



2018 – 2019 School Excellence Plan (SEP)

Imagine Kissimmee Charter Academy

SEP



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Imagine School Name	
School Excellence Plan Leadership Team	
SCHOOL LEADER:	GROUP EXECUTIVE VICE PRESIDENT (EVP):
Lori McCarley	Diane Beatty
SHARED VALUES COMMITTEE CHAIR:	REGIONAL DIRECTOR (RD):
Josh Vantassel	Jennifer Fornes
PARENT CHOICE COMMITTEE CHAIR:	GROUP ACADEMIC DIRECTOR/COORDINATOR:
Denise Richmond	Stephania Sherman
CHARACTER DEVELOPMENT COMMITTEE CHAIR:	GOVERNING BOARD REPRESENTATIVE(S):
Erick Estrada / Paul Mahoney	Telisha Montgomery
ACADEMIC GROWTH COMMITTEE CHAIR:	COMMUNITY REPRESENTATIVE(S)
Leigh Bader / Trish Robinet	Marie Darbouze
ECONOMIC SUSTAINABILITY COMMITTEE CHAIR:	PARENT REPRESENTATIVE(S):
Lori McCarley	Joy McKnight
SCHOOL DEVELOPMENT COMMITTEE CHAIR:	STUDENT REPRESENTATIVE(S):
Lori McCarley	Yadiel Soto
SCHOOL ACADEMIC COACH:	OTHER REPRESENTATIVE(S)
Leigh Bader Trish Robinet	

Imagine Schools Mission Statement

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



School Vision and Mission Statements

Vision	Mission	Character Development Mission
(A vision statement indicates what the school should ideally “look like” and what it is trying to achieve aligned with the organization’s values and culture.)	(A mission statement indicates the responsibilities of the organization toward their stakeholders; what the school is charged to do and its purpose.)	(A Character Development Mission supports the School’s Mission Statement and provides focus and direction for the school’s character development efforts. It specifies the moral, performance, and civic values taught to students and agreed by stakeholders.)
We educate and inspire every child to succeed!	We partner with parents to provide the highest quality of education which prepares students for a life of leadership, academic excellence and exemplary character.	We guide students into more peaceful interactions, integrate character into academic achievement, and lead students into meaningful community involvement.

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 Kissimmee Charter Academy is located in Kissimmee, Florida, a bedroom community south of Orlando. The school was founded and built by the City of Kissimmee in 2000 to provide an educational choice for parents in the county of Osceola. Since 2007, the school has been operated by Imagine Schools. The City of Kissimmee is the charter holder with the City Commissioners and Mayor overseeing major expenditures and fiscal management. The Commissioners appoint parents and community members to serve on the local Charter School Advisory Board. This board meets monthly at the school to discuss issues related to operations and fiscal management.

The school currently is in a two year operating agreement with the City, expiration being June 30, 2019 and a five year charter contract with Osceola School District expiring June 30, 2020.

The school grades have varied from A to C over the school’s existence yet this has not decreased the enrollment demand in the community. The school earned a B grade in 2017-2018 academic year and continues to have a waitlist in all grade levels.

In the past two years, the school has earned two Measures of Excellence awards; 2017, IKCA was awarded the Imagine Schools "Parent Choice School of the Year" and 2018 Economic Sustainability A+ rating. The school consistently earns the "Five Star School" award, which is given to schools that show exemplary family, school and community involvement. In 2017-18, Imagine Kissimmee Charter Academy was recognized as a State School of Character and earned a Promising Practice for their Community Time.



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.)

Enrollment

K	1	2	3	4	5	6	7	8	Total
73	68	72	72	81	89	103	105	104	767

Demographics

F/R Lunch	Black	Pacific Is	Asian	Indian/Alaskan Native	White	ESE	ELL
100%	13%	0%	2%	2%	83%	63	211

Waitlist

K	1	2	3	4	5	6	7	8	Total
31	6	23	11	2	6	3	2	0	84

The school serves a Hispanic population (78%) which mirrors the community of Kissimmee.

Average Daily Attendance Rates

2014-2015	96%
2015-2016	95%
2016-2017	95%
2017-2018	96%



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.)

IKCA has a total of 87 staff members:

- Teachers - 42
- Subs – 8
- Custodians – 5
- Paraprofessionals – 5
- Instructional Coaches – 3
- Cafeteria Aides – 3
- Care Aides – 4
- Receptionists – 2
- IT – 1
- Student Records – 1
- Principal – 1
- Assistant Principal – 1
- Personnel Administrator – 1
- Guidance Counselor – 1
- Bookkeeper – 1
- Health Aide – 1
- ESE/ESOL Compliance – 1
- Bus Drivers - 6

Of the 42 teachers:

- New – 5 (12%)
- 1-5 yrs – 21 (50%)
- 6+ yrs – 16 (38%)

- Advanced Degrees – 6 (14%)
- Specialized Certifications – 4 (10%)



Needs Assessment

DATA & 3 YEAR TRENDS	ANALYZE & PRIORITIZE NEEDS																
<p>Shared Values</p> <ul style="list-style-type: none"> 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 	<p>Shared Values</p> <ul style="list-style-type: none"> Areas of strength and growth SEPR & NACT recommendations Use this analysis to identify areas for improvement in the EQUIP section for each goal 																
<p>Shared Values Survey Data (Past Three Years)</p> <table border="1" style="margin-top: 10px; width: 100%; border-collapse: collapse;"> <caption>Shared Values Survey Data (Past Three Years)</caption> <thead> <tr> <th>Year</th> <th>Character Survey</th> <th>Staff Survey</th> <th>Family Survey</th> </tr> </thead> <tbody> <tr> <td>2016</td> <td>67.1</td> <td>69.6</td> <td>79.3</td> </tr> <tr> <td>2017</td> <td>79.55</td> <td>89.6</td> <td>96.3</td> </tr> <tr> <td>2018</td> <td>75.2</td> <td>97.1</td> <td>99.7</td> </tr> </tbody> </table>	Year	Character Survey	Staff Survey	Family Survey	2016	67.1	69.6	79.3	2017	79.55	89.6	96.3	2018	75.2	97.1	99.7	<p>Areas of strength:</p> <ul style="list-style-type: none"> On the 2017-2018 family survey 100% of families agreed they read all school communication and are comfortable communicating any concerns they may have. On the 2017-2018 staff survey 100% of staff members agreed on the survey question, I see myself as a vital part of the success of this school. On the 2017-2018 character survey 82.4% of students agreed they are learning about the Imagine shared values. <p>Areas of growth:</p> <ul style="list-style-type: none"> On the shared values narratives only 79% of staff showed understand of Fun and Integrity. On the 2017-2018 student survey 67.7% of students agree there are chances to be a leader and help make decisions in the classroom or school.
Year	Character Survey	Staff Survey	Family Survey														
2016	67.1	69.6	79.3														
2017	79.55	89.6	96.3														
2018	75.2	97.1	99.7														
<p>Character Development</p> <ul style="list-style-type: none"> 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 	<p>Character Development</p> <ul style="list-style-type: none"> Areas of strength and growth SEPR & NACT recommendation Use this analysis to identify areas for improvement in the EQUIP section for each goal 																



Overall Agreement Rate for Moral Character

Survey	2017	2018	CHANGE
STUDENT	76	76	0
FAMILY	91	96	5
STAFF	88	97	10
OVERALL	85.1	89.9	4.7

Overall Agreement Rate for Performance Character

Survey	2017	2018	CHANGE
STUDENT	80.5	81.1	0.6
FAMILY	92	94	2
STAFF	89	99	10
OVERALL	87.3	91.6	4.3

Overall Agreement Rate for Civic Character

Survey	2017	2018	CHANGE
STUDENT	78.7	79.1	0.4
FAMILY	95	99	4
STAFF	85	97	12
OVERALL	86.0	91.5	5.5

Overall Agreement Rate for School Culture

Survey	2017	2018	CHANGE
STUDENT	85.0	82.7	-2.5
FAMILY	94	97	3
STAFF	89	96	7
OVERALL	89.3	91.9	2.6

Student Survey Comments:

Growth Areas

-% agree for statement on the student survey, “If someone does something wrong to me, I can forgive them.” (67%) and “In our class, we own up to our mistakes and help each other do better.” (66%) shows there is a need to teach what is forgiveness and ownership.

-% agree for statement on the student survey, “My teacher’s lessons and activities are interesting and spark my curiosity,” (69.2%) shows there is a need to improve student engagement and lessons connecting to real world.

-% agree for the statement on the student survey, “At this school everyone, (students and adults) treat each other with respect” (53%) shows there is a need for students to understand the meaning of the word Respect.

-% agree for statement on staff survey item, “This school ensures every student has at least one adult mentor or advocate who they trust” (81.5) shows there is a need for deliberate pairing of an adult with students.

-% agree for statement on student survey “Students do not perceive themselves as caring citizens as evidenced by an overall agreement rate of 71.4% on the 2018 Student Survey.

-% agree for statement on student survey, “I have chances to be a leader and help make decisions in my classroom and school,” show there is a need to recognize students who are in leadership roles.

-% agree for statement on survey “I have chances to be a leader and help make decisions in my classroom and school,” (68%) show there is a need to recognize students who are in leadership roles.

-% agree for statement on survey, “I am learning to be a caring citizen by getting involved in projects that help my school or community” (71.4%) shows a need to offer more service learning opportunities.

-

Strengths

Teachers improved communication with parents regarding student behavior.



- *“With my experience at Imagine School I have noticed that the staff care a lot about the kids and want them to succeed. They also help the students become better people with Community time.”*
- *“That most teachers treat you in a respectful manner and certain teachers help you especially to learn in a better way.”*
- *“I like that it is a small school and everybody knows each other since they were small kids.”*
- *“Something about my experience is that the teachers and staff are very nice to me. They understand me when I don’t even speak words which helps when I’m having a problem. I’m proud to be apart of Imagine Schools.”*

	2017-18	2016-17	2015-16
Total Marks	1,053	799	272
Minor	961	746	258
Moderate	80	46	12
Severe	12	4	2

**2018 - Achieved State School of Character
Implemented Community Time School wide
Began implementation of Restorative Practices**

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

2016 Teachers communicate with me regularly about my children’s progress. 77%
2017 Teachers communicate with me about my children’s academic and character progress, including accomplishments and growth areas. 94%
2018 Teachers communicate with me about my children’s academic and character progress, including accomplishments and growth areas. 91%

	2016	2017	2018
I am likely to recommend this school to others.	80	94	96
The principal is assessable to parents and guardians.	74	93	99

Areas of Need:

-Parent conference comments and feedback from parent nights show a need for a deeper understanding of the tests administered throughout the year and what the results mean.

Areas of Strength: 100% agree rate on the 2018 Family Survey

As an active partner in my children’s education, I read all school communications sent home and I am comfortable communicating any concerns I may have.

At this school, my children are learning to navigate the internet in safe and respectful ways.

This school communicates opportunities for parents to become involved in school events and activities.

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

STAR Reading Mean Learning Gain									
Year	1st	2nd	3rd	4th	5th	6th	7th	8th	IKCA
2016	1.07	1.00	1.07	1.02	1.02	1.00	1.00	1.01	1.02
2017	1.04	1.04	1.07	1.03	1.02	1.03	1.01	1.03	1.03
2018	1.05	1.09	1.09	1.01	1.03	1.03	1.01	1.01	1.04

Areas of Strength

- Growth in STAR Reading in 2nd for
- Growth in STAR Math in 1st, 2nd, 3rd, 7th
- Increase in % proficient in Florida State Science Assessment
- Growth in % proficient in ELA for 8th grade
- Growth in % proficient in Math for 5th and 7th grade
- Maintain 100% in Algebra
- Growth in Science/Continue to progress monitor Science in grades 3rd - 8th

STAR Math Mean Learning Gain									
Year	1st	2nd	3rd	4th	5th	6th	7th	8th	IKCA
2016	1.01	1.01	1.06	1.04	1.01	1.00	1.01	1.02	1.02
2017	1.00	1.04	1.04	1.05	1.02	1.01	1.05	1.04	1.03
2018	1.05	1.12	1.11	1.03	1.03	1.01	1.06	1.03	1.05

Areas of Growth

- Reading proficiency in 4th, 5th (previously 4th), 6th, and 7th (previously 6th) based on STAR Reading and FSA Reading from 2018.
- Progress monitoring for ELA
- Math proficiency in 5th (previously 4th) and 7th (previously 6th) based on STAR Math and FSA Math from 2018.
- Consistently progress monitor Science in grades 3rd - 8th on benchmarks
- Building a culture of reading and 21st century learning

FSA Reading ELA % proficient							
Year	3rd	4th	5th	6th	7th	8th	IKCA
2016	54	65	49	54	55	63	59
2017	66	58	52	56	63	60	61

FSA Reading 2018- Percent of Points Earned By Content Area					
	Key Ideas and Details	Craft and Structure	Integration of Knowledge and Ideas	Language and Editing Task	Text-based Writing



2018	68	40	51	52	56	71	59
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FSA Math % proficient								
Year	3rd	4th	5th	6th	7th	8th	IKCA	Lowest 25th LG
2016	61	59	34	41	42	75	56	52
2017	70	70	52	39	65	64	63	63
2018	70	46	63	35	72	60	62	50

NGSS Science % proficient			
Year	5th	8th	IKCA
2016	29	56	44
2017	30	42	39
2018	44	50	47

EOCs % proficient		
Year	Civics	Algebra
2016	n/a	100%
2017	70%	100%
2018	71%	100%

3rd	60%	63%	50%	73%	N/A
4th	38%	54%	39%	69%	5
5th	53%	69%	58%	80%	5
6th	46%	56%	36%	75%	6
7th	50%	50%	50%	75%	6
8th	60%	68%	56%	89%	8
Average	51%	60%	48%	77%	5

FSA Math 2018- Percent of Points Earned By Content Area					
	Operations, Algebraic Thinking, and Fractions	Numbers and Operations in Base Ten	Measurement, Data, and Geometry		
3rd	81%	67%	58%		
	Operations, Algebraic Thinking, and Fractions	Numbers and Operations in Base Ten	Numbers and Operations- Fractions	Measurement, Data, and Geometry	



	4th	63%	73%	57%	50%	
		Operations, Algebraic Thinking, and Fractions	Numbers and Operations in Base Ten	Measurement, Data, and Geometry		
	5th	55%	60%	50%		
		Ratio and Proportional Relationships	Expressions and Equations	Geometry	Statistics and Probability	The Number System
	6th	63%	44%	38%	45%	42%
	7th	57%	50%	38%	56%	44%
		Expressions and Equations	Functions	Geometry	Statistics & Probability and The Number System	
	8th	44%	36%	33%	60%	
Science 2018-Mean Points Earned By Content Area						

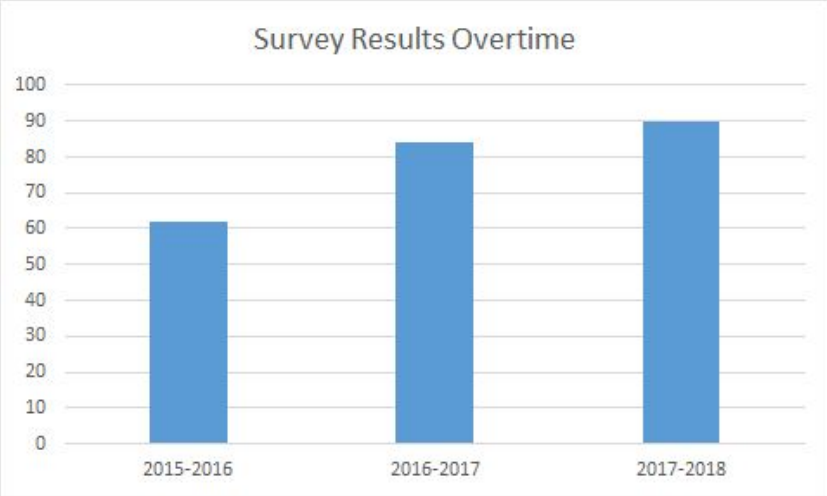


	Nature of Science	Earth and Space Science	Physical Science	Life Science
5th grade	7	10	11	10
%	70%	63%	69%	71%
8th grade	7	10	10	10
%	64%	67%	67%	67%

Science 5th Gr Benchmark	0-20%	21-40%	41-60%	61-80%	81-100%
Midterm	0 (0%)	6 (7%)	28 (33%)	46 (54%)	5 (6%)
Life Science	0 (0%)	6 (7%)	13 (18%)	55 (64%)	9 (10%)
Earth and Space	0	1 (1%)	17 (19%)	46 (52%)	24 (27%)
Physical	1 (1%)	4 (4%)	23 (26%)	51 (57%)	10 (11%)

8th grade End of Year Science Benchmark 6th-8th Standards					
	0-20%	21-40%	41-60%	61-80%	81-100%
Nature of Science	6%	11%	23%	23%	35%
Life	0%	7%	44%	32%	18%
Physical	3%	22%	28%	29%	16%
Earth Space	1%	27%	43%	30%	1%



<p>Economic Sustainability</p> <ul style="list-style-type: none"> Imagine Schools Staff Survey items related to Economic Sustainability Other quantitative data: in-house surveys, etc. Other qualitative data: observations and testimonials SEPR rating 	<p>Economic Sustainability</p> <ul style="list-style-type: none"> Areas of strength and growth SEPR & NACT recommendations Use this analysis to identify areas for improvement in the EQUIP section for each goal 								
<p>On the staff survey question: “I have been given an opportunity to become familiar with our school’s budget and financial standing” 61% of staff agree or strongly agree has increased to 90% over the last 2 years. See below.</p>  <table border="1"> <caption>Survey Results Overtime</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2015-2016</td> <td>61%</td> </tr> <tr> <td>2016-2017</td> <td>84%</td> </tr> <tr> <td>2017-2018</td> <td>90%</td> </tr> </tbody> </table>	Year	Percentage	2015-2016	61%	2016-2017	84%	2017-2018	90%	<ul style="list-style-type: none"> Areas of Strength <ul style="list-style-type: none"> Continue to have waitlist Staff education of budget continues to grow Clean audit for 8 consecutive years Consistently increase the fund balance Areas of Growth <ul style="list-style-type: none"> Continue to educate staff on the finances on a deeper level Explore fundraising efforts for capital improvements. Use the resources we have to their fullest extent, Accelerated Reader (only 10,455 points were earned); library circulation was only 3,196)
Year	Percentage								
2015-2016	61%								
2016-2017	84%								
2017-2018	90%								
<p>School Development</p> <ul style="list-style-type: none"> Imagine Schools Staff Survey items related to School Development Other quantitative data: in-house surveys, etc. Other qualitative data: observations and testimonials SEPR rating 	<p>School Development</p> <ul style="list-style-type: none"> Areas of strength and growth SEPR & NACT recommendations Use this analysis to identify areas for improvement in the EQUIP section for each goal 								
<p>Family Survey items- --“The curriculum and activities at this school keep my children interested and motivated.” 92.3% agreement rate (2017 - 91%) --“Teachers communicate with me about my child’s academic and character progress, including accomplishments and growths.” 91% agreement rate (2017-91%)</p>	<ul style="list-style-type: none"> Areas of Strength <ul style="list-style-type: none"> 3rd year of being a 1:1 school High ratings in communication Areas of Growth <ul style="list-style-type: none"> --Students do not perceive themselves as caring citizens as evidenced by an overall agreement rate of 71.4% on the 2018 Student Survey. 								



<p>-“I am likely to recommend this school to others.” 96% overall agreement rate (2017-96%</p> <p>Parent Comments: “I love having my child in the school. I am always getting emails talking about opportunities to come and volunteer in the school.”</p> <p>“I love having Jupiter and access to grades and daily progress reports.”</p>	<p>--Students do not perceive themselves as caring citizens as evidenced by an overall agreement rate of 71.4% on the 2018 Student Survey.</p>



Building a Culture of High Expectations

ESTABLISH Goals: SHARED VALUES

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

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

By the end of the school year, the overall agreement rate (strongly agree & agree) for Shared Values survey items will be at least 91% in the Imagine Schools Student, Staff, and Family Surveys.

Goal(s) Met?

• YES • NO

EQUIP with an Implementation Action Plan: SHARED VALUES

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Based on the shared values narratives only 79% of staff showed understand of Fun and Integrity. (90% showed understanding of justice)	Incorporate shared activities at all hands meetings. To build knowledge and commitment to Imagine Schools Shared Values of Justice, Integrity and Fun .	Joy at work book	On going.	Leadership Team	Pre and post survey results.
Based on the 2017-2018 student survey 67.7% of students agree there are chances to be a leader and help make decisions in the classroom or school.	Restructure the program to offer leadership opportunities to students.	theleaderinme.org	First quarter of the school year.	Shekailo and reading buddies taskforce.	2019 Spring Student Survey

EQUIP with Professional Learning Opportunities: SHARED VALUES

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



Shared Values education	PLC	Leadership Team and staff	Monthly	Josh Van Tassel
Student Leadership	Workshop	Teachers and students	On going	Reading Buddies Task Force

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.

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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) (Specific, Measurable, Achievable, Relevant, and Timely):

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

Goal(s) Met?

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

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

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Student survey item, At this school everyone, (students and adults) treat each other with respect, remains low at 53% agree. There is a need for students to understand the meaning of the word Respect.	Explicitly discussed in discussion circles. Engage students in activities and create visuals to post which will bring awareness to the meaning of respect. Improve teacher language by incorporating the word respect	Teacher Language Professional Development Kit The Power of Our Words by Paula Denton	September - May	Leadership Team	Progress Monitoring Survey (Nov, Dec, Jan, Feb) 2019 Student Survey (March)
Staff survey item, “This school ensures every student has at least one adult mentor or advocate who they trust” remains low at 81.5%. There is a	Incorporate Mentor Time in Middle School	Mentoring websites.	August - May	Patricia Robinet	2019 Staff Survey (March)



need for deliberate pairing of an adult and students.					
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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
Teacher Language	Workshop	Leadership and Staff	October through May	Leadership Team
Restorative Practices	Workshop	Leadership and Staff	August - May	Paul Mahoney
Mentoring MS Students	Article Studies	Robinet and MS teachers	September - May	Patricia Robinet

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.



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

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Building a Culture of High Expectations

ESTABLISH Goals: PARENT CHOICE

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

Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely): <i>By the end of the school year, __93__ % of students will re-enroll, as measured by completed enrollment forms.</i>	Goal(s) Met?	
	• YES	• NO
Supporting Goal: Improve parent understanding of assessments administered to students.		

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
Staff perceives parents have a surface level understanding of iReady and STAR assessments.	Create and administer survey to collect data throughout the year to measure parent understanding of assessments. At family nights, educate parents on STAR and IReady purpose and goals.	Parent newsletter Family academic night take-aways	Ongoing	Denise Richmond Lori McCarley	Family Survey School created survey

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



STAR and IReady Data Analysis	PLC	Academic Coaches	Ongoing	Principal

ENGAGE in Implementation: PARENT CHOICE

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: PARENT CHOICE

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



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

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Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – TEACHING & LEARNING FUNDAMENTALS

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

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

By the end of the school year, at least 80% of teachers will demonstrate effective teaching, as measured by 2018-2019 observation data.

Goal(s) Met?

• YES • NO

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

Identify the area(s) for improvement from above	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Observations demonstrate a need for teachers to monitor progress	Teachers check for understanding through formative and summative assessments	STAR 360, STEMscopes Writing Benchmarks Data Binders Data walls Gradebook	Weekly/Bi-weekly/Monthly	Teachers	PLC Minutes
The proficiency rates demonstrate a need for teachers to fill in gaps of learning through differentiated instruction	Learning is personalized through a sophisticated use of data for differentiated instruction	STAR Custom	Weekly/Bi-weekly	Teachers	PLC Minutes

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



Progress Monitoring	PLC	Academic Coaches & Teachers	Ongoing (weekly)	Academic Coaches

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.

Empty space for documenting outcomes and data.

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) (Specific, Measurable, Achievable, Relevant, and Timely):	Goal(s) Met?	
	• YES	• NO
<ul style="list-style-type: none"> • By the end of the school year, 63 % of students will be at a Proficient Level or higher, as measured by the 2018-2019 ELA State Assessment • By the end of the school year, the mean Reading Learning Gain for all students will improve from <u>1.04</u> to <u>1.06</u>, as measured by the Fall to Spring STAR Reading Assessment (2018-2019). 	• YES	• NO
<ul style="list-style-type: none"> • The average learning gain in 4th, 5th (previously 4th), 6th, and 7th (previously 6th) will increase from 1.02 (May 2018) to 1.03 based on the May 2019 STAR Reading Benchmark. 	• 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
Learning gains in lowest 25th decreased from 63% to 50%	Create a master schedule that ensures at least a ninety minute reading block in K-8 to include the elements of guided reading with whole group, small group and organized activities for independent practice	iReady Ready LAFS Lexia STAR 360	July - Initial creation of schedule Monitoring - ongoing	Leadership team	Observations Lesson plans
The lowest average score for FSA ELA 3rd-8th was Integration of Knowledge and Ideas (48%).	Teachers unpack the reading standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring.	FSA Test Specs C-Palms Ready LAFS	August 2018	Academic coaches	PLC Minutes

EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH - READING

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)	
Reader’s Workshop	PLC	Academic coaches & Teachers	Ongoing PLCs and walkthroughs/ 4 observations per year	Academic Coaches and Principal
Unpacking the standards	PLC	Academic coaches & Teachers	Weekly PLCs	Principal and Assistant Principal

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.

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Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – MATH

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

Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely):	Goal(s) Met?	
	<ul style="list-style-type: none"> By the end of the school year, 65 % of students will be at a Proficient Level or higher, as measured by the 2018-2019 Math State Assessment. By the end of the school year, the mean Math Learning Gain for all students will improve from <u>1.05</u> to <u>1.06</u>, as measured by the 2018-2019 Fall to Spring STAR Math Assessment. 	• YES
<ul style="list-style-type: none"> The average learning gain for in 5th (previously 4th) and 7th (previously 6th) will increase from 1.02 (May 2018) to 1.03 based on the STAR Math benchmark in May 2019. 	• 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
Learning gains in lowest 25th decreased from 63% to 50%	A sixty to ninety minute math block includes the elements of guided math with whole group, small group and organized activities for independent practice	Zearn (elem) Go math/Ready MAFS/ Engage NY (middle) IXL (6-8) i-Ready STAR Custom	August 2018	Teacher	PLC Minutes Walkthroughs Observations
Measurement/Geometry is lowest domain in FSA	Teachers unpack the math standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring	FSA Test Specs C-Palms Zearn (elem) Go math/Ready MAFS/ Engage NY (middle)	August 2018	Academic Coaches	PLC Minutes



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
Math Workshop	PLC	Academic coaches & Teachers	Ongoing PLCs and walkthroughs/ 4 observations per year	Academic Coaches and Principal
Unpacking the standards	PLC	Academic coaches & Teachers	Weekly PLCs	Principal and Assistant Principal

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.

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Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – WRITING

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

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

By the end of the school year, the average score for 4th- 8th grade FSA Writing 2018-2019 will increase from 5 to 7.

Goal(s) Met?

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

By the end of the school year, the average score for the domain of Integration of Knowledge and Ideas will increase from 48% to 53% on the May 2019 FSA Reading for 3rd- 8th grade.

- | | |
|-------|------|
| • 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
The lowest average score for FSA ELA 3rd-8th was Integration of Knowledge and Ideas (48%).	Implement text mapping and text synthesis using Core Connections.	Core Connections Resources and Training files	Ongoing	Core Connections trainers, classroom teachers, academic coaches	Spring FSA results

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
Core Connections	Workshop Modeled lessons from core connections trainer Read Around Groups	Led by Core connections trainer experienced by all teachers	Bi-monthly meetings/check-ins	Academic coaches

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) (Specific, Measurable, Achievable, Relevant, and Timely):	Goal(s) Met?	
<i>By the end of the school year, the average percent proficiency will increase from 47% to 55% as measured by the 5th and 8th grade 2018-2019 State Science Assessment.</i>	• YES	• NO
By the end of the school year, the average score for the domain of Earth/Space will increase from 65% to 68% on the May 2019 State Science Assessment for 5th and 8th grade.	• 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
Science Proficiency FSSA 5th & 8th was at 47%	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.	STEMscopes with lab kits Weekly PLCs Kagan EdPuzzle	August 2018	Teachers	Benchmark Data PLC Data Chats Walkthroughs/Observations
On the end of year 8th grade benchmark the percentage of students between 81%-100% on Earth/Space was 1% and for Life Science for 5th grade was 5%.	Teachers unpack the science standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring	STEMscopes C-Palms FSA test specs	August 2018	Teachers and Academic Coaches	Benchmark Data PLC Data Chats Walkthroughs/Observations

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



Engaging Lessons in Science	STAFF Workshop	STEMScopes trainer & Teachers	August 2018	Principal
	PLC	Academic Coaches & Teachers	September 2018	
	Train the trainer	STEMScopes trainer & select teachers/ academic coaches	September 2018	
Unpacking the standards	PLC	Academic Coaches	August 2018	Principal and Assistant Principal

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) (Specific, Measurable, Achievable, Relevant, and Timely): <i>By the end of the school year, the overall agreement rate (strongly agree & agree) for Moral Character Development survey items will maintain 90%, as measured in the 2018-2019 Imagine Schools Student, Family and Staff Surveys.</i>	Goal(s) Met?		
	<table style="width: 100%; border: none;"> <tr> <td style="border: none; width: 50%; text-align: center;">• YES</td> <td style="border: none; width: 50%; text-align: center;">• NO</td> </tr> </table>	• YES	• NO
• YES	• NO		

EQUIP with Implementation Action Plan: MORAL CHARACTER DEVELOPMENT

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Based on the low % agree for statements on the student survey, “If someone does something wrong to me, I can forgive them.”(67%) and “In our class, we own up to our mistakes and help each other do better.” (66%) there is a need to teach what is forgiveness and ownership.	<p>Explicitly discuss in discussion circles.</p> <p>Engage students in activities and create visuals to post which will bring awareness to the meaning of forgiveness and ownership.</p> <p>Improve teacher language by incorporating the word forgiveness and ownership.</p>	<p>Teacher Language Professional Development Kit</p> <p>The Power of Our Words by Paula Denton</p>	September - May	Leadership team	<p>Progress Monitoring Survey (Nov, Dec, Jan, Feb)</p> <p>2019 Student Survey (March)</p>

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



Teacher Language	Workshop	Leadership and Staff	October through May	Leadership Team
Restorative Practices	Workshop	Leadership and Staff	August - May	Paul Mahoney

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) (Specific, Measurable, Achievable, Relevant, and Timely):

By the end of the school year, the overall agreement rate (strongly agree & agree) for Performance Character Development survey items will be at least 93% from 92%, as measured in the 2018-2019 Imagine Schools Student Surveys.

Goal(s) Met?

• YES	• NO
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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
Based on student survey item, “My teacher’s lessons and activities are interesting and spark my curiosity,” there is a need to improve student engagement and lessons connecting to real world.	Revise lesson plans to include space for connection to real world and activating strategies (“Hooks”) Acquire science lab kits to use for application of skills and concepts	Teach Like a Pirate Book By Dave Burgess	June-December	Josh Vantassel	Administration via walkthroughs and teacher observations

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
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Teach Like a Pirate	Book Study	Josh Van Tassel Instructional Staff	June-December	Josh Van Tassel
Stem Scopes	Workshop	Stem Scopes Trainers	August-November	Leigh Bader and Patricia Robinet

ENGAGE in Implementation: PERFORMANCE CHARACTER DEVELOPMENT

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

Progress Monitoring I

Progress Monitoring II

EVALUATE Efforts: PERFORMANCE CHARACTER DEVELOPMENT

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

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





Teaching & Learning

ESTABLISH Goals: CIVIC CHARACTER DEVELOPMENT

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

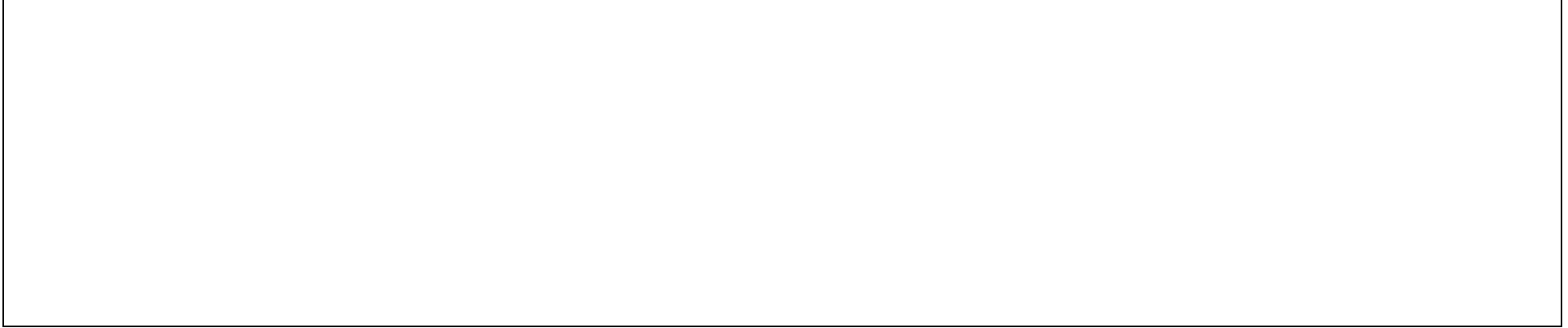
Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely): <i>By the end of the school year, the overall agreement rate (strongly agree & agree) for Civic Character Development survey items will be at least 93% from 92%, as measured in the 2018-2019 Imagine Schools Student Surveys.</i>	Goal(s) Met?	
	• YES	• NO

EQUIP with Implementation Action Plan: CIVIC CHARACTER DEVELOPMENT

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Based on the low survey agreement rate of 68% for item, “I have chances to be a leader and help make decisions in my classroom and school,” there is a need to recognize students who are in leadership roles.	Create a Leadership Wall to recognize student leaders on campus.	Art supplies Nomination forms	On going	Erick Estrada	Spring 2019 student Surveys
Based on the low survey agreement rate of 71.4% for item, “I am learning to be a caring citizen by getting involved in projects that help my school or community” shows a need to offer more service learning opportunities.	Identify and provide service learning opportunities for students.	List of community and school service learning projects.	Ongoing	Task force leaders	Spring 2019 student Surveys



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
Leadership (theleaderinme.org)	Workshop	Erick Estrada & Students	Monthly	Erick Estrada
ENGAGE in Implementation: CIVIC CHARACTER DEVELOPMENT				
Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.				
<u>Progress Monitoring I</u>				
<u>Progress Monitoring II</u>				
EVALUATE Efforts: CIVIC CHARACTER DEVELOPMENT				
Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal.				
CIVIC CHARACTER DEVELOPMENT Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process.				





Operating Structures

ESTABLISH Goals: ECONOMIC SUSTAINABILITY

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

Overarching S.M.A.R.T. Goal(s) (Specific, Measurable, Achievable, Relevant, and Timely):	Goal(s) Met?	
<i>By the end of the 2018-2019 school year, the school is economically sustainable, as measured by the school budget.</i>	YES	NO
Supporting Goal: By the end of the 2018-2019 school year, AR points earned by students will increase from 10,455 to 20,910.	YES	NO

EQUIP with Implementation Action Plan: ECONOMIC SUSTAINABILITY

Identify the area(s) for improvement from needs assessment - along with the data from which it is based	ACTION STEPS (Implementation initiatives and strategies)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Based on the usage of AR, (10,455 points earned) students are not reading AR books and take quizzes to help improve comprehension.	Implement a process to monitor, incentivise and advertise using AR.	AR	Ongoing	Amelia Penner	Schoolwide Summary Report - AR
Based on requests from parents and the growing charter community in the district, there is a need to expand our facility.	Explore revenue options for capital improvements	Cost Analysis Budget	Ongoing	Task force leader	Meeting notes

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
Accelerated Reader	Workshop	Leigh Bader, Patricia Robinet & teachers	October during PLCS	Academic Coaches



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) (Specific, Measurable, Achievable, Relevant, and Timely):	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 92% , as measured in the 2018-2019 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
Students do not perceive themselves as caring citizens as evidenced by an overall agreement rate of 71.4% on the 2018 Student Survey.	Identify and facilitate service learning projects for and with students.	Community and school input	Ongoing	Ketia Policape Mayra Gonzalez	End of year survey data showing an Increase in % agree with survey item pertaining to being caring citizens.
Students do not perceive themselves as caring citizens as evidenced by an overall agreement rate of 71.4% on the 2018 Student Survey.	Create a schedule to fully implement Restorative Practices and Community Time in K-8.	Restorative Practices Webinar	Ongoing	Paul Mahoney Shane Smarr	End of year survey data showing an increase in % agree with survey item pertaining to resolving disagreement.

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



Restorative Practices	Workshop	Paul Mahoney & staff	Monthly at Restorative Practice PD	Paul Mahoney and Leadership Team

ENGAGE in Implementation: SCHOOL DEVELOPMENT

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

Progress Monitoring I

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.

