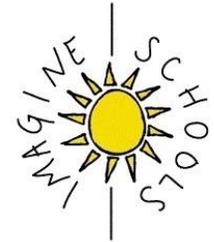


**School Excellence Plan
Imagine Schools
2014-2015
Imagine Town Center**



*Developing Character,
Enriching Minds.*

School Excellence Team

Position NAME (print 1st) SIGNATURE(2nd) DATE

School Leader: James Menard

Staff Representative: Kristi Kendall

Staff Representative: Kristen Rossheim

Staff Representative: Nancy Presnell

Staff Representative: Colleen Fonte

Staff Representative: MaryAnn Hilton

**Other __Stacey
Mundo_____**

Other _____

Reviewers

Position NAME (print 1st) SIGNATURE(2nd) DATE

School Leader: James Menard

Teacher Representative: Sam Casher

Student Representative: (JHNS)

Parent Representative: LaToya Taite

Governing Board Representative: Sally Winkler

Group/Region Academic Representative: Stephania Sherman

Regional Director: Lisa O'Grady

Executive Vice President: Diane Beatty

Mission Statement

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

Academic Excellence Framework

Vision and Mission Statements

Vision: (A vision indicates what the school should ideally “look like” and what it is striving to achieve aligned with the organization’s values and culture.)

Imagine Town Center’s vision is

Mission: (A mission statement indicates the responsibilities of the organization toward their stakeholders; what the school is charged to do and its purpose.)

Our Mission

Our mission at Imagine Town Center is to assist parents and guardians in educating their children through a challenging program of study and strong character development.

Shared Values

These are at the core of what we strive to achieve:

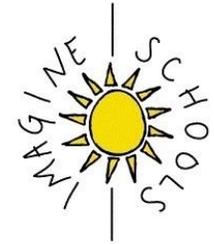
- **Integrity:** Living up to our commitments; it requires freedom mixed with responsibility and accountability
- **Justice:** That everyone is treated equitably, uniquely and appropriately.
- **Fun:** Creating an environment where all stakeholders participate in decisions and take responsibility for results.

Parent Choice

We believe that, given a choice of public schools, parents will seek out the best school for their child. We strive every day to be that choice.

Academic Growth

We strive for students to attain grade level proficiency and evaluate the individual growth of each student through learning gains. These student successes help us to measure our teacher’s effectiveness and our school’s academic excellence.



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Academic Excellence Framework

Positive Character Development

We believe that a school must cultivate a culture of character in order to be a successful community. We teach the Six Pillars of Character® to our students with the same vigor that we teach the core curriculum; these pillars are: Trustworthiness, Respect, Responsibility, Caring, Fairness and Citizenship.

Economic Sustainability

We want our school to be strong and vibrant both for the children enrolled now and for their children, so we take living within our means very seriously.

School Development

Our goal is to serve the educational needs of as many students in our community as possible in an environment where students are known and loved.

School Profile and Demographics

Brief History and Background of the School (Include when school was established, where it is situated, physical environment, initiative over the years, awards achieved and challenges faced, Measures of Excellence Grades, partnerships and grants.)

Imagine Town Center opened its doors in October of 2008 as a Pre K-8 school. In 2010 our second building was opened and the school was expanded to service additional K-8 students. Imagine Town Center is located in Palm Coast, Florida, 30 miles north of Daytona. Our school campus is comprised of one main administration building along with 6 “pods” that houses four classrooms each. The two story building currently holds 3rd grade, a computer lab, media center, and our middle school.

2013 / 2014 School Measures of Excellence Grades

Academic Growth A-

Positive Character Development A

Parent Choice A

Shared Values A-

Economic Sustainability

Mission Statement

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Notable awards include:

- 2014 National School of Character
- 2011, 2013, 2014 Promising Practice Awards

2014 = A- / Parent Choice Runner-up

2014 = A/ Character School of the Year

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

Projected Total Enrollment for 14-15: 945

K: 105

1: 110

2: 120

3: 120

4: 120

5: 120

6: 100

7: 75

8: 75

24% Free and Reduced Lunch

7% Exceptional Student Education

2% English Language Learners

64% White

11% Black

16% Hispanic

7% Asian

2% Other

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Academic Excellence Framework

Student Attendance Rates (Explain the school's attendance rate over the past three years and provide an analysis of the reasons for the trends.)

2011-2012

98% Daily Attendance Average

2012-2013

95% Daily Attendance Average

2013-2014

95% Daily Attendance Average

Student Retention Rates (Report the % of students returning each year, include exit survey findings.)

2012 – 88.9% return rate

2013 – 89% return rate

2014 – 86% return rate

Student Suspension Rates (Report the school's in-school and out-of-school suspension rate over the past three years and provide an analysis of the reasons for the trends.)

2013 = 54

2014 = 43

Mission Statement

Staff Demographics (Include information about instructional staff: total number of instructional staff, % of new teachers, % of teachers with 1-5 years, 6 or more, % of teachers with advanced degrees and % of teachers with specialized certifications. Use data for subsequent professional development differentiation opportunities.)

Total # instructional staff = 51

% of new teachers = 8% (4 teachers)

% of teachers with 1-5 years = 80% (41 teachers)

% of teachers with 6+ years = 12% (6 teachers)

% of teachers with advanced degrees = 30% (15 teachers)

% of teachers with specialized certifications = 12% (6 teachers)

School Data Analysis

Imagine Surveys (Highlight the family, staff, and student survey result trends.)

Family Survey:

Overall positive trends for the ISTC Family Survey include: 94% of families believe that staff at this school care about children's progress; 92% believe that teachers know their children and focus on them as individuals; 96% believe that the school offers opportunities to get involved in their children's education; 97% responded positively that their children feel safe at school; and 91% of family members are likely to recommend our school to others. Survey results that are areas of growth include: 77% of parents feel that teachers communicate with them regularly about their student's progress; 84% believe that students at our school are learning how to resolve conflicts effectively; and 80% of family members see positive behavior changes in their child as a result of our school's emphasis on character development.

Character Survey:

The overall survey trend results for students answering always or often on our character survey declined from 88% in the 2012-2013 school to 84% in the 2013-2014 school year. Highlights from the 2013-2014 survey include: 97% of students try to follow school rules; 94% treat others the way they would like to be treated; 98% try to do their best on their schoolwork; 96% try to take good care of our school property; and 97% of students believe that teachers want students to succeed. Areas of growth include: 85% answered favorably that they are learning about Imagine's Shared Values of Integrity, Justice, and Fun—a decrease of 7% from the previous school year; 61% of students at my school treat adults with respect—a decrease of 12% from the previous year.

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Academic Excellence Framework

Shared Values Survey:

83 invitations were sent out, and only 64 were completed; a 77% completion rate. This is an area of concern and a plan has been put in place to ensure 100% of surveys are completed in the 2014-2015 school year. Highlights from the survey include such quotes as: “I feel like my campus is living shared values every day”, “Staff and students are treated with fairness on an individualized basis”, “If I saw the need for change, my opinion is valued, I am valued. Imagine is not work...it is family, it is love, it is acceptance...Imagine is a way of living. To me, that is the best way to explain FUN on our campus”; and “I believe that the freedom and respect that teachers are given as individuals to make decisions that directly affect our students and our profession demonstrates that Justice is alive and well on our campus.”

Imagine Assessment Results (Analyze spring SAT 10 assessments results and learning gain reports, provide an analysis of subject areas or subgroups that need improvement or intervention whether remedial or enrichment.)

Reading learning gain average was 1.00:

Grades first, fifth, sixth, and eighth did not meet one year’s worth of learning gains. Second, third, fourth, and seventh grades exceeded learning gains expectations. In order to support these grades and improve/increase learning gains the following strategies have been implemented:

Leveled small groups for reading centers and instruction

Use of pacing guides for instruction purposes and common assessments

ARC challenge

Future Problem Solvers in MS

MS Electives- Spanish 1, speech and debate and college and careers

Grade level specific generated objective writing rubrics in order to support text-based questioning

Intensive 90-minute reading blocks in Middle School

ESE Consult, support facilitation and specialized instruction

Mission Statement

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Academic Excellence Framework

Math Learning gains average 1.08:

Grades first through seventh exceeded Imagine learning gains objectives. Eighth grade did not meet one year's growth in math. In order to improve/increase learning gains in math the following strategies/support have been implemented:

2 EOC classes- Algebra 1 for 7th and 8th graders

Math Olympics-school wide

National Junior Honor Society

Future Problem Solvers in MS

Morning math homework drop-in help with a certified teacher

Intervention/Enrichment block in grades 4-5

Intensive 90-minute math blocks in Middle School

Continued use of Eureka math program and school-wide common assessments

ESE Consult, support facilitation and specialized instruction

Mission Statement

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Academic Excellence Framework

State Assessment Results (Analyze spring State assessment results of students that met and did not meet target mastery level, provide an analysis of areas or subgroups that need improvement or intervention whether remedial or enrichment.)

Percentage Points

		4	5	6	7	8
Rdg	Level 3 - 5	76%	66%	68%	69%	64%
Rdg	Any Student Making a Gain	64%	64%	65%	62%	61%
Rdg	Lowest 25% Gain	40%	58%	65%	31%	73%
Mth	Level 3 - 5	67%	53%	62%	80%	64%
Mth	Any Student Making a Gain	75%	57%	81%	84%	48%
Mth	Lowest 25% gain	54%	42%	59%	69%	41%
W	Writing 3.5+	33%				49%
S	Science 3 - 5		50%			55%
A	Alg 1 8 th					96%

In order to improve/increase state assessment results in Math, Reading, Writing and Science, the same strategies/support have been implemented as were for our learning gains.

Mission Statement

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

Year End Character Self-Evaluation Review Results (Report final grade over the past three years, share the strengths/recommendations.)

2011-12 Final Character Grade: A

Comments: We commend Imagine Town Center for establishing an extremely focused and effective culture of character, leadership, service and academic performance. You have compiled an exemplary report that continually relates activities back to goals, with frequent analysis of success using data. It is especially noteworthy that you have been able to grow in shared values and character while expanding the student body significantly. We applaud your initiatives to foster “joy in learning” by allowing students to identify problems, make decisions and take action to contribute positively to solving the issues. We encourage you to apply as a CEP School of Character next year, and to coach sister Imagine campuses who are seeking to deepen their character emphasis.

2012-13 Final Character Grade: A

Comments: Your character efforts are solid and permeate the school culture. We commend the emphasis on evaluation, continual improvement, and refinement of efforts. It appears that you have made strides this year to empower students as leaders and decision-makers. We congratulate the school on your CEP application and on being named a Finalist. As part of the National CEP District of Character award, Imagine is charged with sharing best practices with other schools. We suggest that our national team work with Imagine Town Center to reach out to traditional public schools in your community and plan a character summit.

2013-14 Final Character Grade: A

Comments: The entire community at Imagine Town Center continues to strive for excellence in character and academics. Congratulations on persevering a second year with the NSOC application and for being named a 2014 National School of Character, as well as receiving a Promising Practice award! We commend your emphasis this year on: student-led goal setting and data monitoring; authentic service learning projects; and more comprehensive involvement of parents and guardians in all aspects of the school’s mission. We encourage you to continue to involve students in planning and leadership, and to continue to move from extrinsic to more intrinsic motivations for becoming persons of character.

School Excellence Program Review Rating (Report ratings received from this biannual review and share essential action steps recommended.)

Upcoming 2014-2015 school year

Mission Statement

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

Academic Excellence Framework

Annual School Excellence Plan Form 2014-2015 School Year



NAME OF SCHOOL: Imagine Town Center

SCHOOL LEADER: James Menard

ADDRESS: 775 Town Center Blvd, Palm Coast, FL 32167

DATE: Working Draft 8/18/14

Expected Outcomes

Academic Area: Reading

S.M.A.R.T. GOAL

Through engaging and differentiated instruction we will increase the percentage of students earning a level 3 or higher by 5% in fourth through eighth grades as measured by the spring 2015 FSA.

(Goal is specific, measurable, achievable, relevant, and timely that is based on data for targeted subgroups.)

Based on the Data Analysis, identify areas(s) for improvement	Strategies	Anticipated Barriers	Timeline for expected implementation	Person(s) Responsible for Implementation	Monitoring and Data collection activities to measure the effectiveness of the strategy
2013-2014: Overall Percent of students earning a score of a level 3 or higher in grades 3-8 on FCAT-71% 3 rd -69% 4 th -71% 5 th -67% 6 th -67% 7 th -67% 8 th -79%	Teachers will be equipped to create flexible groups based on weekly collaborative data chats.	Lack of understanding of what a weekly collaborative data chat can look like Time	Weekly Ongoing	School Leader Asst. School Leader Academic Coach Teachers Ed Directors	Teachers will discuss weekly classroom assessments during weekly collaborative planning sessions.
	Teachers engage students with cooperative learning opportunities during	Teachers ability to scaffold instruction for small groups.	Ongoing	School Leader Asst. School Leader Academic Coach Teachers	Walk-throughs and classroom observation to be shared through the curriculum corner and/or

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Academic Excellence Framework

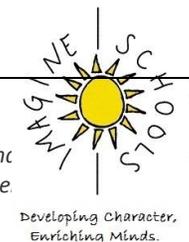
2014-2015 FSA Overall Target Reading Goal: 76% 3 rd - 74% 4 th – 76% 5 th – 72% 6 th – 72% 7 th – 72% 8 th - 84%	differentiate small group instruction. Cite literary and informational text as evidenced through reflecting writing samples 5 times per marking period.	Teachers comfort level with using rubrics to increase objectivity	Ongoing	Ed Directors School Leader Asst. School Leader Academic Coach Teachers Ed Directors	monthly staff meetings. STAR Quarterly assessments. FSA
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Professional Development Aligned with Strategies

Professional Development	Area of improvement	Facilitator	Target PD Date	Process for Implementation Follow-up/Monitoring	Person Responsible for Monitoring
Collaborative and Flexible Grouping based off Data	Flexible Grouping based of weekly data chats	Academy Ed Directors	October	Walk throughs to verify implementation of strategies	Academic Leadership Team (School Leader/Assistant School Leader/Academic Coach)
Differentiated Instruction	Cooperative learning during small group instruction	Academic Coach/School Leader	Weekly Team Instructional planning	Walk-throughs to verify implementation of strategies	Academic Coach/School Leader
Reflective Writing	Cite literary and informational text as evidenced through reflecting writing	Academic Coach/School Leader/School Based Writing Team	Twice per quarter Courageous Conversations by Academy	Writing Rubric Guidelines/Classroom Walk-throughs/Student Data Notebooks	Academic Leadership Team (School Leader/Assistant School Leader/Academic Coach)

Mission Statement

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Academic Exce.

Annual School Excellence Plan Form 2014-2015 School Year

NAME OF SCHOOL: Imagine Town Center

SCHOOL LEADER: James Menard

ADDRESS: 775 Town Center Blvd, Palm Coast, FL 32164

DATE: Working Draft 8/18/14

Expected Outcomes

Academic Area: Mathematics

S.M.A.R.T. Goal (Goal is **s**pecific, **m**easurable, **a**chievable, **r**elevant, and **t**imely that is based on data for targeted subgroups.)

Through engaging and differentiated instruction we will increase the percentage of students earning a level 3 or higher by 10% in fourth through eighth grades as measured by the Spring 2015 FSA.

Based on the Data Analysis, identify area(s) for improvement	Strategies	Anticipated Barriers	Timeline for expected implementation	Person(s) Responsible for Implementation	Monitoring and Data collection activities to measure the effectiveness of the strategy
2013-2014: Overall Percent of students earning a score of a level 3 or higher in grades 3-8 on FCAT-64% 3 rd -69% 4 th -65% 5 th -45% 6 th -60 % 7 th -79%	Weekly common planning and Data chats to drive instruction in order to identify students in the lowest quartile in order to provide interventions and support.	Strategies/Methods to conduct meaningful data chats. Utilizing common planning time with an instructional purpose.	Year long	School Leader Academic Coach Ed Directors K-8 Math Teachers	Common Assessments STAR data Management FSA Student data notebooks

Mission Statement

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<p>8th -66%</p> <p>2014-2015 FSA Overall Target Reading Goal: 74%</p> <p>3rd- 79%</p> <p>4th – 75%</p> <p>5th – 55%</p> <p>6th –70 %</p> <p>7th – 89%</p> <p>8th- 76%</p>	<p>Teachers will utilize Eureka Lessons, sprints and module assessments in order differentiate Instruction.</p> <p>Teachers evaluate best practices in a effort to increase student engagement opportunities through the use of cooperative learning, Whole Brain teaching, and use of manipulatives as well as real world application.</p>	<p>Lesson Prep time New program 6-8</p> <p>Teachers knowledge of Whole Brain Teaching strategies.</p>	<p>Year long</p> <p>Year Long</p>	<p>School Leader Academic Coach Ed Directors K-8 Math Teachers</p> <p>School Leader Academic Coach Ed Directors K-8 Math Teachers</p>	<p>Eureka assessments Student data notebooks Classroom data displays</p> <p>Classroom walk-through Lesson Plans</p>
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Professional Development Aligned with Strategies					
Professional Development	Area for Improvement	Facilitator	Target PD Date	Process for Implementation Follow-up/Monitoring	Person Responsible for Monitoring
Purposeful Planning and Data	Common planning and data chats to drive instruction and identify students in the lowest quartile	Academic Coach/School Leader	Weekly Team Instructional planning	Walk-through to verify implementation of strategies	Academic Coach/School Leader
Meaningful Math Practices	Utilize Eureka program in order differentiate instruction	Holly Emerson	October PD Day	Lesson Plans Classroom Walk throughs	Academic Coach/School Leader

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Whole Brain Teaching	Teachers evaluate best practices in an effort to increase student engagement opportunities through various strategies	Gina Bauer	Pre-planning 2014	Classroom Walk throughs Curriculum Corner	Academic Leadership Team
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Mission Statement

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

Annual School Excellence Plan Form 2014-2015 School Year



NAME OF SCHOOL: Imagine Town Center

SCHOOL LEADER: James Menard

ADDRESS: 775 Town Center Blvd- Palm Coast FL 32164

DATE: Working Draft 8/18/14

Expected Outcomes

Academic Area: Writing -

S.M.A.R.T. Goal (Goal is **s**pecific, **m**easurable, **a**chievable, **r**elevant, and **t**imely that is based on data for targeted subgroups.)

Through engaging and differentiated instruction we will increase the percentage of students earning a proficient level or higher by 11% in fourth through eighth grades as measured by the 2015 Spring Writing FSA.

Based on the data analysis, identify area(s) for improvement	Strategies	Anticipated Barriers	Timeline for expected implementation	Person(s) Responsible for Implementation	Monitoring and Data collection activities to measure the effectiveness of the strategy
2013-2014: Overall Percent of students earning a score of a level 3.5 or higher in grades 4 and 8 on FCAT–39% 4 th - 33% 8 th - 49% 2014-2015 FSA Overall Target Writing Goal: 50%	Implementation of grade level pacing guides Grading student samples objectively using rubrics	Grade levels not taken before. Baseline CBT *All grades 4-8th – not just 4 and 8th	Yearlong	School Leader Academic Coach K-8 ELA Teachers Writing Team	FSA Writing Test 5 writing samples per quarter Data notebooks RAGS-data chats

Mission Statement

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Academic Excellence Framework

Professional Development Aligned with Strategies

Professional Development	Area of Improvement	Facilitator	Target PD Date	Process for Implementation Follow-up/Monitoring	Person Responsible for Monitoring
RAGS- Quarterly Data Chats	Grading student samples objectively using rubrics	Academic Coach/School Leader Writing Teams Ed Directors	Sept. Ed Director Meeting	Twice per quarter data chats-RAGS Lesson plans Student writing samples	School Leader Academic Coach Writing Teams
W.O.W (Work on Writing)	Implementation of grade level pacing guides	School Leader/Academic Coach/Team Lead	Weekly team instructional planning	Lesson Plans Class Walk-throughs FSA Student Data Notebooks	School Leader Academic Coach Writing Teams

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Annual School Excellence Plan Form 2014-2015 School Year



NAME OF SCHOOL: Imagine Town Center

SCHOOL LEADER: James Menard

ADDRESS: 775 Town Center Blvd Palm Coast FL

DATE: Working Draft 8/14/14

Expected Outcomes

Academic Area: Science

S.M.A.R.T. Goal (Goal is **s**pecific, **m**easurable, **a**chievable, **r**elevant, and **t**imely that is based on data for targeted subgroups.)

Through engaging and differentiated instruction we will increase the percentage of students earning a level 3 or higher by 6% in fifth and eighth grades as measured by the Science Spring FCAT.

Identify the area(s) for improvement along with the data from which it is based.	Strategies	Anticipated Barriers	Timeline for expected implementation	Person(s) Responsible for Implementation	Monitoring and Data collection activities to measure the effectiveness of the strategy
2013-2014: Overall Percent of students earning a score of a level 3 or higher in grades 5 th and 8 th on FCAT-52% 5 th - 51% 8 th - 54% 2014-2015 FCAT Overall Target Science Goal: 58% 5 th -57 % 8 th - 60%	Content area reading resources including Science world magazine. STEM curriculum implementation and instruction	Teacher experience & training in science and instruction. Students lacking in science instruction in lower grade levels. Teacher confidence, teacher training, curriculum resources	Yearlong Ongoing	Principal / AP Academic Coach 5 th and 8 th Science Teachers Science Teachers and Science Coordinators	Pre-Post Assessments Lesson Planning Walk-throughs Classroom Walk-through Lesson planning

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Academic Excellence Framework

Professional Development Aligned with Strategies

Professional Development	Area of Improvement	Facilitator	Target PD Date	Process for Implementation Follow-up/Monitoring	Person Responsible for Monitoring
STEM Training	STEM curriculum implementation and instruction	NASA KSC	Ongoing	Classroom Walk-through Lesson Planning	ALT
Cross Content Curriculum	Utilizing Science content resources	School Leader/Academic Coach	Weekly subject area planning	Lesson Planning Science FCAT Scores Walk-Through	School Leader/Academic Coach

Mission Statement

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Annual School Excellence Plan Form 2014-2015 School Year



NAME OF SCHOOL: Imagine Town Center

SCHOOL LEADER: James Menard

ADDRESS: 775 Town Center Blvd Palm Coast Fl 32164

DATE: Working Draft 8/18/14

Expected Outcomes

Academic Area: Character Development

Through regular character lessons and a school-wide emphasis on student leadership opportunities our 2014-2015 student survey data will reflect a 10% increase from the 2013-2014 data on the question "I have a chance to be a leader in my class and at my school".

S.M.A.R.T. Goal (Goal is **s**pecific, **m**easurable, **a**chievable, **r**elevant, and **t**imely that is based on data for targeted subgroups.)

Identify the area(s) for improvement along with the data from which it is based.	Strategies	Anticipated Barriers	Timeline for expected implementation	Person(s) Responsible for Implementation	Monitoring and Data collection activities to measure the effectiveness of the strategy
2013-2014: 73% 2014-2015: 81%	Service learning projects	Lack of participation	Year Long	Grade Level Teachers	Mid-year and End-of-year Evaluation Student Growth/Feedback
	Classroom Jobs/character lessons/clubs	Consistency	Year Long	Grade Level Teachers/Club Sponsors/Character Coach	Walk through/culminating activities of lessons
	Coaches will visit classrooms and offer their assistance and expertise and collaborative monthly lesson planning to	Follow through from teachers/scheduling issues	Year Long	Character Coach/Teachers	Lesson plans Walk-throughs Teacher Feedback

Mission Statement

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

	include character's infusion.				
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Mission Statement

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Annual School Excellence Plan Form 2014-2015 School Year



NAME OF SCHOOL: Imagine Town Center

SCHOOL LEADER: James Menard

ADDRESS: 775 Town Center Blvd Palm Coast, FL 32164

DATE: Working Draft 8/18/2014

Expected Outcomes

Academic Area: Economic Sustainability

Through an increase in the amount of fundraising at the school level, we will increase our fundraising revenue stream by 100%

Identify the area(s) for improvement along with the data from which it is based.	Strategies	Anticipated Barriers	Timeline for expected implementation	Person(s) Responsible for Implementation	Monitoring and Data collection activities to measure the effectiveness of the strategy
2013-2014: \$6868.00	Fundraise with Cady Golf Tournament Box Tops	Participation	<i>Annually</i>	Business Manager Teachers Students Family Members	Closeout of fundraiser and can calculate total points. Monthly BVA
2014-2015: \$13736.00					

Mission Statement

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Annual School Excellence Plan Form 2014-2015 School Year



NAME OF SCHOOL: Imagine Town Center

SCHOOL LEADER: James Menard

ADDRESS: 775 Town Center Blvd, Palm Coast, FL 32164

DATE: Working Draft 8/18/2014

Expected Outcomes

Academic Area: Shared Values

Through monthly discussion and collaboration at family meetings, we will increase our Imagine Shared Values letter grade from an A- in 2013-2014 to an A+ in 2014-2015.

Identify the area(s) for improvement along with the data from which it is based.	Strategies	Anticipated Barriers	Timeline for expected implementation	Person(s) Responsible for Implementation	Monitoring and Data collection activities to measure the effectiveness of the strategy
2013-2014: A- 2014-2015: A+	Shared Values committee members will read 'The Decision Maker' by Dennis Bakke and share out selections at monthly family meetings.	Time Participation	Ongoing	Shared Values Committee	Peer observation/nomination. End of year survey.
	Task forces and decision-makers will be featured on our Imagine Staff Newsletter	Participation	Ongoing	Technology Instructor, Teachers	End of year Shared Values Survey, Imagine Schools Letter Grade

Mission Statement

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

Annual School Excellence Plan Form 2014-2015 School Year



NAME OF SCHOOL: Imagine Town Center

SCHOOL LEADER: James Menard

ADDRESS: 775 Town Center Blvd, Palm Coast, FL 32164

DATE: Working Draft 8/18/2014

Expected Outcomes

Academic Area: Parent Choice

Student retention rate will increase 5% from 89.1% to 93.5% in the 2014-2015 School Year.

Identify the area(s) for improvement along with the data from which it is based.	Strategies	Anticipated Barriers	Timeline for expected implementation	Person(s) Responsible for Implementation	Monitoring and Data collection activities to measure the effectiveness of the strategy
2012: 88.9% 2013: 89.1% 2014-2015: 93.5%	Professional Development on Customer Service- "Give them a pickle" Focus on Parent Partnership as communicated from school leader at family staff meetings	Teacher Attitudes Stress Time Time Communication	Pre-planning/ongoing Monthly Ongoing	All Staff School Leader All Staff members	Family Surveys Student character surveys Family Surveys Student character Surveys

Mission Statement

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

Annual School Excellence Plan Form 2014-2015 School Year

NAME OF SCHOOL: Imagine Town Center

SCHOOL LEADER: James Menard

ADDRESS: 775 Town Center Blvd, Palm Coast, FL 32164

DATE: Working Draft 8/14/14

Expected Outcomes

Academic Area: Academic Growth

Through professional development and collaborative data chats, 100% of students will utilize a student data notebook, and be provided with opportunities to interact with their data and set personal smart goals.

Identify the area(s) for improvement along with the data from which it is based.	Strategies	Anticipated Barriers	Timeline for expected implementation	Person(s) Responsible for Implementation	Monitoring and Data collection activities to measure the effectiveness of the strategy
2013-2014 Student Data Notebooks: ?	Weekly collaborative planning/data chats by grade level	Time Teacher attitude	Weekly Ongoing	School Leader Academic Coach Teachers	Observation Attendance by the school leader and academic coach
2014-2015 Student Data Notebooks: 100%	Professional Development on collecting data/data walls	Time	Pre-planning	School Leader Academic Coach	Classroom Observation Review of data

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