



## 2020 – 2021 School Excellence Plan (SEP)



**DRAFT**

# SEP



## Table of Contents

<i>School Excellence Plan Leadership Team</i>	5
<i>School Vision and Mission Statements</i>	6
<i>School Profile and Demographics</i>	6
<b>Building a Culture of High Expectations: NEEDS ASSESSMENT</b>	7
ESTABLISH Goals: SHARED VALUES	8
EQUIP with an Implementation Action Plan: SHARED VALUES	8
EQUIP with Professional Learning Opportunities: SHARED VALUES	8
ENGAGE in Implementation: SHARED VALUES	9
EVALUATE Efforts: SHARED VALUES	9
<i>Building a Culture of High Expectations</i>	10
ESTABLISH Goals: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE	10
EQUIP with Implementation Action Plan: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE	10
EQUIP with Professional Learning Opportunities: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE	10
ENGAGE in Implementation: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE	11
EVALUATE Efforts: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE	11
<i>Building a Culture of High Expectations</i>	12
ESTABLISH Goals: PARENT CHOICE	12
EQUIP with Implementation Action Plan: PARENT CHOICE	12
EQUIP with Professional Learning Opportunities: PARENT CHOICE	12
ENGAGE in Implementation: PARENT CHOICE	13
EVALUATE Efforts: PARENT CHOICE	13
<i>Teaching &amp; Learning: NEEDS ASSESSMENT</i>	14
ESTABLISH Goals: ACADEMIC GROWTH – TEACHING & LEARNING FUNDAMENTALS	15
EQUIP with Implementation Action Plan: ACADEMIC GROWTH - TEACHING & LEARNING FUNDAMENTALS	15



<b>EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH - TEACHING &amp; LEARNING FUNDAMENTALS</b>	<b>15</b>
<b>ENGAGE in Implementation: ACADEMIC GROWTH - TEACHING &amp; LEARNING FUNDAMENTALS</b>	<b>16</b>
<b>EVALUATE Efforts: ACADEMIC GROWTH - TEACHING &amp; LEARNING FUNDAMENTALS</b>	<b>16</b>
<b><i>Teaching &amp; Learning</i></b>	<b>17</b>
<b>EQUIP with Implementation Action Plan: ACADEMIC GROWTH - READING</b>	<b>17</b>
<b>EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH - READING</b>	<b>17</b>
<b>ENGAGE in Implementation: ACADEMIC GROWTH - READING</b>	<b>18</b>
<b>EVALUATE Efforts: ACADEMIC GROWTH - READING</b>	<b>18</b>
<b><i>Teaching &amp; Learning</i></b>	<b>19</b>
<b>ESTABLISH Goals: ACADEMIC GROWTH – MATH</b>	<b>19</b>
<b>EQUIP with Implementation Action Plan: ACADEMIC GROWTH – MATH</b>	<b>19</b>
<b>EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – MATH</b>	<b>19</b>
<b>ENGAGE in Implementation: ACADEMIC GROWTH – MATH</b>	<b>20</b>
<b>EVALUATE Efforts: ACADEMIC GROWTH – MATH</b>	<b>20</b>
<b><i>Teaching &amp; Learning</i></b>	<b>21</b>
<b>ESTABLISH Goals: ACADEMIC GROWTH – WRITING</b>	<b>21</b>
<b>EQUIP with Implementation Action Plan: ACADEMIC GROWTH – WRITING</b>	<b>21</b>
<b>EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – WRITING</b>	<b>21</b>
<b>ENGAGE in Implementation: ACADEMIC GROWTH – WRITING</b>	<b>22</b>
<b>EVALUATE Efforts: ACADEMIC GROWTH – WRITING</b>	<b>22</b>
<b><i>Teaching &amp; Learning</i></b>	<b>23</b>
<b>ESTABLISH Goals: ACADEMIC GROWTH – SCIENCE</b>	<b>23</b>
<b>EQUIP with Implementation Action Plan: ACADEMIC GROWTH – SCIENCE</b>	<b>23</b>
<b>EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – SCIENCE</b>	<b>23</b>
<b>ENGAGE in Implementation: ACADEMIC GROWTH – SCIENCE</b>	<b>24</b>
<b>EVALUATE Efforts: ACADEMIC GROWTH – SCIENCE</b>	<b>24</b>



<b>Teaching &amp; Learning</b>	<b>25</b>
<b>ESTABLISH Goals: MORAL CHARACTER DEVELOPMENT</b>	<b>25</b>
<b>EQUIP with Implementation Action Plan: MORAL CHARACTER DEVELOPMENT</b>	<b>25</b>
<b>EQUIP with Professional Learning Opportunities: MORAL CHARACTER DEVELOPMENT</b>	<b>25</b>
<b>ENGAGE in Implementation: MORAL CHARACTER DEVELOPMENT</b>	<b>26</b>
<b>EVALUATE Efforts: MORAL CHARACTER DEVELOPMENT</b>	<b>26</b>
<b>Teaching &amp; Learning</b>	<b>27</b>
<b>ESTABLISH Goals: PERFORMANCE CHARACTER DEVELOPMENT</b>	<b>27</b>
<b>EQUIP with Implementation Action Plan: PERFORMANCE CHARACTER DEVELOPMENT</b>	<b>27</b>
<b>EQUIP with Professional Learning Opportunities: PERFORMANCE CHARACTER DEVELOPMENT</b>	<b>27</b>
<b>ENGAGE in Implementation: PERFORMANCE CHARACTER DEVELOPMENT</b>	<b>28</b>
<b>EVALUATE Efforts: PERFORMANCE CHARACTER DEVELOPMENT</b>	<b>28</b>
<b>Teaching &amp; Learning</b>	<b>29</b>
<b>ESTABLISH Goals: CIVIC CHARACTER DEVELOPMENT</b>	<b>29</b>
<b>EQUIP with Implementation Action Plan: CIVIC CHARACTER DEVELOPMENT</b>	<b>29</b>
<b>EQUIP with Professional Learning Opportunities: CIVIC CHARACTER DEVELOPMENT</b>	<b>29</b>
<b>ENGAGE in Implementation: CIVIC CHARACTER DEVELOPMENT</b>	<b>30</b>
<b>EVALUATE Efforts: CIVIC CHARACTER DEVELOPMENT</b>	<b>30</b>
<b>Operating Structures: NEEDS ASSESSMENT</b>	<b>31</b>
<b>EQUIP with Implementation Action Plan: ECONOMIC SUSTAINABILITY</b>	<b>32</b>
<b>EQUIP with Professional Learning Opportunities: ECONOMIC SUSTAINABILITY</b>	<b>32</b>
<b>ENGAGE in Implementation: ECONOMIC SUSTAINABILITY</b>	<b>33</b>
<b>EVALUATE Efforts: ECONOMIC SUSTAINABILITY</b>	<b>33</b>
<b>Operating Structures</b>	<b>34</b>
<b>ESTABLISH Goals: SCHOOL DEVELOPMENT</b>	<b>34</b>
<b>EQUIP with Implementation Action Plan: SCHOOL DEVELOPMENT</b>	<b>34</b>



**EQUIP with Professional Learning Opportunities: SCHOOL DEVELOPMENT**

34

**ENGAGE in Implementation: SCHOOL DEVELOPMENT**

35

**EVALUATE Efforts: SCHOOL DEVELOPMENT**

35



*Imagine School Name*

**School Excellence Plan Leadership Team**

SCHOOL LEADER:	GROUP EXECUTIVE VICE PRESIDENT (EVP):
Dr. Anna Trevino	Diane Beatty
SHARED VALUES COMMITTEE CHAIR:	REGIONAL DIRECTOR (RD):
Erick Estrada	Jennifer Fornes
PARENT CHOICE COMMITTEE CHAIR:	GROUP ACADEMIC DIRECTOR/COORDINATOR:
Erick Estrada	Stephania Sherman
CHARACTER DEVELOPMENT COMMITTEE CHAIR:	GOVERNING BOARD REPRESENTATIVE(S):
Elizabeth Ballard	Patrick North
ACADEMIC GROWTH COMMITTEE CHAIR:	COMMUNITY REPRESENTATIVE(S)
Patricia Robinet/Josh VanTassel	Alvin Codner
ECONOMIC SUSTAINABILITY COMMITTEE CHAIR:	PARENT REPRESENTATIVE(S):
Dr. Anna Trevino	Telisha Montgomery
SCHOOL DEVELOPMENT COMMITTEE CHAIR:	STUDENT REPRESENTATIVE(S):
Dr. Anna Trevino	?????????? - 8th grade
SCHOOL ACADEMIC COACH:	OTHER REPRESENTATIVE(S)
Josh Vantassel	Middle School: Keri Cruz Peer Coach (online): Amelia Penner Peer Coach (face to face): Michelle Junco

**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***

<b>Vision</b>	<b>Mission</b>	<b>Character Development Mission</b>
(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 - south of Orlando. IKCA is located in a residential suburb largely populated by people who commute to nearby cities for work. 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. Parents and community members are appointed by the commissioners 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 has a five year operating agreement with the City, expiration being June 30, 2024. The school is ending a five year contract with the Osceola School District and the City of Kissimmee will be applying for a 10 year renewal.

The school grades have varied from A to C over the school’s existence. The school earned a C grade in 2018-2019 academic year. (Grades were not calculated for the 2019-2020 school year due to a national pandemic that closed schools.) The Osceola school district has 26 charter schools which has had a negative impact on our enrollment of IKCA. In addition, with the fear of recurring health scare issues related to the pandemic, the enrollment of IKCA is lower than what we have seats for.

In 2020, IKCA was recognized as a National School of Character and was a runner up for economic sustainability. Most significantly, the staff earned an A+ in shared values in 2019. The school has earned a Measures of Excellence award in 2017, "Parent Choice School of the Year". 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.)

ESE population 8%  
 ESOL population 28%

Asian	African American	Pacific Islander	White	Multi racial	American Indian
2%	10%	0%	11%	1%	0%

Hispanic	Non Hispanic
76%	24%

**Average Daily attendance**

2017-2018	96%
2018-2019	96%
2019-2020	87%

**Enrollment**

K	1	2	3	4	5	6	7	8	Total
69	81	64	64	84	74	70	90	98	694

**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 67 staff members:  
 Teachers - 38  
 Subs – 3  
 Custodians – 4  
 Paraprofessionals – 2  
 Instructional Coaches – 1  
 Cafeteria Aides – 1  
 Care Aides – 3  
 Receptionists – 2  
 IT – 1  
 Student Records – 1  
 Principal – 1  
 Assistant Principal – 1  
 Personnel Administrator – 1  
 Behavior Interventionist – 1  
 Bookkeeper – 1  
 Health Aide – 1  
 ESE/ESOL Compliance – 1





Bus Drivers – 4

Of the 38 teachers:  
 New – 0 (0%)  
 1-5 yrs – 24 (53%)  
 6+ yrs – 14 (37%)

Advanced Degrees – 6 (14%)  
 Specialized Certifications – 4 (9%)

**Section IV: Title I Requirements (Trish)**

1. Describe how the school plans to build positive relationships...

Our school strives to involve all parents in the planning, review, and improvement of Title I programs and our Parent & Family Engagement Plan. All parents are invited to attend meetings regarding the development of the required plan through flyers, school marquee, and REMIND. Parents are asked for their input on activities and training provided by the school. The school uses the notes from the group discussion to guide writing the plan.

a. Parent & Family Engagement Plan

Title 1 Annual Meeting (Google Meeting)	First Session	September 24, 2020 8:00am
Title 1 Annual Meeting (Google Meeting)	Second Session	September 24, 2020 6:00pm
STEM Night with Orlando Science Center		Spring Semester
Parent Portal & Online tools	First Session	September 10, 2019 6:00pm
Data and Conferences	#1	October 15, 16 & 23, 2019
Data and Conferences	#2	January 6 & 8, 2020
Math Night	#1	October 8, 2019
Reading Night	#1	March 30, 2020
Parent Input Sessions for Title 1 Compact and PFEP		March/April, 2019

2. Describe how the school ensures the socio-emotional needs of all students are being met, which may include providing counseling, mentoring, and other pupil services. The school has implemented Community Time one time a week for teachers to conduct circles on topics of student need using Character Strong resources. Additionally, the school has adopted Second Step to assist with Tier 2 and 3 students needing additional support. The counselor supports these children with interventions and small groups. The school district has also added 13 district social worker positions and 2 psychologist positions to support the socio-emotional needs of students. 100% of the staff were trained through Kognito in Youth Mental Health First Aid and the Threat Assessment team attended a 6 hour workshop in the summer on Youth Mental Health First Aid.

3. Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school to another. To support the transition from elementary to middle, middle school counselors are scheduled prior to the end of the school year to visit the elementary feeder schools. During the visit, the guidance counselor(s) share information about course offerings, school clubs/organizations, and expectations for the students as they transition from elementary to middle school. If the student is remaining at our school, the counselor meets with the 5th graders and provides information on how to be a successful middle school student.

4. Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide



the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

MTSS is an instructional framework that includes universal screening of all students, multiple tiers of instruction and support services, and an integrated data collection and assessment system to inform decisions at each tier of instruction. The framework can be used for literacy, math, or positive behavior supports. Our grade level teams meet weekly to discuss students and their needs. Our MTSS coordinator and the leadership team meet monthly to discuss student data, (weekly to discuss behavior data) and movement amongst Tiers and strategies to support instruction or behavior.

**Title I, Part A**

Funds may be used to support extended learning and remediation materials and/or professional development and academic coaches.

**Title I, Part C-Migrant**

When Migrant children enroll, the Title I Migrant staff ensures that students receive a fair and equitable opportunity to achieve a high quality education and assistance transitioning to post-secondary education or employment.

**Title I, Part D**

When Neglected and/or Delinquent children enroll, we will coordinate efforts with the Alternative Programs Department to ensure that all student needs are met.

**Title II**

Focused professional learning opportunities are offered in: English Language Arts, Mathematics, Instructional Pipeline and Framework Design, and Professional Learning Communities (PLC).

**Title III**

The Multicultural Department assists in the identification of at-risk Limited English Proficiency (LEP), immigrant, and Native American students. Research-based, comprehensive educational programs help reduce barriers that result from cultural and linguistic needs.

IDEA provides support for students with an Individual Education Plan (IEP), students identified through the Preschool Education Evaluation Program (PEEP), and students identified through gifted screening of all second grade Title I students.

**Title IV**

The Student Support and Academic Enrichment (SSAE) program is intended to help to:

1. Provide a well-rounded education,
2. Improve safe and healthy school conditions and
3. Improve the use of technology in order to improve the academic achievement and digital literacy of all students. (ESEA section 4101).

**Title IX**

To help eliminate education barriers the District Liaison works with the school to help homeless students to enroll, attend, and succeed in our public schools. For students identified as homeless under the McKinney-Vento Act, the Liaison provides health/academic referrals and resource vouchers.

5. Describe the strategies the school used to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations.

Supplemental district guidance counselors, paid through Title IV funds, to support elementary implementation of Project Lead the Way, and course acceleration and college and career achievement at the secondary levels. Naviance software is used at the high schools to give students the opportunity to explore career options and interests. Campus tours of Valencia College and Osceola Technical College (oTech) are offered for students in seventh and eleventh grades to learn about career options and potential areas of study.



## Building a Culture of High Expectations

### Needs Assessment

DATA & 3 YEAR TRENDS	ANALYZE & PRIORITIZE NEEDS																
<p><b>Shared Values</b></p> <ul style="list-style-type: none"> <li>Imagine Schools Staff, Student, and Parent Survey items related to Shared Values</li> <li>Other <b>quantitative data</b>: staff retention, in-house surveys</li> <li>Other <b>qualitative data</b>: testimonials, observations</li> </ul>	<p><b>Shared Values</b></p> <p>Use this analysis to identify priority area(s) for improvement in the <b>EQUIP</b> section for each goal</p> <ul style="list-style-type: none"> <li>Areas of strength and growth (priority area)</li> <li>SEP Written Feedback</li> </ul> <p>Utilize the indicators, specified above each goal area, to inform your decisions as you determine Action Steps.</p>																
<p><b>Shared Values Survey Data (Past Three Years)</b></p> <table border="1" style="margin-top: 10px; width: 100%; text-align: center;"> <caption>Shared Values Survey Data (Past Three Years)</caption> <thead> <tr> <th>Year</th> <th>Charcter Survey</th> <th>Staff Survey</th> <th>Family Survey</th> </tr> </thead> <tbody> <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> <tr> <td>2019</td> <td>77.6</td> <td>96.9</td> <td>97.4</td> </tr> </tbody> </table>	Year	Charcter Survey	Staff Survey	Family Survey	2017	79.55	89.6	96.3	2018	75.2	97.1	99.7	2019	77.6	96.9	97.4	<p><b>Strengths -</b></p> <ul style="list-style-type: none"> <li>The staff grew in their understanding of Integrity with many staff citing specific examples on how they are applying integrity everyday at school. Many people responded on how important it is to do their best for the whole. The team connected integrity to the whole student, teacher, school, region, and all of Imagine.</li> <li>The staff grew in their understanding of fun as well. There was a 15% increase in understanding of Fun. The staff showed a deepening in understanding of the decision making process, advice process, and how each person connected integrity and support of a decision.</li> <li>Justice was also an area of growth in understanding by the faculty at Imagine Kissimmee. There was an 8% increase in understanding of Integrity. Some staff members made the connection to a quality education differentiated to the individual needs of the students. Some examples are small group instruction and rigor.</li> <li>The school met its Shared Values SEP goal for the 2018/2019 school year.</li> <li>The school earned a shared values grade of an A+ from Imagine schools.</li> <li>There was a 100% participation in the staff shared values survey.</li> </ul> <p><b>Grows -</b></p> <ul style="list-style-type: none"> <li>There were about 10% (18% in 2018) who need a better understanding of Integrity.</li> <li>There were about 5% (20% in 2018) who need a better understanding of Fun.</li> <li>There were about 5% who needed a better understanding of Justice.</li> <li>Staff comments reflect concern that admin provide more consistent feedback from walkthroughs.</li> <li>Staff comments reflect concern over non instructional staff not receiving any feedback on performance</li> </ul>
Year	Charcter Survey	Staff Survey	Family Survey														
2017	79.55	89.6	96.3														
2018	75.2	97.1	99.7														
2019	77.6	96.9	97.4														



**Character Development: School Culture and Climate**

- Imagine Schools Staff, Student, and Parent Survey items related to School Culture
- Other **quantitative data**: in-house surveys, behavioral data (referrals, suspensions), attendance data
- Other **qualitative data**: testimonials, observations

SURVEY	2019	2020	CHANGE
STUDENT	82	82	=
STAFF	96	95	-1
OVERALL	89	88.5	-0.5

**Overall Agreement Rate for School Climate and Culture**

Parent Comments:  
 "I love the school. I like how they really know my kids and there is a family connection. It would be nice to have music class for the little kids and optional language courses."  
 "Great school" "Great Leadership"  
 "I would love to have music and sports for the little kids."  
 "It would be great if this school had a foreign language, more STEM and or music class."  
 "There should be more teacher time during online learning..."

**Parent Choice**

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

**Character Development: School Culture and Climate**

Use this analysis to identify priority area(s) for improvement in the **EQUIP** section for each goal

- Areas of strength and growth (priority area)
- SEP Written Feedback

Utilize the indicators, specified above each goal area, to inform your decisions as you determine Action Steps.

**Strengths**

- Introduced Leadership wall to recognize students
- Conducted community circles weekly in all classrooms
- Fully implemented restorative practices at administrative level

**Grows**

- Classroom restorative practices not consistently in use across all classrooms
- Improve understanding of restorative practice and strategies to use in the classroom.
- Educate parents and students on RP
- Provide opportunities for teachers and staff to share experiences and seek advice on RP implementation in the classroom.
- Provide more leadership opportunities for students.
- Provide more diversity training for staff.

**Parent Choice**

Use this Imagine Schools Family Survey

- Other quantitative data: in-house surveys, attendance, re-enrollment, student mobility
- Areas of strength and growth (priority area)
- SEP Written Feedback

Utilize the indicators, specified above each goal area, to inform your decisions as you determine Action Steps.



“ I enjoy letting my children attend this school and would recommend it to other families.”

“ I am grateful for the way the school has helped my children with their education”

“My husband and I were fearful about online/distance learning but all of my son's teachers made the transition a very easy and pleasant experience.”

“We appreciate all the kindness and support everyone gives us.”

“I have been a part of the IKCA family now for 13 years and wouldn't change it for the world. I have exceptional kids and I do believe it takes a village to raise children and IKCA definitely played a huge role in who they are today.”

“It would great if this school had a foreign language, more S.T.E.M. and or music class”

“I would love to have music and sports for the little kids. They will definitely benefit from this in the future.”

	YTD ADA	18-Aug	18-Sep	18-Oct	18-Nov	18-Dec	19-Jan	19-Feb	19-Mar	19-Apr	19-May
IKCA	95%	97%	97%	96%	96%	93%	95%	95%	96%	95%	94%

Previous years ADA  
 2015-2016 - 95%  
 2016-2017 - 95%  
 2017-2018 - 95%  
 2018-2019 -95%  
 2019-2020- 94%

Strengths:  
 Conducted tech training for parents

- Offered more opportunities for parent involvement than in past years
- Conducted Kindergarten Round up for first time in 10 years
- Offered computer classes focused on 21st Century skills
- Offered advanced math classes in MS
- Continues arts program and after school sports

Parent Comments:  
 “ Great teachers friendly staff  
 “I love this school! The teachers and staff all work so hard.”  
 “The teachers at Imagine Kissimmee Charter have gone above and beyond to help my children with distance learning.”

Grows

- Improve our Innovative Learning Platform as evidenced in survey question:  
 “My children have adapted well to remote learning at home and appear to be succeeding in furthering their education (83%)

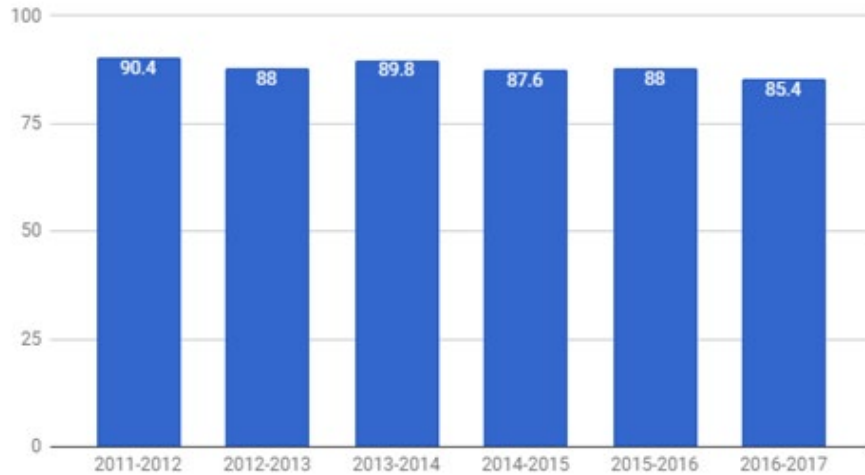
Parent Comments:  
 “My only disappointment in school and during distance learning is the amount of work given to students. I am a teacher and I understand from what I have seen that the amount is more important than quality”

“I strongly disagree with online education at home. I feel he did not adapt very well and the lack of education did not function well.”

“ There should be more teacher time during online learning, especially for the younger kids... if not we the parents become the teachers.”



Student Retention Rate



## %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 School Culture/Climate survey items will achieve an overall agreement rate of 90% or higher as measured in the Imagine Schools Student, Staff, and Family Surveys.***

**Goal(s) Met?**

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



**EQUIP with an Implementation Action Plan: SHARED VALUES**

<b>PRIORITY AREA(S)</b> State the priority areas identified in the <a href="#">Needs Assessment</a>	<b>ACTION STEP(S)</b> (Implementation initiative and/or strategy)	<b>Tools and Resources</b>	<b>Timeframe for expected implementation</b>	<b>Person(s) responsible for implementation</b>	<b>Identify how you will measure the effectiveness of the strategy/initiative</b>
Even though there was an increase in the understanding of the shared values based on the comments in the staff survey, there still needs to be a thorough understanding of integrity on campus.	Stakeholders commit to Imagine Schools Shared Values of Justice, Integrity and Fun, so that it provides direction and purpose for work.	Staff Newsletter/ Principal Points  Staff of the month and teacher of the month bulletin board	Bi-Weekly  Monthly	Dr. anna Treviño/Erick Estrada  Dr. Anna Treviño/Erick Estrada	Staff shout outs providing examples of JIF provided in emails and staff meeting  Send monthly surveys to staff nominating their peers.

**EQUIP with Professional Learning Opportunities: SHARED VALUES**

<b>Topic (related to ACTION STEP)</b> <i>(add rows as needed)</i>	<b>Delivery Type</b> (PLC, Book Study, Workshop, Webinar, Course, Module)	<b>Facilitator &amp; Audience</b>	<b>PL Cycle Timeframe</b> (Delivery, Practice, Observation/Feedback, Model/Coaching)	<b>Person responsible for supporting &amp; monitoring</b>
Understanding of Integrity, Justice, and Fun	Workshop - All Hands Meetings	Teachers	Monthly	Erick Estrada

**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.
<u>Progress Monitoring I</u>
<u>Progress Monitoring II</u>

**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.



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

## *Building a Culture of High Expectations*

### **ESTABLISH Goals: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE**

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

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

***By the end of the school year, the overall agreement rate (strongly agree & agree) for School Culture/Climate survey items will achieve an overall agreement rate of 90% or higher 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**

<b>PRIORITY AREA(S)</b> State the priority areas identified in the <a href="#">Needs Assessment</a>	<b>ACTION STEP(S)</b> (Implementation initiative and/or strategy)	<b>Tools and Resources</b>	<b>Timeframe for expected implementation</b>	<b>Person(s) responsible for implementation</b>	<b>Identify how you will measure the effectiveness of the strategy/initiative</b>





Based on the end of the year character survey, 50% were in agreement of the statement: At this school everyone (students and adults) treat each other with respect. It was determined we need to explicitly teach what respect means and also as teachers and staff we will model what respect looks like through RP.	Staff use a positive approach to school and classroom discipline that is consistent with character values and includes restorative/peace building practices.	Restorative Practice  Diversity training	Beginning August through May tracking # of restorative conference	Erick Estrada Elizabeth Ballard	Behavior Tracking tool (Region)  Survey data
Based on the end of year reflection on the implementation of RP campus-wide, it was determined that we need to educate teachers, parents and students on RP.	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. A common language of RP is spoken throughout the school.	Info sheet for conference and parent nights  Character Strong  Restorative Practice	Beginning August through May	Elizabeth Ballard	Survey data

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

Topic (related to ACTION STEP) <i>(add rows as needed)</i>	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
RP and Diversity PD - implementation in the classroom	Workshop and PLC	Elizabeth Ballard	PrePlanning and quarterly	Elizabeth Ballard

**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.

--



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

## Building a Culture of High Expectations

### ESTABLISH Goals: PARENT CHOICE

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

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

**By the end of the school year, the school will maintain or increase 90 % of students will re-enroll as measured by completed enrollment forms.**

**Goal(s) Met?**

• **NO**

### EQUIP with Implementation Action Plan: PARENT CHOICE

<b>PRIORITY AREA(S)</b> State the priority areas identified in the <a href="#">Needs Assessment</a>	<b>ACTION STEP(S)</b> (Implementation initiative and/or strategy)	<b>Tools and Resources</b>	<b>Timeframe for expected implementation</b>	<b>Person(s) responsible for implementation</b>	<b>Identify how you will measure the effectiveness of the strategy/initiative</b>
Improve communication with parents regarding weekly learning objectives.	Parents/guardians are well informed and knowledgeable about their child's progress and about the school's educational program	Jupiter Ed	Weekly beginning First Week of September	Erick Estrada/Dr, Anna Treviño	Parent survey
Based on the family survey item "My children have adapted well to learning at home and appear to be succeeding in furthering their education." Only 82% Agreed. We see a need in making our ILP more effective and friendly for our families.	Parents/guardians attend meaningful school programs focused on enhancing home academic support	Google Meets, Newsletters	September 2020, Analyze monthly	Erick Estrada/Dr, Anna Treviño	Parent Survey



**EQUIP with Professional Learning Opportunities: PARENT CHOICE**

Topic (related to ACTION STEP) <i>(add rows as needed)</i>	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 Weekly Updates	Workshop	Admin	Preplanning	Lori McCarley Erick Estrada

**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

### Needs Assessment (Josh and Trish)

#### DATA & 3 YEAR TRENDS

##### Academic Growth

- STAR Learning Gains (LG), STAR Student Growth Percentile (SGP), State Assessment Proficiency
- Subject areas, domains, grade levels or subgroups that need improvement or intervention, whether remedial or enrichment
- AEF Literacy Focus Classroom walk-through/implementation data
- Teacher Observation/Evaluation data
- Teacher Professional Growth Plan data
- Professional Learning Opportunities implementation data
- Other **quantitative data**: Formative and Summative classroom assessments
- Other **qualitative data**: testimonials, observations, Success Time data, Optimal Learning Environment checklist data

##### Evaluation Data

20% of instructional staff rated Highly Effective (9 of 46)

80% of instructional staff rated Effective (37 of 46)

FSA data ELA % Proficient

Yr	3rd	4th	5th	6th	7th	8th	Schl LG	Schl LG 25%	IKCA	IKCA Median SGP
17	66	58	52	56	63	60	67	60	61	53
18	68	40	51	52	56	71	57	58	59	51.5
19	56	58	42	64	42	48	46	37	52	56

FSA data Math % Proficient

Yr	3rd	4th	5th	6th	7th	8th	Schl LG	Schl LG 25%	IKCA	IKCA Median SGP
17	66	58	52	56	63	60	67	60	61	53
18	68	40	51	52	56	71	57	58	59	51.5
19	56	58	42	64	42	48	46	37	52	56

#### ANALYZE & PRIORITIZE NEEDS

##### Academic Growth

Use this analysis to identify priority area(s) for improvement in the **EQUIP** section for each goal

- Areas of strength and growth (priority area)
- SEP Written Feedback

Utilize the indicators, specified above each goal area, to inform your decisions as you determine Action Steps.

##### Strengths

###### Increase in STAR Learning Gains

Civics proficiency maintained at 71% (2018-2019)

###### FSA Domains:

Reading-Language and Editing (77%)

Math- Numbers and operations (3rd grade- 95%) and Ratios and Proportions (6th grade-66%)

Science- Physical Science (68%/8th grade 73%)

##### Growth

Learning gains and lowest 25% on FSA declined

###### Lowest 25%

21 points in ELA loss

13 points in Math loss

###### Learning gains

7 points in ELA loss

9 points in math loss

###### Science proficiency declined in both 5th and 8th

5th - from 44% to 35% - 9 point loss

8th - from 50% to 43% - 7 points

**Algebra** 9 point loss (4 of 44 students did not perform at proficiency)

###### Civics

maintained 71%

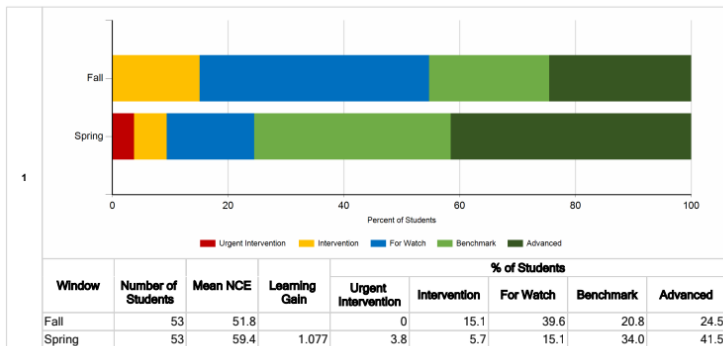


							GG		e
							2		d
							5		i
							%		a
									n
									S
									G
									P
17	70	70	52	39	65	64	68	63	54
18	70	46	63	35	72	60	60	50	52
19	63	44	58	37	44	53	37	33	48

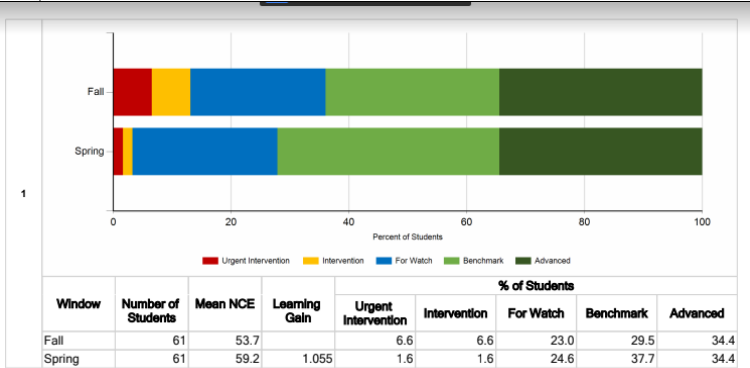
**FSA Domains:**  
 Math- Geometry (5th 47%, 6th 30%, 7th 33%, 8th 38%)  
 Numbers and Operations (4th 44%)  
 Science-Nature of Science (5th 60%, 8th 64%) Life Science (5th 64%, 8th 60%)

Understanding and use of formative assessments  
 Understanding and use of small group instruction as a tool for differentiation

**STAR Reading Same Student LG**



**STAR Math Same Student LG**



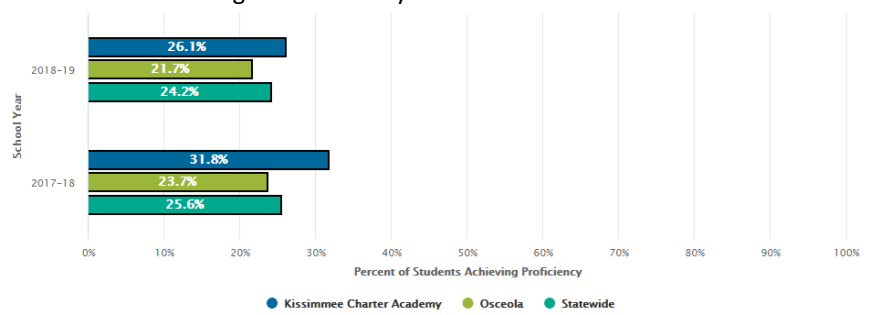
Other FSA Data

	2019	218	217
5th grade Science	35	44	30
8th Grade Science	43	50	42

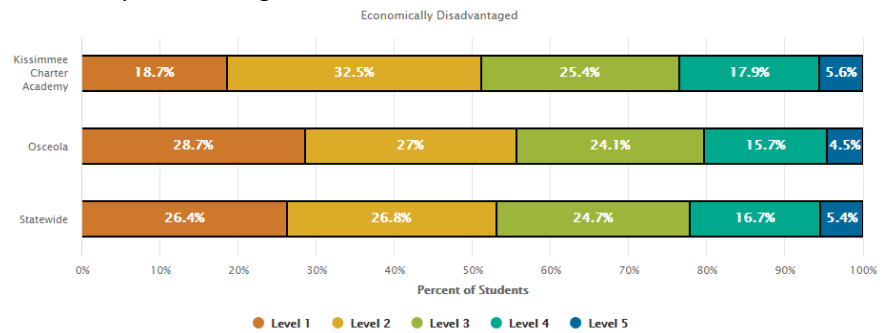


Al g e b r a	9 1	1 0 0	1 0 0
Ci v i l s	7 1	7 1	7 0

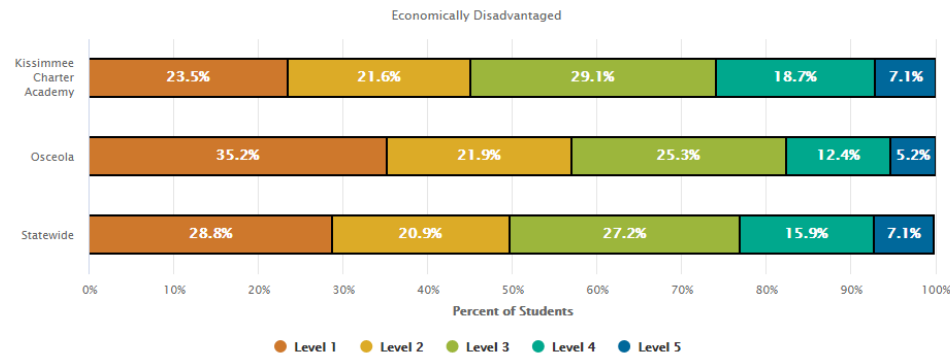
ELL 2018-2019 FSA English Proficiency



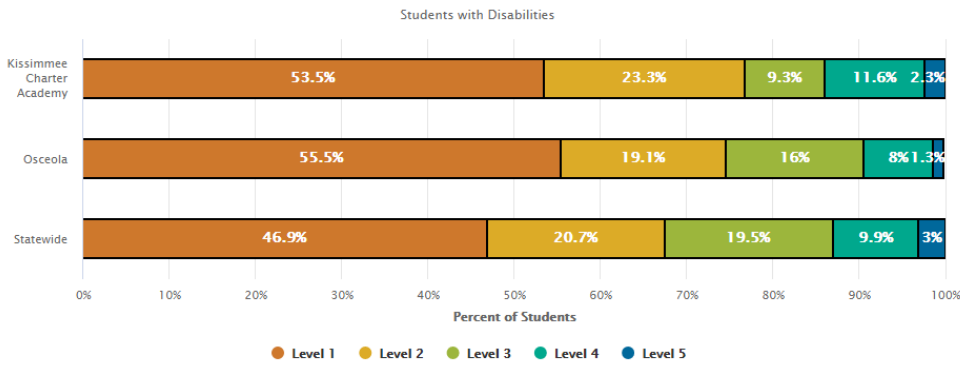
Economically Disadvantaged - 2018-2019 FSA - ELA



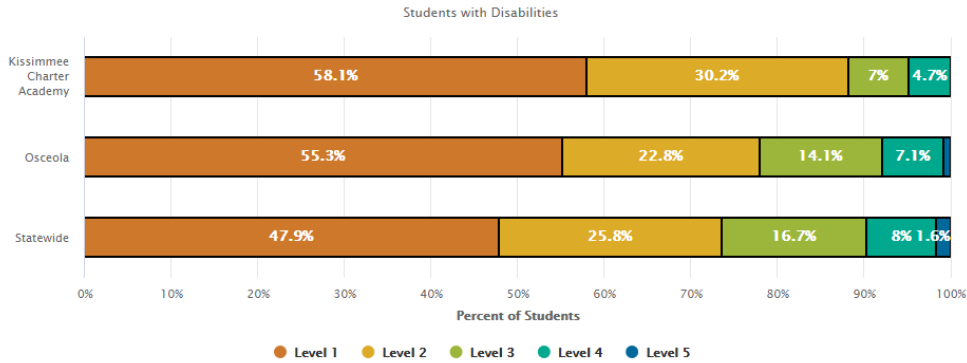
Economically Disadvantaged - 2018-2019 FSA - Math



FSA Math Proficiency 2018-2019 SWD



FSA ELA Proficiency 2018-2019 SWD







Underperforming Subgroup(s):	<input checked="" type="checkbox"/>	Subgroup Federal Index
White	<input type="checkbox"/>	62%
Black/African American	<input type="checkbox"/>	51%
Hispanic	<input type="checkbox"/>	50%
Asian	<input type="checkbox"/>	*%
American Indian/Alaskan Native	<input type="checkbox"/>	*%
Native Hawaiian/Other Pacific Islander	<input type="checkbox"/>	*%
Multiracial	<input type="checkbox"/>	75%
English Language Learners	<input type="checkbox"/>	46%
<b>Students with Disabilities</b>	<input checked="" type="checkbox"/>	<b>26%</b>
Economically Disadvantaged	<input type="checkbox"/>	50%

FSA Students Achieving Learning Gains		
	2017-2018	2018-2019
All Students	57.2%	46.2%
Economically Dis	56.2%	46.7%



advantaged			
English Language Learners	47.2%	46.9%	
Students with Disabilities	52.2%	16.1%	
<b>FSA Writing 2019</b>			
Grade	% Proficient (level 6+)	Average	
4th	59%	5	
5th	61%	6	
6th	76%	6	
7th	66%	5	
8th	82%	7	
All	70%	6	
<b>Character Development: <a href="#">Performance</a>, <a href="#">Moral</a> and <a href="#">Civic</a> Character</b>			<b>Character Development: Performance, Moral and Civic Character</b>



<ul style="list-style-type: none"> <li>Imagine Schools Staff, Student, and Family Survey items related to Performance, Moral and Civic Character Development</li> <li>AEF Literacy Focus Classroom walk-through data</li> <li>Teacher Evaluation data (Social-Emotional and Relationship Building)</li> <li>Teacher Professional Growth Plan data</li> <li>Professional Learning Opportunities implementation data</li> <li>Service Learning data</li> <li>Student Goal Setting data</li> <li>Lesson plan integration of character into academics</li> <li>Other <b>quantitative data</b>: Formative and Summative classroom assessments</li> <li>Other <b>qualitative data</b>: testimonials, observations</li> </ul>	<p>Use this analysis to identify priority area(s) for improvement in the <b>EQUIP</b> section for each goal</p> <ul style="list-style-type: none"> <li>Areas of strength and growth (priority area)</li> <li>SEP Written Feedback</li> </ul> <p>Utilize the indicators, specified above each goal area, to inform your decisions as you determine Action Steps.</p>																
<p><b>Overall Agreement Rate for Moral Character</b></p> <table border="1"> <tr> <td>SURVEY</td> <td>219</td> <td>220</td> <td>CHANGE</td> </tr> <tr> <td>STUDENT</td> <td>74.6</td> <td>76.4</td> <td>+2</td> </tr> <tr> <td>STAFF</td> <td>95.4</td> <td>97</td> <td>+2</td> </tr> <tr> <td>OVERALL</td> <td>85</td> <td>86.7</td> <td>+2</td> </tr> </table> <p><b>Overall Agreement Rate for Performance Character</b></p>	SURVEY	219	220	CHANGE	STUDENT	74.6	76.4	+2	STAFF	95.4	97	+2	OVERALL	85	86.7	+2	<p><b>Areas of strength:</b></p> <ul style="list-style-type: none"> <li>Restorative practices was implemented at an administrative level</li> <li>Student leaders were recognized for showing exemplary character. Students were on display on our Leadership wall.</li> <li>Student leaders wrote and delivered the morning news show.</li> </ul> <p><b>Areas of growth:</b></p> <ul style="list-style-type: none"> <li>Consider adding Teacher Evaluation data regarding Social-Emotional and Relationship Building and Lesson plan integration of character into academics</li> <li>Consider adding Student Goal Setting data regarding responsibility and perseverance</li> <li>Increase the number and frequency of students recognized for the Leadership wall by including primary and intermediate students.</li> <li>Use leadership language when recognizing students for displaying small acts of leadership.</li> <li>Through Community time discussions, improve student understanding of what it means to be respectful and kind.</li> <li>Consider adding Service learning data</li> <li>Consider adding Peer Mediation and Mentoring</li> </ul>
SURVEY	219	220	CHANGE														
STUDENT	74.6	76.4	+2														
STAFF	95.4	97	+2														
OVERALL	85	86.7	+2														



<b>SURVEY</b>	<b>2019</b>	<b>2020</b>	<b>CHANGE</b>
<b>STUDENT</b>	77.5	78.6	+ 1
<b>STAFF</b>	97.3	99.5	+ 2
<b>OVERALL</b>	87	89	+ 2
<b>Overall Agreement Rate for Civic Character</b>			
<b>SURVEY</b>	<b>2019</b>	<b>2020</b>	<b>CHANGE</b>
<b>STUDENT</b>	77.5	78	=



<b>E N T</b>			
<b>S T A F F</b>	9 6. 4	9 7	+ 1
<b>O V E R A L L</b>	8 7	8 8	+ 1

**2020 Student Survey Overall Agreement Rate By Grade**

<b>SURVEY</b>	<b>4th</b>	<b>5th</b>	<b>6th</b>	<b>7th</b>	<b>8th</b>
<b>School Culture</b>	88.2	82.2	81.2	83.6	75.4
<b>Moral</b>	84.1	81.1	73.5	74.8	68.4
<b>Performance</b>	85.6	81	75.4	74.5	76.5
<b>Civic</b>	86	78.4	73.4	79.4	73.8
<b>Overall</b>	86	81	76	78	74



Student Comments:  
 "Imagine Kissimmee Charter is a very good school. I would like to have more activities and more experiences."  
 "There is no real time to brainstorm and just think..."  
 "I feel that certain clubs should be able to take more part in the school..."  
 "I really feel like I belong in this school and it has helped me understand the phases I need to go through. This has been one of my best schools yet as it has fun activities, sports, academic rewards and more. Some of the students might not be the best behavior wise, but some do try their best. I am very thankful to be in this school and have all my teachers and classmates support me."  
 "They focus more on what kind of socks we are wearing than the behavior of the students in this school."

**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 collaborative planning with a skilled facilitator and content area expert • Teachers develop a professional growth plan to improve their craft • 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 21<sup>st</sup> 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

<b>TEACHING &amp; LEARNING</b> Overarching <b>S.M.A.R.T. Goal (s)</b> (Specific, Measurable, Achievable, Relevant, and Timely) <i>By the end of the school year, at least 90% of teachers will demonstrate effective teaching, as measured by observation data.</i>	<b>Goal(s) Met?</b>	
	• YES	• NO

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

PRIORITY AREA(S) State the priority areas identified in the <a href="#">Needs Assessment</a> <i>(add rows as needed)</i>	ACTION STEP(S) (Implementation initiative and/or strategy)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Our needs assessment shows teachers are struggling with the innovative learning design. A priority area is for teachers to use VEO to reflect and give peer	Teachers use VEO to become self directed learners and develop a professional growth plan to improve their craft.	VEO Video tagging software for collaborative implementation	October January	Josh Vantassel	VEO Participations  IPDP Reflections



feedback to improve best practices.					
-------------------------------------	--	--	--	--	--

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

Topic (related to ACTION STEP) <i>(add rows as needed)</i>	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
VEO By-In Aligned to IPDP	Staff Meeting	Anna Trevino & Josh Van Tassel  All Teachers	Delivery - October Staff Meeting Practice- Initial IPDP goal complete by beginning of November (after reflecting on video)	Anna Trevino Erick Estrada Josh Van Tassel
VEO Implementation Webinar	Webinar	Josh Van Tassel  All Teachers	Delivery-October Webinar Practice- First recording by end of October/Second recording by end of January Feedback- Initial Self Reflection in October, Peer Reflection n January	Anna Trevino Erick Estrada Josh Van Tassel

**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

### 50ESTABLISH 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 <b>S.M.A.R.T. Goal(s)</b> (Specific, Measurable, Achievable, Relevant, and Timely):	Goal(s) Met?		
	<ul style="list-style-type: none"> <li>• <b>By the end of the school year, the mean Reading Learning Gain for all students will improve from <u>1.06</u> to <u>1.08</u>, as measured by the Fall to Spring STAR Reading Assessment.</b></li> <li>• <b>By the end of the school year, the median Reading SGP for all students should be 40 or greater.</b></li> <li>• <b>By the end of the school year, <b>63</b> % of students will be at the Proficient Level or higher, as measured by the Reading State Assessment.</b></li> </ul>	YES	NO
		YES	NO
		YES	NO
Supporting Goal(s) By the end of the school year, 50% of the students in the lowest quartile will show learning gains as measured by the Reading State Assessment.	YES	NO	
Supporting Goal #2: By the end of the school year, 60% of the students will show learning gains as measured by the Reading State Assessment.	YES	NO	
Supporting Goal #3: By the end of the school year, at least 41% or higher of students with disabilities will show learning gains as measured by the Federal Index, ESSA.	YES	NO	

### EQUIP with Implementation Action Plan: ACADEMIC GROWTH - READING

PRIORITY AREA(S) State the priority areas identified in the <a href="#">Needs Assessment</a>	ACTION STEP(S) (Implementation initiative and/or strategy)	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 FSA, 46% of the students made a learning gain.	Teachers unpack the reading standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring	Embedded text and handbook by Dylan Wiliam  Interactive Collaborative planning notebook  High Impact Surveys	Beginning September	Leigh Bader Josh Vantassel	Observations  Progress Monitoring Data via Star LG and Proficiency data



Based on the FSA, the 37% of the LQ students made a learning gain.	A clear purpose for reading is established and direct teaching of skills (phonemic awareness, phonics, vocabulary, comprehension and fluency) occurs.	Lexia LAFS	Beginning September	Leigh Bader Josh Vantassel	EXCEL Time Observations
Based on the ESSA, SWD performed at 26% and these same students performed at 12% proficient and 16% with learning gains data.		Walkthrough forms			Progress Monitoring Data via Star LG and Proficiency data
		ESE accommodation list and examples	Beginning September	Denise Richmond	Observations
		Walkthrough forms			Progress Monitoring Data via Star LG and Proficiency data

**EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH - READING**

Topic (related to ACTION STEP)	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
Wit and Wisdom Lesson Study Module				

**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.

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.

--



**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 <b>S.M.A.R.T. Goal (s)</b> (Specific, Measurable, Achievable, Relevant, and Timely):	Goal(s) Met?	
<ul style="list-style-type: none"> <li>• <b><i>By the end of the school year, the mean Math Learning Gain for all students will improve from <u>1.05</u> to <u>1.07</u> as measured by the Fall to Spring STAR Math Assessment.</i></b></li> <li>• <b><i>By the end of the school year, the median Math SGP for all students should be 50 or greater.</i></b></li> <li>• <b><i>By the end of the school year, 62% of students will be at a Proficient Level or higher, as measured by the Math State Assessment.</i></b></li> </ul>	• YES	• NO
	• YES	• NO
	• YES	• NO
Supporting Goal #1: By the end of the school year, 50% of the students in the lowest quartile will show learning gains as measured by the Math State Assessment.	• YES	• NO
Supporting Goal #2: By the end of the school year, 60% of the students will show learning gains as measured by the Math State Assessment.	• Yes	• NO
Supporting Goal #3: By the end of the school year, at least 41% or higher of students with disabilities will show learning gains as measured by the Federal Index, ESSA.	• Yes	• NO

### EQUIP with Implementation Action Plan: ACADEMIC GROWTH – MATH

PRIORITY AREA(S) State the priority areas identified in the <a href="#">Needs Assessment</a>	ACTION STEP(S) (Implementation initiative and/or strategy)	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 FSA, the 37% of the LQ students made a learning gain.	Teachers unpack the reading standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring	Embedded text and handbook by Dylan William  Interactive Collaborative planning notebook  High Impact Surveys	August-May	Leigh Bader Josh Vantassel	Informal Observations Lesson plans  Progress Monitoring Data via Star LG and Proficiency data



Based on the FSA, the 53% of the students made a learning gain.	A clear purpose for reading is established and direct teaching of skills (phonemic awareness, phonics, vocabulary, comprehension and fluency) occurs.	LAFS  Walkthrough forms	August-May	Leigh Bader Josh Vantassel	Informal Observations Lesson plans  Progress Monitoring Data via Star LG and Proficiency data
Based on the ESSA, SWD performed at 26% and these same students performed at 23% proficient and 31% with learning gains data		ESE accommodation list and examples  Walkthrough forms	August-May	Denise Richmond	Informal Observations Lesson plans  Progress Monitoring Data via Star LG and Proficiency data

**EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – MATH**

Topic (related to ACTION STEP) <i>(add rows as needed)</i>	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
Formative Assessment	Book Study, PLC	Leigh Bader & Josh Vantassel  All teachers	Delivery - 1st semester at PLC's Practice - Sep-Dec Feedback and coaching - Sept-Dec	Leigh Bader & Josh Vantassel
Small group instruction	Workshop	Lori McCarley K-8 - ELA teachers  Josh Vantassel 6-8 math teachers	Delivery August 21 - K-2 Teachers Sept 11 3-8 ELA teachers Practice - September-October Feedback and coaching - October-November  Deliver Sept 5 - 6-8 math teachers Practice - Sept - October Feedback and Coaching - October-November	Leigh Bader & Josh Vantassel
Understanding of ESE accommodations	PLC meeting	Wendi Molina & Mary Black/teachers & paras	September-October	Denise Richmond

**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.
<u>Progress Monitoring I</u>



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.

**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

<b>Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely):</b> <i>By the end of the school year, the average of 4th through 8th grade students will score 6/10 points as measured by the Writing FSA Rubric.</i>	Goal(s) Met?	
	• YES	• NO

### EQUIP with Implementation Action Plan: ACADEMIC GROWTH – WRITING

PRIORITY AREA(S) State the priority areas identified in the <a href="#">Needs Assessment</a> <i>(add rows as needed)</i>	ACTION STEP(S) (Implementation initiative and/or strategy)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Average total writing score was 6 out of 10 possible points, and the lowest area for student growth was incorporating Evidence and Elaboration to support their point.	Teachers will collaborate to implement Wit & Wisdom writing lessons with fidelity in tandem with the ELA thematic unit.	Wit & Wisdom In Sync  Wit & Wisdom Lesson Studies  Collaborative Planning Notebook	August - Professional development  Weekly - Collaborative Planning	Josh Vantassel	Read around groups  End of Module Tasks

### EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – WRITING

Topic (related to ACTION STEP) <i>(add rows as needed)</i>	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
Wit & Wisdom Implementation Workshop	Webinar	Josh Vantassel & Wit & Wisdom Staff  All Teachers	Delivery - July & August Feedback and coaching - Weekly in collaborative planning	Josh Vantassel, Amelia Penner, Michelle Junco
Read Around Groups	Workshop	All Teachers	Writing Benchmarks - Quarterly	Josh Vantassel

### 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.



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.

**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):**

***By the end of the school year, 52% of 5th & 8th grade students will be at the Proficient Level or higher, as measured by the Science State Assessment.***

**Goal(s) Met?**

• YES      • NO

By the end of the school year, 41% of 5th-8th grade students will score 62% or higher on the Spring science benchmark.

• YES      • NO

### EQUIP with Implementation Action Plan: ACADEMIC GROWTH – SCIENCE

PRIORITY AREA(S) State the priority areas identified in the <a href="#">Needs Assessment</a>	ACTION STEP(S) (Implementation initiative and/or strategy)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
Students in 5th grade and 8th grade performed at a proficiency level of 35% and 43% respectively. There is a need to provide teachers with strategies for formative assessments to determine mastery of standards and ensure that pacing and standards are taught at grade level. The lowest domain was in Nature of Science for 5th at 60%, and in 8th at 64%. In addition, Life Science scored were nearly equivalent for 5th at 64% and 8th at 60%.	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	STEMScopes  Pacing Guide  USA Test Prep  Collaborative Planning Notebook/Standards Mastery Tracker	August	Josh Vantassel	Observations  USA Test Prep Benchmarks

### EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – SCIENCE

Topic (related to ACTION STEP)	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



Formative Assessments	Workshop/PLC	Josh Vantassel & USA Test Prep Staff  Science teachers	Delivery - 1st semester at PLC's Feedback and coaching - Sept-Dec	Josh Van Tassel
-----------------------	--------------	---	--	-----------------

**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.

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.

**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 (LIZ)

### 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):

- **By the end of the school year, the overall agreement rate for Moral Character Development survey items will be at least 90% or increase as measured in the Imagine Schools Student, Parent and Staff Surveys.**

Goal(s) Met?

- YES
- NO

### EQUIP with Implementation Action Plan: MORAL CHARACTER DEVELOPMENT

PRIORITY AREA(S) State the priority areas identified in the <a href="#">Needs Assessment</a>	ACTION STEP(S) (Implementation initiative and/or strategy)	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 character survey, “At this school everyone (students and adults) treat each other with respect” 50% and “In our class we own up to our mistakes and help each other do better” 60% there is a need to explicitly teach Respect and Kindness.	Teachers and staff take intentional steps to model, teach, and reinforce moral character values, such as respect, honesty, fairness, kindness, self-control, integrity	Character Strong  Survey Tool  Community Time walkthrough tool	August-May	Erick Estrada Elizabeth Ballard	Walkthrough Data - Nov through May  December/January Progress Monitoring Respect/Bullying Survey Results

### EQUIP with Professional Learning Opportunities: MORAL CHARACTER DEVELOPMENT

Topic (related to ACTION STEP)	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 Strong	WorkShop, PLC	Elizabeth Ballard/teachers	August-May	Erick Estrada Elizabeth Ballard
Second Step	WorkShops	Elizabeth Ballard	August-May	Elizabeth Ballard



**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 for Performance Character Development survey items will be at least 90%, or higher as measured in the Imagine Schools Student, Parent and Staff Surveys.**

**Goal(s) Met?**

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

### EQUIP with Implementation Action Plan: PERFORMANCE CHARACTER DEVELOPMENT

PRIORITY AREA(S) State the priority areas identified in the <a href="#">Needs Assessment</a>	ACTION STEP(S) (Implementation initiative and/or strategy)	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 character survey statement “My teacher’s lessons and activities are interesting and spark my curiosity” 69% there is a need to improve student engagement and lessons that spark curiosity.	Teachers structure purposeful instructional strategies and activities, that fosters curiosity and creativity, and result in high student engagement.	Videos and Current Educational articles (ASCD.org)  Survey Tool	August-May	Leadership Team Coaches	Survey Results  Teacher Evaluation Tool Data of Domain C.5

### EQUIP with Professional Learning Opportunities: PERFORMANCE CHARACTER DEVELOPMENT

Topic (related to ACTION STEP)	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
Connecting Learning to Real World	PLC	Academic coaches/ Teachers	Weekly PLCs August-May	Academic Coaches

### 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 <b>S.M.A.R.T. Goal (s)</b> (Specific, Measurable, Achievable, Relevant, and Timely):	Goal(s) Met?	
	<ul style="list-style-type: none"> <li><b>By the end of the school year, the overall agreement rate for Civic Character Development survey items will be at least 90% or higher as measured in the Imagine Schools Student, Staff and Parent Surveys.</b></li> </ul>	• YES

### EQUIP with Implementation Action Plan: CIVIC CHARACTER DEVELOPMENT

PRIORITY AREA(S) State the priority areas identified in the <a href="#">Needs Assessment</a>	ACTION STEP(S) (Implementation initiative and/or strategy)	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 survey agreement rate of 72% for the item, “I have a chance to brainstorm creative ideas and apply them to my work in class” and 73% for the item “I have chances to be a leader and help make decisions in my classroom or school.”	Students are provided with opportunities to choose, plan, and implement authentic service learning projects and leadership opportunities that are connected to their studies in response to a need in their schools as well as their local and global communities. Staff create a culture of using common leadership language.	Staff created list of service learning and leadership opportunities on campus  Peer Mediation PD	Ongoing	Leadership Team  Character Committee	Spring 2021 student Surveys  Leadership wall  Referral Data

### EQUIP with Professional Learning Opportunities: CIVIC CHARACTER DEVELOPMENT

Topic (related to ACTION STEP)	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)			
Character Strong	workshop/plc	Elizabeth Ballard/teachers	September-May	Anna Trevino Erick Estrada Elizabeth Ballard
Peer Mediation/Mentoring	PD	Elizabeth Ballard - Character Committee/ Students	September - May	Character Committee

**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

### Needs Assessment

DATA & 3 YEAR TRENDS	ANALYZE & PRIORITIZE NEEDS						
<p><b><u>Economic Sustainability</u></b></p> <ul style="list-style-type: none"> <li>Imagine Schools Staff Survey items related to Economic Sustainability</li> <li>Other <b>quantitative data</b>: budget, grants, retaining teachers</li> <li>Other <b>qualitative data</b>: observations and testimonials</li> </ul>	<p><b>Economic Sustainability</b></p> <p>Use this analysis to identify priority areas for improvement in the <b>EQUIP</b> section for each goal</p> <ul style="list-style-type: none"> <li>Areas of strength and growth (priority areas)</li> <li>SEP Written Feedback</li> <li>Utilize the indicators, specified above each goal area, to inform your decisions as you determine Action Steps.</li> </ul>						
<p>Staff Survey shows 93.5% agreement rate for “I have been given an opportunity to become familiar with our school’s budget and financial standing.”</p> <p>Ending FY 20 with \$206,593 surplus.</p> <p>Teacher deliberate retention: 90%</p> <p>Parent Comments:            “My daughter loves this school and her teachers, even teachers in higher grades that know her saying good morning in the halls on her way to class.”            “I am very honored to have my children in this school. The love and support they received from staffing and teachers is amazing.”            “I love this school and my son. He refuses to go to another school.”</p>	<p><b>Strengths</b></p> <p>Ending FY20with \$206,593 surplus.            Teacher deliberate retention: 90%            More consistent use of AR</p> <p><b>Growth</b></p> <p>Improve fundraising efforts to supplement the budget            Ensure extra-curricular activities are self sustaining</p>						
<p><b><u>School Development</u></b></p> <ul style="list-style-type: none"> <li>Imagine Schools Staff Survey items related to School Development</li> <li>Other <b>quantitative data</b>: technology hardware, infrastructure, schedules, electives, inventories</li> <li>Other <b>qualitative data</b>: program and textbook reviews, scheduling, communication systems</li> </ul>	<p><b>School Development</b></p> <p>Use this analysis to identify priority areas for improvement in the <b>EQUIP</b> section for each goal</p> <ul style="list-style-type: none"> <li>Areas of strength and growth (priority areas)</li> <li>SEP Written Feedback</li> <li>Utilize the indicators, specified above each goal area, to inform your decisions as you determine Action Steps.</li> </ul>						
<p>Survey 2019 - items related to school development</p> <table border="1" style="margin-left: 20px; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;">2019</th> <th style="width: 20%;">2018</th> <th style="width: 20%;">differen ce</th> </tr> </thead> <tbody> <tr> <td>96.7</td> <td>97.8</td> <td>-1.1</td> </tr> </tbody> </table> <p>Parent Comments:            “I understand budgeting can be difficult, especially for charter schools, but wear and tear is noticeable at Imagine Kissimmee.”</p>	2019	2018	differen ce	96.7	97.8	-1.1	<p><b>Strengths</b></p> <ul style="list-style-type: none"> <li>Mentor time scheduled in middle school</li> <li>Restorative practices implemented at admin level</li> </ul> <p><b>Growth</b></p> <ul style="list-style-type: none"> <li>With facility needs increasing in an aging facility, there is a greater need for a well defined facility maintenance plan and oversight</li> <li>Build better relationships with board members</li> </ul>
2019	2018	differen ce					
96.7	97.8	-1.1					



## 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 addresses personnel, materials, and fiscal resources to ensure teacher retention and to promote recruitment of effective teachers.

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

*By the end of the school year, the school is economically sustainable, as measured by the school budget.*

**Goal(s) Met?**

• YES      • NO

### EQUIP with Implementation Action Plan: ECONOMIC SUSTAINABILITY

PRIORITY AREA(S) State the priority areas identified in the <a href="#">Needs Assessment</a>	ACTION STEP(S) (Implementation initiative and/or strategy)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
With the decrease in enrollment there is a need to ramp up the fundraising efforts on campus and to ensure that extra-curricular activities are self sustaining	School leadership balances school expenditures and revenues so that they live within their means annually and over the long-term	Google Calendar  Google Sheets	September, 2020	Anna Trevino	Monthly Budget versus actuals of all leadership fundraising efforts.  Log of fundraisers  Monthly budget vs actuals of events/activities

### EQUIP with Professional Learning Opportunities: ECONOMIC SUSTAINABILITY

Topic (related to ACTION STEP) <i>(add rows as needed)</i>	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 Information Session	Staff meeting	Principal	Winter and Spring	Anna Trevino

### 56qENGAGE 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 21<sup>st</sup> century learners using 21<sup>st</sup> 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 for the SEP are in place to foster an effective school improvement process

<b>Overarching S.M.A.R.T. Goal (s) (Specific, Measurable, Achievable, Relevant, and Timely):</b> By the end of the school year, the overall agreement rate (strongly agree and agree) for School Development survey items will be at least 90%, or higher as measured in the Imagine Schools Student, Staff and Family Surveys.	<b>Goal(s) Met?</b>	
	• YES	• NO

### EQUIP with Implementation Action Plan: SCHOOL DEVELOPMENT

PRIORITY AREA(S) State the priority areas identified in the <a href="#">Needs Assessment</a>	ACTION STEP(S) (Implementation initiative and/or strategy)	Tools and Resources	Timeframe for expected implementation	Person(s) responsible for implementation	Identify how you will measure the effectiveness of the strategy/initiative
With facility needs increasing on an aging campus and legislative requirements for school hardening, there is a greater need for a well defined facility maintenance and security plan in order to create an environment where all stakeholders feel safe. Last year’s student survey data was at 85% on the question, “I feel safe”.	The school routinely maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants	Google sheets and calendar  Code and compliance information	Beginning September, 2020	Zach Richmond and Erick Estrada, SRO	Monthly maintenance and safety logs

### EQUIP with Professional Learning Opportunities: SCHOOL DEVELOPMENT

Topic (related to ACTION STEP)	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



Youth Mental Health Training	Course - Webinar	Kognito/All Staff	Beginning of the year	Anna Trevino
School Safety Training	Workshop	SRO/All staff	Preplanning, Monthly feedback	Erik Estrada

**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.