

Imagine School Nau Campus

4402 SW YAMADA DR, Port St Lucie, FL 34953

<http://www.imagine-nau.com>

School Demographics

School Type

Combination

Title I

Yes

Free/Reduced Price Lunch

68%

Alternative/ESE Center

No

Charter School

Yes

Minority

60%

School Grades History

Year	2013-14	2012-13	2011-12	2010-11
Grade	F	D	C	C

School Board Approval

This plan is pending approval by the St. Lucie County School Board.

SIP Authority and Template

Section 1001.42(18), Florida Statutes, requires district school boards to annually approve and require implementation of a school improvement plan (SIP) for each school in the district.

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 with a grade of F within the prior two years. For all other schools, the district may use a template of its choosing. All districts must submit annual assurances that their plans meet statutory requirements.

This document was prepared by school and district leadership using the Florida Department of Education's school improvement planning web application located at <https://www.floridaCIMS.org>.

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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. A corollary at the district level is the District Improvement and Assistance Plan (DIAP), designed to help district leadership make the necessary connections between school and district goals in order to align resources. 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: Current School Status

Part I organizes the current status of the school around five domains inspired by the 5Essentials framework: Supportive Environment, Family and Community Involvement, Effective Leadership, Public and Collaborative Teaching, and Ambitious Instruction and Learning. Questions regarding the school’s Multi-Tiered System of Supports have been embedded throughout this part to demonstrate how data is used by stakeholders to understand the needs of all students and allocate appropriate resources in proportion to those needs.

Part II: Needs Assessment

Part II requires the school to review performance and early warning systems data in order to develop strategic goals and associated data targets (i.e., “SMART goals”) for the coming school year in context of the school’s greatest strengths and needs. An online tool was developed, which includes data visualizations and processing questions to support problem identification, problem analysis and strategic goal formulation.

Part III: 8-Step Planning and Problem Solving for Implementation

Part III enables the school to develop implementation plans for its highest-priority goals. With the overview of the current state of the school in mind and the strategic goals identified through the needs assessment, the planning team engages in a facilitated planning and problem-solving process, through which they

- Define strategic goals and establish targets to be reached by successfully achieving the goals (Step 1)
- Identify resources available to support the goals and barriers that could hinder achieving those goals (Step 2)
- Select high-priority barriers they want to address initially (Step 3)
- Design implementation and monitoring plans for strategies to resolve selected barriers (Steps 4-7)
- Determine how they will monitor progress toward each goal (Step 8)

Appendices

The following appendices, automatically-generated from content entered in Part III, are included in this document:

- Appendix 1 is a timeline of all action steps and monitoring activities
- Appendix 2 is an outline of all professional development opportunities and technical assistance items
- Appendix 3 is a report of the budget needed to implement the strategies

Differentiated Accountability

Florida’s Differentiated Accountability (DA) system is a statewide network of strategic support, differentiated by need according to performance data, and provided to schools and districts in order to improve leadership capacity, teacher efficacy and student outcomes. DA field teams collaborate with district and school leadership to design, implement and refine improvement plans, as well as provide instructional coaching, as needed.

DA Regions

Florida’s DA network is divided into five geographical regions, each served by a field team led by a regional executive director (RED).

DA Categories

Traditional public schools are classified at the start of each school year, based upon the most recently released school grades (A-F), into one of the following categories:

- Not in DA – currently A or B with no F in prior three years; charter schools; ungraded schools
- Monitoring Only – currently A or B with at least one F in the prior three years
- Prevent – currently C
- Focus – currently D
 - Planning – two consecutive grades of D (i.e., DD), or a grade of F immediately followed by a grade of D in the most recent grades release (i.e., FD)
 - Implementing – two consecutive grades of D in the most recent grades release preceded by a grade below C (i.e., FDD or DDD)
- Priority – currently F
 - Planning – declined to a grade of F in the most recent grades release and have not received a planning year or implemented a turnaround option during the previous school year
 - Implementing – two consecutive grades of F (i.e., FF), or three consecutive grades below C with an F in the most recent grades release (i.e., FDF or DDF)

DA Turnaround and Monitoring Statuses

Additionally, schools in DA are subject to one or more of the following Turnaround and Monitoring Statuses:

- Former F – currently A-D with at least one F in the prior three years; SIP is monitored by FDOE
- Planning – Focus Planning and Priority Planning; district is planning for possible turnaround
- Implementing – Focus Implementing and Priority Implementing; district is implementing the Turnaround Option Plan (TOP)

2014-15 DA Category and Statuses

DA Category	Region	RED
Not In DA	3	Ella Thompson
Former F	Turnaround Status	
No		

Part I: Current School Status

Supportive Environment

School Mission and Vision

Provide the school's mission statement

Imagine Nau provides a learning experience with equal emphasis placed on academics and character development which prepares students for a life of success both in and out of the classroom.

Provide the school's vision statement

We, the community of Imagine Nau, exist to provide a safe and nurturing learning environment, where education and character development assist the students of today to become the leader of tomorrow.

School Environment

Describe the process by which the school learns about students' cultures and builds relationships between teachers and students

Imagine Nau is very focused on learning about the diverse cultures of our students and staff. From Open House for parents, "Back-to-School" nights, the partnerships with our PTO, SAC, character committees, and many community events, our staff is dedicated to learning about the diverse backgrounds of our students and all stakeholders. In the classroom setting, our teacher spend time speaking with students about their backgrounds, implementing classroom activities that seek to integrate their cultural backgrounds, and highlight various cultural features throughout the year.

Describe how the school creates an environment where students feel safe and respected before, during and after school

The school environment allows students to feel safe, respected, and welcomed throughout the day. From the moment of arrival, students are greeted warmly, and guided to the appropriate location. The hallways and the classrooms are full of student-created materials, i.e. artwork, examples of student writing, etc., and student success are promoted within the classroom and on the morning and afternoon announcements. We also have multiple programs, including, but not limited to, "Too Good For Violence," which reinforces positive decision making. Student misconduct is treated proactively as much as possible through the use of behavioral charts, the proactive discipline plan, and adherence to the county discipline matrix. Finally, an overall emphasis on positive reinforcement is used to foster a sense of appreciation for our students and to continually remind students that they have the potential for success if they make appropriate decisions.

Describe the schoolwide behavioral system in place that aids in minimizing distractions to keep students engaged during instructional time. This may include, but is not limited to, established protocols for disciplinary incidents, clear behavioral expectations, and training for school personnel to ensure the system is fairly and consistently enforced

Every student at Imagine Nau signs the Proactive Discipline Plan. This document clearly explains the school's policies, procedures, rules, and consequences regarding student behavior and misconduct. Moreover, each teacher spends time during the first week explaining these in class to the students, and reviews them once per quarter. In addition, elementary school teachers have their own behavioral management systems that they employ with their classes and the middle school teachers use the same set of rules and consequences with their students. Furthermore, the district's Code of Conduct is clearly enforced, the use of RTI to intervene with struggling students, and the focus on student engagement are all used to manage and limit student misbehavior. Finally, teachers are

trained in CHAMPS, and are periodically trained through staff development and professional learning communities to enhance student engagement.

Describe how the school ensures the social-emotional needs of all students are being met, which may include providing counseling, mentoring and other pupil services

Imagine Nau ensures the social-emotional needs of all of our students by utilizing many school systems. RTI is utilized daily with struggling or low-performing students. MTSS is performed weekly by appropriate school staff and there is access to an ESE specialist, school social workers, and speech and behavior personnel. Moreover, younger students are given an older mentor, tutoring is offered for free both after school and on weekends, and access to extracurricular activities is available to all students as well.

Early Warning Systems

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(ii)(III), (b)(1)(B)(iii)(I), and (b)(1)(I).

Describe the school's early warning system and provide a list of the early warning indicators used in the system

Imagine Nau is committed toward making sure the academic needs of all students are satisfied. In this regard, the administration keeps track of every student that dips below a 90% attendance rate, that receives 1 or more suspensions, that fails an English Language Arts (ELA) or Mathematics class, or that receives a Level 1 on the ELA or Mathematics statewide standardized assessments. In addition, Imagine Nau keeps track of student academic data from 4 STAR Reading and 4 STAR Mathematics assessments, the FLKRS and FAIR testing, and from weekly data chats between teachers from every grade level and administration. Teachers are aware that data is not just ascertained from testing, but also from student-generated academic activities, including, but not limited to portfolios, projects, writing samples, and any formative and summative assessments.

Provide the following data related to the school's early warning system

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

Indicator	Grade Level								Total
	1	2	3	4	5	6	7	8	
Attendance below 90 percent	3	5	7	5	6	3	0	0	29
One or more suspensions	0	0	0	0	0	0	0	2	2
Course failure in ELA or Math	1	5	6	4	4	4	6	13	43
Level 1 on statewide assessment	0	0	22	22	14	10	5	10	83

The number of students identified by the system as exhibiting two or more early warning indicators:

Indicator	Grade Level						Total
	3	4	5	6	7	8	
Students exhibiting two or more indicators	5	3	1	2	4	6	21

Describe all intervention strategies employed by the school to improve the academic performance of students identified by the early warning system

Multiple strategies will be utilized to improve the academic performance of those students identified by the early warning system including the use of RTI to provide more individualized and small group

instruction for students struggling in reading and math; modeling exemplary teaching and utilizing lesson studies to ensure rigor and student engagement; adherence to school behavior policies to minimize classroom disruptions and disturbances; providing after school tutoring and math support and weekly weekend reading tutoring and instruction; ensuring an open line of communication between the school (office, teacher, administration) and parents.

Family and Community Involvement

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(B)(iii)(I)(aa).

Describe how the school works at building positive relationships with families to increase involvement, including efforts to communicate the school's mission and vision, and keep parents informed of their child's progress

Title I schools use the Parent Involvement Plan (PIP) to meet the requirements of 20 U.S.C. § 6314(b)(1)(F).

Will the school use its PIP to satisfy this question?

Yes

PIP Link

The school completes a Parental Involvement Plan (PIP), which is available at the school site.

Description

Imagine Nau utilizes mandatory volunteer hours as part of our charter. Imagine Schools have a metric involving Parent Choice which we will use as a measurement for our targets. Currently, Imagine Nau is a "C" in the area of Parent Choice. We will strive for at least a "B" this school year as recognized by Imagine Schools.

Describe the process by which the school builds and sustains partnerships with the local community for the purpose of securing and utilizing resources to support the school and student achievement

The school builds and sustains partnerships with the local community for the purpose of securing resources to support student achievement in various ways. The school Parent Teacher Organization (PTO) is very active in organizing fundraisers and securing community partnerships. Our School Governing Board, which is comprised entirely of dedicated community member, works diligently to secure resources and support from community groups. Our school also has a community partnership committee made of members from all stakeholders to acquire support from community partners, and a new Grant-writing committee has also been formed by administration, teachers, and community members in order to acquire more educational grants.

Effective Leadership

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(H).

School Leadership Team

Membership

Identify the name, email address and position title for each member of the school leadership team.:

Name	Title
Drag, John	Principal
Ader, Russell	Assistant Principal

Duties

Describe the roles and responsibilities of the members, including how they serve as instructional leaders and practice shared decision making

Each member of the school-based leadership team is responsible for MTSS and its connections to school improvement as both are connected. Analyzing the data may suggest that earlier identification of students for Rtl may be necessary and/or additional training of instructional personnel is required.

Describe the process through which school leadership identifies and aligns all available resources (e.g., personnel, instructional, curricular) in order to meet the needs of all students and maximize desired student outcomes. Include the methodology for coordinating and supplementing federal, state and local funds, services and programs. Provide the person(s) responsible, frequency of meetings, how an inventory of resources is maintained and any problem-solving activities used to determine how to apply resources for the highest impact

We utilize a continuous improvement model (CIM) to assess MTSS and SIP structures. It is formative in nature. End of the year discussion is also conducted when state test results are analyzed. All students are identified as to their needs and placed in the appropriate tier level. A pullout teacher works with Tier 2 and 3 students in reading on a weekly basis.

The principal, Governing Board, School Leadership Team, as well as members of SAC, will review programs and revenue streams so as to ensure that all funds are committed to areas of improvement as established in the School Improvement Plan (SIP). Current FNR is now at 76% which brought in Title I funds for the 2014-2015 school year.

School Advisory Council (SAC)

Membership

Identify the name and stakeholder group for each member of the SAC.:

Name	Stakeholder Group
Cindi Bowling	Parent
John Drag	Principal
Jennifer Gordon	Teacher
Susan Minnear	Education Support Employee

Duties

Provide a description of the SAC's involvement with the following activities, as required by section 1001.452(2), Florida Statutes

Evaluation of last year's school improvement plan

The SAC Committee has examined and analyzed the SAC plan from the 2013-2014 school year. Last year's overall goal, which was to raise the school letter grade to a B was unfulfilled. However, the SAC Committee feels that the goal was a reasonable one and even though there is the possibility of not receiving an official school grade for the 2014-2015 school year, the goal if reaching what would be considered equivalent to a B is still in place and believed by the SAC Committee to still be attainable.

Development of this school improvement plan

SAC members were first briefed (as well as all faculty and staff) on the current data for the school year and the last four years (longitudinal). Then, as the plan was developed, they were asked for opinions and priorities for the school year.

Preparation of the school's annual budget and plan

The SAC Committee was briefed on the school's annual operating budget and used that information to assist in formulating the SIP.

Describe the use of school improvement funds allocated last year, including the amount budgeted for each project

Imagine Nau recently received district approval to focus on Science Technology Engineering Arts and Math (STEAM). As such, school improvement funds were allocated to this area; specifically, LEGO robotics materials and software, engineering curriculum 1. Purchase of new Common Core Reading Series (Houghton Mifflin)

Verify that the school is in compliance with section 1001.452, Florida Statutes, regarding the establishment requirements and duties of the SAC

Yes

If the school is not in compliance, describe the measures being implemented to meet SAC requirements

Literacy Leadership Team (LLT)

Membership

Identify the name, email address and position title for each member of the school-based LLT.:

Name	Title
Drag, John	Principal
Ader, Russell	Assistant Principal
Muth, Judy	Instructional Coach

Duties

Describe how the LLT promotes literacy within the school

Coordinate the purchase of a new basal reading series (Houghton Mifflin Journeys) for students in grades K-6. Provide professional development for same and continued checks for fidelity in implementation.

Implement a research based, technology-supported reading program for students in intensive reading (middle school). Adhere to the new Florida Standards in all reading classes and ensure that all stakeholders are familiar with them and that teachers are able to effectively assess and monitor for mastery.

Coordinate the purchase of reading intervention materials and a research based, technology-supported reading program for students in intensive reading, grades 3-5 (FCAT levels 1 and 2).

Full implementation of The Daily Five and The Cafe Book throughout K-5 classrooms.

Public and Collaborative Teaching

The school's response to this section may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(D).

Describe the school's strategies to encourage positive working relationships between teachers, including collaborative planning and instruction

Imagine Nau encourages vertical and horizontal planning, collaboration, and assessments. Teachers are provided with common planning time, as well as required to meet weekly as a team, with the Instructional Coach, and the Assistant Principal for lesson studies, best practices, staff development, and data disaggregation. Moreover, the collaboration within and amongst the teachers will lead to informed,

data driven decision in regard to RTI and the ability to progressively monitor student achievements and academic growth.

Describe the school's strategies to recruit, develop and retain highly qualified, certified-in-field, effective teachers to the school

Imagine Schools prides itself on its selection/recruitment of the highest quality instructional personnel. Currently, the entire staff at Imagine Nau is fully certified and in-field and only six teachers are still working on achieving High Quality status. From 2012-2013 to 2013-2014, the turnover of instructional personnel was over fifty percent. Empowering these teachers through the Imagine Shared Values philosophy, as well as a commitment by the current principal to serve for more than one year, will improve retention. The person responsible for teacher recruitment and retention is the principal, John P. Drag, Jr. Mr. Drag's retention rate of instructional personnel from his previous schools is over 95%.

Describe the school's teacher mentoring program, including the rationale for pairings and planned mentoring activities

Mentors are assigned usually in the same grade level as the beginning teacher. The Instructional Coach is assigned the overall responsibility of tracking new educators to ensure they are appropriately indoctrinated and supported. Monthly meetings with a specific topic are held for the benefit of all - voluntary for experienced teachers, but attendance is encouraged.

Ambitious Instruction and Learning

Instructional Programs and Strategies

Instructional Programs

Describe how the school ensures its core instructional programs and materials are aligned to Florida's standards

Assurance that instructional programs and materials are aligned to Florida's standards comes from weekly team meetings with instructional coach and weekly lesson study and submission. In addition, CPALMS training and access has been provided to all instructional personnel.

Instructional Strategies

Describe how the school uses data to provide and differentiate instruction to meet the diverse needs of students. Provide examples of how instruction is modified or supplemented to assist students having difficulty attaining the proficient or advanced level on state assessments

Imagine Nau utilizes a continuous improvement model (CIM), as well as weekly data chats, state assessments, attendance records, and behavior information to assess the specific needs of every student. Teachers are trained in differentiating instruction through weekly professional development. Finally, Imagine Nau is employing a full time RTI instructor to "pull-out" and "push-in" students on an "as-needed," basis.

Provide the following information for each strategy the school uses to increase the amount and quality of learning time and help enrich and accelerate the curriculum:

Strategy: Weekend Program

Minutes added to school year: 720

Beginning in September, "Saturday Reading Camp" for students matched to their needs reading.

Strategy Rationale

Students are identified through data disaggregation and invited to come for free to a 3 hour weekly program.

Strategy Purpose(s)

- Core Academic Instruction
- Enrichment
- Teacher collaboration, planning and professional development

Person(s) responsible for monitoring implementation of the strategy

Drag, John, john.drag@imagineschools.com

Data that is or will be collected and how it is analyzed to determine effectiveness of the strategy

All students will be given a pre and post test. We will also compare scores of students who attended Saturday Reading Camp versus those that did not.

Student Transition and Readiness

PreK-12 Transition

The school's response to this question may be used to satisfy the requirements of 20 U.S.C. § 6314(b)(1)(G).

Describe the strategies the school employs to support incoming and outgoing cohorts of students in transition from one school level to another

Imagine Nau is fortunate to have a Pre-K and VPK program as part of its campus. One strategy used for assisting preschool children in transition from early childhood programs to local elementary school programs is the simple inclusion of preschool staff in all K-8 school operations.

There is an apparent and intentional demonstration of inclusion of our Pre-K and VPK students into the K-8 program - from assemblies to fund-raising efforts.

Vertical teaming will occur with our kindergarten teachers and the Pre-K and VPK teachers to ensure that standards are discussed and students in the early years are "readied" to handle the academic, social, and emotional requirements of elementary school.

College and Career Readiness

Describe the strategies the school uses to advance college and career awareness, which may include establishing partnerships with business, industry or community organizations

Students complete interest surveys so teachers can better make learning more meaningful.

Identify the career and technical education programs available to students and industry certifications that may be earned through those respective programs

Imagine Nau incorporates real world application through project-based learning and scenarios. Middle school students utilize Executive Functions (curriculum through School Speciality) as part of their Critical Thinking class.

Describe efforts the school has taken to integrate career and technical education with academic courses (e.g., industrial biotechnology) to support student achievement

1. Prepare students earlier via www.floridachoices.org. 2. Gear curriculum to higher-level/project based learning which provide real world application. 3. Computing for College and Careers - designed to give students industry certification in Microsoft Word, PowerPoint, and Excel. 4. Elective classes designed to enhance science and school focus on STEAM-related curriculum including, Robotics, Rocketry, Marine Biology, Introduction to Foreign Languages, and Digital Art and Design. These classes will also give students real-world, authentic skills and hands-on experiences, problem solving, and decision-making.

Describe strategies for improving student readiness for the public postsecondary level based on annual analysis of the [High School Feedback Report](#), as required by section 1008.37(4), Florida Statutes

Students will be prepared for the public post-secondary level by adhering to the new Math and ELA Florida standards in all grade levels. In addition, students in middle school will be exposed to a new elective which will prepare them to master computer skills needed in the public sector, including utilizing Microsoft Word, Powerpoint, and Excel. Finally, students will be exposed to curriculum that is STEAM focused (science, technology, engineering, art, and math) and that employs project-based learning as a means of making the learning experience authentic.

School Improvement Goals

The following key is intended to help readers understand how the sections of this document correspond to the steps of the 8-step planning and problem-solving framework used in the School Improvement Plan. The Quick Key numbers can help registered users go directly to the point of entry for any given goal, barrier and strategy within the online survey.

Problem Solving Key

G = Goal

B =
Barrier

S = Strategy

 = Problem Solving Step  S123456 = Quick Key

Strategic Goals Summary

- G1.** Goal 1: Imagine Nau will increase student achievement as demonstrated through the percentage of student learning gains equivalent of at least one year's growth increasing from 55% to 60% as evidenced by a comparison of Fall 2014 to Spring 2015 STAR assessment results.
- G2.** Goal 2: Imagine Nau will increase the daily student attendance rate by 4% by June 2015.
- G3.** Goal 3: Imagine Nau will increase the number of students who achieve a Level 3 or higher in science on the spring FI State Assessment in grades 5 and 8 by 3%.
- G4.** Goal 4: Imagine Nau will increase the number of students achieving Level 3 and higher in math on the spring FI State Assessment in all grade levels by 3%.
- G5.** Goal 5: Imagine Nau will increase the number of students achieving Level 3 and higher in reading on the spring FI State Assessment in all grade levels by 3%.

Strategic Goals Detail

For each strategic goal, this section lists the associated targets (i.e., "SMART goals"), resources available to support movement toward the goal, barriers to achieving the goal, and the plan for monitoring progress toward the goal

G1. Goal 1: Imagine Nau will increase student achievement as demonstrated through the percentage of student learning gains equivalent of at least one year's growth increasing from 55% to 60% as evidenced by a comparison of Fall 2014 to Spring 2015 STAR assessment results. 1a

G047365

Targets Supported 1b

Indicator	Annual Target
ELA/Reading Gains	60.0
Math Gains	60.0

Resources Available to Support the Goal 2

- Think Through Math Fastt Math Mountain Math Accelerated Reader Study Island STAR Assessments Imagine Benchmarks Instructional Coach CPALMS After school and Weekend tutoring and instructional support

Targeted Barriers to Achieving the Goal 3

- Knowledge of new Florida standards and rigorous tasks aligned to standards.

Plan to Monitor Progress Toward G1. 8

Lesson plans and assessment data through lesson planning and data chats

Person Responsible

John Drag

Schedule

Monthly, from 8/18/2014 to 8/18/2014

Evidence of Completion

Classroom walk through data, lesson plans, and assessment data

G2. Goal 2: Imagine Nau will increase the daily student attendance rate by 4% by June 2015. 1a

G042405

Targets Supported 1b

Indicator	Annual Target
Attendance rate	

Resources Available to Support the Goal 2

- Teacher websites, school website, school newsletter

Targeted Barriers to Achieving the Goal 3

- Lack of incentive to attend school regularly

Plan to Monitor Progress Toward G2. 8

Accurate contact records to be collected and monitored.

Person Responsible

John Drag

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Accurate contact records

G3. Goal 3: Imagine Nau will increase the number of students who achieve a Level 3 or higher in science on the spring FI State Assessment in grades 5 and 8 by 3%. 1a

G042168

Targets Supported 1b

Indicator	Annual Target
FCAT 2.0 Science Proficiency	36.0

Resources Available to Support the Goal 2

- Study Island STEAM focused curriculum Science Based Electives Local Partnerships with research centers Science Fusion Instructional Coach

Targeted Barriers to Achieving the Goal 3

- Knowledge of cooperative learning strategies used in STEAM instruction
- Knowledge of components of a STEAM lesson
- Implementation of strategies such as the use of advance organizers to promote student investigations

Plan to Monitor Progress Toward G3. 8

Progress Monitoring will reflect standard proficiency

Person Responsible

John Drag

Schedule

Monthly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Unit tests will evidence standard proficiency

G4. Goal 4: Imagine Nau will increase the number of students achieving Level 3 and higher in math on the spring FI State Assessment in all grade levels by 3%. 1a

G042112

Targets Supported 1b

Indicator	Annual Target
AMO Math - All Students	59.0

Resources Available to Support the Goal 2

- Think Through Math FASTT Math Mountain Math After school tutoring Imagine Benchmarks STAR Instructional Coach CPalms

Targeted Barriers to Achieving the Goal 3

- Knowledge of new FI. Standards and rigorous tasks aligned to standards

Plan to Monitor Progress Toward G4. 8

Data from all math programs, state assessments, and benchmark assessments continuously will be collected, reviewed, analyzed, and used to create action plans to increase student mathematical achievement

Person Responsible

John Drag

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Improvement from quarterly STAR exams, data from EZ CBM assessment, student grades, and mastery of math strands as demonstrated in classroom assessments will be used to demonstrate student progress toward increasing math performance

G5. Goal 5: Imagine Nau will increase the number of students achieving Level 3 and higher in reading on the spring FI State Assessment in all grade levels by 3%. 1a

G036184

Targets Supported 1b

Indicator	Annual Target
AMO Reading - All Students	69.0

Resources Available to Support the Goal 2

- STAR FSA Easy CBM FAIR Imagine Mini - Benchmarks Instructional Coach Phonics For Reading Intermediate Rewards Accelerated Reader

Targeted Barriers to Achieving the Goal 3

- Lack of effective instruction that addresses Depth of Knowledge Rigorous tasks aligned to Fl. Standards Consistent progress monitoring Data analysis used to inform instruction

Plan to Monitor Progress Toward G5. 8

Progress Monitoring of Student Achievement

Person Responsible

John Drag

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Progress monitoring of standards using Imagine Focus Tests

Action Plan for Improvement

For each strategy selected in the plan to reduce a targeted barrier to a strategic goal, this section lists the rationale for that strategy (i.e., why the school believes it will reduce the barrier) and the action steps that have been identified as necessary to implementing the strategy, including details such as the point person, timing and duration, and evidence of completion. At the end of each set of action steps is the plan for monitoring the implementation and effectiveness of the respective strategy.

Problem Solving Key

G = Goal **B** =
 Barrier **S** = Strategy

1 = Problem Solving Step  S123456 = Quick Key

G1. Goal 1: Imagine Nau will increase student achievement as demonstrated through the percentage of student learning gains equivalent of at least one year's growth increasing from 55% to 60% as evidenced by a comparison of Fall 2014 to Spring 2015 STAR assessment results. **1**

 G047365

G1.B1 Knowledge of new Florida standards and rigorous tasks aligned to standards. **2**

 B117945

G1.B1.S1 Teachers will utilize assessment data to create lesson plans and strategies that will address learning gaps. **4**

 S129699

Strategy Rationale

Instruction that is data driven addresses the deficiencies indicated on progress monitoring assessments.

Action Step 1 **5**

PD will be conducted on interpreting student data based on current criterion based assessments.

Person Responsible

John Drag

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Minutes Agendas

Plan to Monitor Fidelity of Implementation of G1.B1.S1 6

Weekly Team Meetins

Person Responsible

John Drag

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Meeting sign - in sheets

Plan to Monitor Effectiveness of Implementation of G1.B1.S1 7

Data Binders and Data Walls

Person Responsible

John Drag

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Progress monitoring through the use of current data will be displayed on data walls and data binders.

G1.B1.S2 Teachers will engage students in cooperative learning strategies to collaborate on problem solving. 4

 S129700

Strategy Rationale

Standards are rigorous.

Action Step 1 5

Teachers will receive professional development on Marzano's high-yield strategies with an in-depth focus on Cooperative Learning

Person Responsible

John Drag

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Monthly faculty meeting agendas, attendance, and documents.

Plan to Monitor Fidelity of Implementation of G1.B1.S2 6

Professional Development targeting formal and informal Cooperative Learning groups will increase collaboration and personal responsibility.

Person Responsible

John Drag

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Principal's notes on focused feedback following formal and informal observations.
Attendance Sheets from PD

Plan to Monitor Effectiveness of Implementation of G1.B1.S2 7

Quarterly walk-throughs targeting formal and informal Cooperative Learning groups.

Person Responsible

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Lesson plans, walk-through notes, and social skills monitoring sheets

G1.B1.S3 Teachers will engage in weekly collaborative planning with the instructional coach to set objectives by unwrapping the standards. 4

 S129726

Strategy Rationale

Collaborative problem solving yields high gains in student achievement.

Action Step 1 5

Weekly team meetings with the instructional coach will provide time to unwrap the standards and plan quality lessons and assessments that aligns to the standard

Person Responsible

John Drag

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Team meeting minutes, coaching schedule

Plan to Monitor Fidelity of Implementation of G1.B1.S3 6

Weekly meeting between coach and principal

Person Responsible

John Drag

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Meeting minutes

Plan to Monitor Effectiveness of Implementation of G1.B1.S3 7

Classroom activities and strategies implementing new standards.

Person Responsible

John Drag

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Lesson plans, classroom walk-through data

G2. Goal 2: Imagine Nau will increase the daily student attendance rate by 4% by June 2015. 1

G042405

G2.B1 Lack of incentive to attend school regularly 2

B103483

G2.B1.S1 Increase communication and involvement with parents in their child's achievement 4

S114605

Strategy Rationale

Establishing a positive home-school connection increases student engagement and achievement.

Action Step 1 5

Ensure parental contact information is collected at all school functions and events

Person Responsible

John Drag

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Updated parent/ guardian contact information

Action Step 2 5

Teachers will establish a working relationship with parents regularly and consistently communicating with parents via various methods: planner, phone, email, weekly newsletters

Person Responsible

John Drag

Schedule

Weekly, from 9/12/2014 to 6/5/2015

Evidence of Completion

Copies of newsletters, increased parent participation attendance at school functions, daily attendance rate

Plan to Monitor Fidelity of Implementation of G2.B1.S1 6

Teachers will collect contact information from students quarterly and frequently update their class websites and school newsletter.

Person Responsible

John Drag

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Parental contact information as well as registration data and communication from class websites and newsletters.

Plan to Monitor Effectiveness of Implementation of G2.B1.S1 7

Continual home school contact.

Person Responsible

John Drag

Schedule

Quarterly, from 8/18/2014 to 6/5/2015

Evidence of Completion

A list of unreachable parents/ guardians will be compiled each quarter.

G3. Goal 3: Imagine Nau will increase the number of students who achieve a Level 3 or higher in science on the spring FI State Assessment in grades 5 and 8 by 3%. 1

G042168

G3.B1 Knowledge of cooperative learning strategies used in STEAM instruction 2

B102833

G3.B1.S1 Instructional coach will plan weekly with science teachers to plan instruction incorporating STEAM lessons 4

S113994

Strategy Rationale

Focused planning sessions will increase the frequency of implementation

Action Step 1 5

Instructional coach will provide PD targeting setting objectives and planning tasks aligned to FI Standards

Person Responsible

John Drag

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

PD agenda, participant attendance

Action Step 2 5

Instructional Coach will conduct coaching cycles with science teachers targeting STEAM lessons

Person Responsible

John Drag

Schedule

Weekly, from 9/15/2014 to 9/15/2014

Evidence of Completion

Coaching cycle documentation

Plan to Monitor Fidelity of Implementation of G3.B1.S1 6

Monthly meeting with science teachers

Person Responsible

John Drag

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Meeting Agendas Meeting Minutes Meeting Sign In Sheets

Plan to Monitor Effectiveness of Implementation of G3.B1.S1 7

Lessons aligned to standards

Person Responsible

John Drag

Schedule

On 6/5/2015

Evidence of Completion

Lesson Plans Essential Questions Assessments Student Tasks

G3.B1.S2 Instructional coach will provide PD in Cooperative Learning 4

Strategy Rationale

 S130796

Collaborative student engagement can increase student achievement

Action Step 1 5

Person Responsible

Schedule

Evidence of Completion

G3.B2 Knowledge of components of a STEAM lesson 2

 B119158

G3.B2.S1 Understanding components of a STEAM lesson 4

 S130954

Strategy Rationale

Full understanding of components of a STEAM lesson will help to ensure through instructional planning

Action Step 1 5

Monthly meetings with science teachers to assist them in recognizing, identifying, and applying components of a STEAM lesson into instruction

Person Responsible

John Drag

Schedule

Monthly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Lesson Plans Sign in sheets Meeting minutes Meeting agendas

Plan to Monitor Fidelity of Implementation of G3.B2.S1 6

Meeting Minutes

Person Responsible

Schedule

Monthly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Meeting Minutes Meeting Agendas Meeting Sign in Sheets

Plan to Monitor Effectiveness of Implementation of G3.B2.S1 7

Science lessons will reflect STEAM components

Person Responsible

John Drag

Schedule

Weekly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Weekly lesson plans will reflect components of a STEAM lesson

G3.B3 Implementation of strategies such as the use of advance organizers to promote student investigations 2

 B119297

G3.B3.S1 Teachers will utilize advance organizers to assist students with in -depth science investigations 4

 S131096

Strategy Rationale

Advance organizers are proven to yield achievement results

Action Step 1 5

Monthly science meetings will provide PD targeting the use of advance organizers

Person Responsible

John Drag

Schedule

On 6/5/2015

Evidence of Completion

Student Work Lesson Plans

Action Step 2 5

Monthly science meetings will provide PD targeting the use of advance organizers

Person Responsible

John Drag

Schedule

On 6/5/2015

Evidence of Completion

Student Work Lesson Plans

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Monthly science meetings

Person Responsible

John Drag

Schedule

On 6/5/2015

Evidence of Completion

Meeting Minutes Meeting Agenda Meeting Sign In Sheets

Plan to Monitor Fidelity of Implementation of G3.B3.S1 6

Monthly science meetings

Person Responsible

John Drag

Schedule

On 6/5/2015

Evidence of Completion

Meeting Minutes Meeting Agenda Meeting Sign In Sheets

Plan to Monitor Effectiveness of Implementation of G3.B3.S1 7

Increase in the use of STEAM lessons and investigations

Person Responsible

John Drag

Schedule

On 6/5/2015

Evidence of Completion

Students will engage in quarterly STEAM lessons

G4. Goal 4: Imagine Nau will increase the number of students achieving Level 3 and higher in math on the spring FI State Assessment in all grade levels by 3%. 1

 G042112

G4.B1 Knowledge of new FI. Standards and rigorous tasks aligned to standards 2

 B102589

G4.B1.S1 Teachers will utilize assessment data to create lesson plans and strategies that will address learning gaps. 4

 S113725

Strategy Rationale

Instruction that is data driven addresses the deficiencies indicated on progress monitoring assessments.

Action Step 1 5

Training will be provided on analyzing student data to inform instruction

Person Responsible

John Drag

Schedule

On 6/5/2015

Evidence of Completion

PD materials

Action Step 2 5

Instructional coach will meet with teachers weekly to plan instruction aligned to FI standards and to student needs

Person Responsible

John Drag

Schedule

Weekly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Weekly sign in sheets Lesson Plans

Plan to Monitor Fidelity of Implementation of G4.B1.S1 6

Walk - through observations and lesson plan review

Person Responsible

John Drag

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Progress monitoring tools such as STAR and Imagine schools mini-benchmark assessments will evidence increments of student achievement. Principal walk through data Lesson Plans

Plan to Monitor Effectiveness of Implementation of G4.B1.S1 7

Lesson plans and progress monitoring data

Person Responsible

John Drag

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Instruction and tasks addressing achievement deficiencies reflected from progress monitoring data.

G4.B1.S2 Teachers will engage students in the use of high-yield strategies with a concentration on Cooperative Learning strategies to collaborate on problem solving. 4

 S121152

Strategy Rationale

Collaborative problem solving yields high gains in student achievement

Action Step 1 5

Teachers will receive professional development on Marzano's high - yield strategies

Person Responsible

John Drag

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Monthly faculty meeting agendas, attendance, and documents

Action Step 2 5

Professional development targeting formal and informal Cooperative Learning instruction to increase collaboration and personal responsibility

Person Responsible

John Drag

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Meeting Minutes Agendas PD Resources

Plan to Monitor Fidelity of Implementation of G4.B1.S2 6

Principal will conduct observations of quarterly Cooperative Learning lessons in mathematics classrooms and will provide focused feedback to teachers.

Person Responsible

John Drag

Schedule

Quarterly, from 9/15/2014 to 9/15/2014

Evidence of Completion

Principal's notes on focused feedback

Plan to Monitor Effectiveness of Implementation of G4.B1.S2 7

Quarterly walk - throughs targeting formal and informal Cooperative Learning groups

Person Responsible

John Drag

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Lesson plans, walk-through notes, and social skill monitoring sheets

G4.B1.S3 Teachers will engage in weekly collaborative planning with the instructional coach to unwrap standards **4**

 S121195

Strategy Rationale

Standards are rigorous

Action Step 1 **5**

Weekly team meetings with the Instructional coach

Person Responsible

John Drag

Schedule

On 6/5/2015

Evidence of Completion

Team meeting minutes, coaching schedule

Plan to Monitor Fidelity of Implementation of G4.B1.S3 **6**

Weekly planning time with coach

Person Responsible

John Drag

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Team minutes, coaching schedule

Plan to Monitor Effectiveness of Implementation of G4.B1.S3 7

Team Meetings

Person Responsible

John Drag

Schedule

Weekly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Meeting minutes, agendas, sign in sheets

G4.B1.S4 Teachers will implement techniques for scaffolding and differentiation of instruction. 4

 S130352

Strategy Rationale

Implementing various instructional techniques will support meeting the needs of all learners

Action Step 1 5

Math teachers will meet monthly to receive PD on best practices targeting mathematical practices:

Accountable Talk

Math Manipulatives

Non-Linguistic Representations

Constructing Viable arguments

Solving problems in multiple ways

Person Responsible

John Drag

Schedule

Monthly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Meeting Attendance Logs Meeting agendas

Plan to Monitor Fidelity of Implementation of G4.B1.S4 6

Monthly Math PD Meetings

Person Responsible

Schedule

Monthly, from 9/25/2014 to 6/5/2015

Evidence of Completion

Meeting Documents PD Agenda, Attendance, Minutes

Plan to Monitor Effectiveness of Implementation of G4.B1.S4 7

Classroom Observations

Person Responsible

John Drag

Schedule

On 6/5/2015

Evidence of Completion

Monthly informal observations will document implementation of strategies

G5. Goal 5: Imagine Nau will increase the number of students achieving Level 3 and higher in reading on the spring FI State Assessment in all grade levels by 3%. 1

G036184

G5.B1 Lack of effective instruction that addresses Depth of Knowledge Rigorous tasks aligned to FI. Standards Consistent progress monitoring Data analysis used to inform instruction 2

B086636

G5.B1.S1 Planning effective instruction by setting objectives and aligning activities appropriate for the current standard 4

S097324

Strategy Rationale

Standards are rigorous and need to be "unwrapped" to ensure fidelity of instruction

Action Step 1 5

Provide Professional Development modules on FI Standards and Depth of Knowledge once a month during Reading team meetings

Person Responsible

John Drag

Schedule

Monthly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Meeting Agenda Meeting Minutes Meeting Sign In Sheets

Action Step 2 5

Bell -to-bell instruction with rigorous and relevant work

Person Responsible

John Drag

Schedule

Daily, from 9/15/2014 to 6/16/2015

Evidence of Completion

Lesson Plans Walk - through documentation and feedback

Action Step 3 5

Teachers will create literacy rich environments through the use of anchor charts and classroom libraries

Person Responsible

John Drag

Schedule

Daily, from 9/11/2014 to 6/5/2015

Evidence of Completion

Classroom environment artifacts such as anchor charts, book sign - out, reading logs, board configuration

Action Step 4 5

Setting objectives and daily targets aligned to Florida Standards

Person Responsible

John Drag

Schedule

Daily, from 9/11/2014 to 6/5/2015

Evidence of Completion

Lesson plans Student work Board Configuration

Plan to Monitor Fidelity of Implementation of G5.B1.S1 6

Weekly team meetings to review implementation of Florida Standards (M.A.F.S. and L.A.F.S.)

Person Responsible

John Drag

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Instruction and lesson plans aligned to Fl. Standards Minutes from weekly meetings Agenda Sign in sheets

Plan to Monitor Effectiveness of Implementation of G5.B1.S1 7

Data boards placed in Conference Room that will contain all the current data on each individual student, marking their progress.

Teachers will also maintain classroom data binders and data walls with current data.

Student and teacher will participate in an annual goal setting data chat in the first quarter.

Progress monitoring with quarterly data chats based on STAR.

Person Responsible

John Drag

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Data notebooks of each student in their classroom. Classroom data walls Walk - through checklist Individual student data chat form

G5.B1.S2 Increase the use of text coding and reciprocal teaching reading strategies in the content areas

4

 S097328

Strategy Rationale

Reading strategies are necessary for all students to comprehend informational text in content classes

Action Step 1 5

Content area teachers will incorporate reading strategies in instruction:

Text Coding

Reciprocal Teaching

Anchor charts

Person Responsible

John Drag

Schedule

Monthly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Lesson plans Student Work Walk - through feedback Anchor charts

Plan to Monitor Fidelity of Implementation of G5.B1.S2 6

Weekly lesson plans will document strategy use

Person Responsible

Schedule

On 6/5/2015

Evidence of Completion

Lesson plans Student Work

Plan to Monitor Effectiveness of Implementation of G5.B1.S2 7

Classroom Observations of strategy implementation

Person Responsible

John Drag

Schedule

On 6/5/2015

Evidence of Completion

Observation notes provided to teacher from instructional coach Coaching schedule Weekly meeting notes between principal and coach addressing progress of implementation

G5.B1.S3 Common Planning Time 4

 S097330

Strategy Rationale

Allows teachers to collaborate in developing lesson plans, analyzing student data, and improving horizontal and vertical alignment.

Action Step 1 5

Teachers will be give common planning time for vertical and horizontal planning of effective instruction

Person Responsible

John Drag

Schedule

Daily, from 8/18/2014 to 6/5/2015

Evidence of Completion

Lesson plan that reflect learning progressions and interdisciplinary instruction

Action Step 2 5

Weekly instructional planning with academic coach

Person Responsible

John Drag

Schedule

Weekly, from 9/15/2014 to 6/5/2015

Evidence of Completion

Lesson plans Coach's schedule Principal walk through notes

Action Step 3 5

Provide professional development for unwrapping standards during monthly content area meetings

Person Responsible

John Drag

Schedule

Monthly, from 9/14/2014 to 6/5/2015

Evidence of Completion

Lesson plans reflective of tasks that are aligned to standards

Plan to Monitor Fidelity of Implementation of G5.B1.S3 6

Weekly planning meetings to develop interdisciplinary lessons

Person Responsible

John Drag

Schedule

Biweekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Team planning minutes, agendas, and attendance Interdisciplinary lesson plans

Plan to Monitor Effectiveness of Implementation of G5.B1.S3 7

Weekly team planning to prepare instruction that meets the needs of students based on current data.

Person Responsible

John Drag

Schedule

Weekly, from 8/18/2014 to 6/5/2015

Evidence of Completion

Minutes, sign-in sheets, and agenda from team meetings, and lesson plans

G5.B1.S4 Create classroom environments that are print rich with student work, anchor charts, informational and narrative text exemplars. **4**

 S121768

Strategy Rationale

Providing a print rich environment in all content areas supports the current learning and reinforces previous learning.

Action Step 1 **5**

Person Responsible

Schedule

Evidence of Completion

Plan to Monitor Fidelity of Implementation of G5.B1.S4 **6**

Person Responsible

Schedule

Evidence of Completion

Appendix 1: Implementation Timeline

Action steps and monitoring activities identified in the SIP as necessary to achieve the school's goals.

Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A1	Provide Professional Development modules on FI Standards and Depth of Knowledge once a month during Reading team meetings	Drag, John	8/18/2014	Meeting Agenda Meeting Minutes Meeting Sign In Sheets	6/5/2015 monthly
G3.B1.S1.A1	Instructional coach will provide PD targeting setting objectives and planning tasks aligned to FI Standards	Drag, John	8/18/2014	PD agenda, participant attendance	6/5/2015 weekly
G2.B1.S1.A1	Ensure parental contact information is collected at all school functions and events	Drag, John	8/18/2014	Updated parent/ guardian contact information	6/5/2015 monthly
G5.B1.S3.A1	Teachers will be give common planning time for vertical and horizontal planning of effective instruction	Drag, John	8/18/2014	Lesson plan that reflect learning progressions and interdisciplinary instruction	6/5/2015 daily
G4.B1.S2.A1	Teachers will receive professional development on Marzano's high - yield strategies	Drag, John	9/15/2014	Monthly faculty meeting agendas, attendance, and documents	6/5/2015 monthly

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.A1	Training will be provided on analyzing student data to inform instruction	Drag, John	9/11/2014	PD materials	6/5/2015 one-time
G5.B1.S2.A1	Content area teachers will incorporate reading strategies in instruction: Text Coding Reciprocal Teaching Anchor charts	Drag, John	9/15/2014	Lesson plans Student Work Walk - through feedback Anchor charts	6/5/2015 monthly
G4.B1.S3.A1	Weekly team meetings with the Instructional coach	Drag, John	9/15/2014	Team meeting minutes, coaching schedule	6/5/2015 one-time
G1.B1.S1.A1	PD will be conducted on interpreting student data based on current criterion based assessments.	Drag, John	8/18/2014	Minutes Agendas	6/5/2015 weekly
G1.B1.S2.A1	Teachers will receive professional development on Marzano's high-yield strategies with an in-depth focus on Cooperative Learning	Drag, John	9/15/2014	Monthly faculty meeting agendas, attendance, and documents.	6/5/2015 monthly
G1.B1.S3.A1	Weekly team meetings with the instructional coach will provide time to unwrap the standards and plan quality lessons and assessments that aligns to the standard	Drag, John	9/15/2014	Team meeting minutes, coaching schedule	6/5/2015 weekly
G4.B1.S4.A1	Math teachers will meet monthly to receive PD on best practices targeting mathematical practices: Accountable Talk Math Manipulatives Non-Linguistic Representations Constructing Viable arguments Solving problems in multiple ways	Drag, John	9/25/2014	Meeting Attendance Logs Meeting agendas	6/5/2015 monthly
G3.B1.S2.A1	[no content entered]			one-time	
G5.B1.S4.A1	[no content entered]			one-time	
G3.B2.S1.A1	Monthly meetings with science teachers to assist them in recognizing, identifying, and applying components of a STEAM lesson into instruction	Drag, John	9/25/2014	Lesson Plans Sign in sheets Meeting minutes Meeting agendas	6/5/2015 monthly
G3.B3.S1.A1	Monthly science meetings will provide PD targeting the use of advance organizers	Drag, John	6/5/2015	Student Work Lesson Plans	6/5/2015 one-time
G3.B1.S1.A2	Instructional Coach will conduct coaching cycles with science teachers targeting STEAM lessons	Drag, John	9/15/2014	Coaching cycle documentation	9/15/2014 weekly
G5.B1.S1.A2	Bell -to-bell instruction with rigorous and relevant work	Drag, John	9/15/2014	Lesson Plans Walk - through documentation and feedback	6/16/2015 daily
G5.B1.S3.A2	Weekly instructional planning with academic coach	Drag, John	9/15/2014	Lesson plans Coach's schedule Principal walk through notes	6/5/2015 weekly
G2.B1.S1.A2	Teachers will establish a working relationship with parents regularly and consistently communicating with parents via various methods: planner, phone, email, weekly newsletters	Drag, John	9/12/2014	Copies of newsletters, increased parent participation attendance at school functions, daily attendance rate	6/5/2015 weekly
G4.B1.S2.A2	Professional development targeting formal and informal Cooperative Learning instruction to increase collaboration and personal responsibility	Drag, John	9/15/2014	Meeting Minutes Agendas PD Resources	6/5/2015 quarterly
G4.B1.S1.A2	Instructional coach will meet with teachers weekly to plan instruction aligned to FI standards and to student needs	Drag, John	9/25/2014	Weekly sign in sheets Lesson Plans	6/5/2015 weekly
G3.B3.S1.A2	Monthly science meetings will provide PD targeting the use of advance organizers	Drag, John	6/5/2015	Student Work Lesson Plans	6/5/2015 one-time

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G5.B1.S1.A3	Teachers will create literacy rich environments through the use of anchor charts and classroom libraries	Drag, John	9/11/2014	Classroom environment artifacts such as anchor charts, book sign - out, reading logs, board configuration	6/5/2015 daily
G5.B1.S3.A3	Provide professional development for unwrapping standards during monthly content area meetings	Drag, John	9/14/2014	Lesson plans reflective of tasks that are aligned to standards	6/5/2015 monthly
G5.B1.S1.A4	Setting objectives and daily targets aligned to Florida Standards	Drag, John	9/11/2014	Lesson plans Student work Board Configuration	6/5/2015 daily
G1.MA1	Lesson plans and assessment data through lesson planning and data chats	Drag, John	8/18/2014	Classroom walk through data, lesson plans, and assessment data	8/18/2014 monthly
G1.B1.S1.MA1	Data Binders and Data Walls	Drag, John	8/18/2014	Progress monitoring through the use of current data will be displayed on data walls and data binders.	6/5/2015 monthly
G1.B1.S1.MA1	Weekly Team Meetins	Drag, John	8/18/2014	Meeting sign - in sheets	6/5/2015 weekly
G1.B1.S2.MA1	Quarterly walk-throughs targeting formal and informal Cooperative Learning groups.		9/15/2014	Lesson plans, walk-through notes, and social skills monitoring sheets	6/5/2015 quarterly
G1.B1.S2.MA1	Professional Development targeting formal and informal Cooperative Learning groups will increase collaboration and personal responsibility.	Drag, John	9/15/2014	Principal's notes on focused feedback following formal and informal observations. Attendance Sheets from PD	6/5/2015 quarterly
G1.B1.S3.MA1	Classroom activities and strategies implementing new standards.	Drag, John	9/15/2014	Lesson plans, classroom walk-through data	6/5/2015 weekly
G1.B1.S3.MA1	Weekly meeting between coach and principal	Drag, John	9/15/2014	Meeting minutes	6/5/2015 weekly
G2.MA1	Accurate contact records to be collected and monitored.	Drag, John	8/18/2014	Accurate contact records	6/5/2015 quarterly
G2.B1.S1.MA1	Continual home school contact.	Drag, John	8/18/2014	A list of unreachable parents/ guardians will be compiled each quarter.	6/5/2015 quarterly
G2.B1.S1.MA1	Teachers will collect contact information from students quarterly and frequently update their class websites and school newsletter.	Drag, John	8/18/2014	Parental contact information as well as registration data and communication from class websites and newsletters.	6/5/2015 quarterly
G3.MA1	Progress Monitoring will reflect standard proficiency	Drag, John	9/25/2014	Unit tests will evidence standard proficience	6/5/2015 monthly
G3.B1.S1.MA1	Lessons aligned to standards	Drag, John	9/15/2014	Lesson Plans Essential Questions Assessments Student Tasks	6/5/2015 one-time
G3.B1.S1.MA1	Monthly meeting with science teachers	Drag, John	8/18/2014	Meeting Agendas Meeting Minutes Meeting Sign In Sheets	6/5/2015 weekly
G3.B2.S1.MA1	Science lessons will reflect STEAM components	Drag, John	9/25/2014	Weekly lesson plans will reflect components of a STEAM lesson	6/5/2015 weekly
G3.B2.S1.MA1	Meeting Minutes		9/25/2014	Meeting Minutes Meeting Agendas Meeting Sign in Sheets	6/5/2015 monthly
G3.B3.S1.MA1	Increase in the use of STEAM lessons and investigations	Drag, John	9/25/2014	Students will engage in quarterly STEAM lessons	6/5/2015 one-time
G3.B3.S1.MA1	Monthly science meetings	Drag, John	9/25/2014	Meeting Minutes Meeting Agenda Meeting Sign In Sheets	6/5/2015 one-time
G3.B3.S1.MA1	Monthly science meetings	Drag, John	9/25/2014	Meeting Minutes Meeting Agenda Meeting Sign In Sheets	6/5/2015 one-time
G4.MA1	Data from all math programs, state assessments, and benchmark assessments continuously will be collected, reviewed, analyzed, and used to create action plans to increase student mathematical achievement	Drag, John	8/18/2014	Improvement from quarterly STAR exams, data from EZ CBM assessment, student grades, and mastery of math strands as demonstrated in classroom assessments will be used to demonstrate student progress toward increasing math performance	6/5/2015 daily

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Source	Task, Action Step or Monitoring Activity	Who	Start Date (where applicable)	Deliverable or Evidence of Completion	Due Date/ End Date
G4.B1.S1.MA1	Lesson plans and progress monitoring data	Drag, John	8/18/2014	Instruction and tasks addressing achievement deficiencies reflected from progress monitoring data.	6/5/2015 monthly
G4.B1.S1.MA1	Walk - through observations and lesson plan review	Drag, John	8/18/2014	Progress monitoring tools such as STAR and Imagine schools mini-benchmark assessments will evidence increments of student achievement. Principal walk through data Lesson Plans	6/5/2015 weekly
G4.B1.S2.MA1	Quarterly walk - throughs targeting formal and informal Cooperative Learning groups	Drag, John	9/15/2014	Lesson plans, walk-through notes, and social skill monitoring sheets	6/5/2015 quarterly
G4.B1.S2.MA1	Principal will conduct observations of quarterly Cooperative Learning lessons in mathematics classrooms and will provide focused feedback to teachers.	Drag, John	9/15/2014	Principal's notes on focused feedback	9/15/2014 quarterly
G4.B1.S3.MA1	Team Meetings	Drag, John	9/25/2014	Meeting minutes, agendas, sign in sheets	6/5/2015 weekly
G4.B1.S3.MA1	Weekly planning time with coach	Drag, John	9/15/2014	Team minutes, coaching schedule	6/5/2015 weekly
G4.B1.S4.MA1	Classroom Observations	Drag, John	9/25/2014	Monthly informal observations will document implementation of strategies	6/5/2015 one-time
G4.B1.S4.MA1	Monthly Math PD Meetings		9/25/2014	Meeting Documents PD Agenda, Attendance, Minutes	6/5/2015 monthly
G5.MA1	Progress Monitoring of Student Achievement	Drag, John	8/18/2014	Progress monitoring of standards using Imagine Focus Tests	6/5/2015 weekly
G5.B1.S1.MA1	Data boards placed in Conference Room that will contain all the current data on each individual student, marking their progress. Teachers will also maintain classroom data binders and data walls with current data. Student and teacher will participate in an annual goal setting data chat in the first quarter. Progress monitoring with quarterly data chats based on STAR.	Drag, John	8/18/2014	Data notebooks of each student in their classroom. Classroom data walls Walk - through checklist Individual student data chat form	6/5/2015 daily
G5.B1.S1.MA1	Weekly team meetings to review implementation of Florida Standards (M.A.F.S. and L.A.F.S.)	Drag, John	8/18/2014	Instruction and lesson plans aligned to Fl. Standards Minutes from weekly meetings Agenda Sign in sheets	6/5/2015 weekly
G5.B1.S2.MA1	Classroom Observations of strategy implementation	Drag, John	9/25/2014	Observation notes provided to teacher from instructional coach Coaching schedule Weekly meeting notes between principal and coach addressing progress of implementation	6/5/2015 one-time
G5.B1.S2.MA1	Weekly lesson plans will document strategy use		9/25/2014	Lesson plans Student Work	6/5/2015 one-time
G5.B1.S3.MA1	Weekly team planning to prepare instruction that meets the needs of students based on current data.	Drag, John	8/18/2014	Minutes, sign-in sheets, and agenda from team meetings, and lesson plans	6/5/2015 weekly
G5.B1.S3.MA1	Weekly planning meetings to develop interdisciplinary lessons	Drag, John	8/18/2014	Team planning minutes, agendas, and attendance Interdisciplinary lesson plans	6/5/2015 biweekly
G5.B1.S4.MA1	[no content entered]			one-time	

Appendix 2: Professional Development and Technical Assistance Outlines

Professional development opportunities and technical assistance items identified in the SIP as action steps to achieve the school's goals.

Professional Development Opportunities

Professional development opportunities identified in the SIP as action steps to achieve the school's goals.

G1. Goal 1: Imagine Nau will increase student achievement as demonstrated through the percentage of student learning gains equivalent of at least one year's growth increasing from 55% to 60% as evidenced by a comparison of Fall 2014 to Spring 2015 STAR assessment results.

G1.B1 Knowledge of new Florida standards and rigorous tasks aligned to standards.

G1.B1.S1 Teachers will utilize assessment data to create lesson plans and strategies that will address learning gaps.

PD Opportunity 1

PD will be conducted on interpreting student data based on current criterion based assessments.

Facilitator

Melissa Adams

Participants

All teachers

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G1.B1.S2 Teachers will engage students in cooperative learning strategies to collaborate on problem solving.

PD Opportunity 1

Teachers will receive professional development on Marzano's high-yield strategies with an in-depth focus on Cooperative Learning

Facilitator

Principal and Instructional coach

Participants

All teachers

Schedule

Monthly, from 9/15/2014 to 6/5/2015

G3. Goal 3: Imagine Nau will increase the number of students who achieve a Level 3 or higher in science on the spring FI State Assessment in grades 5 and 8 by 3%.

G3.B1 Knowledge of cooperative learning strategies used in STEAM instruction

G3.B1.S1 Instructional coach will plan weekly with science teachers to plan instruction incorporating STEAM lessons

PD Opportunity 1

Instructional coach will provide PD targeting setting objectives and planning tasks aligned to FI Standards

Facilitator

Melissa Adams

Participants

All teachers K-8

Schedule

Weekly, from 8/18/2014 to 6/5/2015

G3.B2 Knowledge of components of a STEAM lesson

G3.B2.S1 Understanding components of a STEAM lesson

PD Opportunity 1

Monthly meetings with science teachers to assist them in recognizing, identifying, and applying components of a STEAM lesson into instruction

Facilitator

Missy Adams

Participants

Science Teachers

Schedule

Monthly, from 9/25/2014 to 6/5/2015

G4. Goal 4: Imagine Nau will increase the number of students achieving Level 3 and higher in math on the spring FI State Assessment in all grade levels by 3%.

G4.B1 Knowledge of new Fl. Standards and rigorous tasks aligned to standards

G4.B1.S1 Teachers will utilize assessment data to create lesson plans and strategies that will address learning gaps.

PD Opportunity 1

Training will be provided on analyzing student data to inform instruction

Facilitator

Melissa Adams

Participants

All Teachers

Schedule

On 6/5/2015

G4.B1.S2 Teachers will engage students in the use of high-yield strategies with a concentration on Cooperative Learning strategies to collaborate on problem solving.

PD Opportunity 1

Teachers will receive professional development on Marzano's high - yield strategies

Facilitator

Jay Drag

Participants

all Teachers

Schedule

Monthly, from 9/15/2014 to 6/5/2015

PD Opportunity 2

Professional development targeting formal and informal Cooperative Learning instruction to increase collaboration and personal responsibility

Facilitator

Melissa Adams

Participants

All teachers

Schedule

Quarterly, from 9/15/2014 to 6/5/2015

G4.B1.S4 Teachers will implement techniques for scaffolding and differentiation of instruction.

PD Opportunity 1

Math teachers will meet monthly to receive PD on best practices targeting mathematical practices:
Accountable Talk Math Manipulatives Non-Linguistic Representations Constructing Viable arguments
Solving problems in multiple ways

Facilitator

Melissa Adams

Participants

All Math Teachers

Schedule

Monthly, from 9/25/2014 to 6/5/2015

G5. Goal 5: Imagine Nau will increase the number of students achieving Level 3 and higher in reading on the spring FI State Assessment in all grade levels by 3%.

G5.B1 Lack of effective instruction that addresses Depth of Knowledge Rigorous tasks aligned to FI. Standards Consistent progress monitoring Data analysis used to inform instruction

G5.B1.S1 Planning effective instruction by setting objectives and aligning activities appropriate for the current standard

PD Opportunity 1

Provide Professional Development modules on FI Standards and Depth of Knowledge once a month during Reading team meetings

Facilitator

Melissa Adams

Participants

All instructional staff

Schedule

Monthly, from 8/18/2014 to 6/5/2015

PD Opportunity 2

Teachers will create literacy rich environments through the use of anchor charts and classroom libraries

Facilitator

Melissa Adams

Participants

All Teachers

Schedule

Daily, from 9/11/2014 to 6/5/2015

PD Opportunity 3

Setting objectives and daily targets aligned to Florida Standards

Facilitator

Melissa Adams

Participants

All Teachers

Schedule

Daily, from 9/11/2014 to 6/5/2015

G5.B1.S2 Increase the use of text coding and reciprocal teaching reading strategies in the content areas

PD Opportunity 1

Content area teachers will incorporate reading strategies in instruction: Text Coding Reciprocal Teaching Anchor charts

Facilitator

Melissa Adams

Participants

All content teachers

Schedule

Monthly, from 9/15/2014 to 6/5/2015

G5.B1.S3 Common Planning Time

PD Opportunity 1

Provide professional development for unwrapping standards during monthly content area meetings

Facilitator

Melissa Adams

Participants

all teachers

Schedule

Monthly, from 9/14/2014 to 6/5/2015

Technical Assistance Items

Technical Assistance opportunities identified in the SIP as action steps to achieve the school's goals.

Budget Rollup

Summary	
Description	Total
Grand Total	0