Imagine School At Palmer Ranch

2021-22 Schoolwide Improvement Plan

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Imagine School At Palmer Ranch

6220 MCINTOSH RD, Sarasota, FL 34238

www.imagineschoolatpalmerranch.com

Demographics

Principal: Melissa Stevenson

Start Date for this Principal: 10/4/2021

2019-20 Status (per MSID File)	Active
School Type and Grades Served (per MSID File)	Combination School PK-8
Primary Service Type (per MSID File)	K-12 General Education
2020-21 Title I School	No
2020-21 Economically Disadvantaged (FRL) Rate (as reported on Survey 3)	10%
2020-21 ESSA Subgroups Represented (subgroups with 10 or more students) (subgroups below the federal threshold are identified with an asterisk)	Students With Disabilities* English Language Learners* Hispanic Students Multiracial Students White Students Economically Disadvantaged Students
School Grades History	2018-19: B (61%) 2017-18: A (64%) 2016-17: A (62%)
2019-20 School Improvement (SI) Information*	
SI Region	Central
Regional Executive Director	Lucinda Thompson
Turnaround Option/Cycle	N/A
Year	
Support Tier	
ESSA Status	
* As defined under Rule 6A-1.099811, Florida Administrative Code. For more information, click here.	

School Board Approval

This plan is pending approval by the Sarasota County School Board.

SIP Authority

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a Schoolwide Improvement Plan (SIP) for each school in the district that has a school grade of D or F. This plan is also a requirement for Targeted Support and Improvement (TS&I) and Comprehensive Support and Improvement (CS&I) schools pursuant to 1008.33 F.S. and the Every Student Succeeds Act (ESSA).

To be designated as TS&I, a school must have one or more ESSA subgroup(s) with a Federal Index below 41%. This plan shall be approved by the district. There are three ways a school can be designated as CS&I:

1. have a school grade of D or F
2. have a graduation rate of 67% or lower
3. have an overall Federal Index below 41%.

For these schools, the SIP shall be approved by the district as well as the Bureau of School Improvement.

The Florida Department of Education (FDOE) SIP template meets all statutory and rule requirements for traditional public schools and incorporates all components required for schools receiving Title I funds. This template is required by State Board of Education Rule 6A-1.099811, Florida Administrative Code, for all non-charter schools with a current grade of D or F, or a graduation rate 67% or less. Districts may opt to require a SIP using a template of its choosing for schools that do not fit the aforementioned conditions. This document was prepared by school and district leadership using the FDOE's school improvement planning web application located at www.floridacims.org.

Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

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School Demographics

School Type and Grades Served (per MSID File)	**2020-21 Title I School**	**2020-21 Economically Disadvantaged (FRL) Rate** (as reported on Survey 3)
Combination School PK-8	No	16%

Primary Service Type (per MSID File)	**Charter School**	**2018-19 Minority Rate** (Reported as Non-white on Survey 2)
K-12 General Education	Yes	36%

School Grades History

Year	2020-21	2019-20	2018-19	2017-18
Grade		B	B	A

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Purpose and Outline of the SIP

The SIP is intended to be the primary artifact used by every school with stakeholders to review data, set goals, create an action plan and monitor progress. The Florida Department of Education encourages schools to use the SIP as a "living document" by continually updating, refining and using the plan to guide their work throughout the year. This printed version represents the SIP as of the "Date Modified" listed in the footer.

Part I: School Information

School Mission and Vision

Provide the school's mission statement.

Imagine School at Palmer Ranch partners with parents and guardians in the education of their children by providing a high quality school that prepares students for lives of leadership, accomplishment, and exemplary character.

Provide the school's vision statement.

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

School Leadership Team

Membership
Identify the name, email address, position title, and job duties/responsibilities for each member of the school leadership team.**:**

Name	Position Title	Job Duties and Responsibilities
Stevenson, Melissa	Principal	Principal: The following list is an overview of responsibilities and duties: Instructional Leader Plans and implements the goals and initiatives outlined in the School Improvement Plan Analyzes all school-wide data Oversees all school operations Meets with the school Governing Board monthly Oversees the school budget and makes financial decisions Works with Sarasota District schools to ensure the school is in compliance with the state and district Oversees all standardized testing

Demographic Information

Principal start date
Monday 10/4/2021, Melissa Stevenson

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Highly Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
7

Number of teachers with a 2019 3-year aggregate or a 1-year Algebra state VAM rating of Effective. *Note: For UniSIG Supplemental Teacher Allocation, teachers must have at least 10 student assessments.*
5

Total number of teacher positions allocated to the school

29

Total number of students enrolled at the school

406

Identify the number of instructional staff who left the school during the 2020-21 school year.

3

Identify the number of instructional staff who joined the school during the 2021-22 school year.

6

Demographic Data

Early Warning Systems

2021-22

The number of students by grade level that exhibit each early warning indicator listed:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Number of students enrolled	46	46	52	41	48	42	53	35	41	0	0	0	0	404
Attendance below 90 percent	0	0	0	0	0	0	0	0	3	0	0	0	0	3
One or more suspensions	0	0	0	0	0	0	0	0	2	0	0	0	0	2
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	13	5	11	3	5	4	0	0	0	0	41
Level 1 on 2019 statewide FSA Math assessment	0	0	0	15	11	12	6	2	3	0	0	0	0	49
Number of students with a substantial reading deficiency	0	1	15	16	8	14	21	10	14	0	0	0	0	99

The number of students with two or more early warning indicators:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Students with two or more indicators	0	0	0	0	0	0	0	0	3	0	0	0	0	3

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	2	0	0	4	0	0	2	0	1	0	0	0	0	9
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Date this data was collected or last updated

Monday 10/4/2021

2020-21 - As Reported

The number of students by grade level that exhibit each early warning indicator:

Indicator	Grade Level	Total
Number of students enrolled		
Attendance below 90 percent		
One or more suspensions		
Course failure in ELA		
Course failure in Math		
Level 1 on 2019 statewide FSA ELA assessment		
Level 1 on 2019 statewide FSA Math assessment		

The number of students with two or more early warning indicators:

Indicator	Grade Level	Total
Students with two or more indicators		

The number of students identified as retainees:

Indicator	Grade Level	Total
Retained Students: Current Year		
Students retained two or more times		

2020-21 - Updated

The number of students by grade level that exhibit each early warning indicator:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Number of students enrolled	37	47	38	46	34	46	39	40	56	0	0	0	0	383
Attendance below 90 percent	0	0	1	1	1	0	1	0	2	0	0	0	0	6
One or more suspensions	1	0	0	10	0	3	7	9	3	0	0	0	0	33
Course failure in ELA	0	0	0	0	0	0	0	0	0	0	0	0	0	
Course failure in Math	0	0	0	0	0	0	0	0	0	0	0	0	0	
Level 1 on 2019 statewide FSA ELA assessment	0	0	0	9	14	11	10	8	6	0	0	0	0	58
Level 1 on 2019 statewide FSA Math assessment	0	0	0	18	14	16	10	2	2	0	0	0	0	62

The number of students with two or more early warning indicators:

Indicator	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Students with two or more indicators	0	0	0	2	1	0	0	0	0	0	0	0	0	3

The number of students identified as retainees:

Indicator	Grade Level													Total
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Retained Students: Current Year	0	0	0	2	0	0	0	0	0	0	0	0	0	2
Students retained two or more times	0	0	0	0	0	0	0	0	0	0	0	0	0	

Part II: Needs Assessment/Analysis

School Data Review
Please note that the district and state averages shown here represent the averages for similar school types (elementary, middle, high school, or combination schools).

School Grade Component	2021			2019			2018		
	School	District	State	School	District	State	School	District	State
ELA Achievement				61%	67%	61%	61%	68%	60%
ELA Learning Gains				55%	60%	59%	57%	60%	57%
ELA Lowest 25th Percentile				50%	52%	54%	63%	55%	52%
Math Achievement				70%	70%	62%	72%	70%	61%
Math Learning Gains				73%	65%	59%	73%	64%	58%
Math Lowest 25th Percentile				59%	55%	52%	75%	59%	52%
Science Achievement				52%	63%	56%	58%	66%	57%
Social Studies Achievement				95%	88%	78%		84%	77%

Grade Level Data Review - State Assessments
NOTE: This data is raw data and includes ALL students who tested at the school. This is not school grade data.

ELA						
Grade	Year	School	District	School-District Comparison	State	School-State Comparison
03	2021					
	2019	58%	70%	-12%	58%	0%
Cohort Comparison						
04	2021					
	2019	50%	67%	-17%	58%	-8%
Cohort Comparison		-58%				
05	2021					
	2019	52%	68%	-16%	56%	-4%
Cohort Comparison		-50%				
06	2021					
	2019	65%	63%	2%	54%	11%
Cohort Comparison		-52%				
07	2021					
	2019	55%	64%	-9%	52%	3%
Cohort Comparison		-65%				
08	2021					
	2019	66%	66%	0%	56%	10%
Cohort Comparison		-55%				

MATH						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
03	2021					
	2019	45%	73%	-28%	62%	-17%
Cohort Comparison						
04	2021					
	2019	54%	72%	-18%	64%	-10%
Cohort Comparison		-45%				
05	2021					
	2019	54%	70%	-16%	60%	-6%
Cohort Comparison		-54%				
06	2021					
	2019	76%	67%	9%	55%	21%
Cohort Comparison		-54%				
07	2021					
	2019	85%	73%	12%	54%	31%
Cohort Comparison		-76%				
08	2021					
	2019	93%	65%	28%	46%	47%
Cohort Comparison		-85%				

SCIENCE						
Grade	**Year**	**School**	**District**	**School-District Comparison**	**State**	**School-State Comparison**
05	2021					
	2019	43%	65%	-22%	53%	-10%
Cohort Comparison						
08	2021					
	2019	55%	62%	-7%	48%	7%
Cohort Comparison		-43%				

BIOLOGY EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019					
CIVICS EOC					
Year	**School**	**District**	**School Minus District**	**State**	**School Minus State**
2021					
2019	94%	85%	9%	71%	23%

HISTORY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					
ALGEBRA EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019	100%	73%	27%	61%	39%
GEOMETRY EOC					
Year	School	District	School Minus District	State	School Minus State
2021					
2019					

Grade Level Data Review - Progress Monitoring Assessments

Provide the progress monitoring tool(s) by grade level used to compile the below data.

iReady 1st-8th
Science FSSA 5th and 8th
Civics EOC 8th

Grade 1				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	46	46	47
	Economically Disadvantaged	20	40	83
	Students With Disabilities	33	67	67
	English Language Learners	83	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	46	46	47
	Economically Disadvantaged	0	25	83
	Students With Disabilities	33	67	33
	English Language Learners	0	33	57

Grade 2				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	31	36	38
	Economically Disadvantaged	14	0	57
	Students With Disabilities	33	50	100
	English Language Learners	67	100	90
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	31	36	38
	Economically Disadvantaged	0	33	57
	Students With Disabilities	33	50	33
	English Language Learners	17	33	30

Grade 3				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	44	45	46
	Economically Disadvantaged	0	67	50
	Students With Disabilities	0	0	100
	English Language Learners	43	43	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	44	45	46
	Economically Disadvantaged	0	0	100
	Students With Disabilities	0	14	0
	English Language Learners	2	10	30

Grade 4				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	29	31	32
	Economically Disadvantaged	33	67	67
	Students With Disabilities	80	80	80
	English Language Learners	100	100	100
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	28	31	32
	Economically Disadvantaged	0	33	
	Students With Disabilities	0	0	25
	English Language Learners	5	15	34

Grade 5				
	Number/% Proficiency	Fall	Winter	Spring
English Language Arts	All Students	42	44	46
	Economically Disadvantaged	33	13	29
	Students With Disabilities	17	34	50
	English Language Learners	0	0	0
	Number/% Proficiency	Fall	Winter	Spring
Mathematics	All Students	42	44	46
	Economically Disadvantaged	13	25	13
	Students With Disabilities	17	33	17
	English Language Learners	10	18	34
	Number/% Proficiency	Fall	Winter	Spring
Science	All Students			39
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 6				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	39	39
	Economically Disadvantaged	25	33	25
	Students With Disabilities	0	17	17
	English Language Learners	50	50	50
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	37	39	39
	Economically Disadvantaged	50	33	75
	Students With Disabilities	17	33	50
	English Language Learners	9	13	22

Grade 7				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	38	40
	Economically Disadvantaged	33	67	100
	Students With Disabilities	13	0	25
	English Language Learners	13	0	43
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	38	40	40
	Economically Disadvantaged	67	67	100
	Students With Disabilities	13	13	50
	English Language Learners	3	6	16
Civics	Number/% Proficiency	Fall	Winter	Spring
	All Students			94
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Grade 8				
English Language Arts	Number/% Proficiency	Fall	Winter	Spring
	All Students	54	56	56
	Economically Disadvantaged	0	0	20
	Students With Disabilities	18	18	43
	English Language Learners	0	25	29
Mathematics	Number/% Proficiency	Fall	Winter	Spring
	All Students	25	27	28
	Economically Disadvantaged	0	0	0
	Students With Disabilities	9	27	33
	English Language Learners	10	7	13
Science	Number/% Proficiency	Fall	Winter	Spring
	All Students			70
	Economically Disadvantaged			
	Students With Disabilities			
	English Language Learners			

Subgroup Data Review

2021 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2019-20	C & C Accel 2019-20
SWD	26	52	69	49	74	77	20				
ELL	53	68	80	60	82	77	41	80			
HSP	55	74	89	59	81	75	49	90	60		
MUL	40			70							
WHT	72	65	56	78	79	68	65	96	77		
FRL	50	62		80	100						
2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS											
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
SWD	22	29	29	33	48	45	44				
ELL	44	53	69	53	57						
HSP	52	40	48	62	61	52	34	100	15		
MUL	36	36		82	73						

2019 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2017-18	C & C Accel 2017-18
WHT	68	66	54	75	81	63	57	93	43		
FRL	50	42		75	73		42				

2018 SCHOOL GRADE COMPONENTS BY SUBGROUPS										
Subgroups	ELA Ach.	ELA LG	ELA LG L25%	Math Ach.	Math LG	Math LG L25%	Sci Ach.	SS Ach.	MS Accel.	Grad Rate 2016-17	C & C Accel 2016-17
SWD	30	50	63	43	63	63	30				
ELL	50	64	75	63	64						
HSP	51	48	67	68	73	80	52				
MUL	50	42		81	67						
WHT	67	60	61	73	73	74	59		50		
FRL	42	60	63	49	58	60	35				

ESSA Data Review

This data has been updated for the 2021-22 school year as of 10/19/2021.

ESSA Federal Index	
ESSA Category (TS&I or CS&I)	
OVERALL Federal Index – All Students	70
OVERALL Federal Index Below 41% All Students	NO
Total Number of Subgroups Missing the Target	0
Progress of English Language Learners in Achieving English Language Proficiency	43
Total Points Earned for the Federal Index	702
Total Components for the Federal Index	10
Percent Tested	99%

Subgroup Data	
Students With Disabilities	
Federal Index - Students With Disabilities	52
Students With Disabilities Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Students With Disabilities Subgroup Below 32%	
English Language Learners	
Federal Index - English Language Learners	65
English Language Learners Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years English Language Learners Subgroup Below 32%	

Native American Students	
Federal Index - Native American Students	
Native American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Native American Students Subgroup Below 32%	

Asian Students	
Federal Index - Asian Students	
Asian Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Asian Students Subgroup Below 32%	

Black/African American Students	
Federal Index - Black/African American Students	
Black/African American Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Black/African American Students Subgroup Below 32%	

Hispanic Students	
Federal Index - Hispanic Students	66
Hispanic Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Hispanic Students Subgroup Below 32%	

Multiracial Students	
Federal Index - Multiracial Students	55
Multiracial Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Multiracial Students Subgroup Below 32%	

Pacific Islander Students	
Federal Index - Pacific Islander Students	
Pacific Islander Students Subgroup Below 41% in the Current Year?	N/A
Number of Consecutive Years Pacific Islander Students Subgroup Below 32%	

White Students	
Federal Index - White Students	71
White Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years White Students Subgroup Below 32%	

Economically Disadvantaged Students	
Federal Index - Economically Disadvantaged Students	73
Economically Disadvantaged Students Subgroup Below 41% in the Current Year?	NO
Number of Consecutive Years Economically Disadvantaged Students Subgroup Below 32%	

Analysis

Data Analysis
Answer the following analysis questions using the progress monitoring data and state assessment data, if applicable.

What trends emerge across grade levels, subgroups and core content areas?

The data driven decision making team has identified target areas in the bottom 25%, ESE , ELL and economically disadvantaged subgroups. In reading, currently in grades 3rd, 5th, 6th and 8th display the largest achievement gaps. For math, 3rd, 6th and 8th grade display the largest achievement gaps.

What data components, based off progress monitoring and 2019 state assessments, demonstrate the greatest need for improvement?

The greatest need for improvement is based off of the 2021-2022 Fall iReady assessment window. Tier 2/3 students are progress monitoring on a weekly/bi-weekly basis to ensure achievement gaps are closing and all student needs are being met.

What were the contributing factors to this need for improvement? What new actions would need to be taken to address this need for improvement?

Data disaggregation and analysis determined trends and improvement areas for both reading and math. Benchmark Advance curriculum is being utilized to provide reading intervention and enrichment. Small group and differentiated instruction will be utilized to ensure individualized student needs are met and achievement gaps are closed. The MTSS process will be conducted regularly in order for the team to target any areas of need.

What data components, based off progress monitoring and 2019 state assessments, showed the most improvement?

Imagine School at Palmer Ranch was successful in improving all areas as measured by the FSA, especially in the areas of the lowest quartile, English Language Learners and all Tier 1 students grades 3-8. In grades K-2, our iReady data displayed growth on both reading and math for Tier 1 students, Students with Disabilities and English Language Learners.

What were the contributing factors to this improvement? What new actions did your school take in this area?

The Instructional Leadership Team implemented small group and differentiated instruction into the ISPR Master Schedule. Additionally, a strong focus on the MTSS process was necessary to provide support to English Language Learners, Students with Disabilities and our Lowest Quartile to ensure the initiatives outlined in the School Improvement Plan were efficient in targeting the achievement gap and in meeting the needs of all students on campus. Data chats were conducted weekly through Professional Learning Communities in order to progress monitor student growth and/or make modifications as necessary.

What strategies will need to be implemented in order to accelerate learning?

In order to accelerate learning at ISPR, students will be exposed to engaging and rigorous lessons that are aligned to the state standards. Students will have the opportunity to participate in research based opportunities with the implementation of technology, project-based learning and student-led classrooms. We are an International Cambridge School, that prepares students for advanced placement in high school.

Based on the contributing factors and strategies identified to accelerate learning, describe the professional development opportunities that will be provided at the school to support teachers and leaders.

Collaborative planning is conducted weekly for professional development in benchmark advance curriculum for the B.E.S.T standards. Additionally, a book study/PD on "Learn Like a Pirate" is implemented monthly to provide teachers the tools and strategies to enhance student engagement and student led classrooms. Walk-throughs with a focus on small group, differentiated instruction and student engagement will occur monthly in order to provide timely and evidence based feedback to all classroom teachers.

Provide a description of the additional services that will be implemented to ensure sustainability of improvement in the next year and beyond.

The Instructional Leadership Team will continue to work diligently with all stake holders to uphold the initiatives outline in this School Improvement Plan. This includes, but is not limited to, the MTSS process continuing to be implemented with fidelity, as it is the priority to ensure Students With Disabilities, the Bottom Quartile, Students that are Economically Disadvantaged and English Language Learners are receiving individualized support. Additionally, small group and differentiated instruction will continue to be necessary to meet the needs for all students.

Part III: Planning for Improvement

Areas of Focus:

#1. Instructional Practice specifically relating to ELA	
Area of Focus Description and Rationale:	As measured by the 2020-2021 FSA, 50% of students were not proficient in ELA.
Measurable Outcome:	By the end of the school year, the mean Reading Learning Gain for all students will improve from 1.03 to 1.05, as measured by the Fall to Spring STAR Reading Assessment. By the end of the school year, the mean Grade Level Proficiency for all students will improve from 37% to 50%, By the end of the school year, 68% of students will be at a Proficient Level or higher, as measured by the Reading State Assessment. By the end of the school year, the 5th grade reading proficiency, as measured by the end of year FSA assessment, will increase from 50% to 60%.
Monitoring:	Data chats and MTSS meetings will be conducted weekly to identify the areas of need in order to close the achievement gap. All students will receive intervention or enrichment as determined by the data decision making team. Tier 2 and Tier 3 students will receive extra support and progress monitoring will occur weekly and/or bi-weekly to ensure the interventions are effective.
Person responsible for monitoring outcome:	Melissa Stevenson (a061822@sarasotacountyschools.net)
Evidence-based Strategy:	Small Group and Differentiated Instruction Gradual Release Model Reteach Method as needed
Rationale for Evidence-based Strategy:	The gradual release model will be required for all teachers to implement Benchmark Advance curriculum that is aligned to B.E.S.T. standards for reading and writing. Small Group and Differentiated Instruction will utilized to ensure all students needs are met. Reteach will be necessary if the data reflect gaps in understanding of the content.

Action Steps to Implement

Walk-Throughs with Specific Feedback Provided
Individual Professional Development Plan
Formal Evaluations through the PRIDE System
Collaborative Planning
MTSS Process/Data Chats

Person Responsible	Melissa Stevenson (a061822@sarasotacountyschools.net)

Additional Schoolwide Improvement Priorities

Using the SafeSchoolsforAlex.org, compare the discipline data of the school to discipline data across the state and provide primary or secondary areas of concern that the school will monitor during the upcoming school year. Include how the school culture and environment will be monitored through the lens of behavior or discipline data.

Imagine School at Palmer Ranch shows a 0.94 percentile rank of incidents reported in comparison of the state . At this time, this is a very low area of concern and we will continue to implement our current procedures in terms of discipline and restorative practices. ISPR has a strong focus on developing the whole child while implementing morning meetings with the use of Sanford Harmony curriculum to enhance community building opportunities within the classroom environment.

Part IV: Positive Culture & Environment

A positive school culture and environment reflects: a supportive and fulfilling environment, learning conditions that meet the needs of all students, people who are sure of their roles and relationships in student learning, and a culture that values trust, respect and high expectations. Consulting with various stakeholder groups to employ school improvement strategies that impact the positive school culture and environment are critical. Stakeholder groups more proximal to the school include teachers, students, and families of students, volunteers, and school board members. Broad stakeholder groups include early childhood providers, community colleges and universities, social services, and business partners.

Stakeholders play a key role in school performance and addressing equity. Consulting various stakeholder groups is critical in formulating a statement of vision, mission, values, goals, and employing school improvement strategies.

Describe how the school addresses building a positive school culture and environment.

Imagine School at Palmer Ranch provides Parent and Family Engagement materials and trainings designed to provide assistance to parents and families in understanding challenging state academic standards, State and local academic assessments, how to monitor a child's progress, and how to work with educators to improve the achievement of their children at convenient, flexible times, such as small group and differentiated instruction to fulfill the schools mission and support the needs of the students. Additionally, technology including social media and virtual meetings (i.e.. Zoom and Google Meet) promote participation and awareness through live to accommodate varying schedules. In addition, the district and school website contain links, resources, and materials, such as parent guides, study guides, practice assessments, student performance materials, and training to help parents and families work with their children to improve achievement.

The full text in summary of this capital school-wide capital improvement plan may be found online or as a hard copy by request.

Parent and families are regularly invited to attend Governing Charter School Board Meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children. ISPR responds to any such suggestions as soon as practicably possible as evidenced by meeting minutes and notes. If this schoolwide improvement plan is not satisfactory to parents, parents/families are encouraged to submit such comments in writing so that the school can document and submit and parents' comments.

Identify the stakeholders and their role in promoting a positive culture and environment at the school.

Melissa Stevenson
Principal

Kelly Pepe
Dean of Students/ School Counselor

Leighann Worthen
Instructional Coach

Allyssa Pease
MTSS Coordinator