



Evidence of Progress Monitoring
School District of Indian River County
#SDIRCStrongerTogether

Date: 10/22/2020

School/Department: Imagine South Vero

Action Step # and Description: 1.5 School Excellence Plan
(If more than one action step is evidenced here, please include all action step #'s and a brief description of each.)

Explanation of Evidence: Imagine South Vero School Excellence Plan for 2020-2021

Results of Action Taken: Percentage of AA students has doubled since the 2019-2020 school year

Reflection: More emphasis on recruiting and retaining AA students



2020 – 2021 School Excellence Plan (SEP)



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| Imagine South Vero | |
|---|--|
| School Excellence Plan Leadership Team | |
| SCHOOL LEADER: | GROUP EXECUTIVE VICE PRESIDENT (EVP): |
| Chris Rock | Diane Beatty |
| SHARED VALUES COMMITTEE CHAIR: | REGIONAL DIRECTOR (RD): |
| Lori Fink | Jennifer Fornes |
| PARENT CHOICE COMMITTEE CHAIR: | GROUP ACADEMIC DIRECTOR/COORDINATOR: |
| Coco Miner | Stephania Sherman |
| CHARACTER DEVELOPMENT COMMITTEE CHAIR: | GOVERNING BOARD REPRESENTATIVE(S): |
| Lauren Poirier/Kathleen Morgan | Stephanie Harmody |
| ACADEMIC GROWTH COMMITTEE CHAIR: | COMMUNITY REPRESENTATIVE(S) |
| Amanda Stevens/Liz Trax | Silvia Dingess |
| ECONOMIC SUSTAINABILITY COMMITTEE CHAIR: | PARENT REPRESENTATIVE(S): |
| Caitlyn Seeley | Jodi Malone |
| SCHOOL DEVELOPMENT COMMITTEE CHAIR: | STUDENT REPRESENTATIVE(S): |
| Mandi Brown | Tori Malone |
| SCHOOL ACADEMIC COACH: | OTHER REPRESENTATIVE(S) |
| Amanda Stevens Liz Trax | |

Imagine Schools Mission Statement

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



School Vision and Mission Statements

| Vision (A vision statement indicates what the school should ideally “look like” and what it is trying to achieve aligned with the organization’s values and culture.) | Mission (A mission statement indicates the responsibilities of the organization toward their stakeholders; what the school is charged to do and its purpose.) | Character Development Mission (A Character Development Mission supports the School’s Mission Statement and provides focus and direction for the school’s character development efforts. It specifies the moral, performance, and civic values taught to students and agreed by stakeholders.) |
|---|---|---|
| To inspire students to reach their full potential. | To provide rigorous academic instruction and develop lifelong learners in a character rich environment. | At Imagine South Vero our character mission statement is to foster a culture of kindness by developing opportunities for all stakeholders to receive justice, display integrity, and have fun. |

School Profile and Demographics

Brief History and Background of the School

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

Imagine South Vero is currently serving 884 students in grades K-8. With dedication and a commitment to academics, we have been an “A” rated school for 7 years. For the past five years, the school has earned a “high performing” status by the Florida Department of Education for academic success and good financial standing. The school is highly desirable among parents for enrolling their children as indicated by a waiting list of over 300 students.

The school is located in a growing southwest area of Vero Beach on a 10-acre property. The school was built for and by Imagine Schools. Its 45 classrooms, large multi-purpose room, two computer labs, music room, two art rooms and many outdoor learning spaces provide a state of the art facility for students to grow and learn. Over time, we have continued to increase our goal of moving towards a 1:1 in terms of student devices. In order to prepare students to play their role in the 21st century society, we are actively looking for ways to prepare students for the future. We’ve added ChromeBooks, additional laptop carts, and i-pads to our elementary classrooms. We are excited to grow with Google Classroom and integrate the ISTE standards in all classrooms to support the development of our 21st century learners.

With our mission to provide rigorous academic instruction and develop lifelong learners in a character rich environment, character education is at the forefront of our everyday lives at Imagine. Teachers and staff cultivate character within the student environment by modeling character values for students and integrating character into many aspects of the day. Stakeholders participate in enriched and thorough discussions of character traits such as Citizenship, Fairness, Shared Values, Responsibility, Respect, Caring and Kindness. In addition to these character traits, students are also learning about their own character strengths such as perseverance, curiosity, open mindedness, etc. through the Positivity Project. Each week, teachers focus on one of the 24 character strengths and provide daily lessons where students connect the trait to their own character development. Imagine South Vero plans activities on both the classroom and school level that shape the mindsets of all stakeholders. Students are meeting individual academic goals while also developing character traits which allow them to be positive contributing citizens in our school.

Parents are an important aspect to Imagine South Vero. Because character education is so deeply rooted, parents feel the effects as well. Parents partner with the school to fulfill the mission of educating and developing well rounded students. Imagine South Vero requires each family to volunteer for a minimum of 10 hours each school year. The school has been fortunate to have a large number of parent volunteers who help in classrooms, work with after school activities, chaperone field trips and participate in the PTA. The Imagine PTA sponsors several fundraisers each year which benefit students and teachers. These include a fall catalog sale, Boosterthon, school auction and holiday shop.

Imagine South Vero has developed several partnerships with local businesses. These include Sherwin Williams, Indian River Sheriff’s Department, Minute Man Press, Marks at the Point, Publix, and Costa d’ Este Hotel and Spa. Local businesses take advantage of an opportunity to rent large signs to support ISV and advertise their business, which are



displayed along the school's fence. After school activities include soccer, flag football, cross country, track, basketball, volleyball, tennis, golf, Girls on the Run, chess club, art club, music, and robotics.

Notable Awards Include:

- Promising Practices from Character.org for Developing Financial Literacy & Building Perseverance Through Robotics
- National Character Essay Recognition
- Golden School Award
- Florida Five Star Award
- A in Parent Choice
- A in Shared Values
- A+ in Economic Sustainability

Student Demographics

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

Total Enrollment: 884

| Elementary | Middle School | Demographics |
|------------|---------------|-----------------------------------|
| K: 80 | 6: 102 | 37% Free and Reduced Lunch |
| 1: 82 | 7: 101 | 11% Exceptional Student Education |
| 2: 89 | 8: 99 | 1% English Language Learners |
| 3: 88 | | 5.4% Black |
| 4: 109 | | 1% Island Pacific |
| 5: 117 | | 9.6% Hispanic |
| | | 81% White |
| | | 2.4% Other |

Staff Demographics

(Specify number of staff members and indicate roles. For instructional staff: include % of new teachers, % of teachers with 1-5 years and 6 + years of experience, % of teachers with advanced degrees, and % of teachers with specialized certifications.)

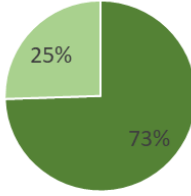
Staff Demographics

Master's degrees or higher: 12 teachers
1-5 years: 16 teachers
6+ years: 38 teachers
New Teachers (new to teaching): 2
New Teachers (new to Imagine): 4



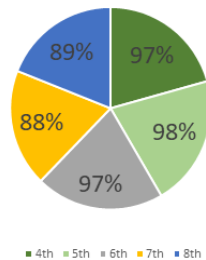
Building a Culture of High Expectations

Needs Assessment

| DATA & 3 YEAR TRENDS | ANALYZE & PRIORITIZE NEEDS |
|--|---|
| <p>Shared Values</p> <ul style="list-style-type: none"> Imagine Schools Staff, Student, and Parent Survey items related to Shared Values Other quantitative data: staff retention, in-house surveys Other qualitative data: testimonials, observations <p>Shared Values Comment from Jason Bryant The shared values at Imagine South Vero are deeply ingrained into the DNA of the campus. There were so many positive comments about the culture at Imagine South Vero. There are so many great and dedicated people working at Imagine South Vero. The team and family at Imagine South Vero appreciates the leadership changes this year and are excited for the future with this new servant leadership team in place. One person said that you returned to your roots this year!</p> <p>Shared Values Staff Survey</p> <p>Our staff attempts to live out Imagine Schools' Shared Values of Integrity, Justice, and Fun.</p>  <p>■ Strongly Agree ■ Agree</p> <p>Shared Values Student Survey</p> | <p>Shared Values Use this analysis to identify priority area(s) for improvement in the EQUIP section for each goal</p> <ul style="list-style-type: none"> Areas of strength and growth (priority area) SEP Written Feedback <p>Utilize the indicators, specified above each goal area, to inform your decisions as you determine Action Steps.</p> <p>Areas of Strength Imagine South Vero is honored to have been given an 'A' in Shared Values for the 2019-2020 school year. We are encouraged by our overall shared values participation rate of 93% and 2.7% increase in overall shared values survey questions.</p> <p>We are extremely pleased that our 2020 Imagine staff survey reflected that 98% of our faculty and staff members agreed that "Our staff attempts to live out Imagine Schools' Shared Values of Integrity, Justice, and Fun". This is an increase of 1% from the 2019 Imagine Staff Survey results. This is a testament to the common language we have developed of integrity, justice, and fun on campus. Not only is it a common language, our teachers and staff model these core values and empower students to live by them each day. A closer look at this data shows that 73% of staff strongly agree (10% increase) and 25% agree (10% decrease) with this survey item. Through analysis, the following shared values survey items show an increase in the areas of justice, integrity, and fun:</p> <p>"Once we start a new program at this school, we follow up to make sure it's working as intended" (Fun – Accountability for Decision) -95% to 98%. "The programs and resources at this school are adequate to support students' learning" (Justice & Integrity)- 92% to 94%.</p> <p>Moreover, we are excited to share that according to the 2020 student survey item, "I am learning about Imagine Schools' Shared Values of Integrity, Justice, and Fun", we increased from 90% to 94%. Disaggregated data shows the following results from the student survey:</p> <p>4- 97% (1% decrease) 5- 98% (4% increase) 6- 97% (7% increase) 7- 88% (4 % increase) 8- 89% (6% increase)</p> <p>Furthermore, we are excited to share that 98% of our teacher and staff agree that their school leader or direct supervisor works with them to evaluate their performance and helps identify areas of growth and</p> |

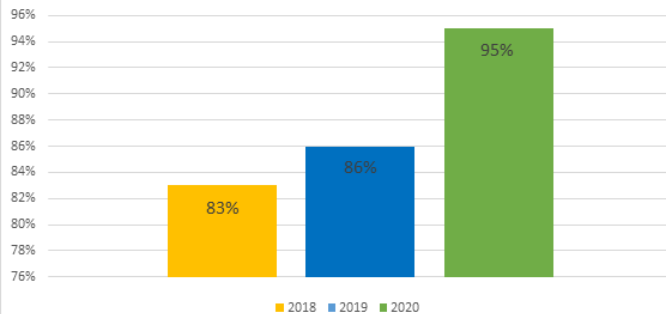


I am learning about Imagine Schools' Shared Values of Integrity, Justice, and Fun.



Shared Values Staff Survey

I have been given an opportunity to become familiar with our school's budget and financial standing.



Shared Values Family Survey Comments

I could not be happier with how smoothly our school handled this pandemic. I am thankful for how easy our teachers and staff made this transition for our family! Beyond pleased!! Awesome job guys!! We love our school!

The ISV Faculty and staff have made this another successful year despite the challenges with school closings. My children were delivered quality instruction and continued to feel valued and loved. There is no other school that compares, and I want to thank this amazing group of people for their tireless dedication and support!

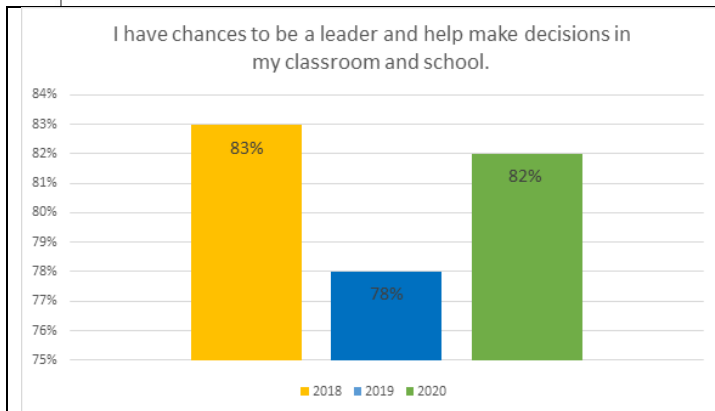
Student Survey Data

professional learning opportunities. This was a 6% increase from the previous school year. Additionally, we are encouraged by the 9% increase (86% to 95%) on the survey item, "I have been given the opportunity to become familiar with our school's budget and financial standing". This survey item has been low over the past few years and we are excited that our teachers and staff are pleased with the efforts put forth to provide information pertaining to the school budget and financial standing.

Areas of Growth

Although our student survey item that relates to decision making indicates an increase from 78% to 82%, we will intentionally provide opportunities for students to be more involved in the decision making process on campus. Students will be intentionally taught what a task force is and encouraged to start or participate in a task force. Included in intentional lessons related to a task force, teachers will walk students through the decision making model. Moreover, these efforts would also support the survey item, "I have chances to be a leader and help make decisions in my classroom or school". This survey item increased from 78% to 82%, however it is important that all students feel as though they have leadership opportunities in and out of the classroom on our campus.

With the pandemic in the spring, we quickly changed gears to provide online learning to our students without compromising the integrity of our academic programs. During this time, we evaluated our programs and resources as the 2020-2021 school year will be full of unknowns. Although our data reflects a 2% increase from 92% to 94% for the survey item, "The programs and resources at this school are adequate to support students' learning (Justice & Integrity)" we feel that this should be a focus given the circumstances we are in with COVID-19. Over the summer the leadership team developed an academic cohort. This cohort along with the leadership team met to closely look at all of the resources and programs we currently have and which could be used with fidelity whether on campus or through innovative learning. The cohort felt the need to strengthen our reading program and the school purchased Wit & Wisdom to support all students in and out of the classroom. We look forward to using this cohort to build capacity on campus and continue to strengthen and streamline the programs and resources to best support student learning.



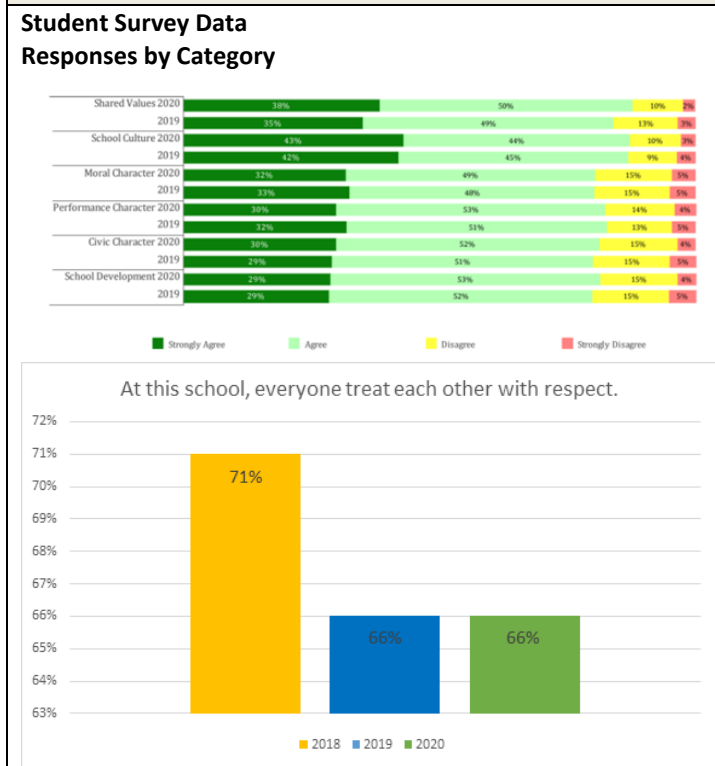
- Character Development: School Culture and Climate**
- Imagine Schools Staff, Student, and Parent Survey items related to School Culture
 - Other **quantitative data**: in-house surveys, behavioral data (referrals, suspensions), attendance data
 - Other **qualitative data**: testimonials, observations

Character Development: School Culture and Climate

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

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

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



Areas of Strength

We are encouraged by the number of participants that completed both our Hacking School Discipline PLC and RP101. We made great progress in shifting mindsets from the traditional punitive approach to restorative practices. Our behavior data reflects the impact on restorative interventions implemented across campus.

Positive feedback from the NACT include tools and strategies used to implement character action steps: (MC) bully box to address respect and anti-bullying, (PC) integrating cooperative learning groups in lessons, and (CC) service learning protocol to drive down the essential components of service learning. Furthermore, they commend our team for finding creative ways to continue to strengthen relationships and monitor the social and emotional well-being of students during the pandemic. The family surveys showed a “98% agreement rate of families that thought the school did an excellent job at adapting to the changes and kept them informed during the school closure.”

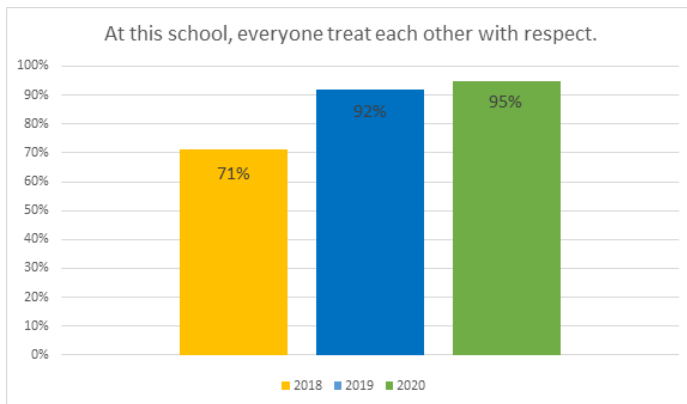
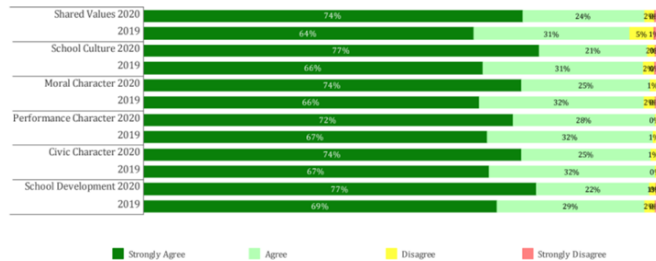
We are excited to share that we had three winners in the National Character Essay Contest and received two Promising Practices for Developing Financial Literacy & Building Perseverance through Robotics!

Areas for Growth

Imagine South Vero is excited to share that according to the 2019-2020 shared values survey item, “At this school, everyone (students, teachers, and administrators) treat each other with respect” we increased from 92% to 95%. Although we put a greater emphasis on using a positive approach to discipline that was consistent with character values and included restorative practices, according to the 2019-2020 student



Staff Survey Data Responses by Category



End of Year Referral Data

The below data is our overall school-wide behavior data for the 2019-2020 school year.

| Imagine South Vero Schoolwide Overall Data 2019-2020 | | | |
|--|-----------------------------------|---|---|
| Annual Number of Restorative Conferences | Annual Number of Office Referrals | Annual Number of In-School Suspensions (IS) | Annual Number of Out-of-School Suspensions (OS) |
| 146 | 92 | 5 | 3 |

Parent Choice

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

Staff Survey Data

survey item, “At this school, everyone (students and adults) treat each other with respect maintained 66%. Disaggregated data shows the following results from the student survey:

- 4- 67%
- 5- 64%
- 6- 90%
- 7- 62%
- 8- 48%

Although we provided professional learning and made a commitment to restorative practices this past school year, our student data indicates that there is a need to continue strengthening our practices that align with students feeling as though everyone treats each other with respect. We will use the disaggregated data to engage in a root cause analysis with our teachers, staff, and students in September. Furthermore, professional learning on cultural relevance and diversity will be looked into as it is a critical need, especially with the most recent events. We look forward to the addition of our Restorative Coach and her background with behavior intervention as we enter our next phase with restorative practices.

Parent Choice

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

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

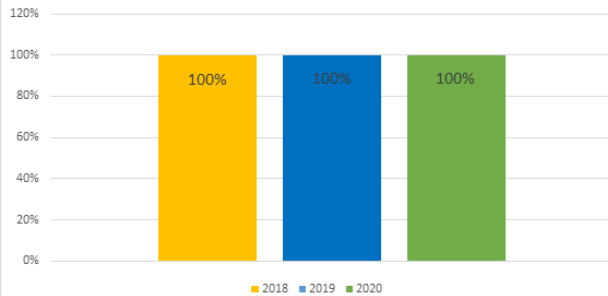
Utilize the indicators, specified above each goal area, to inform your decisions as you determine Action Steps.

Areas of Strength

Imagine South Vero is excited to share that 96% of our students are re-enrolled for the 2020-2021 school year. According to the 2019-2020 shared values survey item, “At this school, families are kept informed of their children’s academic and character progress, including accomplishments and growth areas” we maintained 100%.



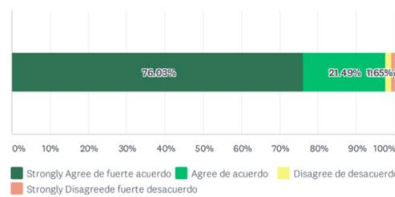
At this school, families are kept informed of their children's academic and character progress, including accomplishments and growth areas.



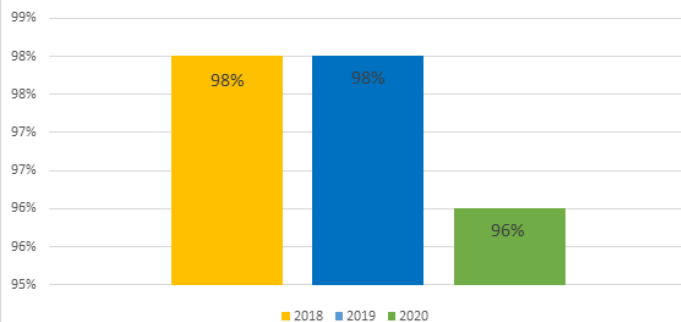
Family Survey Data

Q14 The school did an excellent job of keeping parents informed and supported after schools were closed and they switched to remote learning at home. La escuela hizo un excelente trabajo al mantener a los padres informados y apoyados después de que las escuelas cerraron y cambiaron al aprendizaje remoto en casa.

Answered: 121 Skipped: 9



Overall, I am satisfied with the quality of education my children are receiving at this school.



Family Survey Comments

I could not be happier with how smoothly our school handled this pandemic. I am thankful for how easy our teachers and staff made this transition for our family! Beyond pleased!! Awesome job guys!! We love our school!!

While our worlds were turned upside-down during distance learning, we are proud of the partnership and communication efforts that we maintained with our families. Our communication efforts were clear and consistent. Families had opportunities to engage in workshops to better understand google classroom as well as the other platforms we used during distance learning. Teachers and staff used a daily student tracker to keep record of student engagement and correspondence with families. Our leadership team kept families abreast with information throughout distance learning with updates, expectations, and changes to any policies or procedures. Facebook LIVE events, family trivia, and virtual scavenger hunts were scheduled to encourage families to stay connected. Grace and understanding was our overall message throughout the time of distance learning. These efforts are a testament to the fact that 98% of our families agree that "The school did an excellent job of keeping parents informed and supported after schools were closed and they switched to remote learning at home".

Areas of Growth

Imagine South Vero looks forward to continuing the communication efforts we put in place this past school year. Character PRIDE ticket notes home helped bridge our character efforts and lines of communication between teachers and families. We will continue to encourage teachers to make weekly phone calls, emails, and written notes home to inform them of their child's academic and character progress. We will continue to collaborate to find ways to reach families. We are currently working with our PTA to partner together to host more parent nights (pending the current pandemic). With about 28% of families opting for innovative learning, we will continue to find creative ways to ensure that lines of communication are clear and intentional.

According to the family survey, 96% of families agree that they are overall satisfied with the quality of education their children are receiving at Imagine South Vero. This was a 2% decrease from previous years. We believe that this was due to the pandemic. We have analyzed our family survey comments and based on their feedback we will increase communication efforts as well as provide more face to face instruction via LIVE lessons. Each morning our co-teachers provide a morning circle to build community as well as inform students of what is to come for the school day. Students follow a schedule where they attend LIVE lessons via Google Meets. The co-teacher provides an additional layer of communication. The overall feedback that we have received so far has been extremely positive. We look forward to continuing these efforts and will send our parents a survey in December to gather a pulse on this survey item.



My son is in 1st grade at Imagine South Vero and the teachers have done a wonderful job with communicating and continuing to educate during this time of distance learning.

Building a Culture of High Expectations

ESTABLISH Goals: SHARED VALUES

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

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

By the end of the school year, the overall agreement rate (strongly agree & agree) for School Culture/Climate survey items will maintain or achieve 90 % or higher, as measured in the Imagine Schools Student, Staff, and Family Surveys.

Goal(s) Met?

• YES

• NO

EQUIP with an Implementation Action Plan: SHARED VALUES

| PRIORITY AREA(S) State the priority areas identified in the Needs Assessment | ACTION STEP(S) (Implementation initiative and/or strategy) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|---|---|---|--|--|---|
| According to student character survey data, 82% of students feel that they have chances to be a leader and help make decisions in their classroom and school. | When making decisions, stakeholders including students put major emphasis on getting advice from colleagues and leaders. They follow the decision making model when making decisions. | -The book "The Leader in Me" -Decision Making Process Cycle -Academic Excellence Framework -Task Force Protocol -Task Force Binder | -Decision Making Lesson Plans -Classroom Jobs | Teachers Leadership Team Shared Values Committee | Student and Staff surveys (2 times a year) Parent Pulse on Progress Survey November Leadership Team Shared Values Chats/Interviews (November, February) |

EQUIP with Professional Learning Opportunities: SHARED VALUES

| Topic (related to ACTION STEP) | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|-----------------------------------|---|--|--|--|
| Student Leadership Opportunities | Book Study, "The Leader in Me" | Facilitator: Leadership Team Audience: Teachers | Monthly Faculty Meeting | Shared Values Committee Leadership Team |



ENGAGE in Implementation: SHARED VALUES

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

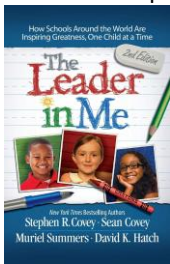
Progress Monitoring I

Reporter: Chris Rock

Recorder: Kathleen Morgan

The priority area survey item will be included in the October survey monkey. One-on-one interviews will be conducted through the month of November. A survey will be given to parents in November through our Family Newsletter. Components of the “Leader in Me” book will be provided to staff at faculty meetings.

The leadership team will develop a plan to deliver content for the Book Study on the “Leader in Me” focusing on 2 skills in the book this school year.



Progress Monitoring II

EVALUATE Efforts: SHARED VALUES

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

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



Building a Culture of High Expectations

ESTABLISH Goals: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE

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

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

- ***By the end of the school year, the overall agreement rate (strongly agree & agree) for School Culture/Climate survey items will maintain or achieve 90 % or higher, as measured in the Imagine Schools Student, Staff, and Family Surveys.***

Goal(s) Met?

• YES • NO

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

| PRIORITY AREA(S) State the priority areas identified in the Needs Assessment | ACTION STEP(S) (Implementation initiative and/or strategy) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|---|---|--|---|--|--|
| According to student character survey data, our school will focus our efforts in respect through morning circles, restorative practices and small groups with the restore coach to emphasize respect. | Use a positive approach to discipline that is consistent with character values and includes restorative practices Develop a common understanding and language of SEL competencies to meet the social emotional needs of students | -Think Sheets, Restorative Conference Sheets, Referral Forms -De-escalation Zones -SEL lessons & resources (Casel) | Preplanning Daily Community Building Circles "Pulse on Progress" staff surveys (2 times: Oct/Jan) | Teachers Leadership Team | Bi-Weekly Classroom Observations of school-wide expectations and circles focused on respect. 20minute high impact Respect questions Behavior/Restorative Conference Data |



| | | | | | |
|--|--|--|--|--|--|
| | | | | | "Pulse on Progress" Staff Survey Data Respect question |
|--|--|--|--|--|--|

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

| Topic (related to ACTION STEP) | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|---|---|---|--|---|
| Restorative Practices and RP101 for leadership members | Workshop | Facilitator: Restorative Coach Audience: Teachers | Pre-Planning: Week Three Modeling & Coaching Weekly by Restorative Coach | Leadership Team |
| SEL Competencies: Self Awareness, Self Management, Responsible Decision Making, Relationship Skills, and Social Awareness | Workshop | Facilitator: Restorative Coach Audience: Teachers | Pre-Planning: Week Three January: Refresher & Collaborative Opportunity | Leadership Team |

ENGAGE in Implementation: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE

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

Progress Monitoring I

October

Reporter: Kathleen

Recorder: Liz

Morning Circles as an emphasis in the classroom helps build respect. Teachers reporting to Kathleen on the Restorative Circles. Kathleen is pulling students for engaging small groups with students to hone in on character skills. Students are creating personal goals to work towards. Kathleen will go bi-weekly into each classroom during PRIDE and will record via a tool. Needs to collect quantitative evidence of respect. The 20 minute walkthrough by Academic Coaches also collects data on respect in the classroom. The Pulse on Progress survey helps collect data from the staff on respect at least 2 times per year. Leadership team needs to complete RP101.



Progress Monitoring II

EVALUATE Efforts: CHARACTER DEVELOPMENT – SCHOOL CULTURE/CLIMATE

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

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



Building a Culture of High Expectations

ESTABLISH Goals: PARENT CHOICE

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

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

- *By the end of the school year, 95 % of students will re-enroll, as measured by completed enrollment forms.*

Goal(s) Met?

• YES • NO

EQUIP with Implementation Action Plan: PARENT CHOICE

| PRIORITY AREA(S) State the priority areas identified in the Needs Assessment | ACTION STEP(S) (Implementation initiative and/or strategy) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|--|---|---|---|---|--|
| <p>According to the family survey, 98% of our families agree that "The school did an excellent job of keeping parents informed and supported after schools were closed and they switched to remote learning at home".</p> <p>According to the family survey, 96% of families agree that they are overall satisfied with the quality of education their children are receiving at Imagine South Vero. This was a 2% decrease from previous years.</p> | <p>Parents/guardians will be informed and knowledgeable about their child's academic and character progress.</p> <p>Parents/guardians will be satisfied with the quality of education their child is receiving.</p> | <p>-Conference forms with a "character progress" section - "Manatee Character PRIDE" tickets (notes home to families about positive character actions) -Character S.M.A.R.T goal templates and goal sheets -Morning circles for innovative students -LIVE lessons for innovative learners</p> | <p>Parent/Teachers Conferences 2x a Year (and then as needed)</p> <p>Quarterly Student Goal Setting</p> | <p>Teachers Leadership Team Parent Choice Committee</p> | <p>Conference Logs</p> <p>Pulse on Progress</p> |

EQUIP with Professional Learning Opportunities: PARENT CHOICE

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



| | | | | |
|----------------------|---|--|--------------------------------|---|
| Parent Communication | Bite-Sized PD (tips and ideas shared at faculty meetings) | Facilitator: Parent Choice Committee Audience: Teachers | Bi-Monthly at Faculty Meetings | Parent Choice Committee Leadership Team |
|----------------------|---|--|--------------------------------|---|

ENGAGE in Implementation: PARENT CHOICE

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

Progress Monitoring I

October

Recorder: Liz

Reporter: Lauren

October is Parent-Teacher Conference month. Teachers using Google Meets or phone calls to conferences with parents. Conference logs will be turned in at the end of the month. This will provide us data on how many parents/families have been contacted. Rock and Poirier making personal phone calls with flagged students. We will be sending out Pulse on Progress surveys later this month. We will use a survey monkey to take a pulse along with other questions across the SEP to our families. Add pictures to highlight some of the information.

| Conference Participation Rate by Grade Level 1st Semester | % |
|---|---|
| K | |
| 1st | |
| 2nd | |
| 3rd | |
| 4th | |
| 5th | |
| 6th | |
| 7th | |
| 8th | |
| Overall | |

Progress Monitoring II

EVALUATE Efforts: PARENT CHOICE

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



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



Teaching & Learning

Needs Assessment

DATA & 3 YEAR TRENDS

Academic Growth

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

ANALYZE & PRIORITIZE NEEDS

Academic Growth

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

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

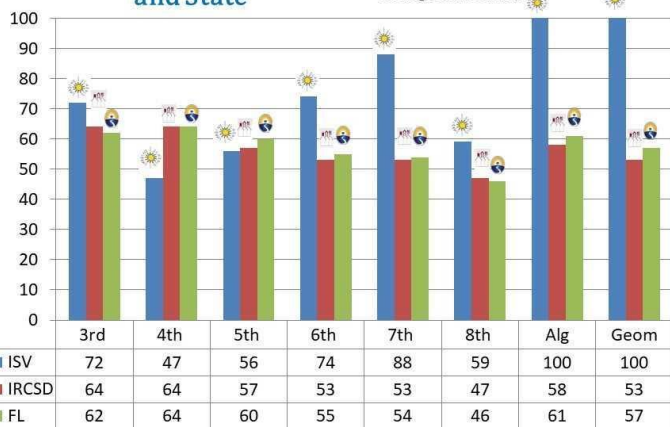
Utilize the indicators, specified above each goal area, to inform your decisions as you determine Action Steps.

2019 State Assessment Data



FSA Math of Imagine South Vero Compared to District and State

- Math Notable Accomplishments**
- Algebra and Geometry-100% Proficiency
 - 1st in District for 7th Grade Math
 - 2nd in District for 6th and 8th Grade Math
 - Grades 3,6,7, and 8 Exceeded District and State Averages for FSA Math



Math Domains

| | | | |
|--|--|------------------------|---------------------------------|
| | Operations and Algebraic Thinking, and Numbers in Base Ten | Numbers and Operations | Measurement, Data, and Geometry |
|--|--|------------------------|---------------------------------|

Teaching and Learning Fundamentals

As we reflect upon the school year, we are proud of how much our teams have grown with collaborative planning. This year we focused on the delivery of lesson plans including the gradual release model and the use of Kagan Structures to ensure active engagement of students. Teachers are speaking a common Kagan language on campus and we are excited to see this continue to grow next year. With the change in delivery of instruction to include innovative learning environments, it is fundamental our collaborative planning adjust to focus on our new instructional resources, technology implementation and best practices for hybrid learning environments. Teachers are overwhelmed with the amount of new and many effective teachers will need support in collaborative planning.

Priority area: Planning with new resources and hybrid learning environments can be challenging. Beginning of the year observations, staff morale and teacher feedback demonstrate a need for intentional collaborative planning structured to support teachers to maintain highly effective status in this new hybrid environment.

Reading

As we reflect upon the school year to evaluate the efforts made and data collected, it is evident we have areas of strength and ways that we can continue to grow. Teachers within each grade level have content knowledge of the standards and are able to deliver effective instruction to students. Through observation of classroom instruction and analyzing STAR data, there is a common trend that has been identified as an area of growth. When looking at STAR data, students within each grade level appear to be proficient with grade



| | | | |
|---|-----|-----|-----|
| 3 | 74% | 67% | 68% |
|---|-----|-----|-----|

| | Operations and Algebraic Thinking | Numbers and Operations in Base Ten | Numbers and Operations | Measurement, Data, and Geometry |
|---|-----------------------------------|------------------------------------|------------------------|---------------------------------|
| 4 | 55% | 55% | 43% | 61% |

| | Operations, Algebraic Thinking, and Fractions | Numbers and Operations in Base Ten | Measurement, Data, and Geometry |
|---|---|------------------------------------|---------------------------------|
| 5 | 52% | 60% | 50% |

| | Ratio and Proportional Relationships | Expressions and Equations | Geometry | Statistics and Probability | The Number System |
|---|--------------------------------------|---------------------------|----------|----------------------------|-------------------|
| 6 | 75% | 59% | 50% | 64% | 75% |
| 7 | 64% | 36% | 62% | 56% | 63% |

| | Expressions and Equations | Functions | Geometry | Statistics & Probability and The Number System |
|---|---------------------------|-----------|----------|--|
| 8 | 47% | 50% | 40% | 40% |

level standards. Learning gains and proficiency over the last four years has not exceeded a 1.05 and proficiency has only risen 4%. Through classroom observation, students continue to have mindless encounters with text and reading strategies being used are inconsistent from grade level to grade level. Conversations through collaborative planning with teachers and academic coaches concludes teachers need a better understanding of how to execute appropriate reading strategies when needed. Dr. Gene Kerns, chief academic officer of Renaissance presented "[Why Reading Growth Flatlines, and what we can do about it](#)" this summer. This presentation resonated with our leadership team, looking at our reading data the learning gains and proficiency have flatlined over the last several years. As we move forward, we will continue our process of developing a culture of reading with a consistent use of reading strategies across each grade level. The leadership team is working to create a professional development plan that will support each academy with what they need to be successful. Our goal is to eliminate mindless encounters with text and teach students how to dissect what they read with strategies that they can use across content areas. Moving forward, the leadership team is working to develop a professional development plan that will give teachers a better understanding of how to use the classroom data collected, develop a plan for their students, and determine which strategies will be used to execute that plan. This work comes from the books written by Jennifere Serravallo: "The Reading Strategies Book", "The Writing Strategies Book", "The Literacy Teacher's Playbook K-2 and 3-6". We have made contact with the professional development group that supports Jennifer Serravallo at Heinemann Publishing. We are hoping to have them on campus or virtually during pre-planning to kick off the school year. We will also be developing academy PLC groups that will meet monthly to learn and grow as we develop a common language of reading strategies on campus.

Priority area: Focus on our lowest quartile/highest quartile learning gains to ensure all students are

Our action step will be to develop a common language for reading strategies and instruction across content areas.

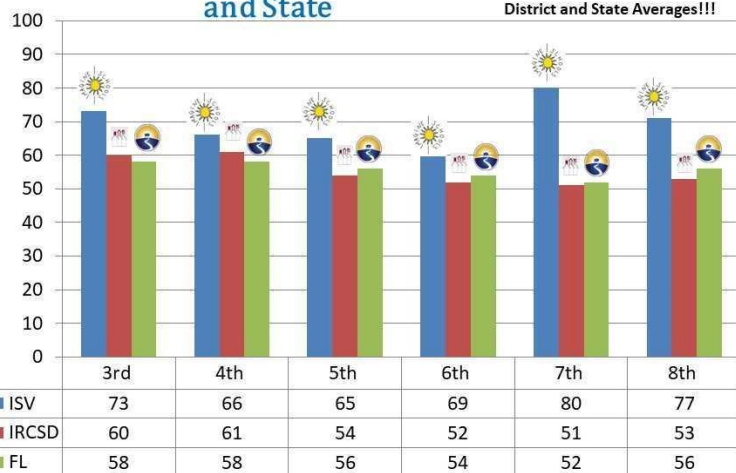
Math

As we reflect upon the school year to evaluate the efforts made and data collected, we will continue to monitor mastery of grade level standards and the growth of our quartile 4 students. This year we utilized a new math curriculum, Into Math, in grade K-5. This curriculum was rigorous and aligned well to the standards. We were confident that students would have been successful when taking the FSA. Moving into next year, there will be a clearly defined plan for students in Grade 6 and 7. This will best support the needs of those students to ensure they make the appropriate gains by the end of the 2020-2021 school



FSA ELA of Imagine South Vero Compared to District and State

- ELA Notable Accomplishments**
- 1st in District for 7th and 8th Grade ELA
 - 2nd in District for 6th Grade ELA
 - All Grade Levels Exceeded District and State Averages!!!



Reading Domains

| | Key Ideas and Details | Craft and Structure | Integration of Knowledge and Ideas | Language and Editing Task | Text Based Writing |
|--------|-----------------------|---------------------|------------------------------------|---------------------------|--------------------|
| 3 | 60% | 71% | 58% | 83% | NA |
| 4 | 53% | 56% | 50% | 86% | 50% |
| 5 | 50% | 73% | 60% | 86% | 60% |
| 6 | 63% | 68% | 45% | 83% | 70% |
| 7 | 63% | 75% | 58% | 71% | 70% |
| 8 | 62% | 82% | 71% | 75% | 70% |
| School | 59% | 61% | 57% | 81% | 64% |

year. As always we will continue to make data driven decisions to intentionally plan for more rigorous instruction within each grade level.

Writing

Areas of Strengths:

One of the areas of strengths shown by the 2018-2019 FSA Writing data is our writing instruction in grades 4 and 5. The data shows a large increase from the beginning of the year compared to end of the year (Benchmark 3). It is obvious students are applying the strategies learned during classroom instruction in their writing samples. From pre-planning to editing, students are improving their writing skills during the year. The use of data notebooks where students track their own writing data disaggregated by the domains has improved student understanding of the State Writing Assessment rubric and helped identify individual students' need for growth.

Another area of strength is our continued instruction of writing using the RACE strategy. Evidence of the RACE strategy is found across the campus in various content areas. The RACE strategy continues to not only improve students' reading comprehension, but allows students to better organize and elaborate their written responses. This helps teachers clearly understand students' thinking about a particular subject or text. The strategy "forces" students to answer with specific text evidence or text citations and then explain why the evidence is important to the answer. The evidence shows the integration of the RACE strategy across the grades and content areas has made a positive impact on writing scores.

Areas in Need of Improvement:

As indicated by the disaggregated data of the domains for Benchmark 3, the writing domain of evidence and elaboration continues to be our area of need. In Writing Benchmark 3, the data clearly shows that the domain of Evidence and Elaboration is an area where we need to see more growth and should be a focus for next year. The writing block must include elements of writer's workshop with direct instruction of citing evidence and elaborating on a text. It should also include independent writing time in which students are given ample opportunity to conference with the teacher and peers to enhance their writing. Peer and teacher constructive feedback needs to be a vital part of the writing block to build strong and confident writers.

We also need to be purposeful in tracking writing data by domains to allow for more insight on where we need to focus throughout the year. This would allow us to give support where needed throughout the year to foster growth. Both teachers and students should be using similar data tracking tools to record data.



Writing Domains

| | Purpose, Focus, and Organization | Evidence and Elaboration | Conventions |
|---|----------------------------------|--------------------------|-------------|
| 4 | 2/4 | 2/4 | 2/2 |
| 5 | 2/4 | 2/4 | 2/2 |
| 6 | 3/4 | 2/4 | 2/2 |
| 7 | 3/4 | 2/4 | 2/2 |
| 8 | 3/4 | 3/4 | 2/2 |

Through this data collection, teachers and students will be able to meet on common ground to discuss the writing process and create action steps on how to improve writing.

Utilization of the RACE strategy across grade levels and content areas should be a priority. This strategy helps support not only reading comprehension but helps students formulate and organize their written response to show their thinking. The RACE strategy used in correlation to explicit instruction of citing evidence in a text and explaining the evidence and how it relates to the answer will help improve students' writing. The continued use of RACE will also support the close reading skills required to breakdown complex texts used within content areas.

Science

Areas of Strength:

Through classroom observations, benchmarks, and classroom data, we are pleased with the progress we have made this year in science instruction and learning. In our second year of using STEMscopes, our teachers are more confident in the utilization of the platform in its full capacity. Our school-wide science fair included all grade levels for the first time this year. The use of common language and teaching science with fidelity across all grades levels is helping to close the achievement gap.

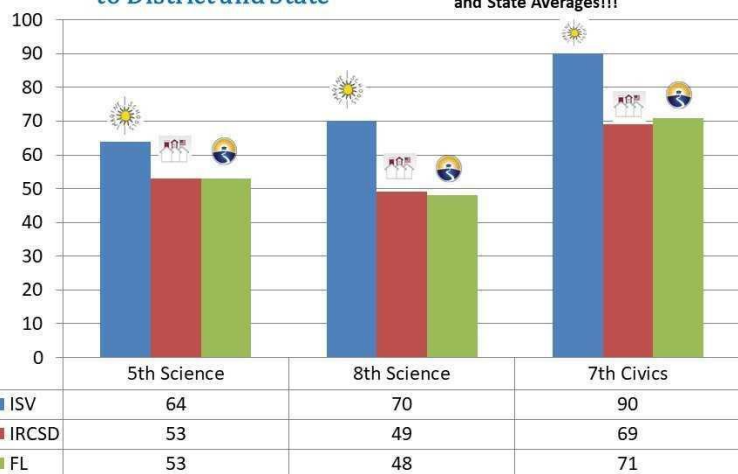
Areas in Need of Improvement:

Our classroom data indicates that Earth and Space science is our lowest scoring science domain with an end of unit average of 76% in grades 5 and 8. The domain of Life Science end of unit data indicates an average of 79%. As we continue to work towards closing the achievement gap and excel in all domains, we would like to provide more Science Professional Development in the future that would allow teachers to feel more confident in science instruction. Building a vertical team that meets quarterly to engage in conversations to increase communication across grade-levels in regards to explicitly teaching science and identifying expectations at each grade level would benefit our students school-wide as we continue to work towards science excellence.



FCAT Science & Civics EOC of Imagine South Vero Compared to District and State

- Notable Accomplishments**
- 2nd in District for 8th Grade Science
 - 2nd in District for 7th Grade Civics
 - All Grade Levels Exceeded District and State Averages!!!



2018-2019 FCAT Science Data

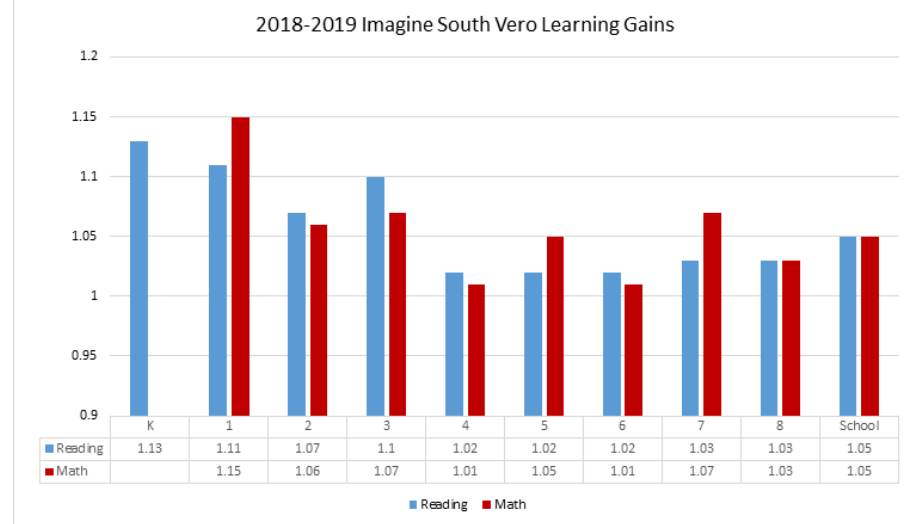
| | Nature of Science | Earth and Space | Physical Science | Life Science |
|---|-------------------|-----------------|------------------|--------------|
| 5 | 80% | 69% | 69% | 71% |
| 8 | 73% | 80% | 80% | 73% |

ISV FSA Data
2018-2019
(2017-2018)

| | English Language Arts (3 rd -8 th Grade) | Math (3 rd -8 th Grade) | Science (5 th and 8 th Grade) | Social Studies (Civics-7 th grade) | Middle School Acceleration (EOC) |
|---|--|--|--|--|-------------------------------------|
| Percent Proficient | 72 +4 (68) | 70 +1 (69) | 67 -7 (74) | 90 +1 (89) | 64 -1 (65) |
| Percent with Learning Gains | 60 -2 (62) | 62 -10 (72) | | | |
| Percent of Gains in Lowest Quartile | 53 +1 (52) | 51 -20 (71) | | | |
| 589 Total Points Earned/ 900 Possible 65% Overall Percent= "A" Rating | | | | | |



STAR Data



Reading

| G | M | M | Q | Q | Q | Q |
|----|------|------|------|------|------|------|
| ra | e | e | 1 | 2 | 3 | 4 |
| d | a | a | M | M | M | M |
| e | n | n | e | e | e | e |
| | L | S | a | a | a | a |
| | G | G | n | n | n | n |
| | P | P | L | L | L | L |
| | | | G | G | G | G |
| 1 | 1.11 | 1.64 | 1.15 | 1.15 | 1.12 | 1.10 |
| 2 | 1.07 | 1.59 | 1.19 | 1.19 | 1.16 | 1.12 |
| 3 | 1.10 | 1.66 | 1.16 | 1.13 | 1.10 | 1.12 |
| 4 | 1.02 | 1.89 | 1.11 | 1.11 | 1.11 | 1.09 |
| 5 | 1.01 | 1.50 | 1.10 | 1.10 | 1.10 | 1.10 |



| | | | | | | |
|---------------------------------|----------------------------|---------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|--------------------------------------|
| | 2 | | 6 | 4 | 2 | 0 |
| 6 | 1. 0 3 | 5 8 0 | 1. 1 0 | 1. 0 5 | 0. 9 9 | 0. 9 9 |
| 7 | 1. 0 3 | 6 5 9 | 1. 0 9 | 1. 0 4 | 1. 0 3 | 1. 0 0 |
| 8 | 1. 0 5 | 5 8 9 | 1. 0 9 | 1. 0 5 | 1. 0 1 | 0. 9 7 |
| O v e r a l l | 1. 0 5 | 5 7 2 | 1. 1 2 | 1. 0 7 | 1. 0 4 | 1. 0 1 |
| Math | | | | | | |
| G r a d e | M e a n L G | M e a n S G P | Q 1 M e a n L G | Q 2 M e a n L G | Q 3 M e a n L G | Q 4 M e a n L G |
| 1 | 1. 1 5 | 7 1 9 | 1. 2 9 | 1. 1 7 | 1. 1 3 | 1. 1 0 |
| 2 | 1. 0 6 | 3 9 8 | 1. 1 8 | 1. 1 1 | 1. 0 5 | 1. 0 2 |
| 3 | 1. 0 7 | 5 7 6 | 1. 1 6 | 1. 1 3 | 1. 0 6 | 1. 0 4 |
| 4 | 1. 0 1 | 4 2 2 | 1. 0 2 | 1. 0 4 | 1. 0 2 | 0. 9 9 |
| 5 | 1. 0 5 | 5 3 7 | 1. 0 7 | 1. 0 7 | 1. 0 7 | 1. 0 3 |
| 6 | 1. 0 1 | 4 9 9 | 1. 0 9 | 0. 9 9 | 1. 0 2 | 1. 0 0 |

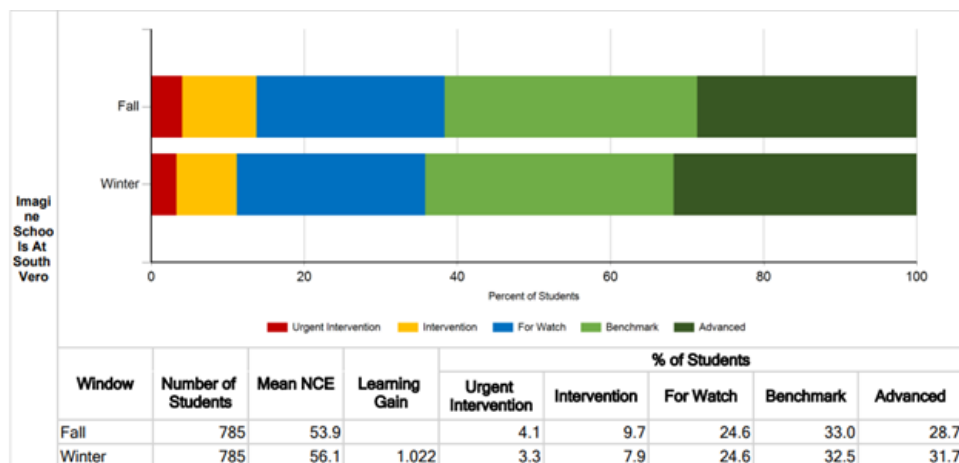


| | | | | | | |
|---------|------|------|------|------|------|------|
| 7 | 1.07 | 7.03 | 1.08 | 1.06 | 1.00 | 1.05 |
| 8 | 1.03 | 5.04 | 1.09 | 1.01 | 1.00 | 1.05 |
| Overall | 1.05 | 5.14 | 1.07 | 1.06 | 1.00 | 1.03 |

2019-2020 Schoolwide Reading STAR Data

| Reading | FSA Spring 18-19 | STAR Spring Learning Gain/SGP 18-19 | STAR Fall 19-20 | STAR Mid-Term 19-20 | STAR Winter 19-20 | STAR Winter Learning Gains/SGP 19-20 | STAR Progress Monitoring 19-20 | STAR PM Learning Gains 19-20 | FSA Goal 19-20 |
|------------------|------------------|-------------------------------------|-----------------|---------------------|-------------------|--------------------------------------|--------------------------------|------------------------------|----------------|
| K Early Literacy | NA | 1.13 | NA | NA | NA | NA | NA | NA | NA |
| 1 | NA | 1.11/62 | 88 (A) | 95 (A) | 94 (A) | 1.15/62 | 94 (A) | 1.15 | NA |
| 2 | NA | 1.07/55 | 76 (A) | 72 (A) | 77 (A) | 1.04/37 | NA | 1.04 | NA |
| 3 | 73(A) | 1.10/66 | 72(A) | 73 (A) | 74 (A) | 1.02/49 | 72 (A) | 1.03 | 73(A) |
| 4 | 66(A) | 1.02/38 | 76(A) | 72 (A) | 76 (A) | 0.99/32 | 68 (A) | 0.99 | 75(A) |
| 5 | 65(A) | 1.02/51 | 57(B) | 55 (B) | 54 (B) | 0.98/39 | 63 (A) | 0.98 | 69(A) |
| 6 | 69(A) | 1.03/58 | 67(A) | 73 (A) | 75 (A) | 1.03/54 | 75 (A) | 1.02 | 70(A) |
| 7 | 80(A) | 1.03/65 | 78(A) | 79 (A) | 77 (A) | 1/43 | 78 (A) | 0.99 | 74(A) |
| 8 | 77(A) | 1.05/58 | 81(A) | 70 (A) | 78 (A) | 0.99/39 | 76 (A) | 0.99 | 82(A) |
| School | 72(A) | 1.05/57 | 72(A) | 71 (A) | 72 (A) | 1.02/46 | 72 (A) | 1.02 | 74(A) |

2019-2020 School Wide Reading Learning Gains Data



ISV Reading Trends

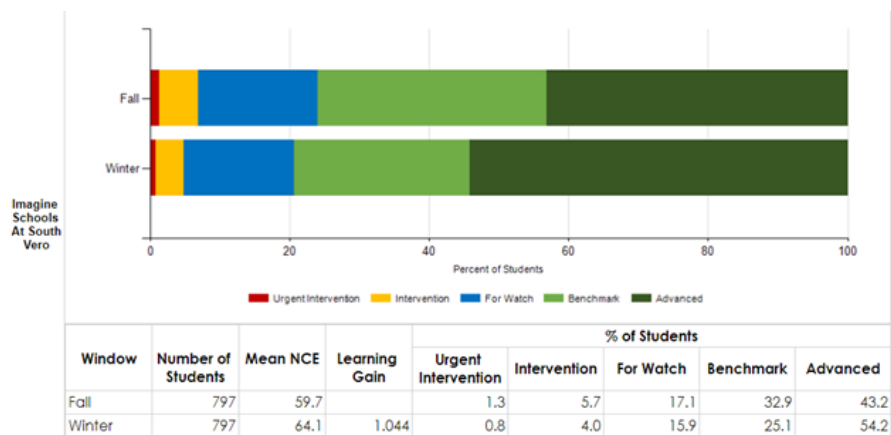
| | 2016-2017 | 2017-2018 | 2018-2019 | 2019-2020 |
|----------------|-----------|-----------|-----------|-----------|
| Learning Gains | 1.05 | 1.04 | 1.05 | 1.02 |
| Proficiency | 68% | 68% | 72% | 72% |

2019-2020 STAR Math Grade Level Data



| Math | FSA Spring 18-19 | STAR Spring Mean Learning Gain/SGP 18-19 | STAR Fall 19-20 | STAR Mid-Term 19-20 | STAR Winter 19-20 | STAR Winter Learning Gains/SGP 19-20 | STAR Progress Monitoring 19-20 | STAR PM Learning Gains/SGP 19-20 | FSA Goal 19-20 |
|--------|------------------|--|-----------------|---------------------|-------------------|--------------------------------------|--------------------------------|----------------------------------|----------------|
| K | NA | NA | NA | NA | NA | NA | NA | NA | NA |
| 1 | NA | 1.15/71 | 96 (A) | 98 (A) | 98 (A) | 1.11/68 | 98 (A) | 1.11 | NA |
| 2 | NA | 1.06/39 | 78 (A) | 84 (A) | 83 (A) | 1.08/49 | 83 (A) | 1.08 | NA |
| 3 | 72(A) | 1.07/57 | 81(A) | 81 (A) | 81 (A) | 1.05/48 | 80 (A) | 1.05 | 72(A) |
| 4 | 47(C) | 1.01/42 | 84(A) | 84 (A) | 84 (A) | 1.02/45 | 78 (A) | 1.01 | 72(A) |
| 5 | 56(B) | 1.05/53 | 55(B) | 54 (B) | 54 (B) | 1.03/49 | 53 (B) | 1.03 | 62(A) |
| 6 | 74(A) | 1.01/49 | 60(B) | 68 (A) | 71 (A) | 1.05/53 | 64 (A) | 1.05 | 62(A) |
| 7 | 88(A) | 1.07/73 | 71(A) | 75 (A) | 79 (A) | 1.04/54 | 74 (A) | 1.04 | 74(A) |
| 8 | 59(B) | 1.03/54 | 86(A) | 86 (A) | 83 (A) | 1.00/37 | 84 (A) | 1 | 80(A) |
| School | 66 (A) | 1.05/55 | 73(A) | 75 (A) | 75 (A) | 1.02/50 | 73 (A) | 1.02 | 72(A) |

2019-2020 School Wide Math Learning Gains





Writing Benchmark 2019-2020

| Writing Benchmark 2019-2020 - Grade Level Averages (out of 10 possible points) | | | | | |
|---|------|-------|-----|----|---------|
| | B1 | B2 | B3 | B4 | Average |
| 4 | 4.6 | 5.9 | 8.1 | | 6.2 |
| 5 | 6.7 | 7.7 | 8 | | 7.5 |
| 6 | 5.1 | 6.2 | 6.5 | | 5.9 |
| 7 | 5.8 | 6.1 | 6.4 | | 6.1 |
| 8 | 6 | N/A* | 6.5 | | 6.25 |
| ISV | 5.64 | 6.475 | 7.1 | | 6.39 |

*8th Grade was chosen to participate in the Practice FSA by the State of Florida.

Writing Benchmark 3 - March 2020 (By Domain)

| Writing Benchmark 3 (by domain) | | | | | |
|---------------------------------------|------|------|------|---------|-----------------|
| | 6th | 7th | 8th | Average | Points Possible |
| PFO (Purpose, Focus, Organization) | 2.26 | 2.14 | 2.5 | 2.30 | 4 |
| EE (Evidence & Elaboration) | 2.29 | 2.29 | 2 | 2.19 | 4 |
| C (Conventions) | 1.95 | 1.97 | 1.97 | 1.96 | 2 |
| Total | 6.5 | 6.4 | 6.5 | 6.47 | 10 |

2019-2020 Science Data by Domain

| | Nature of Science | | Earth and Space | | Physical | | Life Science | |
|-----|-------------------|-----------|-----------------|-----------|----------|-----------|--------------|-----------|
| | Pre-Test | Post Test | Pre-Test | Post Test | Pre-Test | Post Test | Pre-Test | Post Test |
| 5 | 73 | 87 | 48.3 | 76.5 | 82.5 | 90 | 65.3 | 82.3 |
| 8 | 67 | 78 | 55.5 | 76 | 73 | 84 | 59 | 75.5 |
| AVG | 70 | 82.5 | 51.9 | 76.25 | 77.75 | 87 | 62.15 | 78.9 |



| 2020-2021 Imagine South Vero Assessment Proficiency | | | | | | | | | | | | | | | |
|---|------------------|-------------------------------------|--------------------------------|------------------------------|----------------|---|---------------------------------|--------|------------------|--|--------------------------------|----------------------------------|----------------|--------------------------------------|------------------------------|
| Reading | FSA Spring 18-19 | STAR Spring Learning Gain/SGP 18-19 | STAR Progress Monitoring 19-20 | STAR PM Learning Gains 19-20 | FSA Goal 19-20 | STAR Fall Reading 2020-2021 Proficiency | STAR Fall Reading 2020-2021 SGP | Math | FSA Spring 18-19 | STAR Spring Mean Learning Gain/SGP 18-19 | STAR Progress Monitoring 19-20 | STAR PM Learning Gains/SGP 19-20 | FSA Goal 19-20 | STAR Fall Math 2020-2021 Proficiency | STAR Fall Math 2020-2021 SGP |
| K Early Literacy | NA | 1.13 | NA | NA | NA | NA | NA | K | NA | NA | NA | NA | NA | NA | NA |
| 1 | NA | 1.11/62 | 94 (A) | 1.15 | NA | 79 (A) | 60 | 1 | NA | 1.15/71 | 98 (A) | 1.11 | NA | 78 (A) | NA |
| 2 | NA | 1.07/55 | NA | 1.04 | NA | 79 (A) | 50 | 2 | NA | 1.06/39 | 83 (A) | 1.08 | NA | 75 (A) | 48 |
| 3 | 73(A) | 1.10/66 | 72 (A) | 1.03 | 73(A) | 70 (A) | 52 | 3 | 72(A) | 1.07/57 | 80 (A) | 1.05 | 72(A) | 75 (A) | 30 |
| 4 | 66(A) | 1.02/38 | 68 (A) | 0.99 | 75(A) | 70 (A) | 42 | 4 | 47(C) | 1.01/42 | 78 (A) | 1.01 | 72(A) | 69 (A) | 26 |
| 5 | 65(A) | 1.02/51 | 63 (A) | 0.98 | 69(A) | 68 (A) | 40 | 5 | 56(B) | 1.05/53 | 53 (B) | 1.03 | 62(A) | 51 (C) | 24 |
| 6 | 69(A) | 1.03/56 | 75 (A) | 1.02 | 70(A) | 60 (B) | 51 | 6 | 74(A) | 1.01/49 | 64 (A) | 1.05 | 62(A) | 49 (C) | 27 |
| 7 | 80(A) | 1.03/65 | 78 (A) | 0.99 | 74(A) | 65 (A) | 49 | 7 | 88(A) | 1.07/73 | 74 (A) | 1.04 | 74(A) | 67 (A) | 41 |
| 8 | 77(A) | 1.05/56 | 76 (A) | 0.99 | 82(A) | 72 (A) | 38 | 8 | 59(B) | 1.03/54 | 84 (A) | 1 | 80(A) | 83 (A) | 46 |
| School | 72(A) | 1.05/57 | 72 (A) | 1.02 | 74(A) | 68 (A) | 48 | School | 66 (A) | 1.05/55 | 73 (A) | 1.02 | 72(A) | 66 (A) | 35 |

School Grade Cut Scores: B=62%, or greater; B- = 54% to 61%; C= 41% to 53%; D=32% to 40%; F= 31% or less.

School Grade Cut Scores: A=62% or greater; B= 54% to 61%; C= 41% to 53%; D=32% to 40%; F= 31% or less

Character Development: [Performance](#), [Moral](#) and [Civic](#) Character

- Imagine Schools Staff, Student, and Family Survey items related to Performance, Moral and Civic Character Development
- AEF Literacy Focus Classroom walk-through data
- Teacher Evaluation data (Social-Emotional and Relationship Building)
- Teacher Professional Growth Plan data
- Professional Learning Opportunities implementation data
- Service Learning data
- Student Goal Setting data
- Lesson plan integration of character into academics
- Other **quantitative data**: Formative and Summative classroom assessments
- Other **qualitative data**: testimonials, observations

Character Development: Performance, Moral and Civic Character

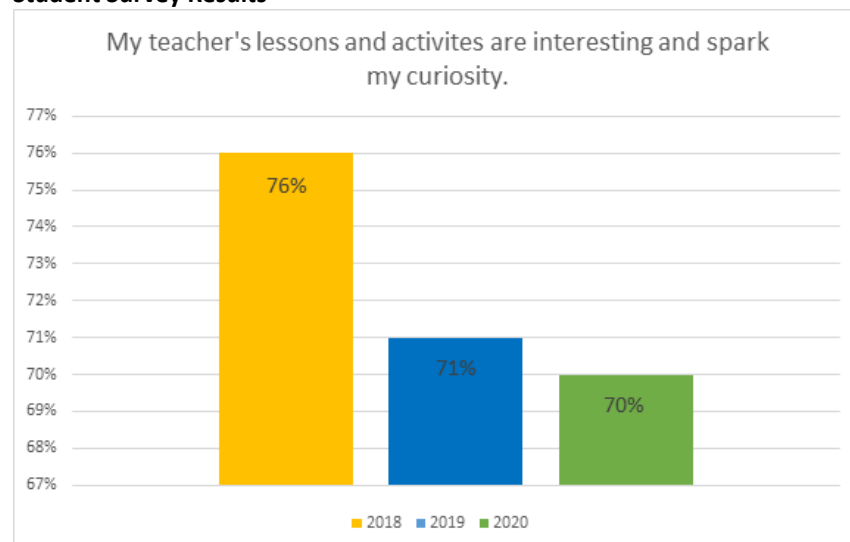
Use this analysis to identify priority area(s) for improvement in the **EQUIP** section for each goal

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

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

Performance Character

Student Survey Results



Performance Character

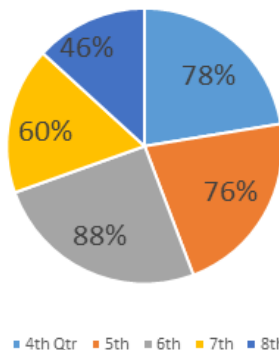
Areas of Strength

The overall agreement rate for performance character development is 91.1.% Imagine South Vero's student survey data shows that the agreement rate of the survey item, "My teacher's lessons and activities are interesting and spark my curiosity" decreased from 71% to 70%. Disaggregated data for this survey item shows a very low agreement rate in seventh and eighth grade. Although we slightly decreased in this area, our previous walkthrough data showed that 98% of teachers were using a cooperative learning structure during our walkthrough. Due to school closure, only two formal observations were conducted. Both teachers used multiple structures to engage students in learning during their observation.

- 4- 78%
- 5- 76%
- 6- 88%
- 7- 60%
- 8- 46%

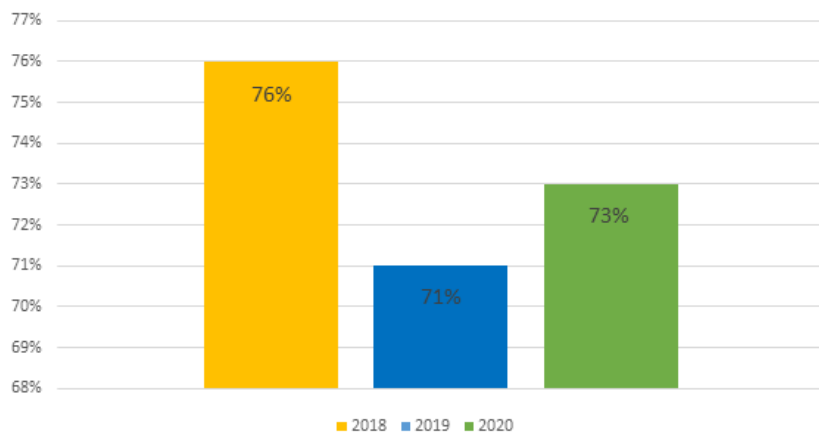


My teacher's lessons and activities are interesting and spark my curiosity.



Moral Character Student Survey Data

I am learning strategies that help me resolve disagreements with others in peaceful ways.



On the contrary, Imagine South Vero's shared values survey indicates we maintained a 100% agreement rate that, "Teachers at this school foster curiosity in students by planning lessons and activities that are interesting and keep students engaged". We are proud of the effort teachers and staff made during distance learning to keep learning interesting and engaging for students. Teachers made intentional efforts to capture students' interests through LIVE readings, costumes, high-interest texts, Kahoot, trivia, virtual field trips, and scavenger hunts. This resulted in a high student participation rate.

Areas of Growth

Imagine South Vero is proud of the growth our school made with engaging students through the use of cooperative learning structure. School-wide professional learning and coaching attributed to the increased knowledge and use of cooperative learning on campus. Teachers purposefully planned and integrated structures into their daily lessons. We will continue the efforts we made last school year in regards to cooperative learning. We will work together to find ways to continue to engage our students in cooperative learning, yet maintain physical distance. 21st century skills will be a point of emphasis as we continue to foster creative thinking and curiosity. Choice and voice are two words that will be at the heart of collaborative planning this school year.

Moral Character

Areas of Strength

The overall agreement rate for moral character development is 89.5.

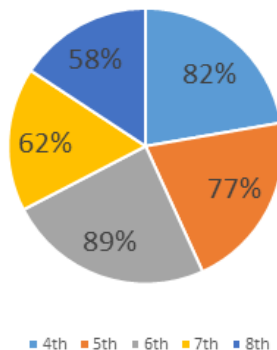
Imagine South Vero is excited to share that according to the 2019-2020 student survey item, "I am learning strategies that help me resolve disagreements with others in peaceful ways." we increased from 71% to 73%. Disaggregated data shows the following:

- 4- 82%
- 5- 77%
- 6- 89%
- 7- 62%
- 8- 58%

Our shared values survey indicates that staff feel as though students at this school are taught explicit strategies that help them resolve disagreements with others in peaceful ways as evidenced in an increase from 98% to 100%. We believe that this increase is a testament to the emphasis we put on building relationships through restorative practices. Students have learned how to

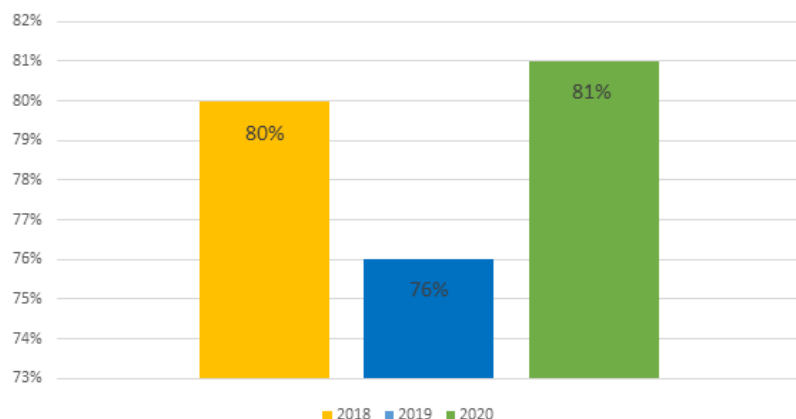


I am learning strategies that help me resolve disagreements with others in peaceful ways.



Civic Character

My teachers help me connect what I am learning in class to life outside the classroom.



resolve conflict, talk about their feelings, and learn that their words have an impact on those around them

Areas of Growth

Imagine South Vero is proud of the emphasis we put on modeling, teaching, and reinforcing moral character values. We spent more time teaching the difference between mean, rude, and bullying. Cyberbullying was taught separately which allowed teachers to dive deeper into this topic as we have seen an increase in this type of bullying over the past few years. Students used the “Bully Box” in the front office to report bullying that they experienced or witnessed. This was a great way to report anonymously. We look forward to continuing these efforts in the 2020-2021 school year. The disaggregated data will be used to dive deeper, specifically with middle school students. With the feedback from the NACT, we will add SEL/character connection to the collaborative planning agenda to remind grade level teams to find the natural connections within each academic lesson for a character building opportunity. Reflection, writing, and pondering/discussing ethical dilemmas with peers will strengthen the moral compass of students. With the addition of a Restorative Coach, we are eager to establish social groups focused on social-emotional growth. In doing so, we believe that students will develop the skills required to build healthy relationships with one another.

Civic Character

Areas of Strength

The overall agreement rate for civic character development is 90%.

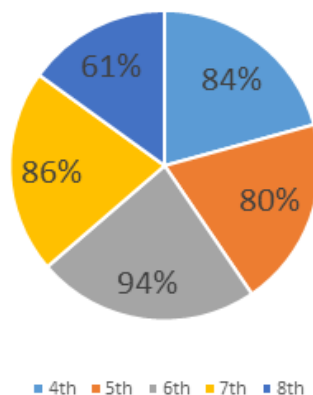
Imagine South Vero is excited to share that 81% of our students feel as though their teachers help them connect what they are learning in class to life outside of the classroom. This is a 5% increase from last year. Disaggregated data for this survey item shows the following:

- 4- 84%
- 5- 80%
- 6- 94%
- 7- 86%
- 8- 61%

This disaggregated data indicates a need to take a closer look at ways in which teachers are connecting learning to the real-world in eighth grade. Our shared values survey shows that 100% of teachers and staff feel as though, “teachers at this school help students connect what they are learning in class to life outside the classroom. We look forward to further analysis and discussion to determine the disconnect between what the teachers and students think.



My teachers help me connect what I am learning in class to life outside the classroom.



Although distance learning altered the way in which we participated in the community, our teachers found creative and innovative ways to encourage real-world connections. Teachers planned virtual field trips, projects, and LIVE meetings/events.

Areas of Growth

Imagine South Vero is proud of the partnership we established with Waste Management and our steps towards a “Green” school. Our service learning protocol strengthened consistency and accountability on campus to ensure that each grade level purposefully provided opportunities for students to choose, plan, and implement authentic service learning connected to their classroom learning. With this structure, we look forward to continuing our efforts in civic character this year as we work to integrate civic character lessons and opportunities for students to make connections to the real-world. Furthermore, through analysis of our journey with civic character, Imagine South Vero sees a need to foster students’ sense of self-efficacy and inspire them to discover and use their talents and passions to serve our school. This will also lead to an increase in our shared values survey in regards to student decision making and leadership opportunities on campus.



ESTABLISH Goals: ACADEMIC GROWTH – TEACHING & LEARNING FUNDAMENTALS

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

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

Goal(s) Met?

By the end of the school year, at least 100% of teachers will demonstrate effective teaching, as measured by observation data.

• YES

• NO

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

| PRIORITY AREA(S) State the priority areas identified in the Needs Assessment | ACTION STEP(S) (Implementation initiative and/or strategy) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|---|--|--|---|--|--|
| Planning with new resources and hybrid learning environments can be challenging. Beginning of the year observations, staff morale and teacher feedback demonstrate a need for intentional collaborative planning structured to support teachers to maintain highly effective status in this new hybrid environment. | Effective collaborative planning PLC structure to analyze data to determine appropriate instructional resources, technology tools, and reading strategies to be used. Individual development (IPDP) of teachers goals to identify areas of growth | -Wit and Wisdom Guides -Lesson plan template -Imagine Schools' Curriculum Guides -Florida Standards -Test-Item Specs -Curriculum Maps, Pacing Guides, Focus Calendars and Unit Plans -PLC Protocol | Weekly during collaborative team planning | Teachers Leadership Team | Observe For Success minimum 3x a year Classroom Observation Feedback tool Leadership conversations and teacher performance plan development Percent of teachers meeting their IPDP goals (monitor mid-year and end of year) |

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

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



| | | | | |
|-------------------------|-----|---|---|--|
| Instructional Resources | PLC | Facilitator: Leadership Team and Peer Coaches Audience: All Teachers | September 23, 2020: Intro October 14, 2020 November 18, 2020 December 16, 2020 January 27, 2020 February 24, 2020 March 17, 2020 April 21, 2020: Wrap-Up | Academic Coaches, Peer Coaches, Principal, Assistant Principal |
|-------------------------|-----|---|---|--|

ENGAGE in Implementation: ACADEMIC GROWTH - TEACHING & LEARNING FUNDAMENTALS

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

Progress Monitoring I

October

Recorder: Liz

Reporter: Lauren

Teachers are utilizing collaborative planning notebooks to identify next steps to move forward toward a goal. Academic coaches are taking 20-minute High Impact surveys which provides data on what is happening in the classroom. Rock and Poirier will use the Walkthrough Observation tools to collect data on each teacher. The tool has not been used yet. Leadership team will meet to finalize the data collected to help measure effectiveness of teachers. PLO - grade levels are meeting collaboratively after our Faculty Meetings to dive deeper into the instructional resources of Wit & Wisdom, StemScopes, Freckle, and STAR. Poirier and Rock will use Observe for Success during the school year usually 3 times per year including teachers who are facilitating distance learning. Observations during the first quarter have been by quick walkthroughs providing quick feedback and positive notes to each teacher. Use IPDP as a PLO. We will keep a record of all the teachers goals on a spreadsheet so our walkthroughs are purposeful and feedback is geared to give teachers data on what they need to grow. We can use the progress and completion of the IPDP to monitor professional development goals.

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH - TEACHING & LEARNING FUNDAMENTALS

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

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



| |
|--|
| |
|--|



Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH - READING

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

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

- **By the end of the school year, the mean Reading Learning Gain for all students will improve from 1.02 to 1.04, as measured by the Fall to Spring STAR Reading Assessment.**
- **By the end of the school year, the median Reading SGP for all students will be at least 50 or greater.**
- **By the end of the school year, 72 % of students will be at Proficient Level or higher, as measured by the Reading State Assessment.**

Goal(s) Met?

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

EQUIP with Implementation Action Plan: ACADEMIC GROWTH - READING

| PRIORITY AREA(S) State the priority areas identified in the Needs Assessment | ACTION STEP(S) (Implementation initiative and/or strategy) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|--|---|---|--|--|--|
| Learning gains in the lowest and highest quartile are significantly less than the school wide average. | Teachers unpack the reading focus skills and standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring. | -Wit & Wisdom -Florida Standards -Test Specifications -Data Chat Protocol -Lesson Plan Template -Curriculum Maps -Star Custom Assessments -Freckle Targeted Standards Tracking | Daily Instruction Weekly Collaborative Planning | Academic Coaches Teachers Principal Assistant Principal | "Reading strategies" section of 20 Minute High Impact Survey Star Reading |
| Grade Level Priority areas 6th grade because proficiency (60%) is below our school wide goal (62%). | Data driven decisions to identify the strengths and deficiencies of student mastery of standards to develop more accurately informed daily lessons. | Freckle Star Custom | Daily Instruction Weekly Collaborative Planning | Academic Coaches Teachers Principal Assistant Principal | Star Reading Freckle Mastery |



EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH - READING

| Topic (related to ACTION STEP) <i>(add rows as needed)</i> | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|--|--|---|---|---|
| | | | | |
| Using Focus Skills to make more informed data driven decisions. | PLC | Facilitator: Academic and Peer Coaches | Weekly Collaborative Planning | Academic Coaches |

ENGAGE in Implementation: ACADEMIC GROWTH - READING

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

Progress Monitoring I

October

Reporter: Liz Trax

Recorder: Lauren Poirier

Add faculty meeting agenda items to determine focus areas each month.

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH - READING

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



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

Book Study- "The Literacy Teacher's Playbook" by, Jennifer Serravallo



Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – MATH

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

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

- **By the end of the school year, the mean Math Learning Gain for all students will improve from 1.02 to 1.04, as measured by the Fall to Spring STAR Math Assessment.**
- **By the end of the school year, the median Math SGP for all students should be 50 or greater.**
- **By the end of the school year, 72 % of students will be at Proficient Level or higher, as measured by the Math State Assessment.**

Goal(s) Met?

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

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – MATH

| PRIORITY AREA(S) State the priority areas identified in the Needs Assessment | ACTION STEP(S) (Implementation initiative and/or strategy) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|--|--|--|--|--|--|
| Learning gains in the lowest and highest quartile are lower than the school-wide average. | Teachers unpack the Math focus skills and standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring. | -Florida Standards -Test Specifications -Data Chat Protocol -Lesson Plan Template -Curriculum Maps -STAR Custom Assessments -Freckle Targeted -Standards Tracking | Daily Instruction Weekly Collaborative Planning | Academic Coaches Teachers Principal Assistant Principal | Walkthrough Observation Tool STAR Math |
| Grade Level Priority areas 5th (51%) and 6th (49%) grade because they are below the school wide goal (62%) | Data driven decisions to identify the strengths and deficiencies of student mastery of standards to develop more accurately informed daily lessons. | Freckle Star Custom | Daily Instruction Weekly Collaborative Planning | Academic Coaches Teachers Principal Assistant Principal | Walkthrough Observation Tool Freckle Mastery |



EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – MATH

| Topic (related to ACTION STEP) <i>(add rows as needed)</i> | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|--|---|--|---|---|
| Using Focus Skills to make more informed data driven decisions. | PLC | Facilitator: Academic and Peer Coaches | Weekly Collaborative Planning | Academic Coaches |

ENGAGE in Implementation: ACADEMIC GROWTH – MATH

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

Progress Monitoring I

Do same as reading

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH – MATH

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

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



| |
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|--|



Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – WRITING

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

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

By the end of the school year, students in 4th through 8th grade will increase their mean score of 6.4 to 7, as measured by the Writing State Assessment.

Goal(s) Met?

• YES

• NO

EQUIP with Implementation Action Plan: ACADEMIC GROWTH – WRITING

| PRIORITY AREA(S) State the priority areas identified in the Needs Assessment | ACTION STEP(S) (Implementation initiative and/or strategy) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|---|---|--|--|--|--|
| From the FSA writing from 2018-2019. Student performance showed that Evidence and Elaboration In addition, the benchmarks.... | A writing block includes the elements of writer's workshop with direct instruction, independent writing, teacher and peer conferencing and shared experiences | -Wit and Wisdom -Florida Standards -Test Specifications -Data Chat Protocol -Lesson Plan Template -Curriculum Maps -STAR Custom Assessments -Teacher ToolKit of Ways to Check for Understanding -Writing Tracker | Daily Instruction Weekly Collaborative Planning | Academic Coaches Teachers Principal Assistant Principal | Quarterly Writing Benchmarks |

EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – WRITING

| Topic (related to ACTION STEP) <i>(add rows as needed)</i> | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|--|---|---|--|--|
| Read Around Groups | PLC | Facilitator: Academic and Peer Coaches | 4x a Year | Academic Coaches |



ENGAGE in Implementation: ACADEMIC GROWTH – WRITING

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

Progress Monitoring I

Develop times a year that benchmarks are occurring and when RAGS are as well

Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH – WRITING

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

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

Teaching & Learning

ESTABLISH Goals: ACADEMIC GROWTH – SCIENCE

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

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

By the end of the school year, 70% of 5th and 8th grade students will be at Proficient Level or higher, as measured by the Science State Assessment.

Goal(s) Met?

• YES

• NO



EQUIP with Implementation Action Plan: ACADEMIC GROWTH – SCIENCE

| PRIORITY AREA(S) State the priority areas identified in the Needs Assessment | ACTION STEP(S) (Implementation initiative and/or strategy) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|--|---|---|--|--|---|
| Science FSSA data identifies Life Science as the lowest domain for student proficiency in 5th and 8th grade. | Teachers unpack the science standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring through | -Florida Standards -Test Specifications -Data Chat Protocol -Lesson Plan Template -Curriculum Maps -STAR Custom Assessments -Teacher ToolKit of Ways to Check for Understanding | Daily Instruction Weekly Collaborative Planning | Academic Coaches Teachers Principal Assistant Principal | STEMScopes pre- and post- data (5th Grade) Study Island (6th-8th grade) pre- and post data |

EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – SCIENCE

| Topic (related to ACTION STEP) <i>(add rows as needed)</i> | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|--|---|--|--|--|
| 5th grade and 8th grade Science Standards Mastery Discussions | PLC | Facilitator: Leadership Team and Peer Coaches Audience: 5th and 8th grade teachers | Monthly | Academic Coaches, Peer Coaches, Principal, Assistant Principal |
| Vertical Planning (6th-8th) | PLC | Facilitator: Leadership Team and Peer Coaches Audience: 6th -8th grade teachers | Monthly | Academic Coaches, Peer Coaches, Principal, Assistant Principal |

ENGAGE in Implementation: ACADEMIC GROWTH – SCIENCE

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

Progress Monitoring I
Redevelop priority area



Progress Monitoring II

EVALUATE Efforts: ACADEMIC GROWTH – SCIENCE

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

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



Teaching & Learning

ESTABLISH Goals: MORAL CHARACTER DEVELOPMENT

Moral Character Development: The teaching and learning of values that help students act in ethical ways and engage in positive relationships with others

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

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

Goal(s) Met?

- **By the end of the school year, the overall agreement rate for Moral Character Development survey items will maintain or achieve 90 % or higher, as measured in the Imagine Schools Student Surveys.**

• YES • NO

EQUIP with Implementation Action Plan: MORAL CHARACTER DEVELOPMENT

| PRIORITY AREA(S) State the priority areas identified in the Needs Assessment | ACTION STEP(S) (Implementation initiative and/or strategy) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|--|---|---|--|--|--|
| According to student character survey data, there is a need for explicit work in conflict resolution through restorative circles and student conferencing. | Model, teach, and reinforce moral character values including SEL. | -Character Pillar Lesson Plans ("A Week of Respect", etc.) -Anti-bullying lesson plans -Ballot box/Slips -SEL Lessons -SEL addition to agenda for collaborative team planning | Monthly Character & SEL Lessons -Bullying lessons in the month of October | Teachers Leadership Team | Referral data Staff Pulse on Progress regarding conflict resolution (2 times) |

EQUIP with Professional Learning Opportunities: MORAL CHARACTER DEVELOPMENT

| Topic (related to ACTION STEP) | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|-----------------------------------|---|--|--|--|
| Anti-Bullying | Anti-Bullying lesson plans | Audience: Teachers Facilitator: Character | Week of October 19th | Character Committee Leadership Team |



| | | | | |
|--------------------------------------|---|--|---------|-------------------------------------|
| | | Committee and Leadership Team | | |
| Monthly Character Pillar & SEL Focus | Monthly character pillar & SEL overview (what it looks like, sounds like, feels like in the classroom), notes to send home and lesson plans | Audience: Teachers Facilitator: Character Committee and Leadership Team | Monthly | Character Committee Leadership Team |

ENGAGE in Implementation: MORAL CHARACTER DEVELOPMENT

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

Progress Monitoring

October

Recorder: Lauren Poirier

Reporter: Kathleen Morgan

Conflict resolution is integrated into weekly character lessons as well as the restorative process. Anti-bullying lesson plans are being taught the week of October 19th. The survey item for the priority area will be included in the October pulse on progress survey monkey.

Note: Include Anti-Bullying posters and student reflections or quotes

Progress Monitoring II

EVALUATE Efforts: MORAL CHARACTER DEVELOPMENT

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

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



Teaching & Learning

ESTABLISH Goals: PERFORMANCE CHARACTER DEVELOPMENT

Performance Character Development: The teaching and learning of values that help students maximize achievement and reach their fullest potential.

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

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

- *By the end of the school year, the overall agreement rate for Performance Character Development survey items will maintain or achieve 90 % or higher, as measured in the Imagine Schools Student Surveys.*

Goal(s) Met?

• YES

• NO

EQUIP with Implementation Action Plan: PERFORMANCE CHARACTER DEVELOPMENT

| PRIORITY AREA(S) State the priority areas identified in the Needs Assessment | ACTION STEP(S) (Implementation initiative and/or strategy) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|---|--|--|--|--|--|
| According to student character survey data, there is a need to focus on curiosity in our lessons by Integrating Kagan and SAMR model strategies | Teachers structure purposeful instructional strategies and activities, that fosters curiosity and creativity, and result in high student engagement. | -Kagan Cooperative Learning Textbook -Kagan Coaching Tools -Kagan Coaching -Activating Strategies -Student Interest Survey -ISTE Standards | Weekly discussion of lessons during Collaborative Planning | Teachers Leadership Team | 20 Minute Classroom Walkthrough Tool Student Check-In |



EQUIP with Professional Learning Opportunities: PERFORMANCE CHARACTER DEVELOPMENT

| Topic (related to ACTION STEP) | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|-----------------------------------|--|--|---|--|
| Kagan Cooperative Learning | Bite-Sized PD | Facilitator: Academic Coaches Audience: All Teachers | Monthly Bite-Sized PD via One Team News and optional workshop after school | Academic Coaches, Peer Coaches, Assistant Principal, Principal |
| ISTE Standards/SAMR Model | PLC | Facilitator: Liz Trax, Amanda Stevens Audience: Teachers | Weekly during collaborative planning | Academic Coaches Principal Assistant Principal |

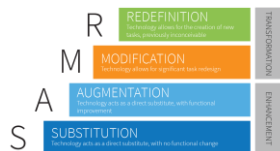
ENGAGE in Implementation: PERFORMANCE CHARACTER DEVELOPMENT

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

Progress Monitoring I

Reporter: Liz Trax

Recorder: Lauren Poirier



The SAMR model will be integrated into a 20 minute survey for teacher observations (2x a year). Academic coaches will use this model to ensure teachers are purposefully integrating technology into instruction via distance learning. Academic coaches will capture the percentage of teachers in each SAMR category quarterly. Kathleen will incorporate question stems into weekly check-ins to gather data on the priority area (starting in November). Kagan Bite-sized PD will continue to be provided and incorporated in collaborative planning.

Progress Monitoring II

EVALUATE Efforts: PERFORMANCE CHARACTER DEVELOPMENT

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



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



Teaching & Learning

ESTABLISH Goals: CIVIC CHARACTER DEVELOPMENT

Civic Character Development: The teaching and learning of values that students need to be informed and compassionate citizens of their schools, their communities, and the world.

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

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

- *By the end of the school year, the overall agreement rate for Civic Character Development survey items will maintain or achieve 90 % or higher, as measured in the Imagine Schools Student Surveys.*

Goal(s) Met?

- YES
- NO

EQUIP with Implementation Action Plan: CIVIC CHARACTER DEVELOPMENT

| PRIORITY AREA(S) State the priority areas identified in the Needs Assessment | ACTION STEP(S) (Implementation initiative and/or strategy) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|---|---|--|--|--|--|
| According to student character survey data, there is a need to help students connect what they are learning to life outside of the classroom to content through service learning. | Students are provided with opportunities to choose, plan, and implement authentic service learning projects that are connected to their studies in response to a need in their schools as well as their local and global communities. | -Service Learning Planning Protocol -Self-efficacy surveys & lessons -Service Learning Journal | Heart Goals will be developed the week of October 19, 2020 Service Learning projects will be conducted throughout the duration of the school year | Students Teachers Leadership Team | Service Learning Protocol: Step 4 (results and celebration) Exit ticket with scale (1-5) determine connections and reflections by end of year |

EQUIP with Professional Learning Opportunities: CIVIC CHARACTER DEVELOPMENT

| Topic (related to ACTION STEP) | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|-----------------------------------|---|-------------------------------------|--|--|
| The Service Learning Process | Protocol | Facilitator: Character Committee | Deliver: Oct 2020, plan during collaborative planning weekly with feedback given in the project and reflection at end of year through the protocol | Character Committee Leadership Team |



| | | | | |
|--|--|---------------------------------------|--|--|
| | | Audience: Teachers and Students | | |
| ENGAGE in Implementation: CIVIC CHARACTER DEVELOPMENT | | | | |
| Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals. | | | | |
| <u>Progress Monitoring I</u> October Reporter: Lauren Recorder: Liz Every year students create a heart goal to fulfill for the year which connects a service learning project to content within the classroom. Grade levels are in the process of creating the heart goals now, in October. A form was created as a protocol to help measure the effectiveness of the project, to help facilitate, celebrate, and reflect. How do we measure quantitatively how students are making the connection from content to project? We will create an exit ticket that will measure the experience of the service learning project for students (end of year). | | | | |
| <u>Progress Monitoring II</u> | | | | |
| EVALUATE Efforts: CIVIC CHARACTER DEVELOPMENT | | | | |
| Gather and analyze current data. Did you meet your goal(s)? Document your outcomes below and mark the appropriate box (Yes or No) in the EQUIP section for each goal. | | | | |
| | | | | |
| CIVIC CHARACTER DEVELOPMENT Next Steps: Based on your outcomes, identify areas of strength and areas in need of improvement to determine initial steps for the following year's needs assessment process. | | | | |

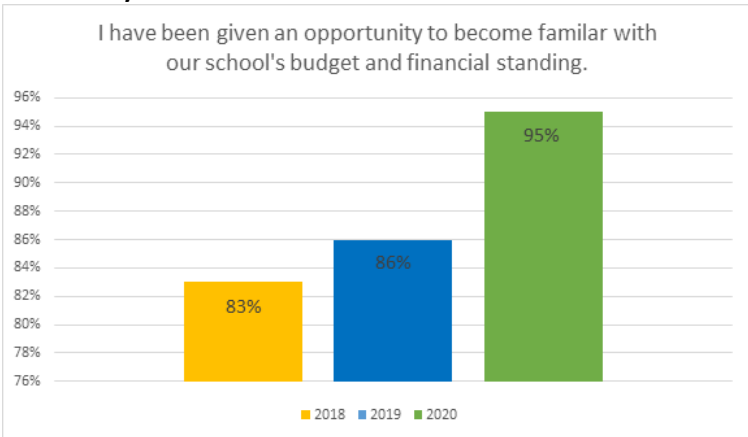


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Operating Structures

Needs Assessment

| DATA & 3 YEAR TRENDS | ANALYZE & PRIORITIZE NEEDS | | | | | | | | |
|--|--|------------|------|-----|------|-----|------|-----|--|
| <p><u>Economic Sustainability</u></p> <ul style="list-style-type: none"> Imagine Schools Staff Survey items related to Economic Sustainability Other quantitative data: budget, grants, retaining teachers Other qualitative data: observations and testimonials | <p>Economic Sustainability</p> <p>Use this analysis to identify priority areas for improvement in the EQUIP section for each goal</p> <ul style="list-style-type: none"> Areas of strength and growth (priority areas) SEP Written Feedback Utilize the indicators, specified above each goal area, to inform your decisions as you determine Action Steps. | | | | | | | | |
| <p>Staff Survey Data</p>  <table border="1"> <caption>Staff Survey Data</caption> <thead> <tr> <th>Year</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>83%</td> </tr> <tr> <td>2019</td> <td>86%</td> </tr> <tr> <td>2020</td> <td>95%</td> </tr> </tbody> </table> | Year | Percentage | 2018 | 83% | 2019 | 86% | 2020 | 95% | <p>Areas of Strength</p> <p>Imagine South Vero is proud to share that 95% (59% strongly agree & 36% agree) of our teachers and staff feel as though they have been given an opportunity to become familiar with our school's budget and financial standing. This is a 9% increase from the previous school year. This celebration is a testament to the intentional efforts our school economic sustainability committee put on their communication efforts to our teachers and staff. Quarterly information was relayed via One Team News and faculty meetings. Teachers were recognized for their fundraising efforts as well as the grade level that raised the most money on jean days.</p> <p>During school closure, our team made sure to keep teachers and staff abreast with information regarding the school budget. Additionally, we created a survey for teachers to complete in regards to curriculum needs for the 2020-2021 school year. This allowed teachers to understand our budget and participate in economic decisions.</p> <p>Areas of Growth</p> <p>Imagine South Vero is proud of the growth made in the survey item related to the school budget. Our leadership team ensures that the school staff has opportunities to review the budget, learn about school finances, and participate in economic decisions. We will continue these efforts this year. With the addition of a Restorative Coach, our school leadership team looks forward to having more time to commit to researching opportunities for increasing funds for the school through grants.</p> |
| Year | Percentage | | | | | | | | |
| 2018 | 83% | | | | | | | | |
| 2019 | 86% | | | | | | | | |
| 2020 | 95% | | | | | | | | |



School Development

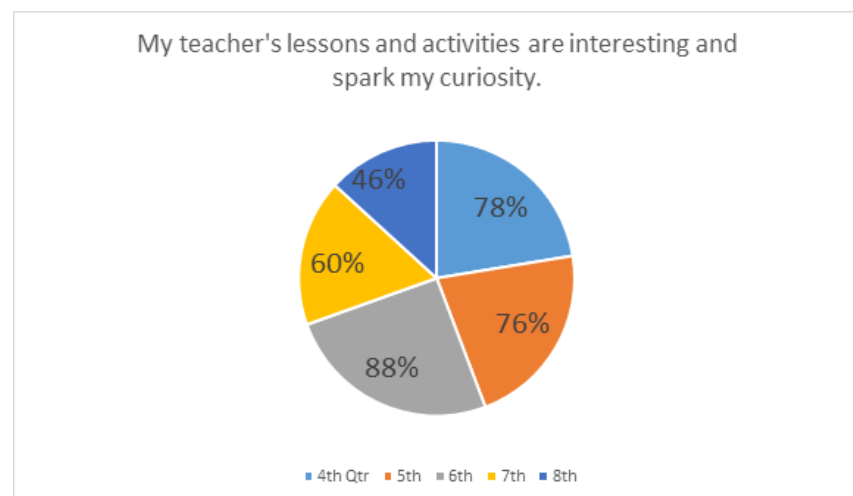
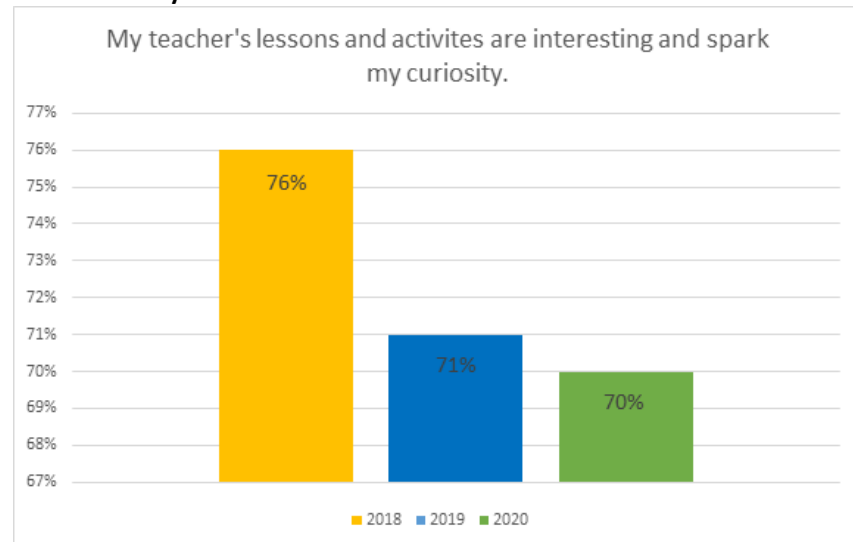
- Imagine Schools Staff Survey items related to School Development
- Other **quantitative data**: technology hardware, infrastructure, schedules, electives, inventories
- Other **qualitative data**: program and textbook reviews, scheduling, communication systems

School Development

- Use this analysis to identify priority areas for improvement in the **EQUIP** section for each goal
- Areas of strength and growth (priority areas)
 - SEP Written Feedback

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

Student Survey



Areas of Strength

Imagine South Vero's student survey data shows that the agreement rate of the survey item, "My teacher's lessons and activities are interesting and spark my curiosity" decreased from 71% to 70%. Disaggregated data for this survey item shows a very low agreement rate in seventh and eighth grade. Due to school closure, only two formal observations were conducted. Both teachers incorporated 21st century learning through the use of technology.

4-78%

5- 76%

6- 88%

7- 60%

8- 46%

On the contrary, Imagine South Vero's shared values survey indicates we maintained a 100% agreement rate that, "Teachers at this school foster curiosity in students by planning lessons and activities that are interesting and keep students engaged". We are proud of the effort teachers and staff made during distance learning to keep learning interesting and engaging for students. Teachers made intentional efforts to capture students' interests through LIVE readings, costumes, high-interest texts, Kahoot, trivia, virtual field trips, and scavenger hunts. This resulted in a high student participation rate. Furthermore, teachers strengthened their knowledge and skills with Google Classroom and other online platforms. Professional learning was offered weekly by our academic coaches. Topics included Google Classroom Organization, Virtual Worksheets, Google Forms, and Instruction with Loom and Zoom as well as Techie Tidbits for Parents.

Areas of Growth

Imagine South Vero is proud of our efforts in school development, specifically our commitment to offering more high quality options for students through the use of 21st century learning tools and strategies. We will continue our efforts with intentionally integrated 21st century learning into instruction to spark students curiosity and ensure learning is interesting. Furthermore, we will look for ways to strengthen teacher knowledge in this area through professional learning. All grade levels will be utilizing google classroom to ensure that all innovative learning students have access to the curriculum and resources that students have on campus.



Operating Structures

ESTABLISH Goals: ECONOMIC SUSTAINABILITY

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

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

By the end of the school year, the school will maintain a minimum 2% contingency as measured by the schools final budget.

Goal(s) Met?

• YES • NO

EQUIP with Implementation Action Plan: ECONOMIC SUSTAINABILITY

| PRIORITY AREA(S) State the priority areas identified in the Needs Assessment | ACTION STEP(S) (Implementation initiative and/or strategy) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|--|---|---|--|--|--|
| According to the staff survey 95% of staff feel that they have been given an opportunity to become familiar with the school budget and financial standing. We would like to maintain the positivity rating in this area. | The school routinely ensures that the school staff has opportunities to review the budget, learn about school finances and participate in economic decisions. | -Historical Budget Trends -Grant opportunities | Developed over the course of the school year at monthly E.S. committee meetings and quarterly with the region team | Economic Sustainability Committee Business Manager School Leader | Pulse on Progress Surveys Student, Parent and STaff Survey Data |

EQUIP with Professional Learning Opportunities: ECONOMIC SUSTAINABILITY

| Topic (related to ACTION STEP) | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|-----------------------------------|--|--|--|--|
| School Budget | Information regarding the budget provided at faculty meetings and to committees based on October 19th survey | Facilitators: Economic Sustainability Committee and Business Manager Audience: Teachers and Staff | November 18th | Principal |

ENGAGE in Implementation: ECONOMIC SUSTAINABILITY

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



Progress Monitoring I

October

Reporter: Chris Rock

Recorder: Lauren Poirier

| Monthly | Contingency | % |
|-----------|-------------|---|
| August | | |
| September | | |
| October | | |
| November | | |
| December | | |
| January | | |
| February | | |
| March | | |
| April | | |
| May | | |

Budget Survey -Survey Monkey (Send out Week of October 19th)

Review Survey Data on - November 18th

Progress Monitoring II

EVALUATE Efforts: ECONOMIC SUSTAINABILITY

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



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



Operating Structures

ESTABLISH Goals: SCHOOL DEVELOPMENT

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

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

By the end of the school year, the overall agreement rate (strongly agree and agree) for School Development survey items will maintain or achieve 90 % or higher, as measured in the Imagine Schools Student, Staff and Family Surveys.

Goal(s) Met?

• YES • NO

EQUIP with Implementation Action Plan: SCHOOL DEVELOPMENT

| PRIORITY AREA(S) State the priority areas identified in the Needs Assessment | ACTION STEP(S) (Implementation initiative and/or strategy) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|--|---|--|--|--|--|
| According to the student survey, 70% of students feel that their teachers' lessons and activities are interesting and spark their curiosity. | The school team is committed to offering parents more high quality options for their children's education by equipping their children to become 21 st century learners using 21 st century tools. | -ISTE Standards -ISTE Region Curriculum Map -Accountability Plan -Chrome Books, Laptops, I-Pads | Weekly during collaborative team planning Daily into lesson plans | Teachers Leadership Team | 20 Minute Classroom Walkthrough Tool Student Check-In |

EQUIP with Professional Learning Opportunities: SCHOOL DEVELOPMENT

| Topic (related to ACTION STEP) | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|-----------------------------------|---|---|--|--|
| Google Classroom | Workshop | Facilitator: Liz Trax, Amanda Stevens Audience: Teachers | Pre-Planning Monthly during collaborative planning | Academic Coaches Principal Assistant Principal |
| ISTE Standards/SAMR Model | PLC | Facilitator: Liz Trax, Amanda Stevens Audience: Teachers | Weekly during collaborative planning | Academic Coaches Principal Assistant Principal |



ENGAGE in Implementation: SCHOOL DEVELOPMENT

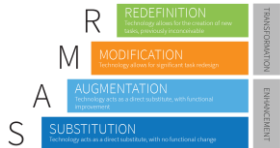
Document implementation efforts and describe progress so far, to include quantifiable implementation data. Are initiatives or strategies aligned with established goal? How is progress monitored and tracked? Revise efforts as needed in order to meet goals.

Progress Monitoring I

October

Reporter: Liz Trax

Recorder: Lauren Poirier



The SAMR model will be integrated into a 20 minute survey for teacher observations (2x a year). Academic coaches will use this model to ensure teachers are purposefully integrating technology into instruction via distance learning. Academic coaches will capture the percentage of teachers in each SAMR category quarterly. Kathleen will incorporate question stems into weekly check-ins to gather data on the priority area (starting in November). Kagan Bite-sized PD will continue to be provided and incorporated in collaborative planning.

Progress Monitoring II

EVALUATE Efforts: SCHOOL DEVELOPMENT

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

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



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