

## ENGAGE

### **Model and practice justice through differentiated instruction.**

*Imagine teachers model and practice justice.* Through intentional lesson planning and functional learning environments, teachers seek to improve learning as efficiently, effectively, and equitably as possible for ALL students, including those with differing abilities. Teachers employ strategies for differentiation within whole-group, small-group, and independent settings. They vary the content and their instructional process to challenge every student.

### Outcomes

Teachers unpack standards, map their curriculum, and plan with the end in mind. This becomes the norm. Classrooms are highly student centered with individualized instruction based on teachers' understanding of the shared value of Justice. Teachers have the mind-set to expand on topics to make learning interesting, engaging, and purposeful.

### Required Tools to Engage in Differentiated Instruction

Common Core Standards, curriculum maps, pacing guides, model classroom and teacher rubric, formative and summative assessments, assessment calendars, lesson plan template

## EVALUATE

### **Examine the effectiveness of instructional resources, materials, and tools.**

*Imagine teachers examine* ongoing academic and character assessment data frequently. Teachers, parents, and leaders are involved in data analysis in a variety of settings. Teachers design and implement formative and summative assessments to monitor the ongoing progress of their students. They create individual student learning plans and evaluate data to adjust further instruction, re-teach material as needed, and accommodate for mastery of content and concepts.

### Outcomes

Individual learning plans and effective data reports are created for optimal accountability. Teachers organize student results at the question level, standard level, individual level, and whole class level. Teachers use a variety of strategies for intervention, including small groups and pullout/push-in interventions.

### Required Tools to Evaluate the Effectiveness of Resources

Behavior and academic tracking logs, self-reflection tools, Student Success Plans, data reports, Advanced Reading Challenge participation log, teacher evaluations, Character Evaluation feedback, Imagine Survey data, Response to Intervention Progress Charts, Gap Analysis Tool

# TEACHERS INSTRUCT FOR STUDENT GROWTH

## ESTABLISH

**Ensure fidelity of the School Excellence Plan and goals.**

*Imagine teachers know and understand* the specific components of the school's strategic plan and goals. They commit to adhere to prioritized initiatives and implement agreed upon instructional tools, resources, and evaluative practices. They align their practice to the school's instructional vision and mission so that students receive rigorous instruction, reach their highest potential, and experience success both individually and as a community.

### Outcomes

Teachers demonstrate knowledge of schoolwide strategic goals and intentionally implement effective instructional strategies. Their instruction and classroom practices foster a culture of high expectations, high achievement, and virtuous character both within their classroom and throughout the school.

### Required Tools to Establish Fidelity of the School's Plan

School Excellence Plan, vision and mission statement, previous year's survey results, pre-planning calendar, leadership meeting agendas, School Excellence Program Review, team minutes, Character Development plan, New Teacher Webinars, master calendar

## EQUIP

**Maximize instructional time through classroom management and habit-building routines.**

*Imagine teachers facilitate justice* by creating a supportive learning environment. Teachers build habits of excellence through established routines that operate consistently across the school and in every classroom. These routines continually convey to students that both learning and character are important and every minute provides an opportunity for growth. Habit-building routines focus on attributes directly connected to the integration of performance, character, and academics.

### Outcomes

Teachers model, reinforce, and convey expectations for habit-building routines. Teachers regularly meet with students to set goals and model reflective thinking. Teachers monitor and reinforce students' peer collaboration, sharing classroom responsibilities, and critiquing others' work.

### Required Tools to Equip with Habit-building Routines

Classroom rules, School Code of Conduct, conferencing logs, lesson plans, rubrics, Homework Audit Tool

## ENGAGE

**Deliver purposeful instruction using research-based best practices resulting in student mastery.**

*Imagine teachers establish purpose*, employ research-based strategies, scaffold instruction, and provide ample opportunity to clarify understanding through productive group work. They structure purposeful instructional strategies and activities that result in high student engagement that are grounded in higher order thinking, problem solving, and real world connections for all students.

### Outcomes

Teachers create engaging and integrated units that will appropriately challenge students. They create inquiry-based projects and problems that respect students' interests, abilities, and learning styles. They evaluate the effectiveness of models of instruction, develop interventions, and teach skills necessary to enable students' independence and mastery.

### Required Tools to Engage in Purposeful Instruction

Lesson and unit plans, curriculum maps, Imagine Schools Curriculum Guide, professional development calendar, walk-through feedback forms

## EVALUATE

**Reflect collaboratively on instructional effectiveness through data analysis.**

*Imagine teachers examine ongoing assessment data*. They systematically conduct analyses of student achievement and mastery, including progress made toward predetermined achievement and character goals for each student. Teachers access professional development to ensure functional knowledge of content, pedagogy, and resources. Teachers participate in professional learning communities, collaborating with their colleagues to employ justice for all students.

### Outcomes

Teachers are proficient at evaluating short and longitudinal student data. They participate in a continual process of reflecting, seeking feedback, and re-teaching with direct focus on targeted areas. They pursue professional development to support student mastery and ongoing personal growth tied to predetermined goals.

### Required Tools to Evaluate Effective Instruction

Teacher evaluations, data reports, Response to Intervention Reports, data chat agendas and minutes, data walls, Learning Gains report

## IMAGINE SCHOOLS STUDENTS

acquire and own their learning efforts to achieve positive character development and academic growth.





Students are expected to work hard, to grow to the limits of their capabilities, and then exceed them. Students are also expected to behave in ways that reflect integrity and justice. Independent learners take full responsibility for their own learning. Our learners are curious about the world around them and examine multiple solutions to make intelligent deductions. Independent learners strive for measurable progress and chart their accomplishments and failures. Our students persist to understand concepts and welcome feedback from those teaching them. They are self-motivated for personal achievement and take responsibility for their learning outcomes.

## ACQUIRE

### ESTABLISH

Embrace a culture of high academic and character expectations.

### EQUIP

Develop academic and character habits to increase learning opportunities.

### ENGAGE

Apply critical thinking and problem-solving strategies.

### EVALUATE

Become an independent, self-directed learner.

## OWN

### ESTABLISH

Create personalized learning plan with self-directed goals that ensure each student is capable of success.

### EQUIP

Internalize information and learning structures for clarity and comprehension.

### ENGAGE

Demonstrate pursuit of excellence through the feedback process.

### EVALUATE

Reflect with others on personal academic and character growth.

# IMAGINE STUDENTS ACQUIRE THEIR EDUCATION

## ESTABLISH

**Embrace a culture of high academic and character expectations.**

*Imagine students develop a growth mindset regarding academic achievement.* They commit to the diligent efforts necessary to be outstanding persons of purpose and virtue. Students are taught to understand and apply the Shared Values of Integrity, Justice, and Fun to their school experience.

### Outcomes

Students collaborate, value, and validate each other's academic and character-building experiences. Students assume responsibility for their education in developmentally appropriate ways.

### Required Tools to Establish High Academic and Character Expectations

Vision and mission statements, previous year's Character Survey results, Student Success Plan goals

## EQUIP

**Develop academic and character habits to increase learning opportunities.**

*Imagine students internalize habits and learn routines* that allow them to optimize learning experiences. Students build habits of excellence through meticulously executed routines that operate consistently inside and outside of school. These routines continually convey to students that learning is important and every minute provides opportunities for growth. Character habits such as perseverance, tenacity, grit, and diligence are displayed when students participate in routines effectively.

### Outcomes

Classroom procedures set expectations during academic activities. Classroom procedures direct transition times and routines. Students understand and practice habits that maximize learning productivity within and beyond the school walls.

### Required Tools to Equip with Academic and Character Habits

Student contracts, Student Success Plan, communication folder (homework/agenda books) rubrics for routines



## ENGAGE

### **Apply critical thinking and problem-solving strategies.**

*Imagine students generate and test hypotheses* through experimental inquiry, problem solving, systematic analysis, and investigation. Students engage in critical thinking, including analysis and evaluation, to deepen their understanding.

### Outcomes

Students are actively involved in the learning process through collaborative discussions, higher-order thinking, decision making, and investigations with new approaches.

### Required Tools to Engage in Critical Thinking and Problem Solving

Graphic organizers and frames, Imagine Schools Curriculum Guide



## EVALUATE

### **Become an independent, self-directed learner.**

*Imagine students connect prior knowledge with present learning.* Students routinely revisit and consider the “bigger picture” of what they are learning. Critical thinking is the vehicle by which students find solutions for questions, problems, challenges, and experiments. By successfully employing study skills and habits, students become increasingly curious and discover how to be self-starters.

### Outcomes

Students reflect on their actions and behaviors. They develop the habits of a learner and a person of character. Students understand the direct impact of effort on achievement. They refine goals based on assessment, evaluation and reflection.

### Required Tools to Evaluate Student Self-directedness

Student reflection forms and journals, Self-assessment sheet, Peer assessment sheet, tracking logs, data reports, Imagine Survey results, student portfolios

# IMAGINE STUDENTS OWN THEIR EDUCATION

## ESTABLISH

**Create personalized learning plan with self-directed goals that ensure each student is capable of success.**

*Imagine students personalize data* to understand their strengths and weaknesses and push themselves to the limits of their abilities. Students take ownership of their learning plan and independently practice until they reach their goals. By setting and tracking their goals, students develop a growth mindset about their abilities. Justice requires students to become active stewards of their education. Schools allocate time to teach students about applying and tracking effort.

### Outcomes

In cooperation with teachers, students develop moral and performance character goals that directly impact academic success. Students set academic goals in each subject area related to mastery of specific content and skill objectives. Students exhibit justice by becoming active stewards of their education through applying and tracking effort. Students are intrinsically motivated to improve their academic efforts and achievements.

### Required Tools to Establish Personalized Learning Plans

Student Success Plan Goal page, previous year's report card, Moral and Performance Character Standards

## EQUIP

**Internalize information and learning structures for clarity and comprehension.**

*Imagine students use information and learning structures to make abstract concepts clear.* Students have access to graphic organizers and other tools to help them understand, organize, and recall important concepts or content. Students are given ample opportunities to internalize knowledge through close reading, engaging in the writing process, and practicing for mastery.

### Outcomes

Students employ learning tools as they do their work. Students internalize knowledge through comprehending text, engaging in the writing process, and studying and mastering content. Resources such as anchor charts are used as reminders of essential learning processes. Students are equipped to contribute to rich discussions guided by specific structures to maximize learning.

### Required Tools to Equip with Learning Structures

Anchor charts, journals, collaborative structures, graphic organizers, discussion frames, word walls



## ENGAGE

**Demonstrate pursuit of excellence through the feedback process.**

*Imagine students engage in the process of supportive group critique.* Guided by norms of respect and care, students function as an ethical learning community where they not only pursue their own best work but also strive to bring out each other's best work. Analyzing transparent data on student progress and providing feedback to students is an effective way to achieve accountability in learning and character development.

### Outcomes

During formative assessment, students give and receive feedback that is corrective, timely, and focused on criteria. Criterion-referenced feedback is structured through use of rubrics that describe the levels of performance expected for a particular concept, process, or skill. Students are involved in the creation of rubrics and feedback criteria.

### Required Tools to Engage in Effective Feedback

Feedback frames and anchor charts, rubrics, procedure charts, Listening and Speaking Standards, data chat forms

## EVALUATE

**Reflect with others on personal academic and character growth.**

*Imagine students build confidence and ownership through clear communication of student data and progress on goals.* Student performance and progress is visible, accessible, and clear. Students can create test analysis charts with three sections: "my strengths," "quick review," and "further study." Students review their work over time, reflecting on their growth and setting goals for future learning. Students share these reflections with others who can provide continual insight into progress.

### Outcomes

Regular data chats occur and include student tracking and self-reflection to assess progress in academics as well as moral and performance character. Students frequently communicate and reflect on these goals with parents and peers. Their intelligence, knowledge, and performance grow with practice and reflection.

### Required Tools to Evaluate Academic and Character Growth

Portfolio forms, data reports, Character Evaluation feedback, report cards, student tracking logs, Self-assessment sheet, Peer assessment sheet

## IMAGINE SCHOOLS PARENTS

choose to partner with us to create a culture of positive character development and academic growth.





Parents choose Imagine Schools to find a better environment for their child's education. They seek personalized education that will build upon their child's strengths and address any areas of weakness. While "family involvement" often is a series of activities or events, our parents are invited to join us as partners in planning, organizing and creating rich, rewarding experiences that lead to a school culture of positive character and academic growth. All partners have the attitude that if we work together our children will succeed.

## PARTNER

### ESTABLISH

Contribute to a respectful, transparent school culture that reinforces high expectations.

### EQUIP

Access information about the school's goals.

### ENGAGE

Partner collaboratively to produce positive educational and social outcomes for children and youth.

### EVALUATE

Collaborate with school staff to ensure the success of the school.

## CHOOSE

### ESTABLISH

Choose a school with innovative academic and character programs operating in a safe and orderly environment.

### EQUIP

Support student success through intervention, enrichment, and individualized instruction.

### ENGAGE

Celebrate student accomplishments and noteworthy efforts in academics and character development.

### EVALUATE

Reflect on child growth and academic achievement.

# IMAGINE PARENTS PARTNER WITH THEIR CHILD'S SCHOOL

## ESTABLISH

**Contribute to a respectful, transparent school culture that reinforces high expectations.**

*Imagine parents and guardians promote high Common Core Standards through support and involvement in their child's school. Parents/guardians who become involved in their child's school positively impact the school climate. The fully engaged parent is a collaborator, a communicator, and an active listener.*

### Outcomes

Parents and guardians understand, articulate, and support the school's vision and mission. Student test scores and grades advance, attendance rates are appropriate, positive student behavior is evident, and homework completion rate is high.

### Required Tools to Establish High Expectations

Academic Excellence Framework, parent workshop agendas and sign-in sheets, Student Success Plans, parent conference logs, volunteer application packet

## EQUIP

**Access information about the school's goals to be well informed**

*Imagine parent and guardian partnerships are leveraged through effective school-to-home and home-to-school communications about student progress. Parents/guardians regularly access school information through print or online newsletters. Parents'/guardians' partnership is enhanced when the school provides frequent, clear, and substantive information.*

### Outcomes

Parents/guardians are well informed and knowledgeable about their child's progress and about the school's educational program. They attend school programs focused on enhancing home academic support. They engage in meaningful, respectful conversations with teachers and school leaders.

### Required Tools to Equip with Information

School website, school newsletter, Imagine and school brochure, parent workshop agendas, communication folder (homework/agenda books), parent handbook, progress reports, parents conference logs

## ENGAGE

**Partner collaboratively to produce positive educational and social outcomes for children and youth.**

*Imagine parents and guardians partner in the process of continual school evaluation and improvement.* School partnerships recognize the importance and potential influence of all members who work with and invest in the education of the children—whose future, in turn, will affect the quality of life in the entire community. Parent partnerships open up more possibilities than typical family involvement activities.

### Outcomes

Information from parental survey data and observation are incorporated into the school's strategic plan. Parent planners and organizers create rich, rewarding experiences that produce a wider set of activities performed by a larger set of partners.

### Required Tools to Engage a Collaborative Partnership

School Excellence Plan, Student Success Plan, goal-setting forms, Imagine Family Surveys, volunteer logs, Parent Teacher Organization agendas, minutes and announcements, home learning expectations

## EVALUATE

**Collaborate with school staff to ensure the success of the school.**

*Imagine parent and guardian partnerships assume mutual responsibility and mutual respect.* All partners share in the responsibilities and celebrate outcomes based on the work they do together to enhance the academic and social growth of students. Effective parent partnership activities are meaningful to all parties and are connected to broader school improvement goals.

### Outcomes

The work of parent/guardian volunteers is aligned to the goals of the school. Activities in which parents/guardians spend time are incorporated into the school's strategic plan.

### Required Tools to Evaluate the Success of the School

Imagine Family Surveys, School Excellence Plan (parent section), parent needs assessment, volunteer log, parent activity sign-in sheets

# IMAGINE PARENTS CHOOSE THEIR CHILD'S SCHOOL

## ESTABLISH

**Choose a school with innovative academic and character programs operating in a safe and orderly environment.**

*Imagine parents and guardians share the school's academic and character mission and goals.* Parents/ guardians learn about the unique programs and activities offered by the school, which emphasize how character development positively impacts students' academic responsibility and success. They support a school where children are encouraged to develop their identity and are respected for their growing independence.

### Outcomes

Parents/ guardians actively support the innovative academic and character programs. They reinforce learning and character formation at home. Through guidance and reminders, they help students organize their time and support their desires to learn new things inside and outside of school.

### Required Tools to Establish Innovative Programs

School Excellence Plan (parent interviews), Character Development Program, Imagine and school flyers, newsletters and brochures

## EQUIP

**Support student success through intervention, enrichment, and individualized instruction.**

*Imagine parents and guardians furnish their child's teacher with critical information to meet his or her needs.* Parents/ guardians are informed about Student Success Plans, which provide opportunities for parents to reinforce, practice, and enrich what students learn at school. Parents are equipped with age-appropriate ways to help their child connect his or her school learning to everyday life and world events.

### Outcomes

Parents/ guardians are connected to their child's progress and give input that is valued in making appropriate educational decisions to enhance their child's academic achievement.

### Required Tools to Equip with Student Support Systems

Response to Intervention Forms, Student Success Plan forms, home learning logs, behavior contracts and logs, parent conference logs

## ENGAGE

**Celebrate student accomplishments and noteworthy efforts in academics and character development.**

*Imagine parents and guardians recognize their child's accomplishments and join the school in celebrating the child's efforts and achievements in academics, character development, leadership, and service. Fully engaged parents/ guardians recognize that effective parenting occurs in collaboration with the school's ongoing academic and character programs.*

### Outcomes

Parents/ guardians have consistently high expectations of the child's academic attainment and satisfaction with their child's education at school. They become advocates for their child's academic and moral growth by encouraging special talents, affirming consistent effort, and informing family and friends about their child's successes.

### Required Tools to Engage in Celebrations

Awards ceremony invitations, attendance logs, certificates, data walls, student achievement bulletin boards

## EVALUATE

**Reflect on their child's growth and academic achievement.**

*Imagine parents and guardians build an appreciation of their child's interests, strengths, and challenges by understanding and reflecting on the way he or she learns. Student performance and progress is visible and accessible to parents/ guardians. School staff achieves accountability in learning and builds family ownership by involving them as vital educational partners.*

### Outcomes

Parents/ guardians support the instructional team that collaborates to identify problems, develop interventions, and evaluate the effectiveness of the intervention in a multi-tiered system of delivery.

### Required Tools to Evaluate Student Growth

School calendar, conference forms, Student Success Plans, parent conference logs, attendance logs, progress reports, progress monitoring assessments, standardized test parent report, data walls

# IMAGINE SCHOOLS GOVERNING BOARDS

inform and advise stakeholders to ensure a culture of positive character development and academic growth is evident.







Governing board members understand and support Imagine's Shared Values and are knowledgeable about the school's work to improve student achievement. They evaluate school data, programs, and services to ensure that annual progress is being made, achievement gaps are closing, and the community and authorizer are kept informed about the school's accomplishments.

## INFORM

### ESTABLISH

Develop, in concert with school leadership, a clear vision of student achievement as the highest priority.

### EQUIP

Use school reports to monitor progress and allocate resources.

### ENGAGE

Communicate using common language, common processes, and common outcomes.

### EVALUATE

Focus on results, analysis, continuous improvement, and creating value.

## ADVISE

### ESTABLISH

Maintain a welcoming, transparent culture that invites stakeholders to become authentic partners.

### EQUIP

Collaborate with school leadership to develop and monitor goals and priorities known by all stakeholders.

### ENGAGE

Work in partnership with school leadership to monitor the school improvement process.

### EVALUATE

Assess performance and pose relevant questions to ensure that appropriate annual progress is being made.

# IMAGINE SCHOOLS GOVERNING BOARDS INFORM OTHERS ABOUT IMAGINE SCHOOLS

## ESTABLISH

**Develop, in concert with school leadership, a clear vision of student achievement as the highest priority.**

*Imagine board members* understand and validate the importance of Imagine's Shared Values by supporting a strong, positive culture of character and achievement. In doing so, board members support goals and policies, allocate resources, and ensure accountability for all aspects of student achievement.

### Outcomes

The board is a key part of the culture of student academic growth through understanding policies and allocating resources that align to the school's educational program.

### Required Tools to Establish High Expectations

Academic Excellence Framework, charter application, School Excellence Plan, board policy binders, annual budget, board meeting agenda and minutes

## EQUIP

**Use school reports to monitor progress and allocate resources.**

*Imagine board members use reports to monitor academic achievement* and ensure fidelity to the mission of the school. Recognizing that not all benefits from learning can be measured by standardized testing, the board confirms that the school establishes and evaluates specific goals and outcomes aligned directly with the school mission.

### Outcomes

The board requests appropriate reports and documentation from the school to track progress in achieving school goals.

### Required Tools to Equip with Progress Monitoring

School Excellence Plan, charter application, standardized test reports, state assessment reports, progress monitoring reports, Imagine Survey results



## ENGAGE

**Communicate using common language, common processes, and common outcomes.**

*Imagine board members communicate effectively and knowledgeably* with stakeholders. The board shares the vision for student learning and articulates the beliefs about students and their education that serve as the foundation for the goals of the school and the direction for school improvement.

### Outcomes

The board learns the common language of academic achievement and is able to effectively communicate with parents, authorizers, and the community about student progress, issues, and activities.

### Required Tools to Engage in Effective Communication

Vision and mission statement, School Excellence Plan



## EVALUATE

**Focus on results, analysis, continuous improvement, and creating value.**

*Imagine Board members focus on results.* Through visible evidence of monitoring and support, the board demonstrates its critical role in supporting student achievement. Board members are able to provide advice to school leaders for effective implementation of the school's mission and strategic plan.

### Outcomes

The school's vision and goals are clearly articulated on board agendas and in board minutes. The school reports academic and character outcomes to the board on a regular basis. Data and analysis are openly discussed during board meetings.

### Required Tools to Evaluate Continuous Improvement

Board agenda template, monthly principal report, data reports, School Excellence Program Review, School Excellence Plan, Imagine Survey results

# IMAGINE SCHOOLS GOVERNING BOARDS ADVISE STAKEHOLDERS TO ENSURE ACADEMIC PROGRESS

## ESTABLISH

**Maintain a welcoming, transparent culture that invites stakeholders to become authentic partners.**

*Imagine Board members are entrusted by the public to develop policies, plans, and goals that are supported by the families of the school, the community, and the authorizer. In this capacity, all stakeholders feel welcomed and recognized as valued members of the learning community. Board members work in collaboration with school leadership, including Imagine leadership, resulting in strong, successful partnerships to serve the school and the students.*

### Outcomes

Students, parents, and community members regularly report that they are considered vital members of the learning community and of the Imagine family. They are personally acknowledged with greetings and conversations that exceed their expectations. They understand and demonstrate the Imagine Shared Values, including integrity. They are knowledgeable about the school's work to improve student achievement.

### Required Tools to Establish a Welcoming Culture

Board meeting attendance reports and announcements, Imagine and school publications

## EQUIP

**Collaborate with school leadership to develop and monitor goals and priorities known by all stakeholders.**

*Imagine board members develop and monitor goals and priorities in collaboration with school leadership and other stakeholders based upon academic, character, and behavior data. Three elements constitute the foundation for academic improvement: clear measurable goals, intensive teamwork, and regular collection and analysis of performance data. These elements are addressed and monitored during all board meetings.*

### Outcomes

Goals are developed and known by all stakeholders. Data is visible throughout the school and is consistently shared during board meetings.

### Required Tools to Equip for Developing Goals

School Excellence Plan goals, Character Development goals, classroom/schoolwide behavior management plans

## ENGAGE

**Work in partnership with school leadership to monitor the school improvement process.**

*Imagine Board members are active participants in the school improvement process.* In collaboration with school leadership, the board oversees a strategic planning process to include teachers, parents, and students. This process ensures that all students are achieving at high levels and supports the school's mission, goals, and priorities with a measurable action plan and within the parameters of economic sustainability.

### Outcomes

Board members participate in the school's strategic planning process. They work with school leadership to create conditions and direct resources for accelerating improvement, strive for high expectations for all students, communicate needs and progress of the student body to the community and authorizer, and build the community's understanding that all students will succeed with no exceptions.

### Required Tools to Engage in the Improvement Process

School Excellence Plan, strategic planning templates, assessment calendars, focus calendars

## EVALUATE

**Assess performance and pose relevant questions to ensure that appropriate annual progress is being made.**

*Imagine board members monitor school data, services, and programs* to ensure that annual progress is being made, achievement gaps are closing, and the community and authorizer are kept informed about student progress.

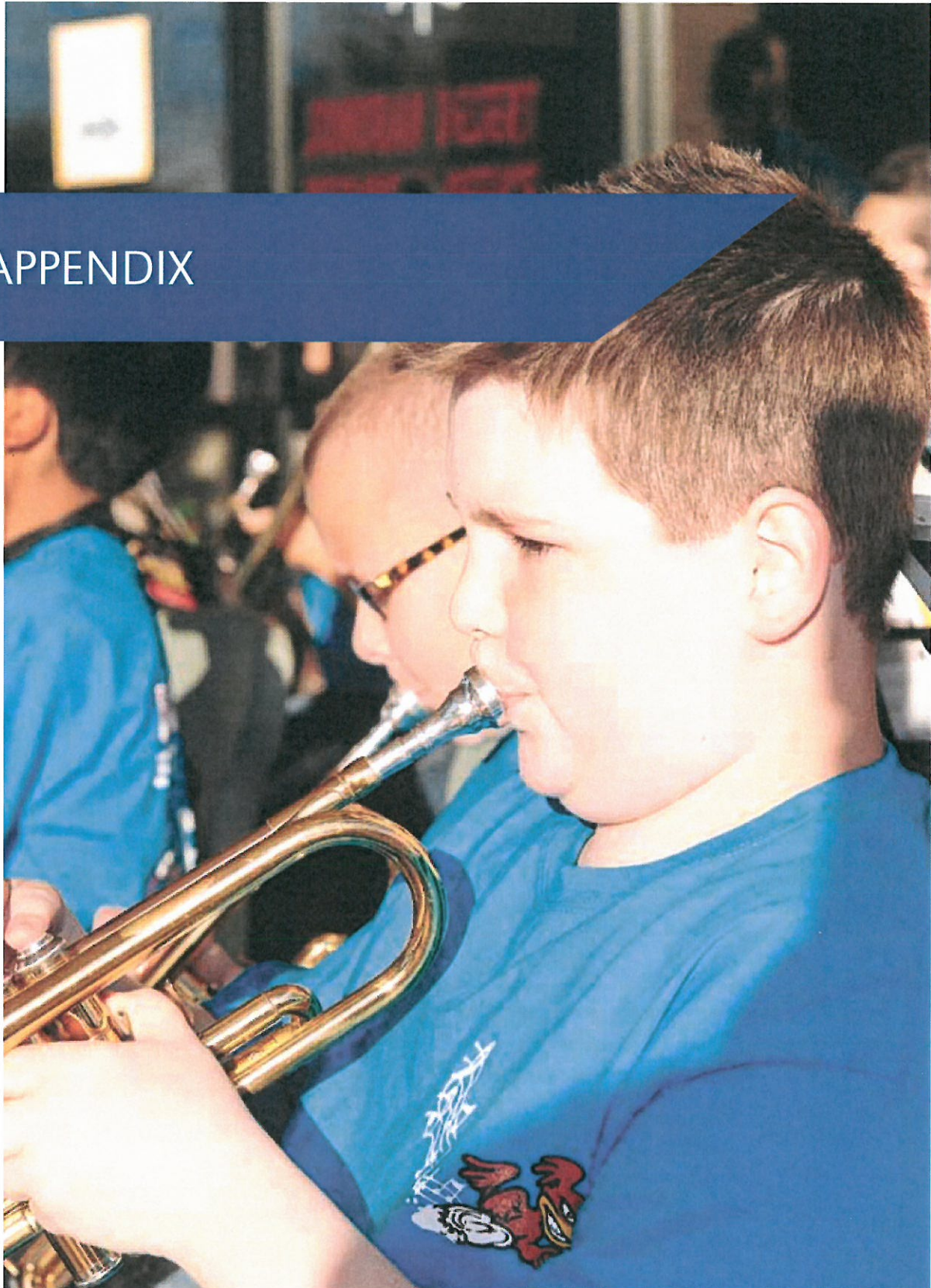
### Outcomes

Board members articulate the performance of student subgroups and describe overall strategies to improve academic progress. Board members take their academic support role seriously, requiring regular reports relating to academic progress, attendance, positive character development, behavioral issues, and other evidence to ensure that annual student progress is being made.

### Required Tools to Evaluate Progress

School Excellence Plan, School Excellence Program Review, progress monitoring data, trend reports

APPENDIX



## TOOLS FOR LEADERS

### GUIDE

- ✓ Imagine Schools vision and mission statement
- ✓ Charter agreement
- ✓ School Excellence Plan
- ✓ Imagine brochures
- ✓ Imagine Annual Report (Six Measures of Excellence)
- ✓ Academic Excellence Framework
- ✓ Joy at Work book
- ✓ School Excellence Plan templates
- ✓ List of current school resources
- ✓ Six Measures of Excellence committee templates
- ✓ Weekly meetings forms (agenda and minutes templates)
- ✓ Newsletters and website
- ✓ Leadership team role descriptions
- ✓ Shared Values Surveys
- ✓ Exit interviews form
- ✓ Decision-making tools (reporting forms)
- ✓ Data (attendance, discipline, academic, survey results: student, Shared Values, parents)

### Additional Tools

- Leadership Capacity Tool
- Teachers Sense of Efficacy Scale

### COORDINATE

- ✓ Principal competencies
- ✓ Common Core Standards
- ✓ School Excellence Plan Program Review
- ✓ School Excellence Plan
- ✓ Academic Excellence Framework
- ✓ Character Evaluations feedback
- ✓ Assessment calendar
- ✓ Student and school data (attendance, discipline, academic grade book)
- ✓ Standardized test and Learning Gain reports
- ✓ Data chats forms
- ✓ Student Success Plan forms
- ✓ Data walls
- ✓ Team meetings minutes
- ✓ Leadership agenda
- ✓ Teacher evaluations
- ✓ Observation and feedback forms
- ✓ Observation tracking sheet
- ✓ Professional development calendar
- ✓ Master schedule
- ✓ Peer coaching log
- ✓ Formative and summative assessment results
- ✓ Professional Growth Plan

### Additional Tools

- Staff Retention Tool
- Teacher Efficacy Survey
- Reflection journals
- Peer coaching debriefing form
- Gap Analysis Tool
- Discipline Audit

# TOOLS FOR TEACHERS

## PLAN

- ✓ Behavior and academic tracking logs
- ✓ Rubrics
- ✓ Lesson plans
- ✓ Bloom's Learning Domains (Bloom's Taxonomy)
- ✓ Imagine Schools Curriculum Guide
- ✓ Pacing guides
- ✓ Researched-based core programs
- ✓ Common Core Standards
- ✓ Team minutes
- ✓ Professional development calendar
- ✓ Textbook evaluation tool
- ✓ Curriculum maps
- ✓ Model classroom and teacher rubric
- ✓ Formative and summative assessments
- ✓ Assessment calendars
- ✓ Lesson planning template
- ✓ Self-reflection tools
- ✓ Student Success Plans
- ✓ Data reports
- ✓ Advanced Reading Challenge
- ✓ Participation log
- ✓ Teacher evaluations
- ✓ Character Evaluations feedback
- ✓ Imagine Survey data
- ✓ Response to Intervention progress charts
- ✓ Gap Analysis Tool

## Additional Tools

- Digging Deeper Curriculum
- Summer math challenge
- Academic competitions
- Rubrics
- Effective feedback frames
- Anchor charts
- Effective feedback tools

## INSTRUCT

- ✓ School Excellence Plan
- ✓ Imagine Schools vision and mission statements
- ✓ Previous year's survey results
- ✓ Pre-planning calendar
- ✓ Leadership meeting agendas
- ✓ School Excellence Program Review
- ✓ Team minutes
- ✓ Character Development plan
- ✓ New Teacher Webinars
- ✓ Master calendar
- ✓ Classroom rules
- ✓ School Code of Conduct
- ✓ Conferencing logs
- ✓ Lesson plans
- ✓ Unit plans
- ✓ Curriculum maps
- ✓ Imagine Schools Curriculum Guide
- ✓ Professional development calendar
- ✓ Walk-through feedback forms
- ✓ Rubrics
- ✓ Teacher evaluations
- ✓ Data reports
- ✓ Learning Gains report
- ✓ Response to Intervention reports
- ✓ Data chat agendas and minutes
- ✓ Data walls

## Additional Tools

- Collaborative structures
- Homework audit tool
- Brain-compatible strategies chart
- Student participation rubrics
- Accountable Talk Rubric
- Video analysis tool
- Listening and speaking rubrics

✓ Required Tools     Additional Tools



## TOOLS FOR STUDENTS

### ACQUIRE

- ✓ Imagine Schools vision and mission statements
- ✓ Previous year's Character Survey
- ✓ Student Success Plan goals
- ✓ Student contracts
- ✓ Student Success Plan
- ✓ Communication folder (homework/agenda books)
- ✓ Rubrics for routines
- ✓ Graphic organizers and frames
- ✓ Imagine Schools Curriculum Guide
- ✓ Student reflection forms and journal
- ✓ Self-assessment sheet
- ✓ Tracking logs
- ✓ Data reports
- ✓ Imagine Survey results
- ✓ Student portfolios

### Additional Tools

- Drafting and revising tools
- Group critique forms
- Peer review of character reflections form
- Effective conflict resolution strategies outlines
- Inquiry sentence frames
- Guided writing frames
- Problem solving posters
- Student Focus Groups
- Grit Scale Action Research Tool
- Student Self-efficacy Tool
- Student Reflection forms
- Portfolio Evaluation forms
- Peer Assessment Sheet
- Digging Deeper Curriculum (Teamwork & Trust Unit)

### OWN

- ✓ Previous year's report card
- ✓ Moral and Performance Character Standards
- ✓ Collaborative structures
- ✓ Graphic organizers
- ✓ Discussion Frames
- ✓ Word walls
- ✓ Rubrics
- ✓ Procedure charts
- ✓ Feedback frames and anchor charts
- ✓ Portfolio forms
- ✓ Data reports
- ✓ Character Evaluations feedback
- ✓ Report cards
- ✓ Data chat forms
- ✓ Student tracking logs
- ✓ Self-assessment sheet
- ✓ Peer Assessment sheet

### Additional Tools

- Accountable Talk Rubric
- Video analysis tool
- Listening and speaking rubrics
- Record of data chats
- Performance character rubric
- Student goal forms
- Conferencing forms
- Character report card
- Reciprocal teaching tools
- Summary and question frames

## TOOLS FOR PARENTS

### PARTNER

- ✓ Academic Excellence Framework
- ✓ Parent workshops agendas and sign-in sheets
- ✓ Volunteer application packet
- ✓ Volunteer log
- ✓ Student Success Plans
- ✓ Environmental checklist
- ✓ Parent conference logs
- ✓ School website
- ✓ School newsletter
- ✓ Imagine and school brochure
- ✓ Parent workshop agendas
- ✓ Communication folder (homework/agenda books)
- ✓ Parent handbook
- ✓ Progress reports
- ✓ School Excellence Plan
- ✓ Student Success Plan
- ✓ Goal setting forms
- ✓ Imagine Family Surveys
- ✓ Volunteer logs
- ✓ Parent Teacher Organization agendas, minutes and announcements
- ✓ Home learning expectations
- ✓ School Excellence Plan (parent sections)
- ✓ Parent needs assessment
- ✓ Parent activity sign-in sheets

### Additional Tools

- Welcoming tools
- Class newsletters and blogs

### CHOOSE

- ✓ Character Development Program
- ✓ School Excellence Program Review (parent interviews)
- ✓ Imagine and school flyers, newsletters and brochures
- ✓ Student Success Plan forms
- ✓ Response to Intervention forms
- ✓ Home learning logs
- ✓ Behavior contracts and logs
- ✓ Parent conference logs
- ✓ Standardized test parent report
- ✓ Awards ceremony invitations
- ✓ Attendance logs
- ✓ Certificates
- ✓ Data walls
- ✓ Student achievement bulletin boards
- ✓ School calendar
- ✓ Progress reports
- ✓ Progress monitoring reports
- ✓ Imagine surveys
- ✓ Imagine Schools vision and mission statements
- ✓ School Excellence Plan

### Additional Tools

- Home learning commitment

# TOOLS FOR GOVERNING BOARDS

## INFORM

- ✓ Academic Excellence Framework
- ✓ Charter application
- ✓ School Excellence Plan
- ✓ Board policy binders
- ✓ Annual budget
- ✓ Board meeting agenda and minutes
- ✓ Board meeting templates
- ✓ Standardized test reports
- ✓ State assessment reports
- ✓ Progress monitoring reports
- ✓ Imagine Survey results
- ✓ Imagine Schools vision and mission statements
- ✓ Monthly principal reports
- ✓ Workshop modules for board members on academic topics
- ✓ Data reports, national call data template
- ✓ School Excellence Program Review

## Additional Tools

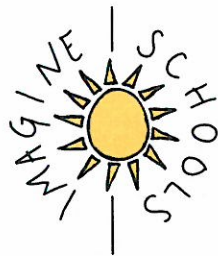
- Accountable Talk Rubric

## ADVISE

- ✓ Board meeting attendance reports and announcements
- ✓ Imagine and school publications
- ✓ School Excellence Plan goals
- ✓ Character development goals
- ✓ Classroom and schoolwide behavior management plans
- ✓ School Excellence Plan
- ✓ Strategic planning templates
- ✓ Professional development calendar
- ✓ Assessment calendar
- ✓ Focus calendar
- ✓ Progress monitoring data
- ✓ Trend reports
- ✓ School Excellence Program Review

## Additional Tools

- Welcoming tools



Developing Character

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Enriching Minds

1005 North Glebe Road, Suite 610

Arlington, VA 22201



# IMAGINE SCHOOL at Palmer Ranch



Alisa Wright, Principal

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**Governing Board  
Imagine School at Sarasota, LLC  
Minutes  
November 4th, 2013**

**Location:** 6220 McIntosh Road, Sarasota, FL 34238  
**Time:** 12:00pm

1. **Call to Order/Welcome**- Meeting was called to order at 12:10pm by Todd Menke.
2. **Notice of Public Posting of meeting** - Motion by Todd Menke.
3. **Approval of Minutes from September 9th, 2013** – Motion by Jason Hughes, 2<sup>nd</sup> by Todd Menke.
4. **New Business-**
  - a. Budget- Budget Approved; ISPR lost 10 children from Oct-Feb due to families moving, job changes. FTE- 522, EC-600. Currently need 700 more to be ahead. Budget- Aggressive on Revenue, Conservative on Savings. Motion by Mike Forbes, 2<sup>nd</sup> by Kevin O'Hara.
  - b. Audit- Motion by Todd Menke, 2<sup>nd</sup> by Mike Forbes.
  - c. Operating Agreement Amendment- Board Members to stay on 3 years . Motion by Todd Menke, 2<sup>nd</sup> by Kevin Ohara.

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5. **Report from Principal**

- a. Board Workshop first week in January.

6. **Other Business**

- a. Public Comment: Kathy Helean thanked Debra Tisdale for all she does. Fred only needs to come to meetings if it involves budget.

7. Meeting Adjourned at 12:56.

Needs to be Approved



# IMAGINE SCHOOL at Palmer Ranch



Alisa Wright, Principal

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**Governing Board  
Imagine School at Sarasota, LLC  
Minutes  
September 9, 2013**

**Location:** 6220 McIntosh Road, Sarasota, FL 34238  
**Time:** 12:00pm

1. **Call to Order/Welcome**- Meeting was called to order at 12:12pm by Jason Hughes.
2. **Notice of Public Posting of meeting** - Motion by Jason Hughes.
3. **Approval of Minutes from June 10th, 2013** – Motion by Jason Hughes, 2<sup>nd</sup> by Todd Menke.
4. **New Business-**
  - a. Teacher State Raises- Approved raises to employees who are eligible (defined by DOE). Motion by Todd Menke, 2<sup>nd</sup> by Jason Hughes.
  - b. New Board Members- Motion by Jason Hughes, 2<sup>nd</sup> by Todd Menke to approve Kevin Ohara. Kevin will hold a 3 year term. Motion by Jason Hughes, 2<sup>nd</sup> by Todd Menke to approve Mike Forbes. Mike will hold a 2 year term.

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- c. Set meeting dates for 2013/2014 school year. Tentative approval by board

- November 4<sup>th</sup>, 2013
- February 24<sup>th</sup>, 2013
- May 12<sup>th</sup>, 2013

5. **Report from Principal**

- a. Reviewed Current Enrollment numbers- 534 FTE students. The early bird budget was based on 30 more children. New budget will be prepared and presented to board.
- b. Faculty Changes-Instructional Coach, Tonya Quinn was added to salary, supplemented by Imagine. We also added two new K teachers, one new PE coach, and one new receptionist. We removed the following positions, Assistant Principle, 6<sup>th</sup> grade social studies teacher, one K teacher, one 1<sup>st</sup> grade teacher, and one VPK teacher (Early Childhood director is now teaching VPK).
- c. Provided the Academic Excellence Report to Board Members.

6. **Other Business**

- a. Public Comment: None





# IMAGINE SCHOOL at Palmer Ranch



Alisa Wright, Principal

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7. Meeting Adjourned at 1:02.

Approved 1/14/13

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# IMAGINE SCHOOL at Palmer Ranch



Alisa Wright, Principal

AJ Brown, Asst. Principal

## Governing Board

### Imagine School at Sarasota, LLC

## Agenda

June 10, 2013

Location: 6220 McIntosh Road, Sarasota, FL 34238

Time: 12:00pm

1. Call to Order/Welcome
2. Notice of Public Posting of Meeting
3. Approval of Minutes from May 15<sup>th</sup>, 2013
4. Early Bird Budget 2013-2014
5. Report from the Principal
6. Other Business
  - a. Public Comment
  - b. Meeting dates for 2013/2014 school year
7. Adjourn Meeting

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# IMAGINE SCHOOL at Palmer Ranch



Alisa Wright, Principal

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**Governing Board  
Imagine School at Sarasota, LLC  
Minutes  
June 10, 2013**

**Location: 6220 McIntosh Road, Sarasota, FL 34238**  
**Time: 12:00pm**

1. **Call to Order/Welcome**- Meeting was called to order at 12:10pm by Jason Hughes.
  
2. **Notice of Public Posting of meeting** -Motion by Jason Hughes, 2<sup>nd</sup> by Jill Gates.
  
3. **Approval of Minutes from May 15, 2013** – Motion by Jill Gates, 2<sup>nd</sup> by Jason Hughes.
  
4. **Early Bird Budget 2013-2014** – Motion to approve by Jason Hughes, 2<sup>nd</sup> by Jill Gates.
  
5. **Report from Principal**
  - a. Engagement Letter (Decreased fees from 12K to 10K) – Motion by Jason Hughes to stay with them, 2<sup>nd</sup> by Jill Gates

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at Palmer Ranch	FY14	% of Rev
<b>Federal, State &amp; Local Revenue</b>		
FEPP	4,347,150	88.8%
Charter Capital Outlay	187,488	3.9%
Transportation	63,403	1.3%
<i>Subtotal</i>	4,608,022	91.8%
<b>Supplemental Fee Revenue</b>		
VPK	80,554	1.6%
Preschool	213,304	
Before & After Care	46,480	1.0%
Other Local Revenues	60,760	1.2%
<i>Subtotal</i>	473,108	8.2%
<b>Contributions from Imagine</b>		
Gifts, Grants & Bequests (Imagine Contr.)	40,000	0.8%
<i>Subtotal</i>	40,000	0.8%
<b>EXPENSES</b>		
<b>Salaries &amp; Benefits</b>	2,345,286	48.7%
<b>Facility Expenses (Rent)</b>	1,377,870	27.4%
<b>Direct Educational Expenses</b>		
Direct Ed K-12	42,817	0.8%
Pre K	3,228	0.1%
Before & After Care	2,500	0.0%
Food Service	-	0.0%
Other Supplies/Expenses	18,722	0.4%
<b>Equipment Use Fee (FF&amp;E)</b>	59,400	1.2%
<b>Facility Operating Expenses</b>	186,870	3.9%
<b>Facility Development</b>	5,827	0.1%
<b>Marketing</b>	10,000	0.2%
<b>General &amp; Administrative</b>		
Interest Expense	8,058	0.2%
Depreciation Expense	-	0.0%
Insurance	45,228	0.9%
Board Expenses	13,500	0.3%
Other G&A	74,016	1.5%
<b>Other School Services</b>		
Travel	7,586	0.2%
Field Trips	-	0.0%
Transportation	36,810	0.7%
PT/OT/Speech	15,509	0.3%
Other Contracted Services	117,828	2.3%
<b>Total Direct Costs</b>	4,350,444	88.8%
<b>Imagine Schools Costs</b>		
Indirect Costs	473,464	9.4%
<b>Total Indirect Costs</b>	473,464	9.4%
<b>Start-Up Fee Repayment</b>	30,000	0.6%
<b>Contingency</b>	50,211	1.0%
<b>Other Funding Sources (Uses)</b>		
Other Funding Sources (Uses) (for example, Operating Advance)	-	0.0%
Depreciation Expense	-	0.0%
Capital Purchases/Fixed Assets	-	0.0%
Debt Service - Principal on Note Payments	78,887	1.5%
<i>Subtotal</i>	-	0.0%
<b>Fund Balance Prior Year</b>		

Palmer Ranch	FY2013	% of Rev
<b>Federal, State &amp; Local Revenue</b>		
FEPP	3,641,808	70.1%
Charter Capital Outlay	187,749	3.2%
Misc State Revenue	781,871	15.1%
Transportation	72,082	1.4%
<i>Subtotal</i>	4,683,507	89.8%
<b>Supplemental Fee Revenue</b>		
VPK State	82,937	1.6%
VPK Fees	-	0.0%
Preschool Revenues	131,181	
Before & After Care	48,742	0.9%
Food Service	-	0.0%
Other Local Revenues	258,808	5.0%
<i>Subtotal</i>	529,445	10.2%
<b>Grants</b>		
Start-Up Grants	-	0.0%
Other Grants	-	0.0%
<i>Subtotal</i>	-	0.0%
<b>EXPENSES</b>		
<b>Salaries &amp; Benefits</b>	2,742,911	52.8%
<b>Facility Expenses (Rent)</b>	1,309,025	25.2%
<b>Direct Educational Expenses</b>		
Direct Ed K-12	109,727	2.1%
Pre K	2,888	0.1%
Before & After Care	2,932	0.1%
Food Service	-	0.0%
Other Supplies/Expenses	26,288	0.5%
<b>Equipment Use Fee (FF&amp;E)</b>	87,836	1.1%
<b>Facility Operating Expenses</b>	149,588	2.9%
<b>Facility Development</b>	4,883	0.1%
<b>Marketing</b>	9,883	0.2%
<b>General &amp; Administrative</b>		
Interest Expense	16,788	0.3%
Depreciation Expense	-	0.0%
Insurance	43,142	0.8%
Board Expenses	13,578	0.3%
Other G&A	78,140	1.5%
<b>Other School Services</b>		
Travel	5,787	0.1%
Field Trips	(340)	0.0%
Transportation	38,300	0.7%
PT/OT/Speech	14,220	0.3%
Other Contracted Services	116,095	2.2%
<b>Total Direct Costs</b>	4,740,308	91.8%
<b>Imagine Schools Costs</b>		
Indirect Costs	480,860	9.3%
<b>Total Indirect Costs</b>	480,860	9.3%
<b>Start-Up Fee Repayment</b>	30,000	0.6%
<b>Contingency</b>	-	0.0%
<b>Other Funding Sources (Uses)</b>		
Other Funding Sources (Uses) (for example, Operating Advance)	94,734	1.8%
Depreciation Expense	-	0.0%
Capital Purchases/Fixed Assets	111,795	2.2%
Debt Service - Principal on Note Payments	97,522	1.9%
<i>Subtotal</i>	204,051	4.0%
<b>Fund Balance Prior Year</b>	153,297	



**Governing Board**  
**Imagine School at Sarasota, LLC**

**Agenda**  
**September 9, 2013**

**Location:** 6220 McIntosh Road, Sarasota, FL 34238  
**Time:** 12:00pm

1. Call to Order/Welcome
2. Notice of Public Posting of Meeting
3. Approval of Minutes from June 10, 2013
4. New Business
  - a. Teacher State Raises
  - b. New Board Members
  - c. Set meeting dates for 2013/2014 School Year
5. Principal's Report
6. Other Business
  - a. Public Comment
7. Adjourn Meeting



# IMAGINE SCHOOL at Palmer Ranch

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## Proposed Governing Board Meeting Schedule

2013-2014 School Year

Monday, September 9<sup>th</sup>

Monday, November 4<sup>th</sup>

Monday, February 24<sup>th</sup>

Monday, May 12<sup>th</sup>

## Proposed Governing Board Workshops Schedule

2013-2014 School Year

July 2014: Budget Workshop

March/April 2014: Governance Workshop

*TBD: Location and Time*

## **Governor Scott: Florida K-12 Salary Increases Frequently Asked Questions**

The fundamental goal of our K-12 system is to prepare our students for future success in college and careers. Governor Scott worked hard with the Legislature to provide an increase of more than \$1 billion in the education budget, including \$480 million to provide a much deserved teacher pay raise for our public school teachers. Florida's high student success is the result of our outstanding classroom teachers.

- Florida is first in the nation for percentage of graduating class taking the AP.
- Florida's teachers earned the TOP score in the US two years in a row for teacher quality.
- Florida leads all other mega-states in achievement gains in 4<sup>th</sup>/8<sup>th</sup> grade reading and math.
- Florida's fourth-grade-students ranked among the best in the world in an international reading survey.

Because of these great achievements in the classroom, it is important that we make sure our classroom teachers get a pay raise for their hard work in preparing our students for success.

If you have any questions about implementing these salary increases across your district or in your school, please contact Kathy Hebda with the Department of Education at [Kathy.Hebda@fldoe.org](mailto:Kathy.Hebda@fldoe.org).

- 1. How are the funds to be distributed to teachers?**  
Funds are to be distributed through locally bargained and approved distribution plans.
- 2. Is this a one-time bonus or a salary increase?**  
The allocation is for salary increases and related benefits for FICA and FRS.
- 3. Are districts required to pay \$2,500 to teachers rated as effective and \$3,500 to teachers rated as highly effective?**  
No. Districts may collaborate with bargaining units to determine how salary increases are to be distributed.
- 4. May funds be used for something other than salary increases, such as building improvements or instructional programming?**  
No. The allocation is for salary increases and related benefits for FICA and FRS.
- 5. Are these funds required to be distributed based on performance?**  
Funds may be distributed based on performance. Districts may collaborate with bargaining units to determine how salary increases are distributed.
- 6. If the decision is made locally to distribute funds based on performance, what needs to be included in the performance evaluation?**  
This is to be locally determined. Districts may base salary increases on the performance measured for the 2012 - 2013 school year, plan to distribute based on performance in the 2013 - 2014 year, or distribute funds on another locally agreed upon performance system.
- 7. When are these funds to be allocated?**

locally to base salary increases on a performance metric other than an evaluation plan, the details of the metric(s) must be submitted. The local school board must approve the evaluation plan or the alternative metric(s) if applicable.

**Note: The process by which plans for this allocation are submitted, etc., does not eliminate other submission and approval processes under current law or other agreements, such as Race to The Top.**

**17. What must be included in the distribution plan?**

For information purposes, the distribution plan must include the following:

- The classes/categories of personnel who are receiving compensation;
- The criteria for earning the compensation, including whether the plan is based on performance demonstrated on the district's 2012-13 or 2013-14 evaluation system. If the plan is based on a 2013-14 evaluation system, that system will have to be submitted to the department for approval prior to issuing the funds.
- The timeframe for distributing the compensation to district employees.
- Verification that any required negotiation has been completed and the school board has approved the plan.

**18. What must be included in an evaluation system?**

The district's personnel evaluation system must continue to meet requirements of s. 1012.34, F.S., whether the system is linked to this compensation plan or not.

**19. What is the process for submitting distribution plans?**

Additional guidance for distribution plans will be available June 2013.

**20. What is the process for submitting evaluation plans?**

Evaluation plans submitted for this purpose are to follow the process currently in place. If salary increases are to be based on an evaluation plan, the evaluation plan must be submitted with the distribution plan. If salary increases are not to be based on an evaluation plan, districts should follow the evaluation plan submission process currently in place. Additional guidance will be available June 2013.

**21. What is the timeline for submitting distribution plans?**

Districts may submit a distribution plan to the department beginning June 2013 and as soon as the plan is approved by the local school board.

The department will start the process of distributing funds from this allocation to districts once it has received the distribution plan and evaluation plan (if applicable).

**22. Will the DOE approve plans?**

For the purposes of this allocation, the department may not deny districts funds based on the plans submitted. However, the department will request that districts provide some specific information about their distribution plans so that the department can properly allocate funds and meet its legal obligations.

**23. If my district is participating in Race to the Top, can this plan also be used as the district's Race to the Top Compensation Plan, so that I don't have to implement two separate plans?**

A district can choose to have only one plan, provided the plan meets the requirements for this allocation and for Race to the Top (RTTT). The RTTT compensation plan for teachers and principals has two parts: performance compensation and differentiated pay. The RTTT Phase II MOU indicates that the performance portion of the plan must "tie the most significant gains in salary to effectiveness as demonstrated by annual



## Governor Scott's Recommendation for \$2,500 Teacher Salary Increase

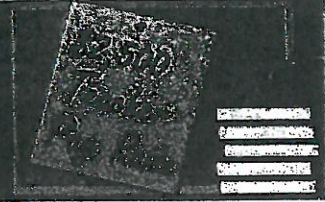
### Questions and Answers

- 1. Question:** *Who will get the \$2,500 increase?*  
**Answer:** All full-time K-12 public school classroom teachers, as defined in Section 1012.01(2)(a), Florida Statutes are eligible for the salary increase. Full-time prekindergarten classroom teachers funded through the Florida Education Finance Program are also eligible. In addition to the allocation for this teacher salary increase, funding is also included in the Governor's budget that school districts may use for other purposes, including salary increases for other school district staff.
- 2. Question:** *Will job share teachers receive the increase?*  
**Answer:** Because job share teachers are not full-time instructional personnel, they will not be eligible for the increase. Nevertheless, school districts may chose to provide an increase to job share teachers using the additional discretionary funding provided in the Governor's budget.
- 3. Question:** *When will classroom teachers receive the increase?*  
**Answer:** This increase is intended for the 2013-14 fiscal year, so each school district will determine teacher increases upon completion of collective bargaining.
- 4. Question:** *Will all eligible classroom teachers receive the same increase?*  
**Answer:** It is up to each district school board to determine actual salary increases in accordance with their respective salary schedule and collective bargaining agreements. Nevertheless, it is the intent that each teacher's salary will increase by \$2,500. Each charter school will determine the distribution for its school.
- 5. Question:** *Is the \$2,500 increase a one-time bonus, or will it go to classroom teachers' base salaries?*  
**Answer:** The Governor's budget recommendation includes recurring funds for this salary increase to be added to classroom teacher's base salaries.

**GOVERNOR RICK SCOTT**



## **Doubling Down on Education Investment**



**The full time teachers included in Governor Scott's proposal:**

- Classroom teachers
- ESE teachers
- Pre-K ESE teachers
- Pre-K teachers
- Adult Education teachers teaching students in courses that earn credit towards graduation
- Career Education Teachers



# IMAGINE SCHOOL at Palmer Ranch



Alisa Wright, Principal

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## Governing Board

### Imagine School at Sarasota, LLC

## Agenda

June 10, 2013

Location: 6220 McIntosh Road, Sarasota, FL 34238  
Time: 12:00pm

1. Call to Order/Welcome
2. Notice of Public Posting of Meeting
3. Approval of Minutes from May 15, 2013
4. Early Bird Budget 2013-2014
5. Report from the Principal
6. Other Business
  - a. Public Comment
  - b. Meeting Dates for 2013/2014 School Year
7. Adjourn Meeting

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**Governing Board  
Imagine School at Sarasota, LLC  
Minutes  
June 10, 2013**

**Location:** 6220 McIntosh Road, Sarasota, FL 34238  
**Time:** 12:00pm

1. **Call to Order/Welcome**- Meeting was called to order at 12:10pm by Jason Hughes.
  
2. **Notice of Public Posting of meeting** -Motion by Jason Hughes, 2<sup>nd</sup> by Jill Gates.
  
3. **Approval of Minutes from May 15, 2013** – Motion by Jill Gates, 2<sup>nd</sup> by Jason Hughes.
  
4. **Early Bird Budget 2013-2014** – Motion to approve by Jason Hughes, 2<sup>nd</sup> by Jill Gates.
  
5. **Report from Principal**
  - a. Engagement Letter (Decreased fees from 12K to 10K) – Motion by Jason Hughes to stay with them, 2<sup>nd</sup> by Jill Gates



# IMAGINE SCHOOL at Palmer Ranch



Alisa Wright, Principal

AJ Brown, Asst. Principal

**Governing Board  
Imagine School at Sarasota, LLC  
Minutes  
May 15, 2013**

**Location:** 6220 McIntosh Road, Sarasota, FL 34238  
**Time:** 12:00pm

1. **Call to Order/Welcome**- Meeting was called to at 12:07pm.
  
2. **Notice of Public Posting of meeting** -Motion by Jason Hughes, 2<sup>nd</sup> by Todd Menke
  
3. **Approval of Minutes from March 18, 2013** – Motion by Jason Hughes, 2<sup>nd</sup> by Todd Menke
  
4. **Approval of 2012/2013 Final Budget** – Motion by Jason Hughes, 2<sup>nd</sup> by Todd Menke.
  
5. **Report from Principal**
  - a. Review of Budget
  - b. Completed FCAT & SAT10 Testing
  - c. New Student information system – Ed. Solutions Development

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# IMAGINE SCHOOL at Palmer Ranch



Alisa Wright, Principal

AJ Brown, Asst. Principal

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6. **Other Business**

a. Public Comment

7. **Meeting Dates**

a. June 10, 2013 – Motion by Todd Menke, 2<sup>nd</sup> by Jason Hughes

8. Meeting Adjourned at 12:39pm

6220 McIntosh Road

Sarasota, FL 34238

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[www.ImagineSchoolsPalmerRanch.org](http://www.ImagineSchoolsPalmerRanch.org)

Imagine School at Palmer Ranch	FY14	% of Rev
<b>Federal, State &amp; Local Revenue</b>		
FEFP	4,347,150	86.6%
Charter Capital Outlay	197,468	3.9%
Transportation	63,403	1.3%
<b>Subtotal</b>	<b>4,608,022</b>	<b>91.8%</b>
<b>Supplemental Fee Revenue</b>		
VPK	90,554	1.8%
Preschool	213,304	
Before & After Care	48,490	1.0%
Other Local Revenues	60,760	1.2%
<b>Subtotal</b>	<b>413,108</b>	<b>8.2%</b>
<b>Contributions from Imagine</b>		
Gifts, Grants & Bequests (Imagine Contr.)	40,000	0.8%
<b>Subtotal</b>	<b>40,000</b>	<b>0.8%</b>
<b>Total Revenue</b>	<b>5,061,130</b>	<b>100.0%</b>
<b>Salaries &amp; Benefits</b>	<b>2,345,266</b>	<b>46.7%</b>
<b>Facility Expenses (Rent)</b>	<b>1,377,670</b>	<b>27.4%</b>
<b>Direct Educational Expenses</b>		
Direct Ed K-12	42,617	0.8%
Pre K	3,228	0.1%
Before & After Care	2,500	0.0%
Food Service	-	0.0%
Other Supplies/Expenses	18,722	0.4%
<b>Equipment Use Fee (FF&amp;E)</b>	<b>56,400</b>	<b>1.2%</b>
<b>Facility Operating Expenses</b>	<b>166,870</b>	<b>3.3%</b>
<b>Faculty Development</b>	<b>5,627</b>	<b>0.1%</b>
<b>Marketing</b>	<b>10,000</b>	<b>0.2%</b>
<b>General &amp; Administrative</b>		
Interest Expense	8,058	0.2%
Depreciation Expense	-	0.0%
Insurance	45,228	0.9%
Board Expenses	13,500	0.3%
Other G&A	74,016	1.5%
<b>Other School Services</b>		
Travel	7,596	0.2%
Field Trips	-	0.0%
Transportation	36,810	0.7%
PT/OT/Speech	15,509	0.3%
Other Contracted Services	117,829	2.3%
<b>Total Direct Costs</b>	<b>4,350,444</b>	<b>86.0%</b>
<b>Imagine Schools Costs</b>		
Indirect Costs	473,464	9.4%
<b>Total Indirect Costs</b>	<b>473,464</b>	<b>9.4%</b>
<b>Start-Up Fee Repayment</b>	<b>30,000</b>	<b>0.6%</b>
<b>Contingency</b>	<b>50,211</b>	<b>1.0%</b>
<b>Total Expenses</b>	<b>5,204,183</b>	<b>102.8%</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>(143,053)</b>	<b>-2.8%</b>
Other Funding Sources (Uses) (for example, Operating Advance)	-	0.0%
Depreciation Expense	-	0.0%
Capital Purchases/Fixed Assets	-	0.0%
Debt Service - Principal on Note Payments	76,887	1.5%
<b>Net Change in Fund Balance</b>	<b>(66,166)</b>	<b>-1.3%</b>
<b>Fund Balance Prior Year</b>	<b>4,137,997</b>	
<b>Proposed Year-End Fund Balance</b>	<b>4,071,831</b>	

Imagine Schools Palmer Ranch	FY2013	% of Rev
<b>Federal, State &amp; Local Revenue</b>		
FEFP	3,641,606	70.1%
Charter Capital Outlay	167,748	3.3%
Misc State Revenue	781,871	15.1%
Transportation	72,082	1.4%
<b>Subtotal</b>	<b>4,663,307</b>	<b>89.9%</b>
<b>Supplemental Fee Revenue</b>		
VPK State	82,937	1.6%
VPK Fees	-	0.0%
Preschool Revenues	131,181	
Before & After Care	46,742	0.9%
Food Service	-	0.0%
Other Local Revenues	258,806	5.0%
<b>Subtotal</b>	<b>\$529,445</b>	<b>10.2%</b>
<b>Grants</b>		
Start Up Grants	-	0.0%
Other Grants	-	0.0%
<b>Subtotal</b>	<b>-</b>	<b>0.0%</b>
<b>Total Revenue</b>	<b>5,192,752</b>	<b>100.0%</b>
<b>Salaries &amp; Benefits</b>	<b>2,742,911</b>	<b>52.8%</b>
<b>Facility Expenses (Rent)</b>	<b>1,309,025</b>	<b>25.2%</b>
<b>Direct Educational Expenses</b>		
Direct Ed K-12	109,727	2.1%
Pre K	2,888	0.1%
Before & After Care	2,832	0.1%
Food Service	-	0.0%
Other Supplies/Expenses	26,286	0.5%
<b>Equipment Use Fee (FF&amp;E)</b>	<b>57,936</b>	<b>1.1%</b>
<b>Facility Operating Expenses</b>	<b>149,586</b>	<b>2.9%</b>
<b>Faculty Development</b>	<b>4,883</b>	<b>0.1%</b>
<b>Marketing</b>	<b>9,863</b>	<b>0.2%</b>
<b>General &amp; Administrative</b>		
Interest Expense	15,768	0.3%
Depreciation Expense	-	0.0%
Insurance	43,142	0.8%
Board Expenses	13,378	0.3%
Other G&A	78,140	1.5%
<b>Other School Services</b>		
Travel	5,787	0.1%
Field Trips	(340)	0.0%
Transportation	36,300	0.7%
PT/OT/Speech	14,220	0.3%
Other Contracted Services	116,095	2.2%
<b>Total Direct Costs</b>	<b>4,740,508</b>	<b>91.3%</b>
<b>Imagine Schools Costs</b>		
Indirect Costs	460,880	8.9%
<b>Total Indirect Costs</b>	<b>460,880</b>	<b>8.9%</b>
<b>Start-Up Fee Repayment</b>	<b>80,000</b>	<b>1.6%</b>
<b>Contingency</b>	<b>-</b>	<b>0.0%</b>
<b>Total Expenses</b>	<b>5,281,368</b>	<b>101.7%</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>(88,616)</b>	<b>-1.7%</b>
Other Funding Sources (Uses) (for example, Operating Advance)	94,734	1.8%
Depreciation Expense	-	0.0%
Capital Purchases/Fixed Assets	111,795	2.2%
Debt Service - Principal on Note Payments	97,522	1.9%
<b>Net Change in Fund Balance</b>	<b>113,397</b>	<b>2.2%</b>
<b>Fund Balance Prior Year</b>	<b>153,297</b>	
<b>Proposed Year-End Fund Balance</b>	<b>266,694</b>	



## **Governing Board**

### **Imagine School at Sarasota, LLC**

## **Agenda**

**March 18, 2013**

**Location:** 6220 McIntosh Road, Sarasota, FL 34238  
**Time:** 12:00pm

1. Call to Order/Welcome
2. Notice of Public Posting of Meeting
3. Approval of Minutes from January 24, 2013
4. Report from the Principal
5. Other Business
  - a. Public Comment
6. Meeting Dates:
7.
  - a. April 8, 2013
  - b. May 13, 2013
8. Adjourn Meeting

6220 McIntosh Road  
Sarasota, FL 34238

(941) 923-1125 Fax, (941) 923-1124

[www.ImagineSchoolsPalmerRanch.org](http://www.ImagineSchoolsPalmerRanch.org)





# IMAGINE SCHOOL at Palmer Ranch



Alisa Wright, Principal

AJ Brown, Asst. Principal

**Governing Board  
Imagine School at Sarasota, LLC  
Minutes  
March 18, 2013**

**Location:** 6220 McIntosh Road, Sarasota, FL 34238  
**Time:** 12:00pm

1. **Call to Order/Welcome**- Meeting was called to order by Jason Hughes at 12:12pm, 2<sup>nd</sup> by Jill Gates.
  
2. **Notice of Public Posting of meeting** -by Jason Hughes
  
3. **Approval of Minutes from January 24, 2013** - Motion by Jason Hughes, 2<sup>nd</sup> by Jill Gates.
  
4. **Other Business**
  - a. Public Comment
  
  - b. Henry Paul from Advershares spoke regarding an opportunity for fundraising.
  
  - c. Karl Huber gave update on Imagine North Port situation.



# IMAGINE SCHOOL at Palmer Ranch



Alisa Wright, Principal

AJ Brown, Asst. Principal

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## **5. Report from the Principal**

- a. School of Excellence Report overview.

## **6. Meeting Dates**

- a. May 13, 2013
- b. June 10, 2013

## **7. Meeting Adjourned** – Motion by Jason Hughes, 2<sup>nd</sup> by Jill Gates

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