

Imagine Schools Palmer Ranch

Developing Character, Enriching Minds

Charter School Renewal Application
January 10, 2014



Imagine Schools Palmer Ranch

Developing Character, Enriching Minds

Charter School Renewal Application
January 10, 2014

This application is submitted with gratitude to our faculty, families, students, Imagine family and the School Board of Sarasota County for their support in making our vision a reality.

Table of Contents

Explanation of Renewal Process and Selected Definitions	2
Application Instructions	3
Section I. Current Information about the Charter School	5
Section II. Principal and Board Chair Information	12
Section III. Governance Structure and Procedures	13
Section IV. Instructional Facilities	16
Section V. Teacher Qualifications	17
Section VI. Admissions Policy	19
Section VII. Student Achievement	20
Section VIII. Financial Sustainability	23
Section IX. Future Plans of the School	24
Section X. Provision of Services Assurances	25
Section XI. Certificate of Acknowledgement	26
Appendix	27

Explanation of Renewal Process and Application Instructions

Charter renewal is a function of the charter sponsor, the School Board of Sarasota County. As authorized in *Florida Statute 1002.33(8)*, the sponsor may choose not to renew or may terminate a charter for any of the following grounds:

1. Failure to participate in the state's education accountability system created in s 1008.31, as required in this section , or failure to meet the requirements for student performance stated in the charter.
2. Failure to meet generally accepted standards of fiscal management.
3. Violation of law.
4. Other good cause.

F.S. 1002.33 contains additional information about charter renewal.

The charter renewal process consists of reviews of the following areas of accountability: student performance, business operations and fiscal management, and compliance.

Student Performance: The review of this area of accountability is primarily based on examining state and Federal accountability ratings that have been issued since the charter school began operating and determining whether the charter holder has satisfied the student performance requirements under the applicable statutes and rules. In addition, the review will address the performance objectives identified in the charter itself.

Business Operations and Fiscal Management: The review of this area of accountability primarily consists of examining the annual financial and compliance reports filed by the charter holder with School Board of Sarasota County. The sponsor will evaluate whether the charter holder has filed all of the required reports and whether the reports demonstrate that the charter holder has satisfied generally accepted accounting standards of fiscal management under the applicable statutes and rules.

Compliance: The review of this area of accountability involves evaluating the charter holder's compliance with the initial charter contract, federal and state requirements, and reporting requirements. This review includes but is not limited to services provided to ESE and ELL students, health and safety requirements, class size requirements and general services to parents and students at the school. This review also consists of evaluating the information provided in the completed renewal application.

The charter renewal process provides an opportunity for schools to communicate with the sponsor about their current practices. The renewal process is separate from the charter amendment process. Generally, significant changes from the original charter should not be made in the renewal application unless a charter amendment has been granted. As per F.S. 1002.31 (2) a charter school designated as a high performing charter school may use the renewal process to request an expansion of grade levels, increase student enrolment and/or receive a renewal term of 15 years.

Selected Definitions

Listed below are selected terms and definitions:

§ *Charter school* – a Florida public school sponsored by the School Board of Sarasota County, Florida that operates under a contract authorized by Florida Statute 1002.33.

§ *Governing body of a charter school* – the board of directors that governs the charter school in accordance with Florida Statutes 1002.33 (9) and maintains accountability to the sponsor.

§ *Management company* – a person or entity, other than a charter holder, who provides management services for an authorized charter school.

§ *Administrative personnel of a charter school* – the principal, director, or other chief operating officer of a sponsored charter school; an assistant principal or assistant director of charter school; or a person charged with managing the finances of an charter school or any personnel defined as administrative by the State of Florida Department of Education.

§ *Board chair or chairperson* – generally the board president or presiding officer of the governing board

APPLICATION INSTRUCTIONS

This application process is designed to give the district, through its Charter Review Committee, a complete picture of the Charter School and its recent history to enable the School Board of Sarasota County to make an informed decision related to the renewal of the charter ending June 30, 2014. By gathering information available from a variety of sources into one document, the Board will have the opportunity to review the school's operation, its record of student performance and its compliance both with appropriate laws and the school's charter. This application will provide the basis from which a discussion between the School Board and the Board of the Charter School can ensue. This application with one original electronic and one original paper version and 15 hard copies is due by January 10, 2014.

The following guidelines are to be used by the Charter School in the preparation of this application:

- The Charter School should use existing documents, wherever possible, to compile the application.
- The school may request a copy of a document already available in the district's Office of Charter Schools (Items such as Financial Recovery Plans would represent such documents).
- While it is not imperative, the Charter School is encouraged to submit copies of parent satisfaction survey results, special recognitions or other items that support the application such as appendices.
- The application is specifically designed to examine the past and current performance of the school. A brief section is included to discuss the school's future plans. It would be most helpful in that section to comment upon any significant problems that have been addressed and the manner in which they will be handled in the future.
- The narrative used to describe any aspect of the school's performance should be thorough and yet concise. The intent of the narrative sections in the application is to provide the school the opportunity to explain discrepancies, identify rationale for changes from the original charter and document compliance with both laws and the charter language.
- Staff from the district charter school office will visit the school on a pre-arranged date in January/February in order to complete a renewal checklist. The purpose of the checklist is to gather evidence that essential documents are available, up-to-date, signed, dated, appropriately organized and readily accessible. Examples of such documents include governance by-laws, financial management policies, personnel policies, student code of conduct, student progression plans and school improvement plans. The onsite review eliminates the need for the school to submit sizeable documents with the renewal application.
- The School should be prepared to answer questions of the Board in a workshop scheduled on February 18, 2014.

Please address questions about the renewal application process to Dr. Natalie Roca in the Office of Charter Schools at 927-9000 ext 32250 or natalie.roca@sarasotacountyschools.net

Section I. Current Information about the Charter School

School Name: Imagine Schools Palmer Ranch

School Address: 6220 McIntosh Road, Sarasota, FL 34238

Telephone Number: (941) 923-1125

Fax Number: (941) 923-1124

Date the charter school opened: August 1, 2009

End of Current Charter Term End Date: June 30, 2014

Number of Years Requested for Charter Renewal: 15

Is the school presently designated as a "High Performing Charter School?" Yes

The School's Mission and Vision:

Our vision is to cultivate a learning community of students, teachers, and families united in inspiring young minds to become creative, compassionate and visionary leaders of tomorrow through academic rigor and the shared values of justice, integrity and fun.

Current student population and composition:

Provide a brief narrative description of the students served at the school:

ISPR serves students infants thru eighth grade. 70% of our student population is White followed by 20% Hispanic and 3.3% African American. 18% of our population is ESE and 6% is ELL.

See Appendix for a copy of the district generated 5-year enrollment counts by grade level.

Number of ESE and ELL students, and the total number as of the October 2013 Survey period:

GRADE LEVEL	NUMBER OF ESE STUDENTS	NUMBER OF ELL STUDENTS	TOTAL NUMBER OF STUDENTS
K	1	9	10
1	4	7	11
2	9	6	15
3	13	3	16
4	13	3	16
5	8	2	10
6	16	2	18
7	19	0	19
8	12	1	13

Educational Services provided by the school as of the October 2013 Survey:

SERVICES PROVIDED for ESE Students

The majority of our ESE students receive direct instruction in their skill deficit areas through the inclusion model. Our ESE teachers use the student's IEP to guide their instruction. In some cases, the ESE student comes to the resource room to receive instruction, typically when the student is more than a year below grade level. Language therapy, speech therapy and occupational therapy are given on a weekly basis by the Speech Language Pathologist and the Occupational Therapist in the therapy room and in the general education classroom.

SERVICES PROVIDED for ELL Students

ISPR provides services that are in-line with Sarasota County School District ELL plan which is an mainstream/inclusion model where classroom teachers who are ESOL endorsed use ESOL strategies to make the curriculum content comprehensible for ELLs.

Ethnicity and socioeconomic status composition of school for 2013-2014—percent (number) of students:

GRADE LEVEL	K	1	2	3	4	5	6	7	8	TOTAL
Ethnicity	63%	69%	60%	68%	73%	62%	77%	74%	79%	70%
White										
African Am.	4%	5%	4%	4%	0%	7%	3%	1%	2%	3.3%
Asian	2%	0%	0%	0%	2%	0%	0%	1%	0%	.6%
Hispanic	25%	20%	32%	23%	24%	19%	16%	13%	13%	20%
Native American										N/A
Other	6%	7%	6%	4%	0%	12%	4%	10%	6%	6.1%
Lunch:										42.5%
Free & Reduced priced lunch										

Please include any information about your students or the services that you provide to those students that you might consider unique to your school.

Academic Excellence Framework

The Academic Excellence Framework is the plan for stronger academic growth, the roadmap that Imagine will follow and embrace at every level of the organization. Setting high expectations for every student means setting high expectations for every Imagine person at each campus, regional office, and national office. This effort will require increased focus, collaboration, innovation, and accountability.

The Academic Excellence Framework provides the expectations, outcomes, and assessment tools necessary to attain our vision, mission, and visionary academic goals. This effort will require increased focus, collaboration, innovation, and accountability. We believe that this Framework enables us to begin this journey towards academic excellence.

At ISPR, we have rolled out the Academic Excellence Framework with increased focus on student goal setting, professional development and the decision making cycle. Our efforts are effectively supported by the regional, state and national teams with curriculum, finance and organizational experts interacting with school community to ensure fidelity of implementation over time. An onsite instructional coach, funded by Imagine, has been instrumental in this process.

Resource Room

Our resource room is open two days per week for all of our children who require extra support for testing as part of their IEP. This ensures a quiet testing room for all students who need extra time, questions read and / or clarifications with instructions.

Homework Room

ISPR partners with local high school students to offer after school homework help each week. Students requiring additional support may attend the Homework Room with parent permission at no cost to the family. An ESE teacher supervises all students and meets with faculty and families to identify how this time can best be used for each attendee.

Social Skills Classes

All intermediate students at ISPR participate in whole-class social skills lessons led by the Speech/Language Pathologist and School Counselor every 2 to 3 weeks. Good social/emotional skills are essential to academic and future success. We have decided to take a proactive approach in supporting our student's social/emotional growth. Starting in grade 3 we present "social stories" C:\Users\thyra.schwab\Documents\Documents\Good Sport.pdf that allow students to read, reflect and discuss their knowledge and experiences in a safe and supportive environment. The social skills are all related back to our initial lesson and primary goal of being in "the Zone." This concept is taken from Tim Kowalski's Social-Pragmatic Success <http://www.socialpragmatics.com>. This school year we have initiated the Superflex curriculum from *Social Thinking* <http://www.socialthinking.com> for our fourth and fifth grade students. This new curriculum is used in conjunction with "the Zone" concept and other research-based Social Skills curricula to develop and encourage good character development and healthy cognitive planning. Teachers then incorporate these lessons into their daily routine.

Social Skills Groups

Social Skills groups are provided as needed when there are two or more students wrestling with similar issues. Students are identified by parents, teachers, staff, IEP/504, or by the individual student. Social skills groups are facilitated by one or more of the following staff members: the school counselor, the school psychologist, and the speech/language pathologist. To date, the groups have been a homogeneous grouping of peers. The groups are student-centered and guided by a professional with a focus on learning and practicing strategies and skill sets that will enable students to be better communicators. Skills include, but are not limited to, non-verbal communication, manners, cognitive planning and character development.

SLP Newsletter

We recognized a need to provide families with consistent support and communication regarding SLP services in a non-threatening, easy-to-read and manageable way. We distribute a monthly email that provides parents with key pieces of information to support their children in different aspects of communication. Each email provides quick ideas with the ability to click a hyperlink for more in depth explanations and information, several links to helpful websites, and at least one language-based, fun, popular-culture-driven, family activity to improve reading/auditory comprehension. The newsletter is archived and easy to share.

Weekly Character Conversations

Character education is one of Imagine Schools "Shared Values". ISPR feels strongly that character education is an important foundation of student growth and community development. Character surveys are used to assess each student's feelings regarding their own character education. Weekly character lessons have been developed to teach and practice these character traits. Teachers are provided with the rationale and objective for each week's lesson, as well as key vocabulary and age-appropriate activities. Teachers are given the freedom to use what is provided or supplement as desired as long as the rationale and objectives remain the same. All staff members encourage these character traits and provide positive behavioral referrals when students exhibit good character.

In addition, positive behavior referrals are given to students who demonstrate the character traits that are being taught. Referrals are tracked to provide the school with data regarding student application of character traits in their daily lives.

JIF Luncheon

Imagine schools are grounded in Imagine's shared values: justice, integrity and fun (JIF). Each month, students who exemplify these traits are chosen by their peers and faculty to attend the JIF luncheon with the principal. This event is designed to celebrate the successes of the participants and their overall positive influence on our school community. Students receive a JIF pin to commemorate this honor.

Award Pins

Quarterly faculty distributes award pins for academic achievement and perfect attendance. The pins are distributed publicly so students have the opportunity to acknowledge the hard work of others and celebrate their achievements.

Student Decision Making

Fun is an Imagine shared value. We define fun as empowering individuals through decision making. A cornerstone of this process is the ability to make wise decisions and be held accountable to our decisions. Imagine students actively participate in the decision making process. They have determined the school uniform policy, spirit shirt policies, elective choices, and are currently deciding how positive character should be acknowledged at the middle school level. Students and parents are invited to participate in faculty interviews, program initiatives, policy decisions, etc.

CrTRs

CrTRs stands for Critical Thinking Rally. The program is designed to meet the unique needs of gifted students. Every student is a 'critter', not only gifted students. At the end of each day all students from grades 1-5 rotate to their 'Rally Room' according to the appropriate level at which they should be challenged. This time is used for critical thinking projects/activities as well as interventions.

Section II. Principal and Board Chair Information

The school principal and/or the charter governing board chair will be contacted by agency staff if there are issues to be resolved in any of the sections.

Principal Contact Information:

Principal's Name:	Alisa Wright
Telephone Number:	(941) 923-1125
Fax Number:	(941) 923-1124
E-mail Address:	alisa.wright@imagineschools.com

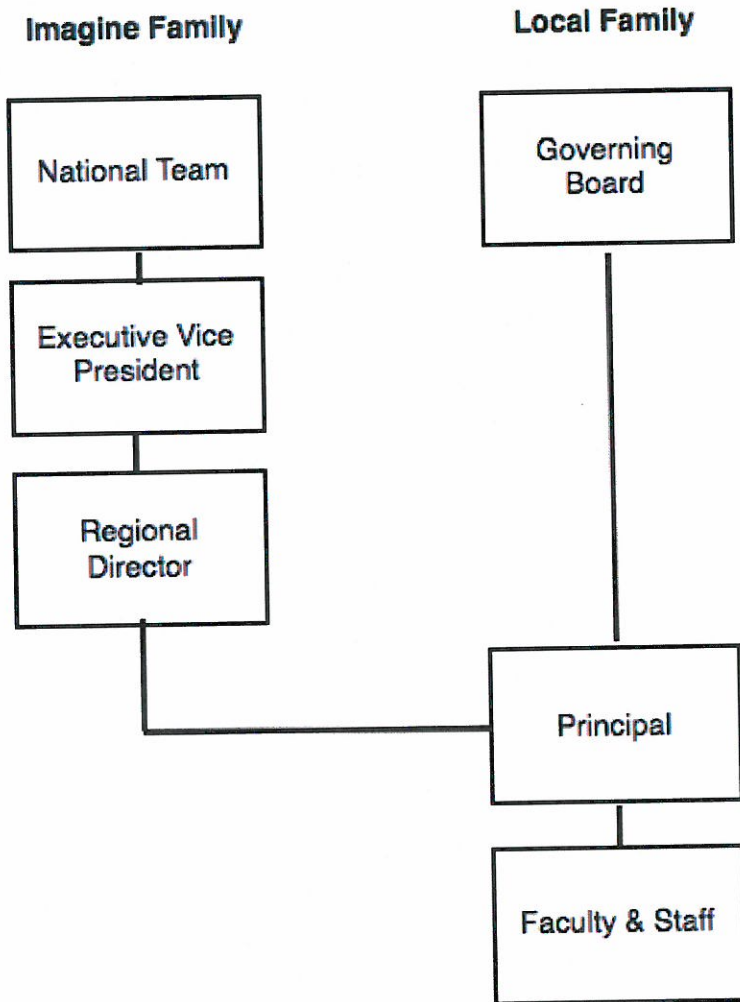
Governing Board Chair Contact Information:

Charter Holder Board Chair's Name:	Jason Hughes
Telephone Number:	(941) 416-1381
Fax Number:	N/A
E-mail Address:	Jasonhughes02@msn.com

Section III. Governance Structure and Procedures

The following information is to be submitted to document Charter School compliance with statutory requirements.

Please submit a copy of the current organizational chart.



Please list all of the Governing board members, their addresses, phone numbers, e-mail addresses and employers (if applicable).

Jason Hughes (President)

1635 Cunliff Lane
Sarasota, FL 34239
Jasonhughes02@msn.com
941-957-5530
941-416-1381 (cell)
Employed by UBS

Todd Menke (Vice President)

2250 Okobee Drive
Sarasota, FL 34239
Menke@wenmarkcapitol.com
(914) 915-9662
Genmark Capital

Kevin O'Hara

Kevinohara1@gmail.com
941-323-1760 (cell)
Employed by West Coast Church

Mike Forbes

6208 Clark Center Avenue
Sarasota, FL 34238
mforbes@proactivers.com
941-925-3005
Self Employed

Please attach copies of the last six governing board's meeting minutes.

See Appendix

Please provide evidence of the public notification of the governing board meetings for the last six meetings.

Notification of governing board meetings are posted on the front window of the school, in the school's newsletter and on the school's website (on front page, calendar page and in newsletter archive).

Screen Shot of Website

Imagine School at Palmer Ranch
2012 & 2013 "A" Grade School
 FLORIDA HIGH PERFORMANCE CHARACTER SCHOOL
 6500 Malabar Road - Sarasota, Florida 34235
 (941) 923-1125

Home Page About ISPR Academics Faculty Parents Athletics Admissions Calendar Contact Us

Our vision is to cultivate a learning community of students, teachers, and families united in inspiring young minds to become creative, compassionate and visionary leaders of tomorrow through academic rigor and the shared values of justice, integrity and fun.

IMAGINE SCHOOLS
NON-PROFIT

NOW ENROLLING
 A few spaces remain in our classrooms! If you are interested in taking a tour or speaking to someone about enrolling your child at Imagine Palmer Ranch please contact us at (941) 923-1125 or send us an email by clicking the "Contact Us" tab at the top of the page. We look forward to meeting you!

For information about our Early Childhood Program please contact our director, Melissa Dill, at melissa.dill@imagineschools.com. For information about kindergarten thru 8th grades please contact our registrar, Veronika Karey, at veronika.karey@imagineschools.com.

BUSINESS PARTNERS
 ISPR welcomes the opportunity to partner with community businesses and organizations. Our faculty and families make an extended effort to reach out into the community to build partnerships that will last for years to come. If you are interested in partnering with Imagine School at Palmer Ranch please fill out the [Business Partner form](#) and our Community Careperson will contact you as soon as possible.

Upcoming Events
Friday, November 1, 2013
 First Friday coffee
 Report Cards Distributed
Monday, November 4, 2013
 12:00pm 2013-14 Governing Board Meeting
Tuesday, November 5, 2013
 9:30am MOTE - Grade 6
 9:30am School Tours
Thursday, November 7, 2013
 9:30am School Tours
Saturday, November 9, 2013
 10:00am Uniform Sale
Monday, November 11, 2013
 Picture Retakes - All Grades
 Veteran's Day
 Thursday, November 14, 2013

QUICK LINKS

- [2013-14 Family Handbook](#)
- [2013-14 School Year Calendar](#)
- [Governing Board Information](#)
- [School Financials](#)
- [Sign Up To Volunteer](#)

Screen Shot of Newsletter

Save the Date

School Calendar
 Click on School Calendar for upcoming events!

2013-14
1pm Early Release Days
 Thur, Oct 24th
 Wed, Nov 13th
 Tues, Nov 26th
 Fri, Dec 20th
 Wed, Jan 15th
 Wed, Feb 12th
 Thur, Mar 27th
 Wed, Apr 30th
 Wed, May 14th
 Mon, June 2nd

2013-14 Governing Board Meetings
 All meetings are held at noon.
 Our next meeting is:
 Mon, Nov. 4th

Please identify any governing board member who is directly or indirectly receiving financial compensation from the school and describe the nature of that compensation.

None

Section IV. Instructional Facilities

The following information is to be submitted related to the instructional facilities used by the school:

Please submit a floor plan of your facility including the square footage of the building (s) and grounds.

See Appendix for First and Second Floor Plans, Parking Spaces Exhibit, Lease Agreement with footage and Schedule 1 with building specifications.

Please address findings or stated concerns , if any, related to your latest facility health and safety reports, including fire inspections.

None

Please provide a brief description of your technology, access to the internet and any other resources used for administrative and instructional purposes.

The school has both ground and wireless internet connections. Connectivity is available throughout school grounds and is provided by Verizon. Each classroom has an N-Computing station with one computer and 3-4 monitors that can each run a seperate program simultaneously. The school also has a computer lab with 28 desktop computers.

Please submit any plans for changes in the facility including expansions, upgrades, moves or changes in use of various parts of the facility or grounds.

None

Section V. Teacher Qualifications

Please submit the following information about your current **2013-2014** instructional staff:

GRADE LEVEL	NUMBER OF HIGHLY QUALIFIED TEACHERS	NUMBER OF TEACHERS OUT-OF-FIELD	NUMBER OF TEACHERS WITH ESE CERTIFICATION	NUMBER OF TEACHERS WITH ELL ENDORSEMENT	NUMBER OF TEACHERS WITH READING ENDORSEMENT
Kindergarten	3	0	1	1	0
First	3	0	2	2	1
Second	3	0	0	1	0
Third	3	0	0	2	0
Fourth	2	0	0	0	0
Fifth	2	0	0	0	0
Sixth	6	0	1	1	1
Seventh	4	0	0	1	0
Eighth	4	0	0	1	1

If there are grade levels without teachers holding credentials to provide ESE, ELL or specialized Reading services, how are students in those grade levels accommodated?

All of our ESE students have their needs met by certified ESE teachers. They receive direct instruction in the skill deficit area by their ESE teacher.

SERVICES PROVIDED for ESE Students
The majority of our ESE students receive direct instruction in their skill deficit areas through the inclusion model. Our ESE teachers use the student's IEP to guide their instruction. In some cases, the ESE student comes to the resource room to receive instruction, typically when the student is more than a year below grade level. Language therapy, speech therapy and occupational therapy are given on a weekly basis both in the therapy room and in the general education classroom.
SERVICES PROVIDED for ELL Students
ISPR follows the Sarasota County School District ELL plan. Sarasota County offers English Language Learner students instructional services through the English for Speakers of Other Languages program. ISPR uses a mainstream/inclusion model where ESOL endorsed classroom teachers provide ESOL strategies to make help make the curriculum content comprehensible for the ELL.

Describe your process for dealing with teachers who are considered “out-of-field”.

Out-of-field teachers will be given a set time frame to meet their state certification requirement; failure to comply results in termination until all requirements have been met. Parents are notified, in writing, of faculty who teach their child and are out-of-field.

Section VI. Admissions Policy

Please submit the following information to document your admission practices:

Briefly describe your student admissions policy.

The parent or legal guardian will complete either a new to district or reassigned enrollment packet. After all necessary paperwork and documentation has been submitted to the school office, then the parent is informed of the start date for his/her child. Typically, the child will start the following day after receiving the necessary paperwork. If the student is in middle school, then a schedule is prepared and given to the student the morning he/she starts. Our guidance counselor meets with each student and his/her family to determine placement, schedules and elective options when applicable.

Please submit a copy of your registration packet or forms.

See Appendix

If you have used a lottery for admission, please describe that process in detail.

We have not employed a lottery for admission because student enrollment is less than building capacity.

Please provide a copy of your parent contract, if applicable.

Our school community is held accountable to the Family Handbook, see Appendix.

Section VII. Student Achievement

Please provide the following information:

- Please attach a graph or chart showing 5 year trends in reading, math, science and writing achievement (percent proficient) based on state assessments and any other data that may be relevant.

4 Year Trends in Reading Years 2010 - 2013 FCAT Scores				
Grade	2013 Percentage in Achievement Levels 3 and Above	2012 Percentage in Achievement Levels 3 and Above	2011 Percentage in Achievement Levels 3 and Above	2010 Percentage in Achievement Levels 3 and Above
03	60	63	82	74
04	80	68	70	64
05	53	52	74	74
06	72	71	83	79
07	81	79	87	--
08	68	59	--	--

4 Year Trends in Mathematics Years 2010 - 2013 FCAT Scores				
Grade	2013 Percentage in Achievement Levels 3 and Above	2012 Percentage in Achievement Levels 3 and Above	2011 Percentage in Achievement Levels 3 and Above	2010 Percentage in Achievement Levels 3 and Above
03	33	34	61	77
04	86	27	57	75
05	28	21	50	67
06	64	62	55	74
07	87	89	84	--
08	81	74	--	--
Alg I	*	100	--	--

4 Year Trends in Writing Years 2010 - 2013 FCAT Scores				
Grade	2013 Percentage in Achievement Levels 3 and Above	2012 Percentage in Achievement Levels 3 and Above	2011 Percentage in Achievement Levels 3 and Above	2010 Percentage in Achievement Levels 3 and Above
04	71	66	68	93
08	81	90	--	--

4 Year Trends in Science Years 2010 - 2013 FCAT Scores				
Grade	2013 Percentage in Achievement Levels 3 and Above	2012 Percentage in Achievement Levels 3 and Above	2011 Percentage in Achievement Levels 3 and Above	2010 Percentage in Achievement Levels 3 and Above
05	35	40	42	61
08	61	62	--	--

- Please attach a summary chart showing the history of your school grades (You can access/print from FL DOE web site).

History of School Grades								
School Name	Total Points 2013	Did this School Benefit from the One-Letter-Grade-Drop Protection?	Grade 2013 (Preliminary for High and Combination High Schools)	Grade 2012	Grade 2011	Grade 2010	Grade 2009	Grade 2008
IMAGINE SCHOOL AT PALMER RANCH	633	NA	A	A	B	B	NA	NA

- Please highlight those areas that you feel reflect the most significant student achievement accomplishments for your school.

According to FCAT data, the most significant student achievement accomplishments were the gains made by our lowest quartile students in Reading. The school has put into place rigorous process which includes an RTI team who monitors and assists teachers with all students who performing below their peers and/or below grade level benchmarks. Another significant student achievement is that 100 percent of Algebra I students scored a three or above on the EOC in 2012.

% of Students Proficient

Subject	2012-13 SIP	2013 Actual
Reading	70%	69%
Math	64%	63%
Writing	83%	* 76%
Science	57%	*48%

* ISPR has incorporated training for our writing and science teachers to increase scores for the coming school year. 2 of the 4 core teachers in these areas have shifted to new positions so others with greater expertise in these core areas are now in the classroom.

- **In any area in which there is needed improvement, please highlight the strategies in place to remediate problems or strengthen achievement.**

ISPR will continue to identify the lowest quartile of students each year and place those students in the RTI process with a team who monitors students' progress through data collection tracked during interventions to ensure students are making sufficient learning gains toward meeting grade level benchmarks.

The ISPR Instructional Coach ensures teaching best practices are being implemented daily in the classrooms by observing lessons, providing teachers with feedback, modeling best practices, providing lesson plan support and small group trainings.

Section VIII. Financial Sustainability

Please provide the following information to document the school's financial sustainability:

- Please submit a copy of the school's Financial Recovery Plan (if applicable).
N/A
- Please detail any anticipated significant changes in school revenue or expenditures during the next five years, including grants or other external funding, enrollment changes, and capital needs.
We anticipate continued, steady growth in student enrollment over the next 5 years. See Appendix for historical and projected enrollment.
- If there is a plan for a change in the school's current site or a plan to move to another site, please give a detailed description of the manner in which those changes would be financed.
N/A


Section IX. Future Plans of the School

The Charter School should briefly discuss the future plans for the school, its students, and community.

- Please itemize any new instructional approaches planned for the future.
N/A
- Please describe any future plans to expand enrollment or add grade levels.
See Appendix for historical and projected enrollment. There are no current plans to add grade levels.
- Please submit any facility drawings or other building improvement documents (if applicable).
N/A
- Please define any ongoing concerns for which the school will need external assistance.
N/A

Section X. Special Education Assurances

The charter holder certifies that it has policies and procedures in place that ensure implementation of all federal laws and regulations, Florida laws, State Board of Education rules related to students with disabilities and further certifies that any future amendments to the laws, regulations, and rules will be incorporated and implemented.



Signature of Charter Board Chair
(must sign in blue ink)

1/9/13

Date

English Language Learner and Section 504 Assurances

A. The charter holder certifies that it has policies and procedures in place that ensure that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to English Language Learner students.

Check one:

- Yes
 No


Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. §794, prohibits discrimination on the basis of disability in any program receiving federal financial assistance. A recipient that operates a public education program or activity shall provide a free, appropriate public education to qualified individuals.

B. The charter holder certifies that it has policies and procedures in place that ensure that it complies with the legal and regulatory requirements concerning identifying and providing appropriate educational services to students protected by Section 504.

Check one:

- Yes
 No

I the undersigned hereby certify that the information contained in this document is, to the best of my knowledge, correct and that the governing body of the charter holder has authorized me to provide these assurances.



Signature of Charter Board Chair
(must sign in blue ink)

1/9/13

Date

Section XI. Certificate of Acknowledgement

This section requires at least a majority of the governing body of the charter holder to certify that it has had an opportunity to review the completed renewal application and has authorized, during an open meeting, submission of the application to the district for consideration of renewal of the charter.

CERTIFICATE OF ACKNOWLEDGEMENT

The undersigned members of the governing body of the charter holder hereby acknowledge that they have had an opportunity to review the completed renewal application and have authorized its submission, during an open meeting, to the Sponsor for consideration of the renewal of the charter:

Appendix

Included Documents

5 Year Enrollment Counts

Academic Excellence Framework

Last Six Governing Board Meeting Minutes

Floor Plans

Parking Spaces Exhibit

Lease Agreement with Schedule 1 – Building Specifications

Registration Packet and Forms

Family Handbook

Historical and Projected Enrollment

Panel: _____

S303. Student Summary

S: 0106 Y: 2010 R

A/E	Schl	F-G-T	Cl	Thm	Sum
E	0106	KG 06	01	---	---

Internal:	Description	Abbreviation
	IMAGINE SCHOOL AT PALMER RANCH	IMAGINE SCHL PR

Gr	Cl	Thm	Majority		Minority		Total	Cap	Avl
			Male	Female	Male	Female			
KG	01		19	9	6	1	35	0	0
01	01		15	11	2	5	33	0	0
02	01		13	8	3	3	27	0	0
03	01		9	19	6	3	37	0	0
04	01		12	12	1	3	28	0	0
05	01		21	20	4	1	46	0	0
06	01		34	14	5	6	59	0	0
TOTAL			123	93	27	22	265	0	0

1=Hlp 3=Exit 4=Prpt 5=Refr
 No additional records.

7=Bwd 8=Fwd 11=View 12=Esc
 Sys 01/08/2014 12:57:10 KAREYV

Panel: _____

S303. Student Summary

S: 0106 Y: 2012 R

A/E	Schl	F-G-T	Cl	Thm	Sum
E	0106	KG 08	01	___	___

Internal:	Description	Abbreviation
	IMAGINE SCHOOL AT PALMER RANCH	IMAGINE SCHL PR

Gr	Cl	Thm	Majority		Minority		Total	Cap	Avl
			Male	Female	Male	Female			
KG	01		22	23	13	4	62	0	0
01	01		23	15	8	7	53	0	0
02	01		24	17	6	4	51	0	0
03	01		19	11	4	1	35	0	0
04	01		18	15	2	5	40	0	0
05	01		16	14	6	9	45	0	0
06	01		37	36	13	8	94	0	0
07	01		32	36	8	12	88	0	0
08	01		30	25	2	10	67	0	0
TOTAL			221	192	62	60	535	0	0

1=Hlp 3=Exit 4=Prpt 5=Refr
 No additional records.

7=Bwd 8=Fwd 11=View 12=Esc
 Sys 01/08/2014 13:06:22 KAREYV

A/E	Schl	F-G-T	Cl	Thm	Sum
E	0106	KG 08	01	_____	_____

Internal:	Description	Abbreviation
	IMAGINE SCHOOL AT PALMER RANCH	IMAGINE SCHL PR

Gr	Cl	Thm	Majority		Minority		Total	Cap	Avl
			Male	Female	Male	Female			
KG	01		26	23	10	10	69	0	0
01	01		23	21	14	5	63	0	0
02	01		22	15	10	7	54	0	0
03	01		22	16	5	5	48	0	0
04	01		14	8	9	5	36	0	0
05	01		20	15	5	3	43	0	0
06	01		29	28	8	12	77	0	0
07	01		35	34	10	7	86	0	0
08	01		26	36	7	11	80	0	0
TOTAL			217	196	78	65	556	0	0

1=Hlp 3=Exit 4=Prpt 5=Refr
 No additional records.

7=Bwd 8=Fwd 11=View 12=Esc
 Sys 01/08/2014 13:07:45 KAREYV

Panel: _____

A/E	Schl	F-G-T	Cl	Thm	Sum
E	0106	KG 08	01		

Internal:		Description	Abbreviation										
		IMAGINE SCHOOL AT PALMER RANCH	IMAGINE SCHL PR										
		Male					Female					Total	
Gr	Cl	Thm	A	B	H	I/M	W	A	B	H	I/M	W	Total
KG	01		0	1	9	2 *	21	1	1	4	1	12	52
PK	01		0	0	0	0	0	0	0	0	0	0	0
01	01		0	1	5	2 *	21	0	2	7	2 *	21	61
02	01		0	1	9	1 *	15	0	1	6	0	15	48
03	01		0	1	6	0	19	0	1	5	2 *	13	47
04	01		0	0	7	0	15	1	0	2	0	15	40
05	01		0	2	5	2 *	18	0	1	3	3 *	8	42
06	01		0	1	8	2 *	27	0	1	2	1 *	28	70
07	01		1	1	4	3 *	27	0	0	6	4 *	30	76
08	01		0	1	6	3 *	34	0	1	5	2 *	34	86

1=Hlp 3=Exit 4=Prpt 5=Refr
 Page full. F7/F8 to continue.

7=Bwd 8=Fwd 11=View 12=Esc
 Sys 01/08/2014 13:16:02 KAREYV

A/E	Schl	F-G-T	Cl	Thm	Sum
E	0106	KG 08	01	_____	_____

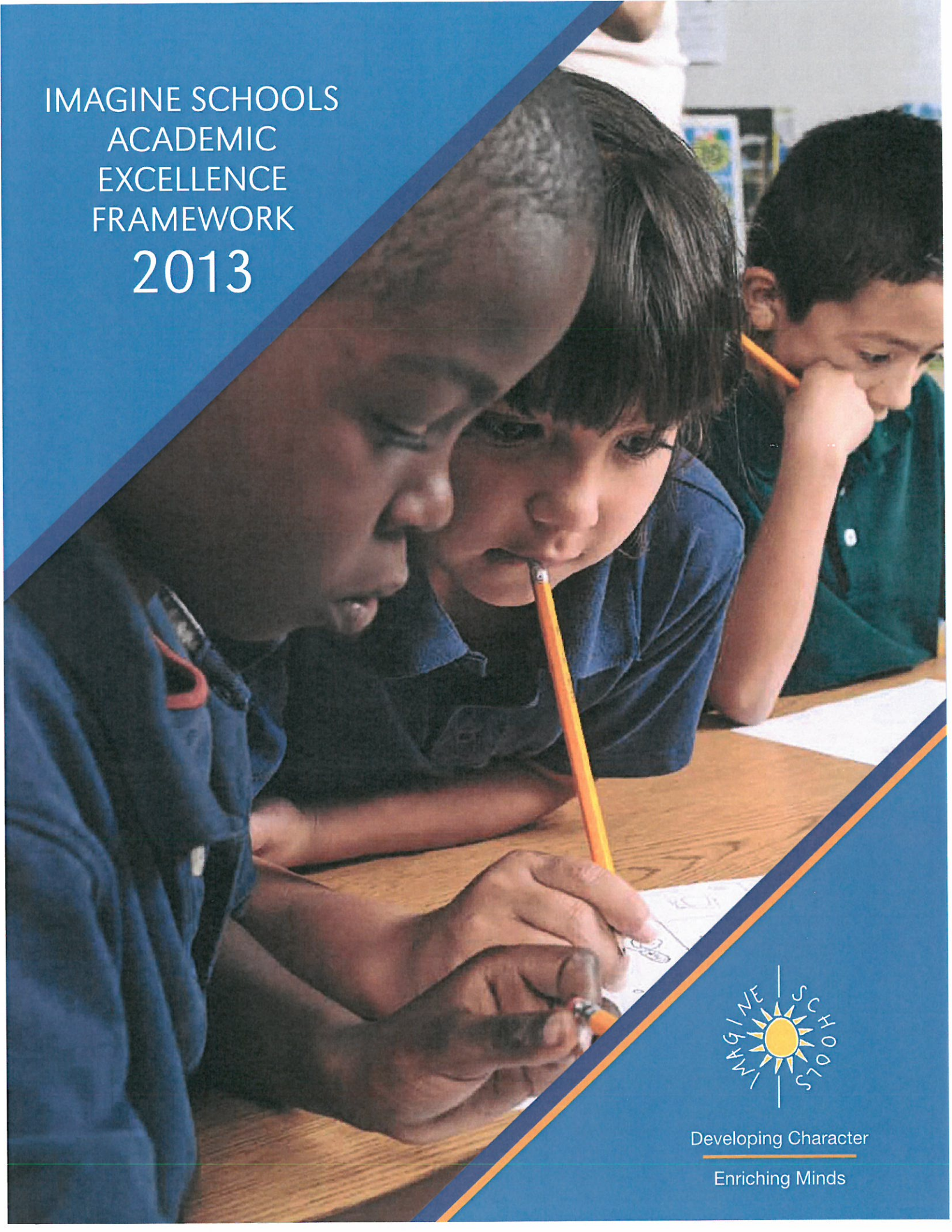
Internal:	Description	Abbreviation
	IMAGINE SCHOOL AT PALMER RANCH	IMAGINE SCHL PR

Gr	Cl	Thm	Majority		Minority		Total	Cap	Avl
			Male	Female	Male	Female			
KG	01		21	12	12	7	52	0	0
01	01		21	21	8	11	61	0	0
02	01		15	15	11	7	48	0	0
03	01		19	13	7	8	47	0	0
04	01		15	15	7	3	40	0	0
05	01		18	8	9	7	42	0	0
06	01		27	28	11	4	70	0	0
07	01		27	30	9	10	76	0	0
08	01		34	34	10	8	86	0	0
TOTAL			197	176	84	65	522	0	0

1=Hlp 3=Exit 4=Prpt 5=Refr
 No additional records.

7=Bwd 8=Fwd 11=View 12=Esc
 Sys 01/08/2014 13:08:30 KAREYV

IMAGINE SCHOOLS
ACADEMIC
EXCELLENCE
FRAMEWORK
2013



Developing Character

Enriching Minds

TABLE OF CONTENTS

1	Imagine Schools Vision, Mission, and Goals
4	Joy At Work in Decision Making
5	Cycle of Decision Making for Each Stakeholder
6	Imagine Schools Leaders
12	Imagine Schools Teachers
18	Imagine Schools Students
24	Imagine Schools Parents
30	Imagine Schools Governing Boards
36	Appendix



IMAGINE SCHOOLS VISION, MISSION, AND GOALS

Vision Statement

Imagine Schools' vision is for every student to reach his or her full potential and discover the pathways for lifelong success.

Mission Statement

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

Visionary Academic Goals

Imagine Schools aims for every student to gain more than one year's growth during the academic year. We also strive for all students who enter Imagine Schools below grade level to attain grade level proficiency within three years or less. Those at or above grade level will be challenged to soar beyond expectations.



WE BELIEVE

How will you love students and colleagues today?

Develop Character.

How will you help students grow today?

Enrich Minds.

Those two questions drive the Imagine Schools Academic Excellence Plan. **Being passionate every day about accelerating student growth is essential to helping each child reach his or her full potential.**

Students of all races, incomes, and life challenges deserve the best from us. We love each student uniquely and individually. Most importantly, we believe that every student can succeed. We embark on this work not because it is easy but because it is essential. Parents come to Imagine Schools to

find a better alternative. They seek personalized education that will build upon each child's strengths and address areas of weakness. **At Imagine Schools, we believe that the level at which a student starts academically does not dictate what he or she ultimately can achieve.**

PURPOSE

This plan for stronger academic growth is the roadmap that Imagine will follow and embrace at every level of the organization. Setting high expectations for every student means setting high expectations for every Imagine person at each campus, regional office, and national office. This effort will require increased focus, collaboration, innovation, and accountability.

WHO WILL IMPLEMENT AND MONITOR THIS ACADEMIC EXCELLENCE FRAMEWORK?

“Being present, Being visible, and Being involved”

The Academic Excellence Framework on the following pages provides the expectations, outcomes, and assessment tools necessary to attain our vision, mission, and visionary academic goals. This effort will require increased focus, collaboration, innovation, and accountability. We believe that this Framework enables us to begin this journey towards academic excellence.

We at Imagine want all of our students to succeed, but we can only make a lasting difference if we focus on specific strategies for excellence. School action planning is the process through which schools set goals for improvement, strategies for success, professional development for teacher effectiveness, and progress monitoring to determine achievement of goals. A plan, which will be referred to as the School Excellence Plan (or may exist at a school as the School Improvement Plan or School Performance Plan) provides a road map that delineates the steps a school needs to follow in order to achieve academic excellence. Only one plan is necessary as a mechanism to hold ourselves accountable. As part of the Academic Excellence Framework, this plan will be referred to as the School Excellence Plan. When we reference School Excellence Plans, we are referencing School Improvement Plans or School Performance Plans, not an additional plan or template. All stakeholders within the Framework will work together to develop and monitor their plan. This collaborative team will strengthen a school's existing plan or assist them in developing one.

Our School of Excellence Program Review rubric holds regional and school leaders accountable to carry out the Framework and the School Excellence Plan. Leadership at all levels of this organization must assume equal responsibility for the success of the Framework and implementation of the School Excellence Plan.



School Leaders

As instructional leaders, Imagine school leaders provide guidance and coordination of the Imagine Schools Academic Excellence Framework.

Successful implementation of the Framework requires school leaders to:

- Establish a School Excellence Plan that aligns with the Framework. This plan drives all strategic actions and is an evaluation tool to ensure that the school achieves the goals articulated in the School Excellence Plan. All stakeholders should be involved in the creation of the School Excellence Plan.
- Embed the Framework into the culture of each Imagine school. This includes holding meetings, providing communication, and initiating learning activities that promote the Framework.
- Establish planning tools, such as a master schedule, that allow for common planning time, common assessments, and professional learning and practice, as well as provide for progress monitoring and cohesiveness.
- Support and monitor teacher effectiveness through being present, visible, and involved. Classroom observations and immediate effective feedback, coaching, and mentoring occupy a large portion of the school leader's day. A clearly defined commitment to instructional leadership is imperative if the school leadership is to be effective.
- Analyze data from standardized tests, benchmark testing and state tests to assist in setting school and region goals and to support quality instructional practices.
- Provide feedback throughout the year on the quality of the Imagine Schools Academic Excellence Framework implementation as well as areas for improvement.
- Provide mentoring, coaching, and support to school leaders.
- Ensure that appropriate, aligned professional development is being offered to build greater capacity within the instructional staff.
- Communicate with staff members to ensure that the Imagine philosophy permeates the school culture.
- Develop a schedule of performance meetings with each school leader throughout the year leading to a final evaluation.

Regional Leaders

Imagine regional leaders and staff work with their schools to ensure that the expectations and elements of the Framework are implemented consistently and with fidelity. Regional leaders must:

- Review the School Excellence Plan in collaboration with school leadership and with the National Academic Team. The regional leader confirms the quality of the plan and signs off once verified.
- Visit classrooms to ensure that effective instructional practices are taking place.
- Monitor the outcomes of their regions and schools to ensure that the leaders under their supervision are fulfilling or exceeding expectations.
- Develop clear, frequent, and transparent lines of communication.
- Align all responsibilities of leadership, including economics and operations, to the academic purpose of this Framework.
- Review School Excellence Plans while in development to ensure there is a strong focus on academic excellence.
- Monitor progress of School Excellence Plans through monthly national call reporting.
- Review the School Excellence Plan at the end of the school year to evaluate achievement of goals by each school and each region.

A young boy with dark hair, wearing a dark polo shirt, is smiling and looking towards the camera. He is in a classroom or art room. The background is filled with colorful artwork, including a calendar with a polka-dot pattern and a sign that says "TUESDAY". There is also a door with an "EXIT" sign in the background.

JOY AT WORK IN DECISION MAKING

“The most important character traits of a leader are humility; the willingness to give up power; courage; integrity; and love and passion for the people, values, and mission of the organization.”

Dennis Bakke

One of the most powerful things human beings do is make decisions. We experience joy when we are able to use our skills and talents to make decisions that positively affect both ourselves and our communities. It is the quality of the decisions we make and of those made for us that determines the success of our endeavors and the nature of life we experience. Imagines' decision-making approach, central to creating a Joy at Work environment, puts major emphasis on getting advice from colleagues and leaders. Depending on the nature of the decision, Imagine encourages individuals to seek input from those who are most knowledgeable about the area. We also believe it is important

to seek advice from those who have different perspectives and may not agree with the appointed decision maker. This advice process is a way to educate yourself on an issue that affects you and your colleagues. The more broadly you reach out for advice, the better the decision you are likely to make. Given the importance of decisions, and given the numerous complex decisions made in schools each day, the Imagine Framework is designed to structure, simplify, and prioritize decision making so that school leaders, teachers, students, parents, and boards can make the best possible choices to optimize teaching and learning.

CYCLE OF DECISION MAKING FOR EACH STAKEHOLDER

ESTABLISH

Laying the foundation for the goals you want to attain and developing the path to reach those goals.

ENGAGE

Employing your resources and taking the necessary steps to execute your plan.

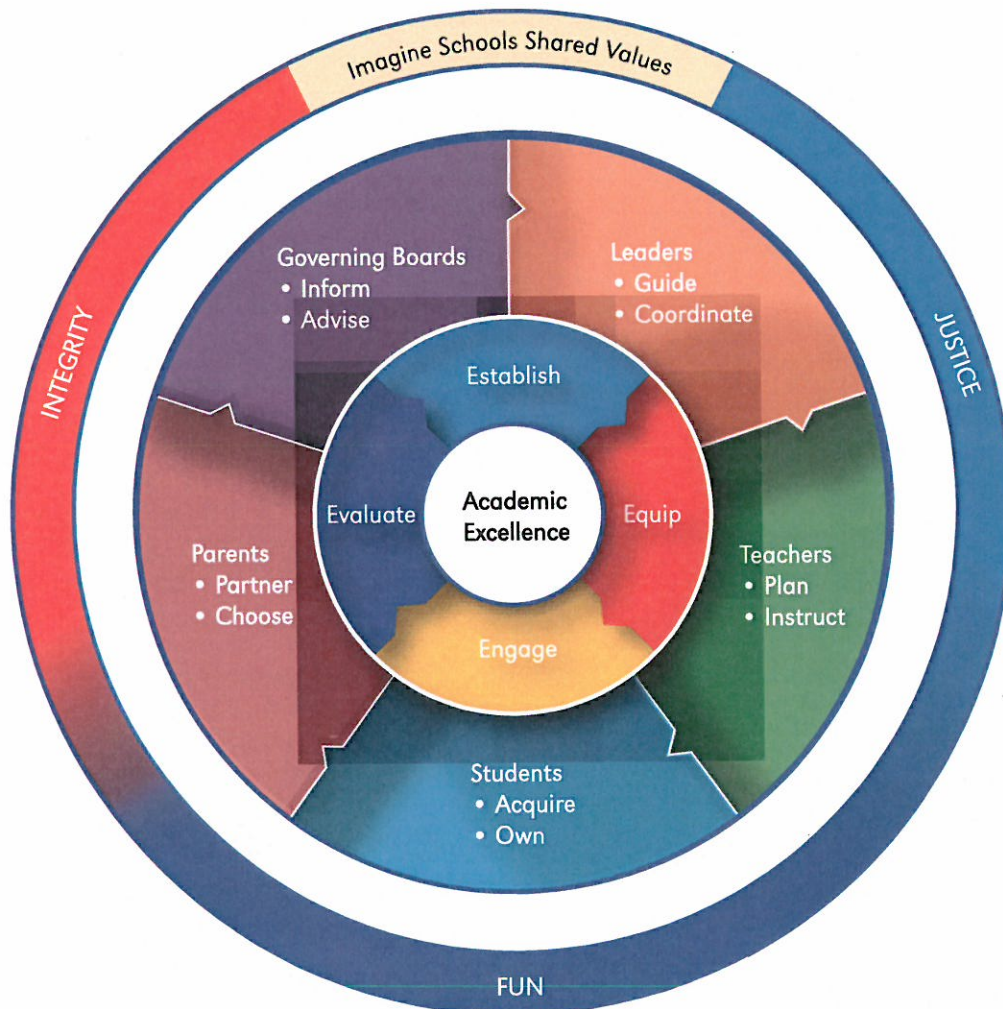
EQUIP

Obtaining the resources (knowledge, strategies, relationships, capital, technology) you need to accomplish your goals.

EVALUATE

Assessing the outcomes and taking stock of the effectiveness of your plan in accomplishing your goals.

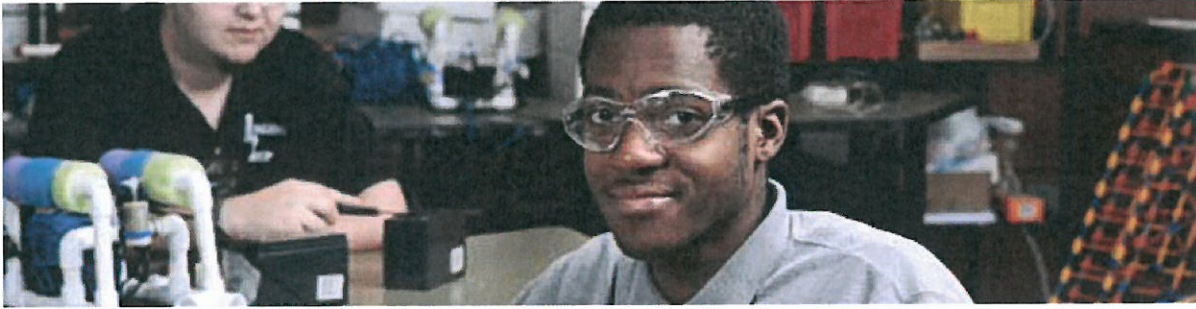
The Imagine Schools Academic Excellence Framework™
Developing Character | Enriching Minds



IMAGINE SCHOOLS LEADERS

guide and coordinate a school culture of positive character development and academic growth.





Strong instructional leadership ability and an emotional commitment to the vision of a successful Imagine School are essential characteristics of an Imagine leader. Successful leaders demonstrate the Shared Values and serve as role models for the school staff, students, and parents. They exhibit a true sense of caring for the staff as professionals and people and for each individual student. Successful school leaders have the ability to lead a school (as opposed to manage it) and have well-developed communication skills. They value student achievement results, high-quality instruction, consistent parent engagement, and a positive school culture. The leaders are recognized by the staff for their educational experience and knowledge. Leaders are considered an excellent source of advice, both for making improvements in the classroom and for moving forward the work of task forces. These leaders have high expectations for themselves, the school, the staff, and the students. There is a high level of open and honest communication between the school leader and all stakeholders.

GUIDE

ESTABLISH

Develop a shared vision and mission for the school.

EQUIP

Secure resources to develop a strategic plan with vision and mission priorities.

ENGAGE

Communicate vision and mission continuously.

EVALUATE

Focus on the school's attention to its vision, mission, and goals.

COORDINATE

ESTABLISH

Promote a culture of high expectations.

EQUIP

Use data and differentiated strategies to support student learning.

ENGAGE

Improve the quality of teaching to accelerate student academic performance.

EVALUATE

Reflect to assess whether a culture of high expectations has been created and maintained.

IMAGINE LEADERS GUIDE THE SCHOOL VISION AND MISSION

ESTABLISH

Develop a shared vision and mission for the school.

Imagine leaders collaboratively formulate a powerful vision and mission statement that will drive the school to build a culture of achievement. A commitment to Imagine's Shared Values of Integrity, Justice, and Fun and to the priorities of the Six Measures of Excellence provides a pathway to a successful school. These values invite leaders to experience Joy at Work as they serve teachers, students, parents, and other stakeholders.

Outcomes

Systematic methods are established to prioritize goals. All initiatives and conversations are focused around achieving the school's vision and mission. Leaders continually focus on developing a healthy school culture where planning is cohesive, achievement is high, enrollment is strong, parent participation is productive, and stakeholder relations are positive.

Required Tools to Establish School's Vision and Mission

Imagine Schools' vision and mission statement, Charter Agreement, Imagine brochures, Imagine Annual Report (Six Measures of Excellence), Academic Excellence Framework, Joy at Work book

EQUIP

Secure resources to develop a strategic plan with vision and mission priorities.

Imagine leaders equip the leadership team with systems and resources to successfully implement the Academic Excellence Framework. A strong leadership team commits to set measurable goals, creates plans and calendars, analyzes performance constantly, and intervenes to close gaps. There is a rigorous, coordinated plan to improve instructional practice in every classroom.

Outcomes

A strategic plan is developed incorporating SMART (Specific, Measurable, Achievable, Relevant, and Timely) Goals. There is evidence that initiatives are prioritized and strategies are implemented successfully. All members of the school staff work together to achieve the desired results and accomplish its goals.

Required Tools to Equip with Resources

School Excellence Plan templates, data (attendance, discipline, academic, survey results: student, Shared Values, parents), list of current school resources

ENGAGE

Communicate vision and mission continuously.

Imagine leaders communicate frequently and transparently with all stakeholders. A highly collaborative and transparent culture brings greater interdependence, shared responsibility, and mutual accountability. Informed people are more likely to experience Joy at Work. Systems are in place to ensure that people have access to information and are encouraged to be engaged in the process of fulfilling the school's mission and goals. The leadership team models integrity by being committed to transparent and ongoing accountability.

Outcomes

The staff practices high standards and ethics when hiring and retaining people with the skills and passion to do the work. Agendas and discussions at all school meetings promote the school's focus on achieving its vision and mission. Adults understand and model Integrity, Justice and Fun (Joy at Work).

Required Tools to Engage in Effective Communication

Six Measures of Excellence committee templates, weekly meetings forms (agendas and minutes), newsletters and website, leadership team role descriptions, Shared Values Surveys, exit interview form

EVALUATE

Focus on school's attention to its vision, mission, and goals.

Imagine leaders evaluate progress by constantly taking the pulse of the school community. Regular discussions with staff allow each member of the leadership team to provide feedback on what is going well and on areas in which they would like information, support, or change. Stakeholders believe the school is an outstanding place to teach and learn.

Outcomes

Staff feels validated that their decisions and contributions have the power to change school culture. A stable school culture occurs as the school community develops shared values, strong measures of excellence, annual celebrations, and venues to tell their stories that become part of their legacy. Every stakeholder can articulate the vision and mission statement and aligns his or her actions to the vision and mission.

Required Tools to Evaluate the School's Goals

Six Measures Committee meeting minutes, decision-making tools (reporting forms), data (attendance, discipline, academic, survey results: student, Shared Values, parents)

IMAGINE LEADERS COORDINATE THE CULTURE OF HIGH ACHIEVEMENT

ESTABLISH

Promote a culture of high expectations.

Imagine leaders establish a school culture that promotes high expectations for collaborative work and attention to academic growth and achievement. They drive excellence in teaching and learning and build processes to support continuous improvement. They maintain a laser focus on student achievement. Instructional leaders unleash the potential talent that is present throughout their school community to develop the capacity for academic growth and achievement. Effective, instructional leaders have a clear understanding of where their schools need to go to become successful; and they promote, support, challenge, and model for others to get there.

Outcomes

The school demonstrates a collaborative environment in which best practices are replicated and innovation flourishes. School leadership visits classrooms, speaks to parents, and educates board members about the importance of academic rigor and high expectations. Purposeful professional development assists team members to explore critical questions in a productive and professional manner that informs and promotes learning.

Required Tools to Establish High Expectations

Principal competencies, School Excellence Program Review, School Excellence Plan, Academic Excellence Framework, Character Evaluations feedback, Common Core Standards

EQUIP

Use data and differentiated strategies to support student learning.

Imagine leaders focus on student learning and build assessment literacy. Successful principals use formative and summative assessment data to meet the diverse needs of their students. Imagine leaders help staff understand the data and establish priorities using the data effectively. Through team meetings and data chats, leaders coordinate efforts to align goals and strategies based on results.

Outcomes

School staff develops a clear understanding of the formative and summative assessment process. Data is used to inform decisions and instructional practices. There is an understanding of goal setting, progress monitoring, and reflection. Data use becomes more sophisticated over time.

Required Tools to Equip with Data to Support Learning

Assessment calendar, student and school data (attendance, discipline, academic grade book), standardized tests, learning gain reports, data chat forms, data walls, team meetings minutes, leadership agendas

ENGAGE

Improve the quality of teaching to accelerate student academic performance .

Imagine leaders focus on teachers' instructional practice. Leaders facilitate professional growth through job-embedded learning opportunities, coaching, mentoring, and professional development workshops. Meaningful walk-throughs and observations help monitor the consistent implementation of best practices and strategies articulated in the school's strategic plan. Leaders analyze walk-through results to determine instructional needs and plan targeted professional development.

Outcomes

Quality teaching and intervention occur. All students are given time to develop competency. Leaders promote coordination within and across courses, disciplines, and settings. Staff receives continuous and immediate feedback to improve targeted interventions and promote student performance. All staff members are connected to the re-teaching process and are mobilized to share best practices for student achievement.

Required Tools to Engage Teachers in Quality Instruction

Teacher evaluations, observation and feedback forms, observation tracking sheet, professional development calendar, master schedule, Professional Growth Plan

EVALUATE

Reflect to assess whether a culture of high expectations has been created and maintained.

Imagine leaders build a climate of reflection. Quantitative and qualitative data are used to reflect on the life of the school. Active strategies for seeking and spreading effective practices keep lifelong improvement at the center of the school's culture. Reflection, analysis, and accountability are integral parts of the Joy at Work decision-making cycle.

Outcomes

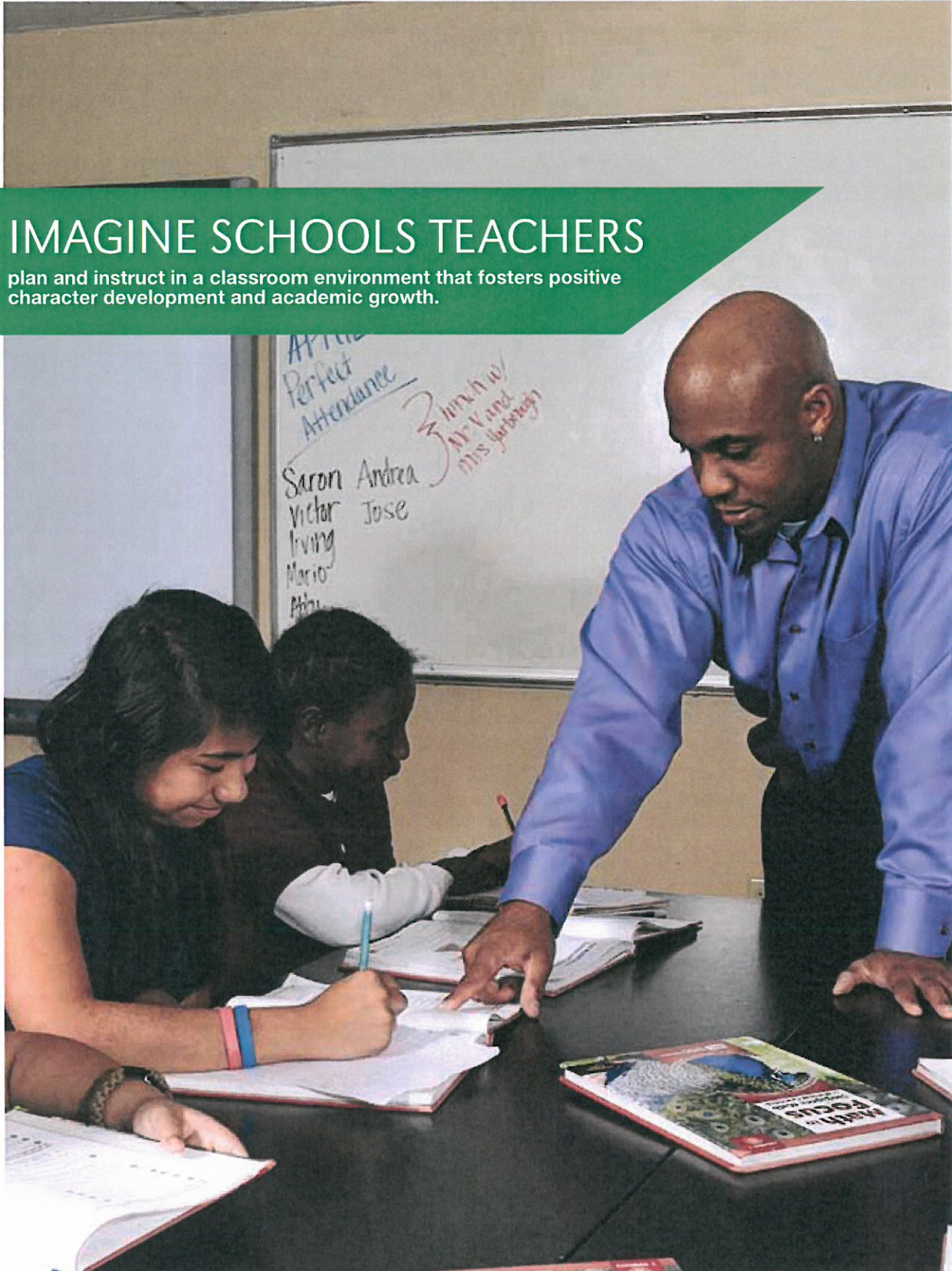
There is evidence of a strong justice-based community. The school leader serves as role model and mentor to staff. The School Excellence Plan is referenced for purposeful planning, incorporating data, and building and maintaining a culture of high expectations. Leaders and teachers gain experience and grow professionally, resulting in greater retention of high performing teachers and leaders.

Required Tools to Evaluate the Culture of High Expectations

Character Evaluation feedback, School Excellence Program Review, survey data, peer coaching log, formative and summative assessment data, formal teacher observations

IMAGINE SCHOOLS TEACHERS

plan and instruct in a classroom environment that fosters positive character development and academic growth.





Teaching demands broad knowledge of subject matter, curriculum, and standards; enthusiasm, a caring attitude, and a love of learning; knowledge of discipline and classroom management techniques; and a desire to make a difference in the lives of young people. The environment among teachers in our schools could be described as “hyper-cooperative.” Teachers not only help each other, they share ideas and instructional approaches. Teachers and staff usually know all the students in the school by name and typically know the students’ parents and siblings. Study after study shows the single most important factor determining the quality of the education a child receives is the quality of his or her teacher.

PLAN

ESTABLISH

Create a culture of high academic and positive character expectations.

EQUIP

Develop and utilize rigorous research-based curriculum.

ENGAGE

Model and practice justice through differentiated instruction.

EVALUATE

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

INSTRUCT

ESTABLISH

Ensure fidelity of the school’s strategic plan and goals.

EQUIP

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

ENGAGE

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

EVALUATE

Reflect collaboratively on instructional effectiveness through data analysis.

IMAGINE TEACHERS PLAN INSTRUCTION

ESTABLISH

Create a collaborative culture of high academic expectations and positive character expectations.

Imagine teachers see possibility and presume competence for all students. Teachers assist students in understanding their role as scholars and their place within the community. They shape student mindsets to be growth oriented and reinforce the correlation between actions and resulting accomplishments. They help students understand the commitment to hard work necessary to be a student of purpose and virtue. Teachers empower students to collaborate with their peers and invite them to experience the joy of taking responsibility for their education.

Outcomes

Teachers use questioning to encourage students to be thinkers and productive members of the community. Time is allocated to teach students about applying and tracking effort and progress towards personal and collaborative goals. Teachers note and communicate specific areas of growth, providing feedback using quantitative and qualitative data as evidence. Students exemplify characteristics of scholars and people of character.

Required Tools to Establish High Academic and Positive Character Expectations

Behavior and academic tracking logs, rubrics, Bloom's Learning Domains (Bloom's Taxonomy), lesson plans

EQUIP

Develop and utilize rigorous research-based curriculum through collaboration.

Imagine teachers develop and utilize research-based tools to ensure the curriculum is standards-driven, cohesive, and organized. Teachers unpack the standards and engage in collaborative planning within their grade levels and across grades to create a consistent curriculum map centered on rigorous content. They make informed decisions to acquire the best tools and resources for each student. Teachers plan learning experiences that lead to comprehensive student understanding.

Outcomes

Teachers participate in weekly collaborative planning sessions with grade-level teams to create a curriculum map and unpack standards. They develop pacing guides, research and allocate appropriately rigorous materials, and organize tools for ongoing assessment and progress monitoring.

Required Tools to Equip with Rigorous Curriculum

Imagine Schools Curriculum Guide, pacing guides, research-based core programs, Common Core Standards, team minutes, professional development calendar, textbook evaluation tool