratt and Forcier	USA Test Prep/progress monitoring/classroom assessments
Increase Intervention and progress monitoring for lowest quartile (LQ) students	Identification of lowest quartile students Implement intervention structure for LQ students	HMH USA Test Prep STAR DRA	October	ELA team with Interventionist support	Progress Monitoring through the use of STAR and USA Test Prep

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
Unpack standards for reporting category of key idea and details with focus on aligning question stems	PLC	Forcier, Tollar, Watterson, Wiseman	Quarter 2	Forcier, Tollar
Unpack standards for reporting category of integration of knowledge and ideas, develop	PLC	Forcier, Bratt, Fields	Quarter 2	Forcier, Bratt

ENGAGE in Implementation: ACADEMIC GROWTH - READING

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

Related to Overarching Goal(s)

Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #1 Progress Monitoring I Progress Monitoring II
Related to Supporting Goal #2. Insert more rows as needed. Progress Monitoring I Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH - READING

Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.
Related to Overarching Goal(s)
Related to Supporting Goal #1
Related to Supporting Goal #2. Insert more rows as needed.
ACADEMIC GROWTH - READING Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.

Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – MATH

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

Overarching **S.M.A.R.T. Goal (s)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	**Goal(s) Met?**	
	• **YES**	• **NO**
• ***By the end of the school year, the mean Math Learning Gain for all students will improve from 0.99 to 1.02, as measured by the Fall to Spring STAR Math Assessment.***	• **YES**	• **NO**
• ***By the end of the school year, 51% of students in grade 6 will be at a Proficient Level or higher, as measured by the Math State Assessment.***	• **YES**	• **NO**
• ***By the end of the school year, 61% of students in grade 7 will be at a Proficient Level or higher, as measured by the Math State Assessment.***	• **YES**	• **NO**
• ***By the end of the school year, 71% of students in grade 8 will be at a Proficient Level or higher, as measured by the Math State Assessment.***	• **YES**	• **NO**
• ***By the end of the school year, 74% of students will be at a Proficient Level or higher, as measured by the Algebra EOC State Assessment.***	• **YES**	• **NO**
• ***By the end of the school year, 81% of students will be at a Proficient Level or higher, as measured by the Geometry EOC Math State Assessment.***	• **YES**	• **NO**
Increasing learning gains for lowest quartile in mathematics from 52% to 56% across all grade levels.	• YES	• NO
	• 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
Increase Intervention and progress monitoring for lowest quartile (LQ) students	After school help. Direct interventions. Increased Parent contact.	Texts, USATestPrep, other websites, PDs, extra work -- concise, direct	School year.	Classroom teacher.	EOY stats.

		practice in problem areas.			
Related to Supporting Goal #2 Insert more rows as needed.					

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
Related to Supporting Goal #1				
Related to Supporting Goal #2. Insert more rows as needed.				

ENGAGE in Implementation: ACADEMIC GROWTH – MATH

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

Related to Overarching Goal(s)
Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #1
Progress Monitoring I

Progress Monitoring II

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

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH – MATH

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

Related to Overarching Goal(s)
Related to Supporting Goal #1
Related to Supporting Goal #2. Insert more rows as needed.
ACADEMIC GROWTH - MATH Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.

Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – 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?**	
By the end of the school year, the average writing score on the Text-Based writing portion of the State Assessment will be a 7 or higher for all students in grades 6-10.	• **YES**	• **NO**
Increase the reporting category of Evidence and Elaboration from 2.63/4 to 2.79/4 in grades 6-10	• YES	• NO
(Insert Supporting Goal # 2, as needed. Insert more rows as needed)	• YES	• NO

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – WRITING

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Increase effective feedback on student writing with regards to evidence and elaboration	Conferencing with students on writing about how elaboration can effectively support relevant evidence	Rubric, exemplar papers	Ongoing	Tollar, Wiseman, Watterson	Conferencing Growth in elaborative skills
Increase instructional focus on elaboration and conclusions through FSA style prompts	Deconstruct writing pieces with students to identify components	Writing prompts, exemplar papers, student work	Ongoing	Bratt, Fields	Growth in elaborative skills

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
Calibration of essay scoring with attention of vertical alignment	PLC-	Dept. Chairs- ELA and Elective teachers Open to all	Quarter 2- ELA teacher with elective teachers	Forcier, Bratt and Tollar

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

ENGAGE in Implementation: ACADEMIC GROWTH – WRITING

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

Related to Overarching Goal(s)

Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #1

Progress Monitoring I

Progress Monitoring II

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH – WRITING

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

Related to Overarching Goal(s)

Related to Supporting Goal #1

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

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

Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – SCIENCE

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

Overarching **S.M.A.R.T. Goal (s)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	**Goal(s) Met?**	
• ***By the end of the school year, 62% of the students in grade 8 will be at a Proficient Level or higher, as measured by the grade 8 Science State Assessment.***	• **YES**	• **NO**
• ***By the end of the school year, 78% of the Biology students will be at a Proficient Level or higher, as measured by the Biology EOC State Assessment.***	• **YES**	• **NO**
(Insert Supporting Goal #1)	• YES	• NO
(Insert Supporting Goal # 2, as needed. Insert more rows as needed)	• 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
Align summative and formative tests to EOC and Science FCAT specifications and Format	Monthly meetings to share resources integrate into each assessment	Blackboard, textbook test generators,	Quarter 1 thru Quarter 4	Individual science teachers	Increase in test results
Integration of Nature of science throughout the year.	Integration of Nature of science vocabulary into each unit and lab	PD and Science meetings	Monthly meetings	Science Chair and Instructional Dean	Increase in test 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

Monthly Meetings to equip science staff with current resources, share best practices and receive feedback	In person PLCs, with documented minutes	Science Chair and science department	Monthly	Science Chair and Instructional Dean
Related to Supporting Goal #2. Insert more rows as needed.				

ENGAGE in Implementation: ACADEMIC GROWTH – SCIENCE

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

Related to Overarching Goal(s)

Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #1

Progress Monitoring I

Progress Monitoring II

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH – SCIENCE

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

Related to Overarching Goal(s)

Related to Supporting Goal #1

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

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

Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – SOCIAL STUDIES

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

Overarching **S.M.A.R.T. Goal (s)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	**Goal(s) Met?**	
• ***By the end of the school year, 84% of the students in grade 8 will be at a Proficient Level or higher, as measured by the Civics EOC State Assessment.***	• **YES**	• **NO**
• ***By the end of the school year, 78% of the US History students will be at a Proficient Level or higher, as measured by the US History EOC State Assessment.***	• **YES**	• **NO**
(Insert Supporting Goal #1)	• YES	• NO
(Insert Supporting Goal # 2, as needed. Insert more rows as needed)	• YES	• NO

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – SOCIAL STUDIES

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Increase progress monitoring aligned to reporting categories	Develop benchmark assessments aligned to reporting categories	Blackboard and USATestprep	Quarterly	Dept. Chair and Civics Teacher	Data Analysis

EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – SOCIAL STUDIES

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

Deconstructing Standards for US History and CIvics	PLC	Pattie Forcier and Brian Phoebus with Social Studies Dept.	November- after analysis of first benchmark assessment	Brian Phoebus and Pattie Forcier
Related to Supporting Goal #2. Insert more rows as needed.				

ENGAGE in Implementation: ACADEMIC GROWTH – SOCIAL STUDIES

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

Related to Overarching Goal(s)
Progress Monitoring I

Progress Monitoring II

Related to Supporting Goal #1
Progress Monitoring I

Progress Monitoring II

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

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH – SOCIAL STUDIES

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

Related to Overarching Goal(s)

Related to Supporting Goal #1

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

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

Teaching & Learning

ESTABLISH Goals: MORAL CHARACTER DEVELOPMENT

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

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 school year, the overall agreement rate (strongly agree & agree) for Moral Character Development survey items will be at least 72%, as measured in the Imagine Schools Student Surveys.	• **YES**	• **NO**

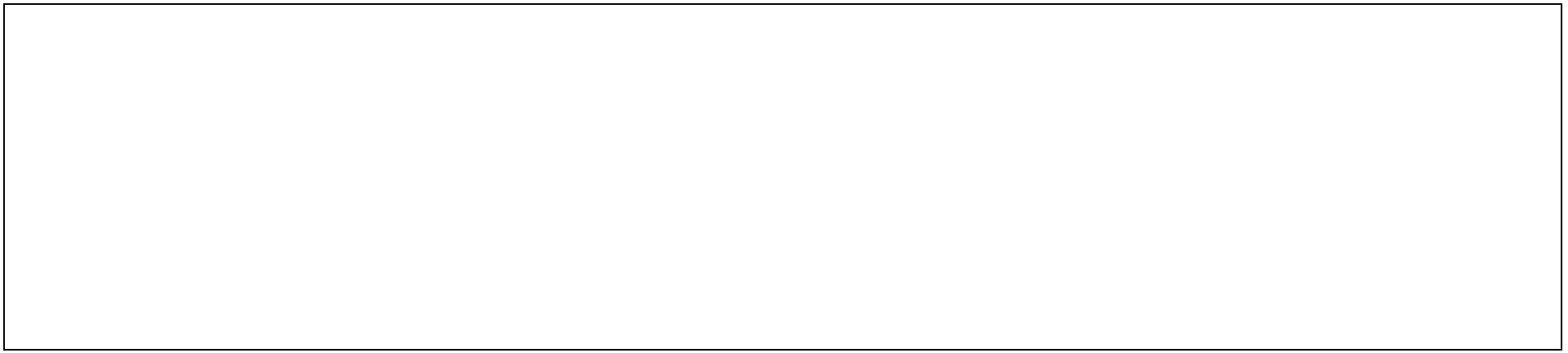
EQUIP with Implementation Action Plan: MORAL CHARACTER DEVELOPMENT

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
38% of the students feel we treat each other with respect at our school.	Implement Social Emotional Curriculum across the grades Student recognition program for character qualities	SEL curriculum through CASEL DESSA	Quarter 1 full initiative, follow up throughout the year	Misty Midgett, Stacie Herrera	Observable Data recorded through DESSA
51.4% of students feel they are able to learn from mistakes	Revamp the In School Suspension room by rebranding it as a Student Support Room. Provide reflective opportunities for students to debrief their errors and respond to learning from mistakes through restorative practice strategies	PBIS Training Reflection Sheet Articles or videos for students to use as a springboard	Ongoing	Valerie Leaverton Misty Midgett Jeremy Fant Leaverton/Fant/Halcomb	Collection and review of reflections for authenticity and learning Google form reflection

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
Social Emotional Curriculum	Workshop	Dr. Herrera, Teachers	First month of school, follow up with weekly check ins/feedback and quarterly assessments	Misty Midgett
PBIS	Workshop	County PD System, Valerie Leaverton, Jeremy Fant	September	Jeremy Fant

ENGAGE in Implementation: MORAL CHARACTER DEVELOPMENT
Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.
Progress Monitoring I
Progress Monitoring II

EVALUATE Efforts: MORAL CHARACTER DEVELOPMENT
Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.
MORAL CHARACTER DEVELOPMENT Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.



Teaching & Learning

ESTABLISH Goals: PERFORMANCE CHARACTER DEVELOPMENT

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

Overarching **S.M.A.R.T. Goal (s)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	**Goal(s) Met?**	
By the end of the school year, the overall agreement rate (strongly agree & agree) for Performance Character Development survey items will be at least 76%, as measured in the Imagine Schools Student Surveys.	• **YES**	• **NO**

EQUIP with Implementation Action Plan: PERFORMANCE CHARACTER DEVELOPMENT

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Strategies to increase engagement-56% of students found lessons/activities interesting	Evaluate Student Engagement Increase methods to promote student engagement	Walkthrough data	September-October	Leadership Team	Intermittent walkthrough data for increased engagement levels
Relations between lessons and real-world applications- 67% of students found real-world connections to curriculum	Integrate lesson objectives with real-world connections	Rubrics Attach connections to objectives	Ongoing	Upper Campus Teachers	Survey data

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
Student Engagement	PD-Workshop	Pattie Forcier Upper Campus Teachers	Quarterly- Workshop with specific engagement strategies for MS/HS classrooms	Pattie Forcier, John Halcomb

ENGAGE in Implementation: PERFORMANCE CHARACTER DEVELOPMENT

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: PERFORMANCE CHARACTER DEVELOPMENT

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

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

Teaching & Learning

ESTABLISH Goals: CIVIC CHARACTER DEVELOPMENT

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

Overarching **S.M.A.R.T. Goal (s)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	**Goal(s) Met?**	
By the end of the school year, the overall agreement rate (strongly agree & agree) for Civic Character Development survey items will be at least 75%, as measured in the Imagine Schools Student Surveys.	• **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
70% of students report agreement with the statement "I am learning to be a caring	Integrate Service Learning Projects at all grade levels	Varied	Ongoing- Showcase of projects held at the end of Feb.	Grade Level Chairs Club Leaders Athletics	Count of Projects in the Imagine That! Showcase

citizen by getting involved in projects that help my school or community. “	for display at the Imagine That Showcase				Review of rubric for levels of distinction

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

ENGAGE in Implementation: CIVIC CHARACTER DEVELOPMENT
Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.
Progress Monitoring I
Progress Monitoring II

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

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

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 school year, the school is economically sustainable, as measured by the school budget.	• **YES**	• **NO**

EQUIP with Implementation Action Plan: ECONOMIIC 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
Fundraising for one to one technology usage in middle school as well as high school. Many middle school teachers wish to use technology, but do not always have access because of the limited amount of chromebooks available to them.	Creating business partnerships that allow for fundraising events - I.e. Bingo Nights, Silent Auctions, T-shirt./Swag sales Apply for technology grants.	-Boosters Club members - School Staff and Administration	By next school year.	The Economic Sustainability Committee Grant Writing - Eva Edukonis & Christina Mennella	Trish Godwin will collect monies and have them allocated for the purchase of new technology

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
Budget Updates	Emails, summaries, taskforce	Principal, taskforce and interested staff	Ongoing	John Halcomb

ENGAGE in Implementation: ECONOMIC SUSTAINABILITY
Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.
Progress Monitoring I
Progress Monitoring II

EVALUATE Efforts: ECONOMIC SUSTAINABILITY
Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.
ECONOMIC SUSTAINABILITY Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.

Operating Structures

ESTABLISH Goals: SCHOOL DEVELOPMENT

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

Overarching **S.M.A.R.T. Goal (s)** (**S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**imely):	**Goal(s) Met?**	
By the end of the school year, the overall agreement rate (strongly agree and agree) for School Development survey items will be at least **75%**, as measured in the Imagine Schools Student Surveys.	• **YES**	• **NO**

EQUIP with Implementation Action Plan: SCHOOL DEVELOPMENT

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Strategies to increase engagement-56% of students found lessons/activities interesting	Evaluate Student Engagement Increase methods to promote student engagement	Walkthrough data	September-October	Leadership Team	Intermittent walkthrough data for increased engagement levels
Relations between lessons and real-world applications- 67% of students found real-world connections to curriculum	Integrate lesson objectives with real-world connections	Rubrics Attach connections to objectives	Ongoing	Upper Campus Teachers	Survey data

EQUIP with Professional Learning Opportunities: SCHOOL DEVELOPMENT

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

ENGAGE in Implementation: SCHOOL DEVELOPMENT

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: SCHOOL DEVELOPMENT

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

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