# ATTACHMENT 6.3

## Educational Program

A. Curriculum and Evidence/Research of Viability of Curriculum

B. Classroom based and non-classroom based learning opportunities – include learning opportunities off site, by internet, by independent study, on contingency days, by field trip, on suspension or expulsion, etc. "Learning Opportunities" is currently defined as classroom-based or non-classroom-based supervised instructional and educational activities which are defined in the Contract and are:

   (1) provided by or supervised by a licensed teacher;

   (2) goal oriented; and

   (3) certified by a licensed teacher as meeting the criteria established for completing the learning opportunity. (See OAC 3301-102-02)

C. Focus, Mission, Philosophy, Goals and Objectives

D. Instructional Delivery Methods

E. School Calendar (including adequate contingency days)

F. Alignment with Ohio Academic Standards

G. Any Credit Flexibility Program

H. Any College Career Plus Program

I. Blended Learning Program (if any), including:

   (1) A description of what blended learning models will be used;

   (2) A description of how student instructional needs will be determined and documented;

   (3) The method to be used for determining competency, granting credit, and promoting students to a higher grade level,

   (4) The School's attendance requirements; and

   (5) A statement describing how student progress will be monitored.

## School Vision, Mission & Goals

Imagine Schools will operate elementary and secondary charter schools in partnership with parents and their school governing board. At Imagine Schools, we believe that schools serve parents as they fulfill their responsibility to choose the best academic environment for their child, Imagine Schools' goal is to provide each student in our schools with a challenging, effective program of study, strong moral development, in a nurturing and orderly learning environment.

• **Imagine** a school where students are engaged in meaningful learning, are encouraged to create, problem-solve and take risks; and are challenged to take increasing responsibility for their learning.

• **Imagine** a school where every student is expected to participate, learn, grow, contribute and succeed at reaching appropriate academic goals, and where students and teachers alike work hard and are held accountable for meeting these high standards.

• **Imagine** a school where teachers not only nurture students' intellectual growth but also challenge students to develop virtuous character by teaching and modeling virtues such as kindness,obedience, gratitude, integrity, and perseverance.

• **Imagine** a school where each person in the school, child and adult alike, is respected and valued for his/her gifts and contributions to the school.

• **Imagine** a school where parents and the school staff participate significantly in maintaining the mission and direction of the school.

These are the kinds of new charter schools Imagine and local sponsorship and governance will bring to communities throughout Ohio. Imagine Schools will delegate educational and economic decision to its administrators, teachers, and other employees working in school. These employees are empowered and equipped to make decisions consistent with our mission and shared values. This philosophy, originally developed by Imagine's founder and CEO, is an extension of the unique management approach that the company advocates throughout the network.

Creating a joy-filled, successful academic experience for students, parents, and teachers, where a thirst for learning is fostered and satisfied, is a primary goal of Imagine Schools. Three shared values guide Imagine Schools' decisions and activities: Integrity, Justice, and Fun.

**Integrity** means wholeness, or how things fit together, in the school setting it means we must balance the teaching and modeling of character development and academic achievement. It drives us to live the same values outside the schoolhouse as we do inside. It requires us to give the same priority to the stewardship of resources as we do the development of virtuous character and the attainment of academic success. Of course, it also means living up to our commitments to students, parents and the local community; Integrity requires freedom mixed with responsibility and accountability.

**Justice** means to each person what he or she deserves and to each person what is appropriate. Since each student, employee, parent and organization with whom we interact is unique, each must receive special treatment. Justice does not mean sameness or equality, but that everyone is treated uniquely and appropriately.

**Fun** at Imagine Schools has a special meaning. In partnership with local schools, Imagine Schools strives to create the most fun and successful schools possible. The value called 'fun' requires extraordinary decentralization of decision making to teachers, staff, and students to create a joy-filled school. An Imagine school believes that each person was born to use his mind, heart, and physical skills to take actions, make decisions, and be held responsible for the results. The key to an exciting, fulfilled and enjoyable school is creating an environment in which
all participants are involved in educational, economic, and administrative decisions and each individual take responsibility for the results.

## Curriculum

Rather than develop or promote one particular curriculum, Imagine School's approach is to operate within sound, tested educational principles. These principles serve as guidelines for Imagine Schools, in partnership with each local school, to evaluate and select the curriculum most appropriate for their student population. At Imagine Schools, we respect the distinct mission of each local school with whom we partner. Schools often choose their program of study and curriculum to meet the specific needs of their students. Imagine Schools is dedicated to meeting the educational needs and aspirations of every student, using the following educational principles as our parameters.

KG - Eighth Grades
• Phonics reading program in the primary grades
• Emphasis on the basic skills of reading fluency, writing, grammar, spelling, oral communicating, and computation.
• Moral/character education that is integrated into all classes and subject areas.
• Curricular materials that offer rich literature, art, music and drama.
• Math, science and history curricula that emphasize sequential learning, mastery of critical skills and project-based instruction that accesses various learning styles.
• Covenants with students and parents outlining the expectations of participation by the student, parent and the schools.
• Frequent and consistent assessment of student progress; the results are used to diagnose and address individual student performance as well as to improve the overall instructional program.
• Intervention and intensive help for any student who is struggling to learn and/or not achieving at grade level in a particular subject area.

## Imagine Curriculum

In addition, the school will have access to the Imagine Schools unique and comprehensive curriculum K-8. This will allow students to be challenged regardless of their current level. Within these resources, the school will find

- Complete Core Curriculum Standards and Curriculum Design
- Enrichment Support
- Character Education
- Accommodations for Diverse Learners
- Lesson Planning: Units, projects, rubrics, pacing guide, grouping, questioning
- Learning Environments: classroom organization and management, student motivation, home connections
- Assessment: formal, classroom based, rubrics, learning style inventories, grading, schedules, etc.

The Imagine Curriculum, aligned to the Common Core, serves as a guide to ensure that all Imagine Schools are working towards the same high standards. Imagine Schools has developed this curriculum guide that includes essentials such as grade level content, performance tasks and standards. Complementing these essential elements are the tools that allow teachers the flexibility to plan units, projects and lessons that will enrich learning experiences and best meet the need of the students.

## Standard Based Lesson Planning

The following is a list of components of a standard based lesson plan used as a guide by teachers and turned into administration. Research from Marzano and Hattie will be used in developing lessons and programs for learning.

- Lesson Topic/Subject with Ohio Standards Posted and rehearsed
- Posted and discussed on prior standards to lead up to "new" lesson topic/unit (if applicable)
- Short description of teaching method(s)/techniques/classroom set up i.e.; groups, whole group, individual, PC usage, projects, etc.-utilizing researched Best Practices and Differentiated Instruction.
- Expectations/Outcomes (may vary from student to student, group to group, etc)
- Assessments throughout to check learning and understanding
- Mapping/linking it to the next standard(s) for advancement to next lesson/unit
- After assessments, track class/students for proficiency (percentages)
- Follow-up reflection of lesson plans/curriculum maps

Instructional Methodology
Using the above education principles will allow Imagine Schools to support a variety of rigorously tested programs of study in our current schools that include but are not limited to : the Imagine Curriculum, and Balanced Literacy - Guided Reading and Writing  The school will use the resources best suited to the needs of the students . The staff will choose the specific curriculum resources that best fits the needs of the students

Classroom and Non-classroom Based Learning Opportunities
Imagine Akron Academy will use traditional classroom instruction and project based learning to provide classroom based learning opportunities to its students during the times outlined in its bell schedule found below. In addition, the students will have non-classroom based learning opportunities such as field trips, extra curricular clubs, extra curricular sports, and community service activities. .

Special Needs Services, Support and Service Delivery Plan
The School will meet federal and state requirements by providing high quality, standards-based curriculum and instruction to all students enrolled, including those with disabilities. We will ensure the academic progress of disabled students in mastering standards through ongoing assessments and differentiated instruction and through processes such as the IAT, IEP and/or 504 accommodations and through Title I services. Our highly qualified intervention specialists will attend ongoing professional development to stay abreast of all federal and state requirements and changes, if any, and necessary implementation.

State Mandated Tests

## Ohio Achievement Assessments

- Fall Administration, Grade 3 Reading
  - Spring Administration - Grade 3 – Reading and Mathematics
    -
  - Grade 4 – Reading and Mathematics *(Writing to be determined)*
  - Grade 5 – Reading, Mathematics and Science *(Social Studies to be determined)*
    - Grade 6 – Reading and Mathematics
  - Grade 7 – Reading and Mathematics *(Writing to be determined)*
  - Grade 8 – Reading, Mathematics and Science *(Social Studies to be determined)*

## Ohio Graduation Tests

- Fall Administration
- Spring Administration
  - Summer Administration (Optional)

## Ohio Test of English Language Acquisition (OTELA)

- Spring Administration


- **Alternate Assessment for Students with Severe Cognitive Disabilities (AASCD)**


(See separate guidance on State required Diagnostics.)

The School will meet federal and state requirements by providing high quality, standards-based curriculum and instruction to all students enrolled, including those with disabilities. We will ensure the academic progress of disabled students in mastering standards through ongoing assessments and differentiated instruction and through processes such as the IAT, IEP and/or 504 accommodations and through Title I services. Our highly qualified intervention speCialists will attend ongoing professional development to stay abreast of all federal and state requirements and changes, if any, and necessary implementation.
Staffing

**At-Risk Student Populations**

The School will comply with all provisions set forth in the Individuals with Disabilities Education Act (IDEA) sections 613(a)(5) and 613(e)(1)(B) by complying with all federal and state regulations and contracting services through a local firm specializing in such services, if applicable. The School is open to all children, without regard to race, disability, color, religion or national or ethnic origin. Individual Education Plans (IEPs) are to be developed and adhered to for every student requiring supplemental and remedial instruction. The School provides services to any child with special needs with the goal of having the student become successful in regular classroom settings. Each child is evaluated to determine the most effective educational program we can provide, consistent with federal law

(a) Students with Disabilities

Discuss the proposed school's methods and strategies for identifying and serving students with disabilities in compliance with all federal laws and regulations. In answering please describe:

- The proposed community school's process for identifying students with disabilities (child find);

- The school's Response to Intervention (RTI) process for identifying and providing services for students with disabilities and other students including the identification of students with specific learning disabilities, and early intervening strategies, if any, if applicable;

- The kinds and types of services and related services that will be provided by the

school district of the student's residency or through a third party contract;

- The resources the school will devote to serving students with disabilities, e.g., planning time, instructional materials, technology, professional development, staff and consultants, etc.;

- Any research or evidence that supports the appropriateness of the school's approach to serving students with disabilities;

- The process for coordination between general education teachers and special education teachers or service providers;

- The process that will be used to monitor the achievement and progress of students with disabilities; and

- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.

(b)  English Language Learners

Currently the area demographics do not indicate a high number of English Language Learners.

However the needs of all students, including English Langauge Leaners will be addressed on an individualized basis and given the appropriate support to allow the students to reach their potential academically, emotionally, and

socially.

Staff and resources will be provided according to their needs.

Discuss the proposed school's methods and strategies for identifying and serving students who are English language learners in compliance with all federal laws and regulations. In answering please describe:

- The process for identifying and placing students whose first language is not English and the methods for determining the kinds of assistance that these students may

need;

- The approach the school will take to meet the needs of English language learners (both within general education classrooms and in other settings);

- The resources the school will devote to serving English language learners (e.g., planning time, instructional materials, technology, professional development, staff and consultants, etc.);

- Any research or evidence that supports the appropriateness of this approach;

- The process for coordination between general education teachers and staff serving English language learners;

- The process that will be used to monitor the achievement and progress of English language learners, including exit criteria;

- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met; and

- How the school will make all necessary materials available to parents of English language learners in a language that they can understand.

(c)     Low Performing Students

Discuss the proposed school's methods and strategies for identifying and serving students who are not meeting academic standards and at risk of academic failure. In answering, please describe:

The school expects its poverty level to exceed 40% and expects its students to arrive to Kindergareten without Kindergarten ready skills. The staff and resources will already be in place to address this overall need to support students lacking basic skills. The school will plan to become a SchoolWide Title school to assit in addressing these needs.

All students will be given the diagnostic and appropriate interventions and supports will be designed for each student. The students will have frequent assessment opportunities to allow for adjustments in their intervention plan as their needs change.

Staff and Resources will be dedicated to supporting all students including those below grade level. Title resources will also be targeted to assist lower learners.

The school will participate in a yearly evaluation process that will provide feedback on the quality of all its programs including the Title program.

- The strategies and/or programs the school will use to meet the needs of struggling students (both within general education classrooms and in other settings);

- The resources the school will devote to serving struggling students, e.g., planning time, small group instruction, tutoring, targeted assistance, technology, staff and consultants, etc.

- Any research or evidence that supports the appropriateness of this approach;

- The process that will be used to monitor the achievement and progress of struggling students; and

- The process that will be used to evaluate the efficacy of the program and ensure that the needs of these students are being met.

The Imagine Leadership Academy will ensure all State and Federal guidelines for Special Education Policy and Procedures will be followed and will adopt the Model Policies and Procedures Narrative Format per approval from LEA Board of Directors. All information below is the result of adopting those policies and procedures. Imagine will ensure all administrators and teachers including; General Education Staff and Intervention Specialists are aware and trained in special education policies and procedures and will implement them accordingly. One site will be an electronic accessible policies and procedures and manual for the staff to review and follow.

A. **CHILD FIND:**
1. Child Find Activates: In accordance with the federal law, District assumes responsibility for the location, identification and evaluation of all children birth through 21 who reside in the district and who require special education services.
2. This includes students advancing from one grade to the next, enrolled by their parent in private schools including religious schools located in district regardless of disability, Wards of the state, and homeschooled
3. District staff members will consult with appropriate representatives as necessary to assist in identifying.
4. District will ensure they identify themselves as providing services and identification activities via mailings or other public distributions

B. **RTI PROCESS:**

RTI or Response to Intervention is a TIERed process which will be implemented school wide. The process begins with TIER I school wide least invasive interventions to TIER III to more invasive services. From TIER III students can be referred for an evaluation if struggling academically or behaviorally with no response to interventions. The school will implement scientifically researched based curriculum to ensure students are receiving instruction to help meet and exceed grade level standards.

C. **Special Education Process to Evaluation:**

Response to Intervention process is in place to assist in helping children who are successful however if a child is not successful when in the Tier III process a referral for a Special education evaluation may take place. The team will continue interventions and alternative interventions throughout the evaluation time period of 60 days. The special education team will meet to review planning forms, obtain consent and look at the suspected disability. The special education team has 60 days to evaluate a child and hold an evaluation team meeting. At the evaluation meeting, the psychologist goes over the test scores, as well as any related service people who assessed the child. Based on this information, the team with the parents may decide to qualify a child with a disability. Once a child qualifies for special education services based on their disability, the team has 30 days to hold an IEP meeting to begin implementation of services.

**Related Services Provided by District:**

District will you use third party vendors to assist with all related services as needed per the student's IEP. Such services may include but not limited to Speech and Language Services, Occupational Therapy, Physical Therapy, Behavioral Therapy, Vision Therapy, Adapted PE, Teacher Assistants and any other required service per IEP. All third party staff will have appropriate certifications, background checks, TB and be fully screened before working in the schools.

**Research Based Supports:**
All Intervention Specialists and Assistants will be trained in LLI (Reading Program.).

Professional Development:
The special education team will participate in trainings reviewing procedures with the staff such as RTI, Policies and Procedures, and overall caseloads. Each Intervention Specialist will be trained in Differentiated Instruction to best assist the team. Each IS will have a planning period in their schedule for IEP writing, meetings, and helping classroom teachers modify and accommodate lessons. The entire school staff will participate in professional development on using technology in the classroom such power points, touch screens, and smart boards etc.. The special education team will be using Progress Book to assist with IEP writing, ETR writing and tracking of students' progress.

The schools overall approach to providing special education services is to follow the federal and state policies and procedures. The program based will be based on student's needs and the incoming IEPs. The special education program will ensure the students receive the least restrictive environment per their needs.

**Process of Coordination and Notification between General Education Teacher, Intervention Specialists and service providers:**

Each Intervention Specialist is assigned to one grade level, therefore making that grade level an overall comprehensive team servicing children inclusively. All General Education Teachers will be given access to the student's IEP to ensure implementation of the IEP and they will be responsible for progress reporting, IEP writing and will be integral part of the IEP team. The Intervention Specialists are required to go to grade level meetings be a part of the overall servicing and planning of the students. Related Service Providers and the Intervention Specialists and Special Education Coordinator will meet weekly formally and informally to ensure the needs of all students are met, service hours implemented and evaluations are completed.

# IMAGINE SCHOOLS KDG and LEADERSHIP (1-6) CAMPUSES
## 2017-2018 SCHOOL CALENDAR

**4** Independence Day

### JULY 2017
| S | M | T | W | Th | F | S |
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| 23 | 24 | 25 | 26 | 27 | 28 | 29 |

### JANUARY 2018
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| 21 | 22 | 23 | 24 | 25 | RC | 27 |
| 28 | 29 | 30 | 31 |  |  | 17 |

**1-5** Winter Break/ No School
**15** Dr. Martin Luther King Jr. Day
**19** End of Quarter 2
**22-Feb. 1** Winter STAR Test
**24** Submit Report Card comments to R. Tyner
**26** Report Cards and possible Retention Letters sent home

**COLOR KEY**

**1-25** Staff Profess Dev.
**26** Open House-ALL 3pm-5pm
**28** Students' First Day

### AUGUST 2017
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### FEBRUARY 2018
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| 25 | 26 | 27 | 28 |  |  | 18 |

**1** Winter STAR Test
**16** Regional Staff Profess Dev.
**19** Presidents' Day NO School

**4** Labor Day No School
**11-15** STAR Test ELA (On Track Data)
**11-14** SUCCESS ELA Benchmarking
**18-29** STAR Test Math
**22** Staff Profess. Dev.
**22** RIMPS submitted to Tyner for review
**25** Rimps mailed (1-3)
**28** RIMP ELA data due to Y. Brown(1-3)

### SEPTEMBER 2017
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| 24 | RM | 26 | 27 | 28 | 29 | 30 |
|  |  |  |  |  |  | 19 |

### MARCH 2018
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| 18 | 19 | 20 | 21 | 22 | 23 | 24 |
| 25 | 26 | 27 | 28 | RC | 30 | 31 |
|  |  |  |  |  |  | 21 |

**16** Staff Profess Dev.
**23** End of Quarter 3
**26-29** Spring AIR Test
**28** Submit Report Card comments to R. Tyner
**29** Report Cards go Home
**30** Good Friday No School

**2** RIMPS begin date Grades 1-3
**9** Columbus Day
**16-19** Math Screener (K-2)
**20** Staff Profess. Dev.
**23-27** 3rd grade AIR
**27** End of Quarter 1

### OCTOBER 2017
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| 29 | 30 | 31 |  |  |  | 21 |

### APRIL 2018
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| 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| 29 | 30 |  |  |  |  | 15 |

**1** Easter Sunday
**2-6** Spring AIR Test
**9-13** Spring break
**16** Staff Profess Dev./Final Retention Conferences
**23-27** Spring STAR Math
**30-May** SCI/SS State Test

**1** Submit Report Card comments to R. Tyner
**3** Report Cards go home/Parent Teacher Conference 4:30-7
**6-10** Writing Screener
**22** Staff Profess Dev.
**22-24** Fall Break-N0 School

### NOVEMBER 2017
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| 19 | 20 | 21 | 22 | 23 | 24 | 25 |
| 26 | 27 | 28 | 29 | 30 |  | 19 |

### MAY 2018
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| 20 | 21 | 22 | 23 | 24 | 25 | 26 |
| 27 | 28 | 29 | 30 | 31 RC |  | 22 |

**1-4** Math Diagnostic (K-2)
**1-4** SCI/SS State Test
**8-11** Writing Diagnostic (K-3)
**14-25** End of Year STAR Test
**25** RIMP Math and Writing data due to Y. Brown
**28** Memorial's Day No School
**31** End of quarter 4
**31** Report cards go home

**15** Staff Profess Dev.
**22-29** Winter Break

### DECEMBER 2017
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| 31 |  |  |  |  |  | 14 |

### JUNE 2018
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| 17 | 18 | 19 | 20 | 21 | 22 | 23 |
| 24 | 25 | 26 | 27 | 28 | 29 | 30 |
|  |  |  |  |  |  | 1 |

**1** Last day for Students
**4-7** Staff Profess. Dev.
**17** Father's Day

**COLOR KEY**

- Submit report card comments to R. Tyner
- No School
- End of Qtr.
- Staff Only
- First/Last Day
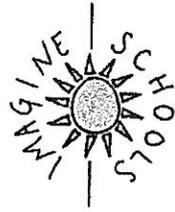- Testing
- Submit on track not on track data to Y. Brown

**RC**=Report Cards go home

**RT**=Rimps submitted to R.Tyner for review

**RM**=Rimps Mailed

**Student Days**
171 x 6.5 hrs.
1111.5 hours

**Staff Professional Days**
30 x 8 hrs.
240 hours

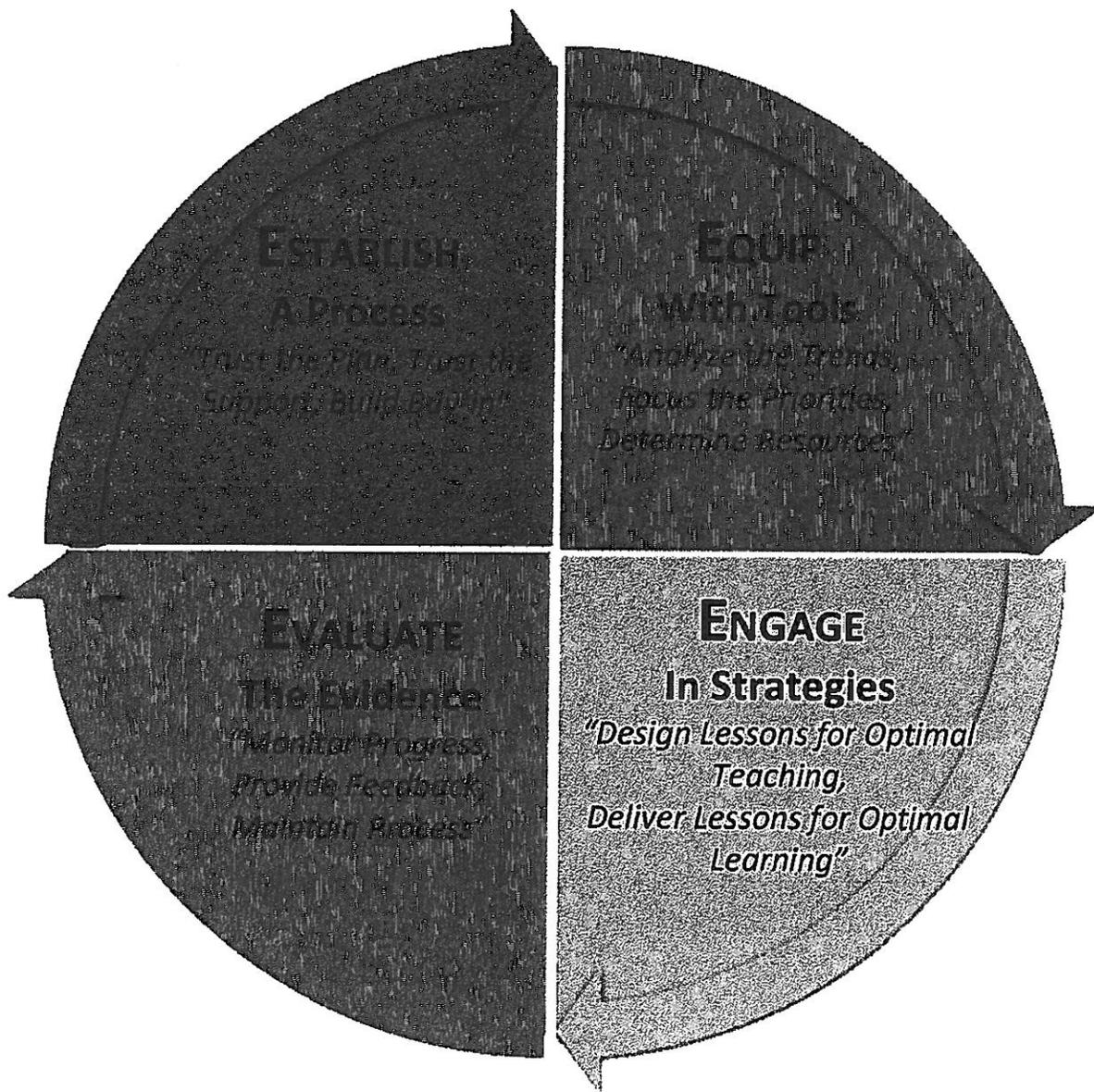Calendar Template © www.calendarlabs.com

# IMAGINE SCHOOLS

# ACCELERATION MODEL



**ESTABLISH**
**A Process**
"Toss the Plan, Tiver the Support, Build Buy-in"

**EQUIP**
**With Tools**
"Analyze the Trends, Focus the Priorities, Determine Resources"

**EVALUATE**
**The Evidence**
"Monitor Progress, Provide Feedback, Maintain Process"

**ENGAGE**
**In Strategies**
"Design Lessons for Optimal Teaching, Deliver Lessons for Optimal Learning"

# Table of Contents

# Introducing the Imagine Schools Acceleration Model

Imagine Schools is committed to providing high quality schools that prepare students for lives of leadership, accomplishment, and exemplary character. To fulfill this commitment, in the spring of 2013 Imagine Schools introduced the *Academic Excellence Framework*. The *Framework* provides the expectations, strategies, and tools for effective school leadership, instructional planning and execution, student-owned learning, parent partnership, and board guidance. Within the scope of the *Academic Excellence Framework*, the *Imagine Schools Acceleration Model through the 4 Es* evolved as a systematic, purposeful process to develop a culture of excellence and improve student achievement in selected schools within the Imagine network.

The Acceleration Model is a comprehensive, researched-based intervention that is established to produce marked gains in achievement within two years of full implementation and to ready schools for the longer process of transforming into high performing campuses. The model delineates specific strategies that impact instruction, schedules that impact time on task, and tools that impact efficiency. All require application with fidelity and consistency. This is an extraordinary support model that outlines the critical commitments that must be adhered to in every situation for successful outcomes. It takes the strong focus and sustained efforts of all stakeholders to be a successful endeavor.

As with the *Academic Excellence Framework*, the Acceleration Model is supported by the Imagine 4Es cycle: Establish, Equip, Engage, and Evaluate. The 4E cycle is based upon W. Edward Deming's Plan-Do-Check-Act Cycle. Each component of the 4E cycle is an important part of the process and must be followed diligently to result in positive change and success for a school.
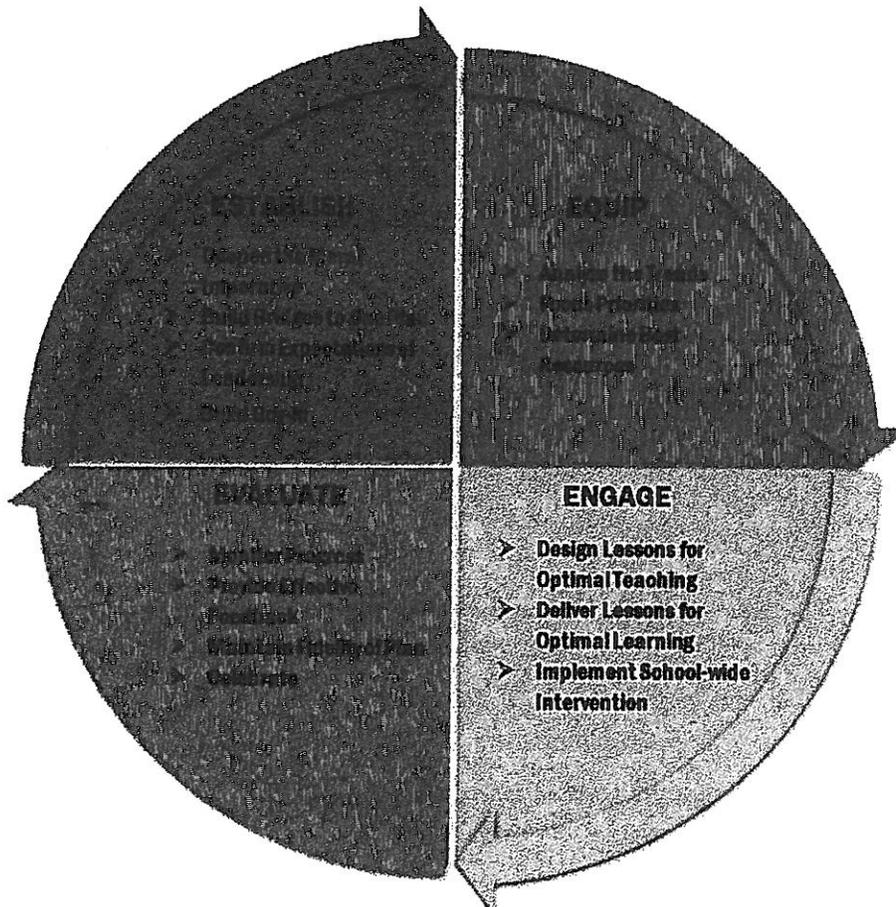
## ESTABLISH

As we ESTABLISH the Acceleration Model, we present the 4E cycle and its benefits to the teams. The initial meeting with the school team, region team, and members of the National Academic and Character Team entails a discussion of the moral imperatives to raise the bar for expectations and to close the gap of academic achievement. The teams review existing accountability plans and commitments to authorizers and boards as they build a bridge for a single plan and remove any existing barriers or misconceptions. We determine the roles and expectations for leadership at the varied levels. We examine critical commitments and ensure that all are pledged to those commitments. We highlight the need for clear and systematic communication throughout the transformation process.

## EQUIP

During this initial meeting, the teams are EQUIPPED with tools to review and analyze trends and gaps in academic, cultural, and personnel data. This data guides an investigation into root causes to identify and prioritize specific performance concerns. Results from the root cause analysis are embedded in ONE PLAN (School Improvement Plan or School Excellence Plan) that EQUIPS the school team with the goals, strategies, and professional learning opportunities to move the school forward in a purposeful manner. The next step in this segment of the cycle is to identify the tools and resources that best support the work of the school team. These tools include schedules, planning calendars, instructional planning tools, and more.

## ENGAGE

Throughout the process, school teams ENGAGE in strategies that will ensure optimal teaching and optimal learning. As teachers create and utilize thematic curriculum maps, pacing guides, focus calendars and engage in collaborative planning that is scheduled and guided, the lessons will be designed for optimal teaching. As students learn in environments that are supported by well-defined behavioral and character expectations, collaborative and differentiated groupings, and the option for intervention or enrichment, students will experience optimal learning. A significant component of the ENGAGE segment is the implementation of a school-wide Success Time. Each day, at the same time, staff members (leaders, teachers, specialists and support) are responsible for small group intervention and enrichment. (Performance groups are identified through data.) During Success Time, students are ENGAGED in planned lessons by revisiting or expanding concepts or skills addressed during core instruction.

## EVALUATE

As school teams continue through the ENGAGE segment of the cycle, they also proceed through the EVALUATE segment. ENGAGE AND EVALUATE work "hand in hand" as do instruction and assessment. Progress is monitored and evaluated to identify mastery of standards and to provide effective feedback to leaders, teachers, and students. In addition to EVALUATING academic progress, the teams EVALUATE the implementation of the Acceleration Model to ensure fidelity to the model and to the process. Evidence of accurate implementation is gathered through walk-through data, data chats with student data, verification of planning, quarterly Shared Values questionnaires, and clear communication systems that continually publicize the current transformation plans.

*The Imagine Schools Acceleration Model through the 4 Es* identifies core practices which provide our educators a guide for creating a cohesive, successful system geared for all students to master the standards, regardless of their starting point. Many of these practices may already be performed in the classroom. However, we must ask ourselves some probing questions to determine if transformation is taking place throughout the school or only in particular classrooms. Is there evidence of consistent and regular researched-based practice in *every* classroom? Is every student reaching his or her full potential as evidenced by data? Are the practices resulting in high student achievement as evidenced by school-wide data? If you are unable to respond "yes" to any of these questions, perhaps this is an opportunity to learn what components make a high performing school work and then apply these core teaching and learning practices to your school.

As educators, we know that achieving real and lasting improvement in school culture and student achievement takes a sustained, committed effort on behalf of the school team, the region team, and members of the National Academic and Character Team. This collaborative effort is essential to the success of the school. This work requires a collective belief that all children can learn and all teachers can improve their teaching practices. It requires the creation of strong professional and social normative structures for good teaching practices in the form of the Imagine Literacy Focus. Teachers' daily instructional decisions are made collectively rather than in isolation, as independent practitioners. We often see that teachers invent practice that supports their personalities and prior experiences rather than reflecting research-based best practices. (p. 30-31 *School Reform Inside and Out)* Students deserve to receive the best educational opportunity we can possibly provide.

When we speak about "transformation," we acknowledge the moral imperative to create a learning environment where every student has the opportunity to reach his or her potential. This moral imperative requires a purposeful transformation or change for every individual within a learning community. It demands a commitment to a culture that has the most impact on promoting academic growth and personal success for each student. The mindset and behavior of all stakeholders determines the realization of transforming a school.

Through the Imagine Schools Acceleration Model, the goal is to build collective capacity to develop a network of high performing schools. We strive for greater agreement and coherence on expectations for leaders, teachers, students, staff members, and board members. With this in mind, we must determine the end product or outcome we are seeking.

With the majority of Imagine students designated as at-risk, we first looked at the research of Dr. Larry Lezotte. In his book, *What Effective Schools Do*, Dr. Lezotte outlined seven conditions that would enable any school to have a positive impact on students' achievement.

**Be a Safe and Organized Place.** The school is a place where students feel safe physically and emotionally; where they are free to reach their potential academically.

**Set High Expectations for Students.** Teachers genuinely believe that all students can be successful and can reach their potential. With this viewpoint, there is equal opportunity for all students to respond during class, there is thoughtful feedback for every student, and there are re-teach opportunities when students have not mastered a concept or skill.

**Have a Relatable Leader.** As with the Imagine Schools Shared Values, Dr. Lezotte believes the leader shares leadership and decision making with the school team. It is not a "top down" authority structure. Instead, Dr. Lezotte states that the best solutions come from a collaborative structure.

**State a Clear Mission.** An effective principal must work with the school team to develop strong vision and mission statements that emphasize innovation and improvement in providing learning for all.

**Monitor Students' Progress.** Dr. Lezotte's research found that students who were regularly assessed were more successful than those who were administered sporadic assessment. This approach includes formal and informal assessments with students monitoring their progress.

**Provide the Opportunity to Learn.** As outlined in the *Imagine Schools Academic Excellence Framework*, teachers are purposeful in planning, and during instruction, allow for comprehensive learning for all students. Teachers know that power standards, designated classroom procedures, and scheduled interventions allow for impact learning in limited timeframes.

**Build a True Partnership Between Home and School.** As in the Imagine mission, Dr. Lezotte stipulates that the most effective schools have an "authentic partnership" with parents. This occurs most easily and naturally when teachers and parents have an open line of communication and work as partners to support the student.

Dr. Lezotte's research affirmed a study commissioned by Imagine Schools and conducted by Dr. William Younkin of Biscayne Research Group to investigate the characteristics of effective Imagine campuses. (Study is available upon request.) This study served as the launching point for Imagine Schools developing the Acceleration Model as a way to ensure every campus becomes an effective, high performing school.

**\*\*\*\*\*\*\*\*\*\***

*The Imagine Schools Acceleration Model* was developed through the collective capacity of the North Florida Imagine school teams and region teams, the work of Peggy Hinckley and Patricia Davenport, educational consultants for *The 8 Step Process: A System wide approach for School Improvement,* research on lasting large-scale improvement and school turnaround models, a case study of high performing Imagine Schools by Dr. William Younkin, Biscayne Research Group, and the expertise, passion, and commitment of three Imagine educators who came together to work towards excellence for every Imagine student.

*Never doubt that a small group of thoughtful, committed citizens can change the world.* Margaret Mead
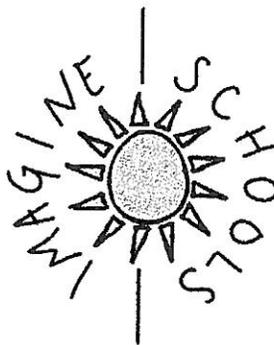
Developing Character,
Enriching Minds.

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

## Trust the Process

Trust is the foundation for effective personal interaction. The school improvement process necessitates trust among school administrators, teachers, students, parents and other school community stakeholders. Creating a climate of trust begins with the school leadership team. The resources provided within this section of the Acceleration Model raise the subject of trust as a critical issue in school improvement and offer guidance for building trust.
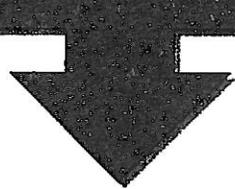
The overall goal for school climate improvement efforts is to promote a sustainable and positive school climate. The National School Climate council (2007) has recommended that this be defined in the following manner:

*"A sustainable, positive school climate fosters youth development and learning necessary for a productive, contributing and satisfying life in a democratic society. This climate includes norms, values and expectations that support people feeling socially, emotionally and physically safe. People are engaged and respected. Students, families and educators work together to develop, live and contribute to a shared school vision. Educators model and nurture attitudes that emphasize the benefits and satisfaction gained from learning. Each person contributes to the operations of the school and the card of the physical environment."*
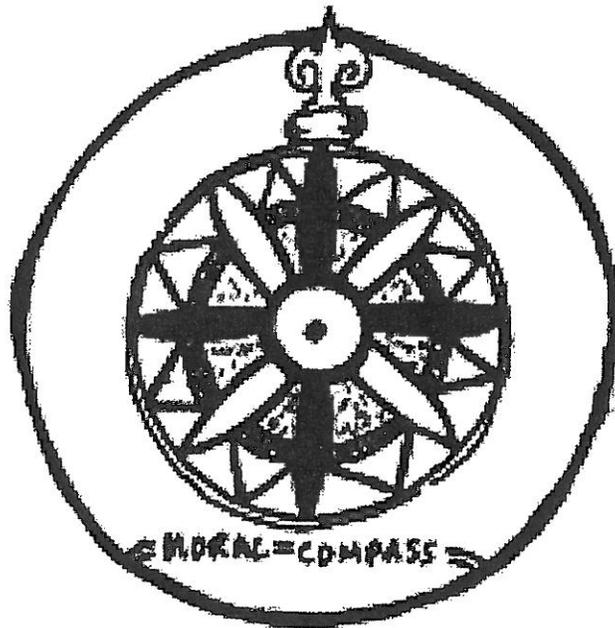
In examining the characteristics of struggling schools that have made significant gains, researchers have verified what most educators already know to be true: the quality of the relationships within a school community makes a difference. "In schools that are improving, where trust and cooperative adult efforts are strong, students report that they feel safe, sense that teachers care about them, and experience greater academic challenge. In contrast, in schools with flat or declining test scores, teachers are more likely to state that they do not trust one another" (Sebring & Bryk, 2000).

Relationships among teachers and principals, in particular, are being acknowledged as important indicators of a school's or district's readiness for reform and ability to sustain it. The U.S. Department of Education's Comprehensive School Reform Program (CSR), for example, emphasizes that if improvement efforts are to be successful over the long term, school leaders must first build a solid foundation for school-wide reform. Such foundations are characterized by trust among school members, collegial relationships, and widespread buy-in and support, as well as a shared vision for change (Hale, 2000; Keirstead, 1999). The High Performance Learning Community Project (HPLC) model funded by the U.S. Department of Education similarly identifies a school's level of buy-in for a reform strategy as a critical component of "implementation capacity" as the "skills, habits of mind, and organizational culture needed to consistently and effectively bring about improvement and change on an ongoing basis..." (Geiser & Berman, 1999). Still, the questions remain: What is "trust," exactly? How is it connected to school improvement, and how can it be built and maintained? Let's begin our journey by removing obstacles to embrace the Acceleration Model and the change process.

Outcomes
Based on our Academic Excellence Framework Principles
Team members will demonstrate a collaborative environment and embrace the Imagine Schools shared values to build a culture of achievement providing a pathway to a successful school. Imagine leaders guide the school vision and mission.

# *Deepen the Moral Imperative*

## *Deepen the Moral Imperative*
### *WE BELIEVE*
How will you love students and colleagues today? *Develop Character*
How will you help students grow today? *Enrich Minds*

Those two questions drive the Imagine Schools Academic and Character Core Belief. Being passionate every day about accelerating student growth is essential to helping each child reach his or her full potential. Students of all races, incomes, and life challenges deserve the best from us. We love each student uniquely and individually. Most importantly, we believe that every student can succeed. We embark on this work not because it is easy but because it is essential. It is our moral imperative! Setting high expectations for every student means setting high expectations for every Imagine person at each campus, regional office, and national office. *This effort will require increased focus, collaboration, innovation, and accountability.*

### Build Unity (and Trust!)
Social trust among teachers, parents, and school leaders improves much of the routine work of schools and is a key resource for reform. Relational trust is grounded in the social respect that comes from the kinds of social discourse that take place across the school community. Respectful exchanges are marked by genuinely listening to what each person has to say and by taking these views into account in subsequent actions. Even when people disagree, individuals can still feel valued if others respect their opinions (Bryk and Schneider, 2003).

### Understand the Benefits of the 4 Es Transformation Plan
As with the *Academic Excellence Framework*, the Acceleration Model is supported by the Imagine 4Es cycle: Establish, Equip, Engage, and Evaluate. We know that each component of the 4E cycle is an important part of the process and must be followed to result in positive change and success for a school. We must ESTABLISH a process by which we will all commit; we must EQUIP ourselves with tools necessary to set the right course; we must ENGAGE in strategies that will support the optimal learning environment; and, we must EVALUATE the evidence to maintain the process and progress. The benefits of this Acceleration Model are acknowledged through these key elements that support the cycle:

- Collaboration and trust among teachers, students, and instructional support staff
- Concentration on data driven decisions so it removes subjectivity and replaces it with a focus on results
- Alignment of planning, instruction, assessment, and support toward student performance
- Learning and student involvement in the learning process
- Ultimate responsibility of learning on the learner
- Contribution to a climate of achievement and success
- Verification of progress and fidelity of implementation
- Utilization of a research-based approach that achieves results

### Establish Common Beliefs
School reform initiatives have focused on several underlying guiding principles, or beliefs, and have formed the framework for extensive professional learning with leadership teams. As diversity of our student population has extended, we have experienced the achievement gap that results. Our commitment that each student reaches his or her full potential and discovers the pathways for lifelong success is driving decisions around content, curriculum and instruction, intervention and resource allocation. To achieve the support system that will assure success for each and every one of our students, the focus must be on the instructional core. Teachers need the time, professional learning opportunities, data and resources to work collaboratively on instructional improvement. By creating strong professional and social standards for good teaching practice (Literacy Focus Strategies) that are external to individual teacher's experiences, an institutionalized idea of what good teaching is emerges. Teachers become responsible for improving their teaching skills outside a belief that good teachers are born with certain traits. These are our common beliefs. Confronting beliefs that may not align to these core beliefs is a necessary step in *deepening our moral imperative.*

# Activities

## _Deepen the Moral Imperative_

### Unity Builder

The Unity Building activities that follow aim to build trust between the participants and ask them to cooperate on various problem-solving activities. They intend to demonstrate the importance of good communication and to develop verbal and non-verbal communication skills. The "Back-to-Back Drawing" exercise improves communication among team members, which can help build unity and confidence in others. This is an eye-opening exercise that can identify problems in communication that may make unity and trust difficult.

### Transformation Scope and Sequence Chart Close Reading

**CLOSE READING IS A CAREFUL AND PURPOSEFUL REREADING OF A TEXT**

The Transformation Scope and Sequence reveals a certain syntax and context that emphasizes the purpose and practice of the model. Participants will conduct a **close reading** of the scope and sequence to truly get involved with the text. This will allow them to notice features and language used by the authors that support the critical aspects of the Acceleration Model and all that is entailed to put forth the work.

### Common Beliefs Questionnaire

It is important that discussions are held between faculty and staff on their core beliefs. Use the questionnaire to reflect on your core beliefs of the educational system as a whole, your personal beliefs about your school, and the beliefs you anticipate from your staff.

### Teacher Efficacy Survey Analysis

Efficacy is the idea that the work you do is meaningful and has an effect. Tschannen-Moran and Woolfolk Hoy (2001) define three areas of efficacy for schools: student engagement, instructional strategies and classroom management. We have added a category to get a sense of teachers' beliefs about their abilities. Teachers, who have high levels of efficacy like their work (Fun), are more productive and build the culture of the school (Shared Values). The following survey provides information about teachers' sense of efficacy and is useful in determining the collective efficacy of your school. Aggregating the survey results in the following areas determines where there are belief conflicts:

- Efficacy in Student Engagement
- Efficacy in Instructional Strategies
- Efficacy in Classroom Management
- Efficacy in Teaching Abilities

Plans to guide professional learning; coaching and conversations can be formed to _deepen the moral imperative_ of the staff. Thus moving teachers away the belief that they are solo practitioners who invent lessons out of their personalities, prior experiences and the limitations of their own strengths and weaknesses to a belief that they are a collective power that unites with a team of professionals for a common purpose relying on each other to strengthen their lessons based on best practices and research and personal growth.
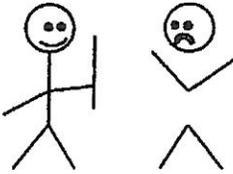
### Tools

Unity Builders, Transformation 4Es Flow Chart, Common Beliefs Questionnaire, Teacher Sense of Efficacy Survey

# Unity Building Activities

## Back-to-Back Drawing
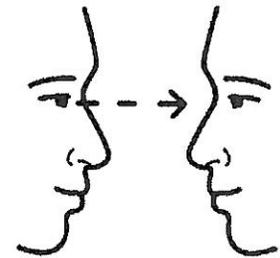Time Required: 5 minutes

I've got your back!

The back-to-back drawing exercise improves communication among team members, which can help build unity and confidence in others. Divide the members of the team into groups of two. Instruct the pairs to sit back-to-back on the floor and provide one team member with a blank note pad and the other with a picture of a shape. The team member with the picture of the shape must describe it to the member with the note pad, who will draw the picture based on the instructions. This is an eye-opening exercise that can identify problems in communication that may make unity and trust difficult.

## Eye Contact
Time Required: 5 minutes

This trust exercise requires no special equipment, just an even number of participants. Making eye contact is sometimes difficult for people, as it requires a certain amount of trust and respect. Some people avoid it, while others simply aren't very good at it; they make look away often or appear awkward or uncomfortable, sometimes fidgeting with other objects. This exercise, though simple, can help coworkers become more comfortable and trusting of each other through the practicing of eye contact. For this activity, have people group into pairs and stand facing each other. The idea is to have them stare into their partner's eyes for at least 60 seconds. Neither participant should be wearing glasses or sunglasses of any kind. There may be some giggles at first, as it can feel somewhat awkward during the first try, but as participants get the hang of it, it should become easier for them to make eye contact for prolonged amounts of time.

## Willow in the Wind
Time Required: 20 minutes
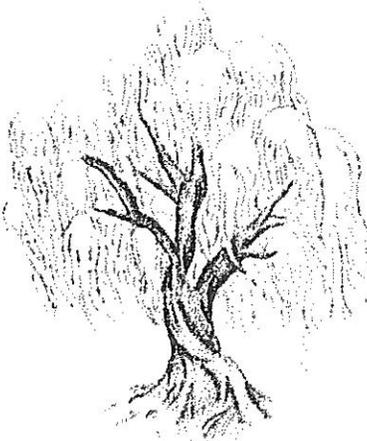
This particular trust building exercise goes by different names, but usually illustrates the same idea. This exercise is best suited for coworkers who already know each other fairly well. One participant must volunteer or be chosen to be the "willow." The willow must stand in the middle of a group with their eyes closed, their feet together, and body upright. They will perform a series of "trust leans" against the other participants, whose job is to hold up the willow and pass them around without allowing them to fall or feel frightened as if they're going to fall. Before beginning, the instructor should discuss "spotting" techniques to all participants. Those who are not the willow must have one foot in front of the other, have their arms outstretched, elbows locked, and fingers loose, as well as be ready and alert. This will ensure that they will successfully pass the willow around without any troubles. Various co-workers can take turns being the willow. This technique helps coworkers establish and build trust with each other in an open, fun environment.

# Unity Building Activities

## The Human Knot
Time Required: 10 minutes

Divide participants into small groups of six to eight people. Each group stands in a tight circle. Ask participants to place their hands into the center and close their eyes. Each hand must link with another hand. Once everyone is holding two other hands they can open their eyes. Now tell the group they have to untie the knot and make a circle without letting go of each other.
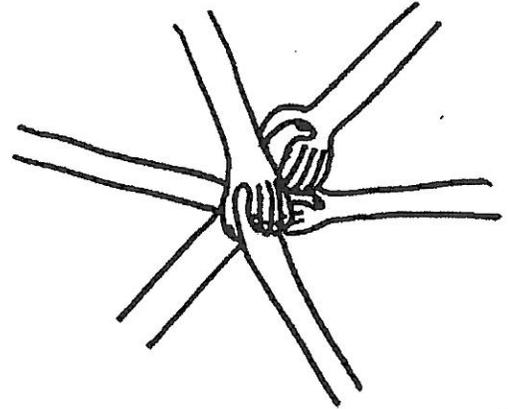
## 4 UP
Time Required: 10 minutes (dependent on how long the group takes to find a system to solve the problem)

The participants sit in a circle. Explain that you are taking them to a strange planet with a very strange atmosphere. In this atmosphere they cannot speak, as sound does not travel. The planet also has a very weird gravity system. Only four people can stand up at once. It is also impossible to stand for more than ten seconds. The challenge for survival on this planet is for the group to keep four people standing up all of the time, for not more than ten seconds each. The group will need to co-operate using non-verbal communication. Explain that this activity has shown that they are able to cooperate with others without even talking...They have the skills they just need to put things into action.

# Imagine Schools Acceleration Model Scope and Sequence

## FOCUS

✓ Deepen the moral imperative to raise the bar and close the gap of learning of all students through action
- □ Unity Building
- □ Benefit of 4 Es
- □ Shared Values and Common Beliefs

✓ Build bridges between the research-based approaches from the NACT: SEP, AEF, Literacy Focus and other accountability plans
- □ Obstacles removed so "Transformation Plan" is embraced
- □ Assessments and educational resources in contracts

✓ Confirm expectations for multi-levels of leadership: EVP, RD, Regional Academic Coordinator, School Leadership and Staff
- □ Trust the Plan: Critical Commitments
- □ Trust the Support: Leadership Roles and Responsibilities

✓ Build Buy-in
- □ Systematic Communication is clear, constant and consistent

✓ Artifacts to Establish

## EQUIP

✓ Analyze the Trends
- □ Academic Data: School, Gr. Levels from State and Imagine Schools Assessments
- □ Culture Data: Demographic data, and Perception data, Measure of Excellence Survey data
- □ Operations Data: Resources, Personnel, Processes, Structures

✓ Focus the Priorities
- □ Root Cause barriers analyzed
- □ Performance Concerns prioritized
- □ Priorities targeted for action in SEP

✓ Determine Best Tools and Resources
- □ Curriculum Tools: Standards in Pacing Guides and Lesson Plans
- □ Instructional Tools: Textbooks and Technology, Intervention Programs
- □ Organizational Tools: Schedules and Calendars
- □ Growth Tools: Educator Professional Growth Plans
- □ Monitoring Tools: walkthroughs, observations, lesson plans
- □ Timeline and agenda for support through the Engage and Evaluate Sections

✓ Artifacts to Equip

## ENGAGE
### In Strategies
*Design Lessons for Optimal Teaching*
*Deliver Lessons for Optimal Learning*

✓ Design lessons for optimal teaching
- □ Knowledge of content, pedagogy and students
- □ Common, coherent, viable curriculum
- □ Knowledge of resources
- □ Effective Lesson Plans
- □ Focused collaborative planning

✓ Deliver lessons for optimal learning
- □ Literacy Focus Strategies
- □ Cognitive Development Strategies
- □ Character Development Strategies
- □ Culturally relevant, print rich, learner friendly learning environment
- □ School and Classroom Management

✓ Implement School-wide Intervention time through tutorials and enrichments
- □ Success Intervention Time during school
- □ Dedicated time to re-teach key concepts and skills during core instructional time in small groups or individually
- □ Maintenance lessons to routinely reinforce learning
- □ Extended Learning Opportunities: Sat. School, After School Care, Tutoring

✓ Artifacts to Engage

## EVALUATE
### In Evidence
*Monitor Progress, Provide Feedback, Maintain Process*

✓ Monitor progress frequently
- □ Formative assessments FOR learning
- □ Summative assessments OF learning
- □ Focused Assessments
- □ Data Chats
- □ Data Walls
- □ Observation Data

✓ Provide effective feedback
- □ EVP support and communicate all aspect of the plan to stakeholders
- □ Regional Directors facilitate process
- □ Leaders observe and monitor the plan
- □ Academic Coordinators and Coaches plan with and mentor teachers
- □ Teachers provide criterion reference feedback
- □ Students reflect on their learning

✓ Maintain the fidelity of the plan with a sense of urgency
- □ Meetings with a purpose
- □ Perceptions and actions
- □ Stakeholder communication

✓ Acknowledge and celebrate progress
- □ Staff momentum
- □ Student motivation

✓ Artifacts to Evaluate

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# Imagine Schools Acceleration Model Scope and Sequence
## Artifacts Needed at a Glance

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**EVALUATE**
The Evidence
Monitor Progress, Provide Feedback,
Maintain Process

**Artifacts**

Monitor progress frequently
- AT: Formative Assessment Item Bank
- AT: Collaborative Structures for informal checks for understanding
- AT: Literacy Focus Continuums (Handbook)
- ST: Teacher-made or commercial tests
- ST: STAR reports
- ST: Meeting agenda/minutes, Teaming logs

Provide effective feedback
- AT: Feedback forms, exit tickets, literacy focus observation tracking sheet
- AT: Mentoring and coaching forms
- ST: Leader observation forms
- ST: Student reflection forms
- ST: Recognition plans, staff and student certificates and forms for Chats with the Principal

Maintain the fidelity of the plan with a sense of urgency
- AT: Principal/Student Chat Forms
- ST: Observation Forms, Literacy Focus
- ST: Lesson plan maintenance lessons
- ST: Quarterly Shared Values Questionnaire
- ST: Meeting and agenda forms

Acknowledge and celebrate progress
- ST: Communication Exemplars: Weekly updates, Staff and Parent Newsletters, Principal's board reports

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**ENGAGE**
In Strategies
*Design Lessons for Optimal Teaching*
*Deliver Lessons for Optimal Learning*

**Artifacts**

Design best lessons for optimal teaching
- AT: Imagine Curriculum Mapping Materials, Pacing Guide, Focus Calendar
- ST: School Curriculum Mapping Materials, Pacing Guide, Focus Calendar
- ST: Sample exemplar lesson plans from each grade level
- ST: Item specification from multiple tests (weight of standards assessed)

Deliver best lessons for optimal learning
- AT: Instructional Framework from Imagine Schools Curriculum Guide
- AT: Literacy Focus Strategies
- AT: Optimal Learning Environment Checklist
- AT: Classroom Management Resources from Imagine Schools Curriculum Guide
- AT: Character Program
- AT: Performance Character Resources
- ST: Classroom Management Resources

Implement School-wide Intervention through tutorials and enrichments
- AT: Intervention lesson examples and resources
- ST: Intervention lesson examples and resources

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**FOCUS**

**Artifacts**

Analyze Trends
- AT: Data Chat Forms
- AT: "All Hands on Deck" Graph
- ST: Academic Data: Trend data (2 years) Learning Gains, STAR Custom Data Reports, STAR Summary Reports (School, Grade Levels), State Assessment Results (School, Grade Levels, Clusters, Strands)
- ST: Culture Data: Shared Values Data – Staff report survey, Character Data – Student survey descending order based on Mean Report, Culture data – Family survey total, suspension and attendance rates
- ST: School Staff Roster
- ST: Budget

Focus Priorities
- AT: Root Cause Analysis Forms

Determine Best Tools and Resources
- AT: Curriculum Mapping Materials
- ST: SEP, Master and Intervention schedule, Assessment calendar, Annual school, calendar, professional learning calendar
- ST: Instructional planning and observation forms (see engage and evaluate)
- ST: Inventories: Textbooks, Technology programs, Assessment tools and Supplemental Materials

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**Artifacts**

Deepen the moral imperative to raise the bar and close the gap of learning of all students through action
- AT: 4 Es Flow Chart
- AT: Unity Builder Resource
- ST: Teacher Efficacy Survey Results

Build bridges between the research-based approaches from the NACT: SEP, AEF, Literacy Focus and other accountability plans
- AT: Academic Excellence Framework (AEF), Literacy Focus, Imagine Schools Excellence Plan (SEP) template
- ST: Completed Imagine SEP, State SIP, District SIP
- ST: SEPR evaluation
- ST: Character Program evaluation
- ST: Charter application and contract with authorizer

Confirm expectations for multi-levels of leadership: EVP, RD, Regional Academic Coordinator, School Leadership and Staff
- AT: Critical Commitments
- ST: Agreement of Commitments
- ST: Leadership Roles

Build Buy-in
- AT: Communication: Agenda, Minutes
- ST: Communication: Weekly Staff Updates, Newsletters, Board Reports

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*AT = National Academic Transformation Team     ST = School Team

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

# Acceleration Model Scope and Sequence Chart Close Read Activity

**Directions:** Conduct a Close Read of the 4Es Acceleration Model Flow Chart

<u>Language:</u> What vocabulary is significant? (Word choice: verbs, nouns, words emphasized and/or repeated)
<u>Narrative:</u> Who is telling the story and how is it being told? (*1st person, 2nd person, 3rd person, tense*)
<u>Syntax:</u> What significance is the order in which the words appear?
<u>Context:</u> What is the historical context and background?

## ESTABLISH
*A Process*

✓ Deepen the moral imperative

✓ Build bridges between the research-based approaches

✓ Confirm expectations for multi-levels of leadership

✓ Build Buy-in

## EQUIP
*With Tools*

✓ Analyze the Trends

✓ Focus the Priorities

✓ Determine Best Tools and Resources

## ENGAGE
*in Strategies*

✓ Design lessons for optimal teaching

✓ Deliver lessons for optimal learning

✓ Implement School-wide Intervention Time

## EVALUATE
*The Evidence*

✓ Monitor Progress Frequently

✓ Provide effective feedback

✓ Maintain the fidelity of the plan

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# Establish Common Beliefs Questionnaire Activity

**Directions:** Answer the following questions to share your thoughts of beliefs educators hold.

What are your beliefs regarding the current educational system?

- _____
- _____
- _____

What are your core educational beliefs?

- _____
- _____
- _____

In considering your current school improvement efforts, what data do you have regarding its effectiveness?

- _____
- _____
- _____

How do you use data to counter any arguments against transformation?

- _____
- _____
- _____

As you think about your staff, what will be the strongest arguments against an Acceleration Model approach?

- _____
- _____
- _____

What current practices can you tie to the Acceleration Model to lessen the impact of "another new thing?"

- _____
- _____
- _____

# Teachers' Sense of Efficacy Survey

**Directions:** Have teachers fill out the Efficacy Survey, total the points by the categories on the 2nd page, share the results of the survey for discussion. Discuss ways to collect responses (anonymous or by names or grade level).

| Teacher Beliefs | How much can you do? | | | | |
|---|---|---|---|---|---|
| Directions (long form): Please indicate your opinion about each of the statements below. Your answers are confidential. | Nothing | Very Little | Some Influence | Quite a Bit | A Good Deal |
| 1. How much can you do to get through to the most difficult students? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 2. How much can you do to help your students think critically? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 3. How much can you do to control disruptive behavior in the classroom? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 4. How much can you do to motivate students who show low interest in school work? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 5. To what extent can you make your expectations about student behavior clear? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 6. How much can you do to get students to believe they can do well in their school work? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 7. How well can you respond to difficult questions from your students? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 8. How well can you establish routines to keep activities running smoothly? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 9. How much can you do to help your students value learning? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 10. How much can you gauge student comprehension of what you have taught? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 11. To what extent can you craft good questions for your students? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 12. How much can you do to foster student creativity? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 13. How much can you do to get children to follow classroom rules? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 14. How much can you do to improve the understanding of a student who is failing? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 15. How much can you do to calm a student who is disruptive or noisy? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 16. How well can you establish a classroom management system with each group of students? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 17. How much can you do to adjust your lessons to the proper level for individual students? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 18. How much can you use a variety of assessment strategies? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 19. How well can you keep a few problem students from ruining an entire lesson? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 20. To what extent can you provide an alternative explanation or example when students are confused? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 21. How well can you respond to defiant students? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 22. How much can you assist families in helping their children do well in school? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 23. How well can you implement alternative strategies in your classroom? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 24. How well can you provide appropriate challenges for very capable students? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 25. How much can you improve your instructional techniques to become an effective teacher? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 26. How much can you influence your colleagues to improve their craft? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 27. To what extent are teachers born with instructional talent? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 28. To what extent is engaging instruction an individual trait of a teacher? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 29. How much do students get knowledge from their teachers' instruction? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |
| 30. How much do students get knowledge through their own inquiry? | 1) 2) | 3) 4) | 5) 6) | 7) 8) | 9) |

# Directions for Scoring the Teachers' Sense of Efficacy Scale

## Construct Validity

For information the construct validity of the Teachers' Sense of Teacher efficacy Scale, see: Tschannen-Moran, M., & Woolfolk Hoy, A. (2001). Teacher efficacy: Capturing and elusive construct. Teaching and Teacher Education, 17, 783-805.

## Subscale Scores

To determine the Efficacy in Student Engagement, Efficacy in Instructional Practices, and Efficacy in Classroom Management subscale scores, we compute unweighted means of the items that load on each factor. Generally these groupings are:

### Long Form
Efficacy in Student Engagement: Items 1, 2, 4, 6, 9, 12, 14, 22
Efficacy in Instructional Strategies: Items 7, 10, 11, 17, 18, 20, 23, 24
Efficacy in Classroom Management: Items 3, 5, 8, 13, 15, 16, 19, 21
*Efficacy in Teaching Abilities: Items 25, 26, 27, 28, 29, 30*
* Items added by Imagine Schools

## Calculating Results

Directions: Find the mean (average) results of your teachers' beliefs in the four categories by adding up the questions for each category (see above) and dividing by the number of questions in that category. The overall results can then be calculated by adding up the mean in each category and dividing by 4.

## Things to Consider

In order for teachers to share their honest beliefs, the survey may need to be collected anonymously. However, to use the results as a tool for measuring growth or change in beliefs, leaders may want to develop a plan for teachers to share their results with their mentor, coach or team leader in order to measure their growth/change in beliefs by completing the survey again at the end of the year.

| Results | |
| --- | --- |
| | Mean |
| Engagement | |
| Instruction | |
| Management | |
| Teaching Abilities | |
| Overall | |

## Developers

Megan Tschannen-Moran, College of William and Mary Anita Woolfolk Hoy, the Ohio State University

Reference: *How to Create a Culture of Achievement* by Douglas Fisher, Nancy Frey and Ian Pumpian (2012) p. 152, 203-206

# *Build Bridges between Plans*
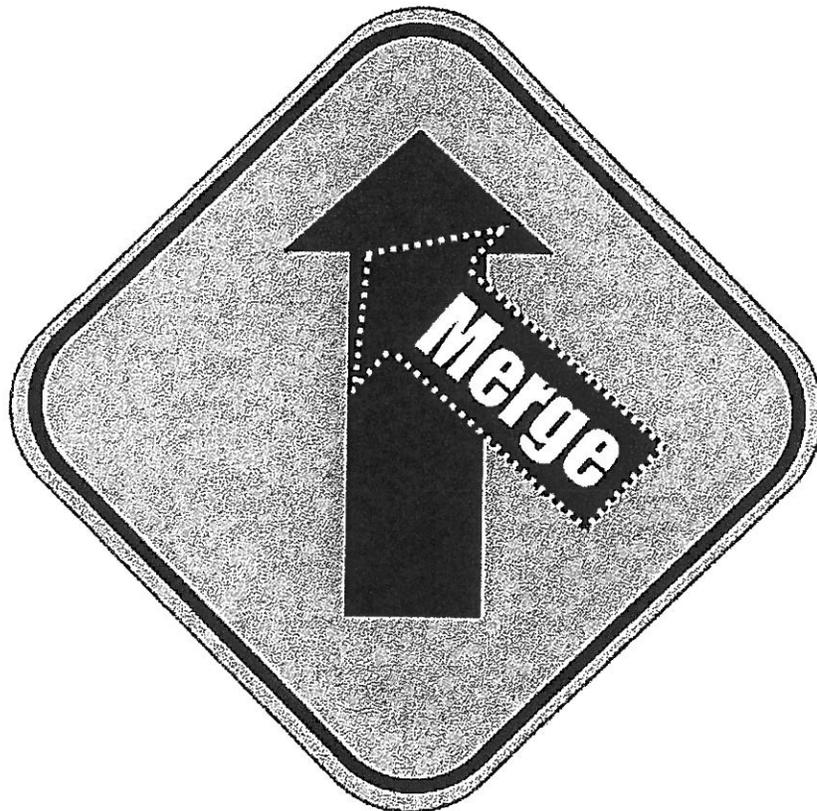
## _Build Bridges between Plans_

The _Academic Excellence Framework_ provides the expectations, outcomes, and assessment tools necessary to attain our vision, mission, and visionary academic goals. This work requires increased focus, collaboration, innovation, and accountability. The Framework is our guide towards academic excellence. One of the components of the Academic Excellence Framework is school action planning, a process through which schools set goals to measure improvement.

### Remove Obstacles

The job is not over after writing the School Excellence Plan. The Plan can easily fail if the school has not confronted a set of serious barriers or obstacles. Whenever a school attempts to change in fundamental ways, it faces a predictable set of "internal" obstacles. Internal barriers include:

- Technical challenges—lack of "know- how" about new strategies or sufficient tools and time to put those strategies to use.
- Cultural challenges—traditional beliefs, expectations, norms, habits, and ingrained patterns of behavior that run counter to new ideas.
- Political challenges—resistance to new strategies and/or conflicts among competing interests.
- Insufficient support – support is often given to manage programs and procedures rather than to provide direct support to the plan and personnel.

Remove these obstacles so the Acceleration Model is embraced.

### Contractual Responsibilities

When preparing for work as a Transformation School, it is important to review the contract for specific requirements that will need to be in alignment with new decisions.

### One Plan

The School Excellence Plan (or may exist at a school as the School Improvement Plan or School Performance Plan) provides a road map that delineates the steps a school needs to achieve academic excellence. Only one plan is necessary as a mechanism to hold ourselves accountable. All stakeholders work together to develop and monitor the plan. Schools must embed the work of the Acceleration Model into the SEP.

# Activities

## _Build Bridges between Plans_

### Build Bridges Compare and Contrast Matrix Activity

By comparing the similarities and differences in the components of the School Excellence Plan and another Plan your school is required to complete you will help bring to light conflicts that will need to be addressed to create one plan. In this activity we will look at the goals, strategies, subject areas, timelines, and monitoring plans articulated in each plan. A decision will be made on how to incorporate the requirements from each plan into one Imagine School Excellence Plan.

### Tools

School Excellence Plan (SEP) Template, Character Development Program Plan, State School Improvement Plan, District School Improvement Plan, Charter application and Contract with authorizer, and/or State Accountability Plan

# Build Bridges Activity

Identify Similarities and Differences in the components of the School Excellence Plan and another Plan your school is required to complete. Use the Compare/Contrast Matrix to align commonalities you discovered between the plans in the categories outlined

## Compare and Contrast Matrix

|  | Plan A: _____ | Plan B: _____ |
|---|---|---|
| Goals |  |  |
| Strategies |  |  |
| Barriers or Obstacles |  |  |
| Subjects or Areas |  |  |
| Timelines |  |  |
| Person(s) Responsible |  |  |
| Monitoring Plans |  |  |
| Data Collection Activities |  |  |
| Other |  |  |

# *Confirm Expectations of Leadership*
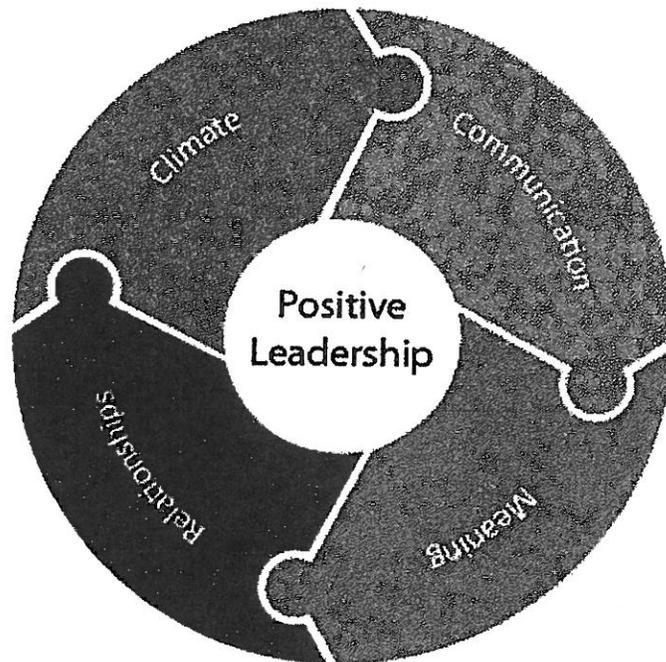
# Confirm Expectations of Leadership

## Trust the Plan
### *Critical Commitment*

School improvement is a lot of work! It requires that several key commitments be in place to affirm that the process has succeeded. There is shared leadership and responsibility. The leadership team must confirm the value of the work of the school-improvement team, providing the resources required to help the team be successful and encouraging cooperation between the team members and the school community at large. This type of work takes time. For a school excellence team this means time to meet, plan, and coordinate their work. For the school it means time to collect, organize, and analyze the data and to discuss action steps and alternatives. There is sheer will. This is a prerequisite. At the very minimum, in addition to the leadership team, faculty members need to see that examining and changing their practice is a worthwhile task. As we take the next steps towards the transformation process, we will all need to affirm our commitment to help each child reach his or her full potential.

- What is our shared vision of the school to guide us in achieving this mission?

- If our fundamental mission stipulates high levels of learning for all students, what do we want them to learn and how will we respond when they do not learn?

- What goals will we set to translate our good intentions into specific, measurable results?

- What collective commitments must we make to move closer to our vision of the school we want to become?

## Trust the Support
### *Roles & Responsibilities to Support the Plan*

Clearly delineating roles and responsibilities represents an essential step that can build capacity to support sustainable school reform efforts. Whether these roles are assigned formally or shared informally, they build the entire school's capacity to improve. Regardless of the role you assume, you will help shape the culture of the school, improve student learning, and influence practice among your peers.

# Activities

## *Confirm Expectations of Leadership*
**Commitment Agreement**
Each member of the team will sign the commitment agreement after reading and agreeing to the content within their area of responsibility.

**Trust the Support Roles and Responsibilities Reflection Activity**
Reflect on the nine questions that require you to think about how you contribute to the transformation process. There are areas to examine your desire and ability to collaborate as a high functioning group, to encourage and model the implementation of the plan to be a steward of the core values that will propel and maintain the focus and urgency of the plan. This activity can be used at each layer of profession learning (i.e. school leadership and extended school staff). Questions can be assigned to individuals depending upon their position. Conduct a think, pair, share once individuals have written their reflections.

*Tools*
Commitment to Transformation Agreement, Roles and Responsibilities Reflection Sheet

# COMMITMENT TO ACCELERATION AGREEMENT

### National Academic and Character Team (NACT) Commitment
- Research transformation/continuous improvement models by reviewing case studies and best practices
- Develop the Imagine Schools Acceleration Model using current research
- Teach the group/regional team the components and best practices in the Acceleration Model
- Form a partnership with the group/regional team to support the action plans in the Acceleration Model
- Participate in analysis of each school's most recent data to prioritize continued transformation action planning
- Support the group/regional team through the implementation of the 4Es Framework
- Regularly communicate with the group/regional team regarding implementation of the action plan
- Review the school's School Excellence Plan (SEP) and its alignment with the Acceleration Model

### Regional Level Commitment
- Teach components and best practices of the Acceleration Model to the school leadership team
- Form a leadership team that will participate in all action planning meetings
- Participate in analysis of the school's most recent data to determine priorities for transformation action planning
- Review the school's SEP for the inclusion of the Acceleration Model strategies and PLC alignment
- Commit to monitor the implementation of the School Excellence Plan
- Hold monthly meetings (at a minimum) to engage in the Acceleration Model activities
- Regularly communicate with NACT regarding implementation action steps

### School Level Commitment
- Commit to implementing the Acceleration Model with fidelity by following the steps of the 4Es Flow Chart:
  - Deepen the moral imperative to raise the bar and close the gap of learning of all students through action
  - Build bridges between the research-based approaches to form one plan, the SEP
  - Confirm the expectations for multi-levels of leadership at the group, region and school level
  - Analyze trends in academic, cultural and operations data and focus the priorities through root cause analysis
  - Determine best tools and resources for schedules, calendars, planning, teaching and assessing
  - Design best lessons for optimal teaching and learning by using: thematic curriculum map, pacing guide, focus calendar, lesson plans using focus strategies and reading/math blocks that include small group instruction
  - Deliver lessons for optimal learning by following cognitive engagement strategies, embedding character development into daily lessons and providing a culturally relevant, print rich, learner friendly environment
  - Structure school-wide and classroom management around restorative practices
  - Implement School-wide Intervention Time with tutorials (that address re-teaching strategies) and enrichments
  - Monitor progress to identify mastery through frequent assessments, focus tests and data chats
  - Provide effective feedback to leaders, teachers and students by acknowledging and celebrating progress
  - Maintain the fidelity of the plan and process with purposeful meeting and stakeholder communication

**I have read the Commitment to Transformation Agreement and understand the assistance provided by the national and regional teams. I understand and agree to meet the commitments listed above.**

_____
Imagine Schools Chief Academic Officer/ Date

_____
Imagine Schools Regional EVP/ Date

_____
Imagine Schools Regional Director/Date

_____
Imagine Schools Regional Academic Coordinator/Date

_____
Imagine Schools School Leader/Date

_____
Imagine Schools School Academic Coach/Date

# Trust the Support Roles and Responsibilities Reflection Activity

**Directions:** As you reflect on your role, ask yourself these questions:

1. What do I need to know to conduct myself as part of a high-functioning team? (All)

2. Do I have a vision of what this school must become to be high achieving? What steps am I taking? (School Leader)

3. How am I ensuring there is a collaborative focus on learning and continuous improvement? (School Leader)

4. Am I serving as a steward of the school's mission, vision and core values (commitments)? Provide examples.

5. How am I coordinating and guiding the work of my team? (EVP)

6. How do I support and monitor the work of my team? (EVP)

7. When do I monitor achievement, climate and satisfaction data to guarantee that the learning environment is producing results consistent with the school's stated goals? (RD)

8. How do I identify gaps in performance for intervention and improvement? (All)

9. How do I help align the school's work with the Acceleration Model? (NAC, Coach)

# *Build*
# *Buy-in*

## _Build Buy-in_

_A group of people who can say "yes" to an idea, a plan, a step and a project_

**Systematic Communication is Clear, Constant and Consistent**

Consider this list of the eight biggest errors that cause organizational change efforts to fail advice from retired Harvard Professor John P. Kotter, whose articles and books on leading organizational change are staples in the business world.

- Not establishing a great enough sense of urgency
- Not creating a powerful enough guiding coalition
- Lacking a vision or under communicating the vision
- Not removing obstacles to the new vision
- Not systematically planning for and creating swift short term successes
- Declaring victory too soon
- Not anchoring changes in the school's culture

This Acceleration Model provides the guidance and structure for clear, constant and consistent communication that keeps the vision in the forefront, the actions rewarding and the culture strong. The essential conditions for success depend on trust and transparency. Trust grows through exchanges in which behaviors and actions validate the work. Even simple interactions, if successful, can enhance collective capacities for further efforts. In this respect, increasing trust and transparency organizational change.

Buy in is built through open communication with staff, parents, students and the broader school community. Communication is a critical component of effective school improvement planning and an important demonstration of accountability. Likewise, effective communication among school staff and at higher levels is critical to ensuring that the improvement planning process is comprehensive, inclusive, and reflective of all points of view. When communicating to your various stakeholders, it is important to keep in mind that knowledge levels and information needs vary. Communication should be tailored in language, format and style of delivery to the specific needs of each stakeholder. Where do you start?

- Develop a communications strategy/plan to reach all stakeholders
- Communicate data and school improvement plans clearly, regularly and effectively
- Engage all stakeholders in discussions and reflections
- Use a variety of media (newsletters; emails; phone blast outs; websites; focus groups or face to face meetings; special events/assemblies; brochures/flyers; report card inserts)

# Activity

### _Build Buy-In_

Think about how you will introduce the Acceleration Model to your various stakeholders. Assign small groups a specific stakeholder (school staff, board, authorizer, parents and students). Ask each group to brainstorm a communication plan specifically for their stakeholder addressing:

- The content of the message
- The method and time of the delivery (to later be recorded in their school calendar)
- The tone in the message that will motivate this group specifically to buy in to the mission of the Acceleration Model
- Designate a recorder and reporter to facilitate the process
- Share each groups' communication plan

**_Tools_**
Newsletters, Weekly Bulletins, Faculty Agenda/Minutes; Staff, Parent, and Board Communications

# ESTABLISH
## *Trust the Plan, Trust the Support, Build Buy in*

### FINAL ESTABLISH ACTIVITY
### SEP Action Plan Steps for SHARED VALUES

As The Imagine School Excellence Plan template includes goals and action steps for all *Measures of Excellence.* Use the Shared Values section to complete action steps as a result of the ESTABLISH activities in the Acceleration Model. Areas for improvement might be:

- Building unity
- Establishing common beliefs
- Confirming expectations of roles and responsibilities
- Creating clear, constant communication systems
- Establishing trust
- Practicing transparency
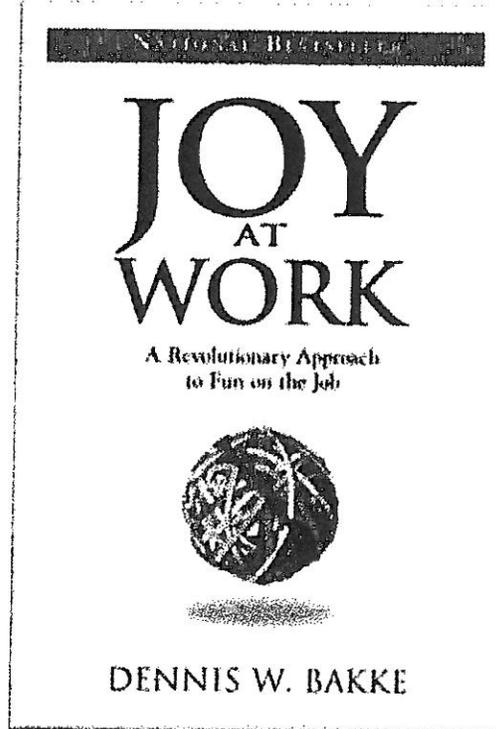


### SCHOOL ARTIFACTS for ESTABLISH

Teacher Sense of Efficacy Survey Results, Completed Imagine SEP, State SIP, District SIP (most recent), Charter application and contract with authorizer, Communication Tools: (such as an example of: Weekly Staff Update, Newsletters, Board Reports)

## Action Plan Steps:

Complete the action plan steps for your School Excellence Plan. Make as many sets of this template for each of the areas you are addressing from the performance concerns that were identified in the ESTABLISH section of the Acceleration Model.

IMAGINE SCHOOL NAME

2016 – 2017 SCHOOL EXCELLENCE PLAN

### Building a Culture of High Expectations

**ESTABLISH Goals: SHARED VALUES**

Stakeholders develop a shared vision and mission and have a clear understanding of their roles and responsibilities • Stakeholders commit to Imagine Schools Shared Values of Justice, Integrity and Fun, which provide direction and purpose for work • When making decisions, stakeholders put major emphasis on getting advice from colleagues and leaders • Staff attitudes and perceptions are assessed regularly • Stakeholders commit to the priorities of the Six Measures of Excellence • A School Excellence Plan (SEP) is developed collaboratively to provide focus each year • All stakeholders work collaboratively to meet goals established in SEP • Stakeholders monitor progress towards goals

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

By the end of the 2016 – 2017 school year, the overall agreement rate (strongly agree & agree) for Shared Values survey items will be at least _____% in the Imagine Schools Student, Staff, and Family Surveys.

| | Goal(s) Met? |
|---|---|
| | ☐ YES   ☐ NO |
| [Insert Supporting Goal #1] | ☐ YES   ☐ NO |
| [Insert Supporting Goal # 2, as needed. Insert more rows as needed) | ☐ YES   ☐ NO |

**EQUIP with an Implementation Action Plan: SHARED VALUES**

| Identify the area(s) for improvement from needs assessment – along with the data from which it is based | ACTION STEPS (Implementation initiatives and strategies) | Tools and Resources | Timeframe for expected implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|---|---|---|---|---|---|
| Related to Supporting Goal #1 | | | | | |
| Related to Supporting Goal #2. Insert more rows as needed. | | | | | |

**EQUIP with Professional Learning Opportunities: SHARED VALUES**

| Topic | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|---|---|---|---|---|
| Related to Supporting Goal #1 | | | | |
| Related to Supporting Goal #2 Insert more rows as needed. | | | | |

## Trust the Data and Tools

Knowledge of the instructional environment is essential in the Acceleration Model. Acute understanding of individual student academic and character needs, strengths and weaknesses of staff members, scope of the curriculum, sequence of the instructional focus, and parameters of the schedules provides the basis for developing effective tools that will provide the structure for focused reform.

During the analysis process, the following questions will be answered:

- Resource allocation – Does our school have the right resources for the right instruction and right assessments?

- Personnel: Does our school have enough highly effective teachers to meet the needs all students?

- Scheduling – Does the schedule provide sufficient time for instruction and intervention to meet all students' needs?

- Professional learning opportunities – Have patterns in student skill gaps revealed a gap in teachers' instructional abilities requiring additional professional learning opportunities?

- Funding and procurement – Does the budget show thoughtful expenditures that are utilized with fidelity for specific purposes without replication?

Once the tools have been selected, the team must "trust" the tools to do their jobs. Staying the course on decisions is critical. If problems arise with the tools, professional learning opportunities must be provided to support teachers and keep them focused and in alignment with the plan.
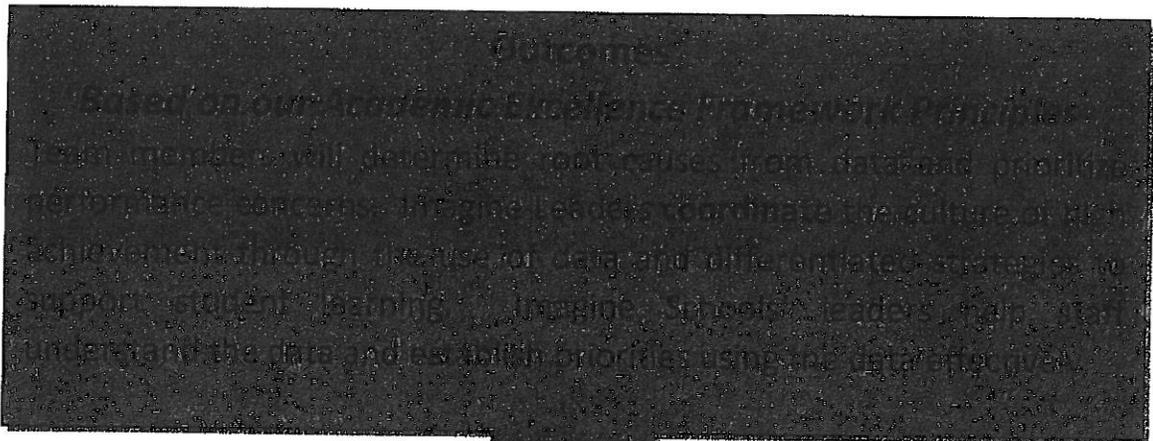
# *Analyze the Trends*
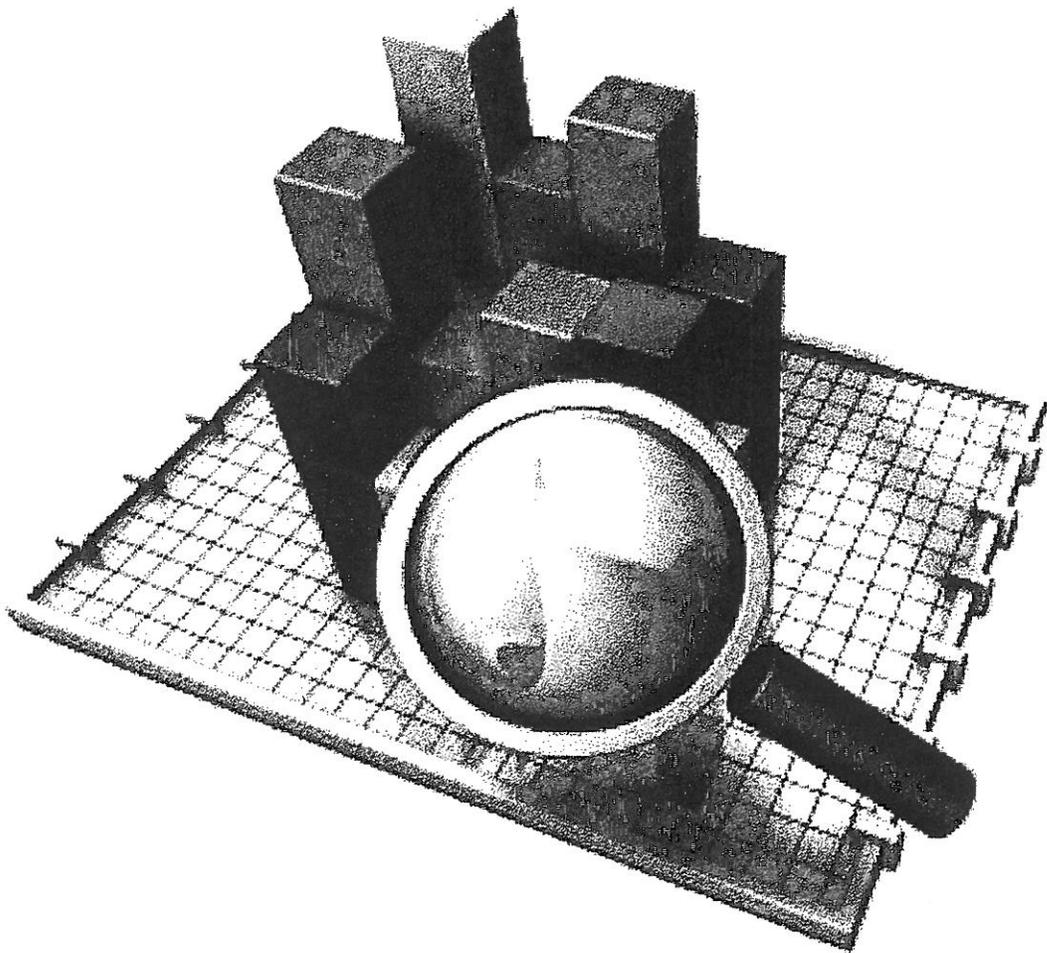
# Analyze the Trends

### Why Measure?

How do we know if we are successful unless we measure? It is important that we disaggregate our results so we capture the valuable treasures hidden within the tests, surveys or other data points. Disaggregating data is the critical first step of the instructional process. The term "disaggregate" means to break up, to divide, to separate, or to break apart. Breaking down and analyzing data provides the pathway to success. It can quickly identify the performance concern. Data are the key to continuous improvement. During the Equip stage in our Transformation cycle, schools must use data to provide insight and focus for their goals. Data patterns reveal strengths and weaknesses in the system and provide excellent direction. Data are collected that will tell you the impact of your strategies. Through collaborative reflection, the team studies the feedback offered by the data and begins to understand when to stay the course and when to make changes.

### Types of Data

Collecting the data should be a planned, purposeful process. Valuable data guides the school improvement team in developing improvement goals for the benefit of all students. The types of data to collect and use as indicators of school success and progress are: academic, cultural and operations data. This model provides additional support for educators to examine the types of data to collect and analyze. Demographic and perception data are part of cultural data and operations data are encompassed in our examination of resources and personnel.



**Cultural Data**

*Demographics:* attendance, behavior, ethnicity, gender, grade levels, teacher experience
*Perceptions:* of learning, environment, values, beliefs, attitudes and observations

**Operations Data**

*School Programs:* textbooks, technology, supplemental resources and materials
*Processes:* professional learning opportunities, lesson planning process, resources, communication, personnel assignments

**Academic Data**

*Summative Assessments:* norm and criterion referenced tests
*Formative Assessments:* authentic performance tasks, portfolio assessments and teacher observations of student abilities

## Academic Data

Student academic data are one of the most important type of data to review. A comprehensive assessment plan can make use of data from each of three tiers: annual, large-scale assessment data; periodic assessment data; and ongoing classroom assessment data. These tiers vary according to their purposes, rate, and type of feedback they provide, and their targeted audience. Action plan decisions are based on the following reports: *Learning Gains, Imagine Custom Summary Data Reports* (School, Grade Levels) and *State Assessment Results* (School, Grade Levels, Clusters, and Strands).

## Cultural Data

Cultural Data are composed of *student and teacher demographic data, behavior and attendance data and perception data.* Since we are a school of choice, we must know our communities and stakeholders. Data collected on each student's gender, ethnicity, or economic status; is relatively static. Behavioral data, such as student attendance or school suspensions, is dynamic. Demographic information shows information about the students that enroll in your school and their parents and the mobility patterns in and out of grades and school. Our Imagine Schools *Measure of Excellence surveys* supplies information on character, shared values and parent choice. These data can be enlightening because they help educators pay attention to the perceptions, attitudes, opinions and beliefs of the school community. *Data from your Year End Character Evaluations* assesses the school's culture and climate and the *School Excellence Program Review* recommendations also provides data.

## Operations Data

Data must be kept on the effective use of your *instructional materials* and *personnel.* Examining recommendations from *What Works Clearinghouse (WWC)* and other studies on effective software and textbooks is a critical step in data collection. It provides you with the knowledge to make informed decisions before making substantial investments. Textbook surveys and reports can be found on Inside Imagine in the Curriculum Folder. Other operations data includes a review of the schools processes such as *hiring process and school personnel assignments, scheduling, communication procedures, policies and the effectiveness of the professional learning opportunities* offered at the school. Collecting data on *parent attendance to conferences and family events* as well as *volunteer data* and attendance in opportunities offered to students for *extended learning* (After school tutoring, Saturday school) helps the leadership team make improvement to systems that are in place.

# Activities

**Develop Trends Activity:** On the following chart prioritize your performance concerns for academic and cultural data (to the degree that data are available) by creating "Trend Statements". Focus on the areas where data cause you the most concern. Look at your data through the following lenses.

1. *Performance Indicator* with an Academic Growth Indicator such as learning gain, or Academic Achievement Indicator such as proficiency level, or Measure of Excellence Indicator such as surveys or Character Evaluation, or School Excellence Program Review (SEPR) Report
2. *Content area* of reading, mathematics, writing, science, or an Imagine Measure of Excellence
3. *Metric(s) or Score* with the measure used such as percentage, mean, percentile rank (PR), or NCE
4. *Students* with the grade level or academy and the disaggregated subgroups such as the bottom quartile, ELLs, ESE, free/reduced lunch, top quartile, all students or *Stakeholder* such as teachers, students or parents (to be used for trend statements for Measures of Excellence)
5. *Direction of the trend* by indicating if over time the scores are increasing, decreasing or stable and the results by indicating the amount of the change
6. *Time period* to determine patterns and trends
7. *Develop a trend statement* which will be your performance concern to be used in the next step of your Data Analysis process when you determine the root causes

## All Hands on Deck Activity

- Brainstorm a list of all personnel by looking at your staff roster.
- Group them into the "All Hands on Deck" chart by their roles and responsibilities.
- Discuss these points with your team. The power to improve instruction is distributed across a wide "web" of staff members. An effective leader sees the potential in each of the staff members, places them in the correct position and mentors them to excel. To build capacity at every level, schools must have the right people in the right positions. A thorough understanding of staff members' roles, responsibilities and their strengths will increase the school's capacity for addressing concerns and reaching all students.

**Tools:** SEP, Character Evaluations recommendations, SEPR recommendations, Academic, Staff and Student Demographic and Survey Data, Staff Rosters

# Data Analysis Developing Trend Examples

| Performance Indicator | What Content Area or Measure of Excellence? | Which Metric(s) or score? | Which Students or Stakeholders? | Which Disaggregated Groups? | Direction of Trend? | Results? | Over What Time Period? | Trend Statement = Performance Concern |
|---|---|---|---|---|---|---|---|---|
| Learning Gain Report | Reading | Mean NCE | All grades | English Language Learners (ELLs) | decreasing | 42.46 to 34.79<br><br>7.67 decrease | 2011-2013 | The mean NCE for ELL decreased from 42.46 in 2011 to 34.79 in 2013 in reading. |
| STATE Strand Report | Math Problem Solving | % in quartile distribution | Intermediate Academy (grades 3-5) | All Students | increasing | Fall<br>Quartile 1 and 2 = 80%<br>Quartile 3 and 4 = 20%<br>Spring<br>Quartile 1 and 2 = 45%<br>Quartile 3 and 4 = 55%<br><br>35% increase in upper quartiles | 2013-2104<br>Fall to Spring | The percentage of students in the upper quartiles increased by 35% from fall to spring on the problem solving section of the State Test in grades 3-5. |
| Imagine Schools Staff Surveys | Shared Values Question #17:<br>At my school there are opportunities for teamwork and collaboration. | % saying:<br>Always<br>Often<br>Sometimes<br>Rarely<br>Never | All Teachers | All Teachers | decreasing | 2013<br>Always = 89%<br>Often = 11%<br>2014<br>Always = 48%<br>Often = 38%<br>Sometimes = 5%<br>Rarely = 10% | Spring 2013 to Spring 2014 | The percentage of teachers reporting that they had opportunities to collaborate decreased in the "always" ranking by 41%. |

# Academic Data Trends Activity

**Learning Gains**
- What does your data tell you?
- How do the core subjects areas compare?
- Identify the # of students in the performance levels.
- Identify the grade levels with the greatest strengths and weaknesses.

**State Proficiency Levels:**
- How do the core subject areas compare?
- Identify the grade levels, strands and domains of weakness and strength.
- Identify the grade levels with the greatest strengths and weaknesses.

| Performance Indicator | What Content Area or Measure of Excellence? | Which Metric(s) or score? | Which Students? | Which Disaggregated Group(s)? | Direction of Trend? | Results? | Over What Time Period? | Trend Statement Performance Concern |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

# Cultural Data Trends Activity

**Demographic Data**
- Student Demographics
- Student Attendance Rates
- Student Mobility Rates
- Student Retention Rates
- Student Suspension Rates
- Staff Demographics
- Staff Attendance Rates

**Perception Data: Imagine Measure of Excellence Surveys**
- Student Survey Character Development
- Family Survey = Parent Choice
- Staff Survey = Shared Values

| Performance Indicator | What Content Area or Measure of Excellence? | Which Metric(s) or score? | Which Students? | Which Disaggregated Group(s)? | Direction of Trend? | Results? | Over What Time Period? | Trend Statement Performance Concern |
|---|---|---|---|---|---|---|---|---|
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

# Operations Personnel Data "All Hands on Deck" Chart Activity

**Directions:** Write in stakeholder names dependent on their roles and responsibilities. Discuss their talents and skills and whether they are in the right position for their skill set. The use of all staff to support the school's intervention time will create an effective teacher/student ratio. Save this information for setting up your Intervention Time during the ENGAGE section of the Acceleration Model.

Working
with
Students

Work
with
Policies

Working
with
Adults

Working
with
Systems
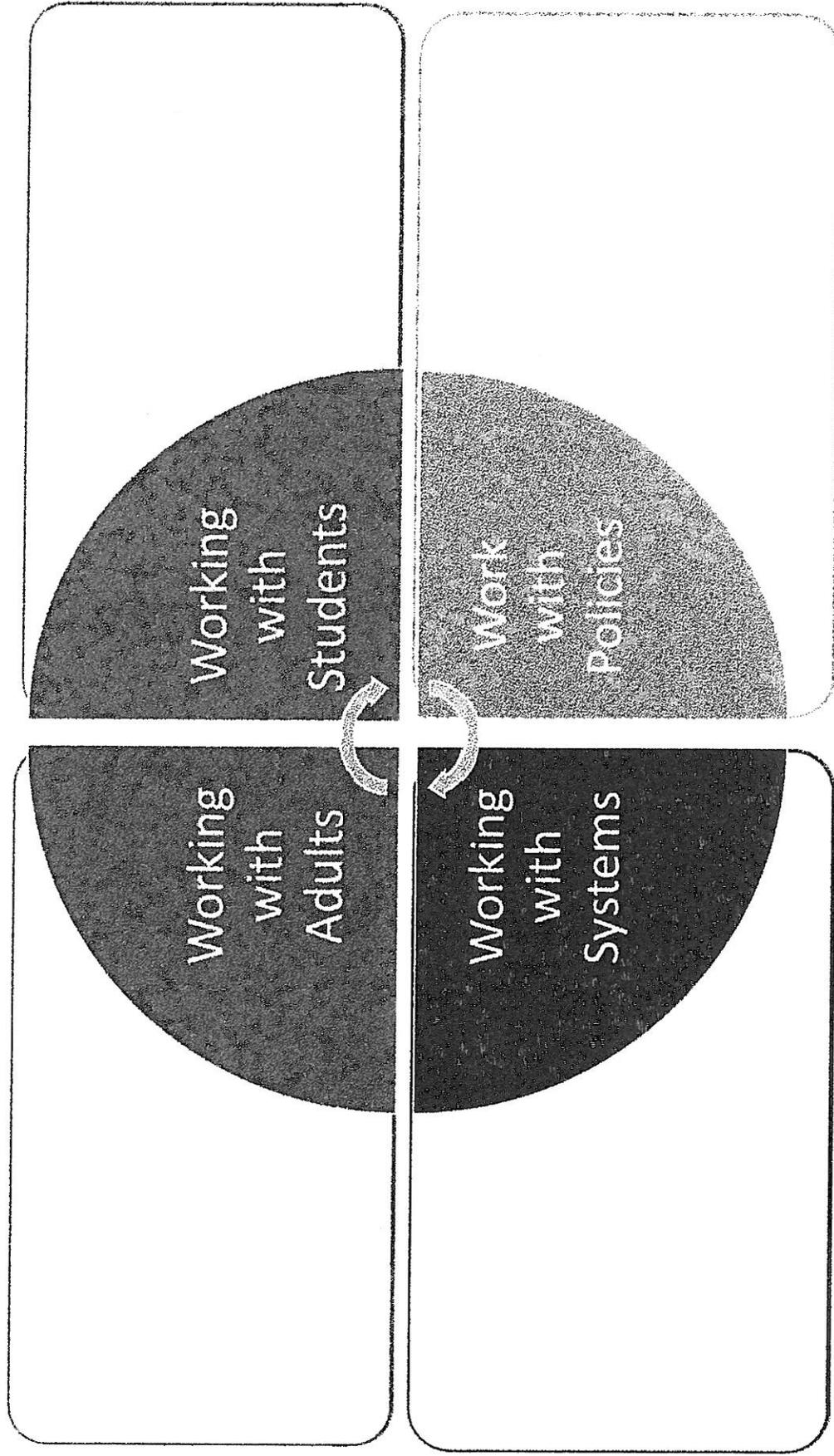
# *Focus the Priorities*
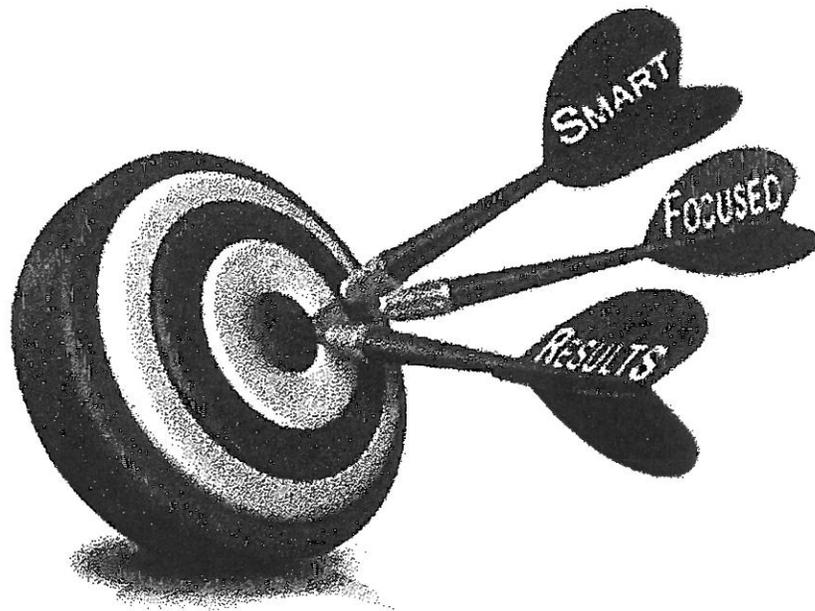
## *Focus the Priorities*

**Collaboration and Reflection**
As schools commit to the Acceleration Model, in order to bring their students to standards that exemplify world-class achievement, they often find themselves embarking on new territory. This adventure is best undertaken collaboratively and reflectively. Collaboration asks members of a school community to join together to solve problems—pooling their knowledge, talents, and ideas. Collaboration requires creating numerous and diverse partnerships, sustaining a vision, focusing on group problem-solving, using conflict resolution, and compromising. Reflection, a companion to collaboration, asks the school transformation team to think about the information in front of them and to adjust their actions accordingly. Reflection is necessary not only for staying on the improvement path but also for discovering the best path. When reflecting about improving student achievement, the necessary information can be found in your system's data.

**From Analysis to Interpretation**
The goal is to uncover patterns and relationships among the data. After analyzing the school's academic, operational, and cultural data: achievement, demographic, programs, and perception data, it is time to pull multiple observations together—to move from looking at details to stepping back and looking at it all from a distance. This step is the transition from analysis to interpretation. During this interpretation stage, root causes are identified. A root cause is the deepest underlying cause, or causes, of positive or negative symptoms within any process that, if dissolved, would result in elimination, or substantial reduction of the symptom. Performance concerns are prioritized through this process and action steps can be focused, targeted and supported through professional learning opportunities and progress monitoring.
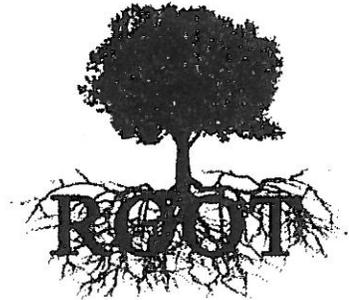
# *Activities*

## *Focus the Priorities*
**Root Cause Analysis**
A root cause is the deepest underlying cause, or causes, of positive or negative symptoms within any process that, if dissolved, result in elimination, or substantial reduction of the symptom. Sometimes finding the root cause takes you down deep into the roots, because it may not be the most obvious cause, but often are four or five layers down into the system. Brainstorm statements (one per post-it note) describing the deepest underlying cause, or causes, of performance challenges, that, if dissolved, would result in elimination, or substantial reduction, of the performance challenge(s). (See performance concerns identified in previous trend activity.)

**Circle Map**
A circle map diagram structures brainstorming by grouping the ideas into these levels of influence: the incident or procedural level, the programmatic level, systemic level and the external level. Create the circle map on a large piece of chart paper to display for the activity (pg. 41). Explain the categories and examples (pg. 40). Participants will affix their post-it note to the appropriate category (combining similar ideas where possible).

**Fishbone Diagram**
A common graphic organizer to assist with root cause analysis is the fishbone diagram. Transfer post it notes from the circle map to the fishbone diagram. Continue to follow the directions on page 42. Be sure the remaining causes are supported by at least three data sources. The data may tell a different story than what the team perceives and it may create another cause to add to the fishbone. After doing this activity, the performance concerns are prioritized and should be addressed in your School Excellence Plan.

**Tools**
Circle Map, Fishbone Diagram, Validate Root Causes Forms, SEP Expected Outcome Section
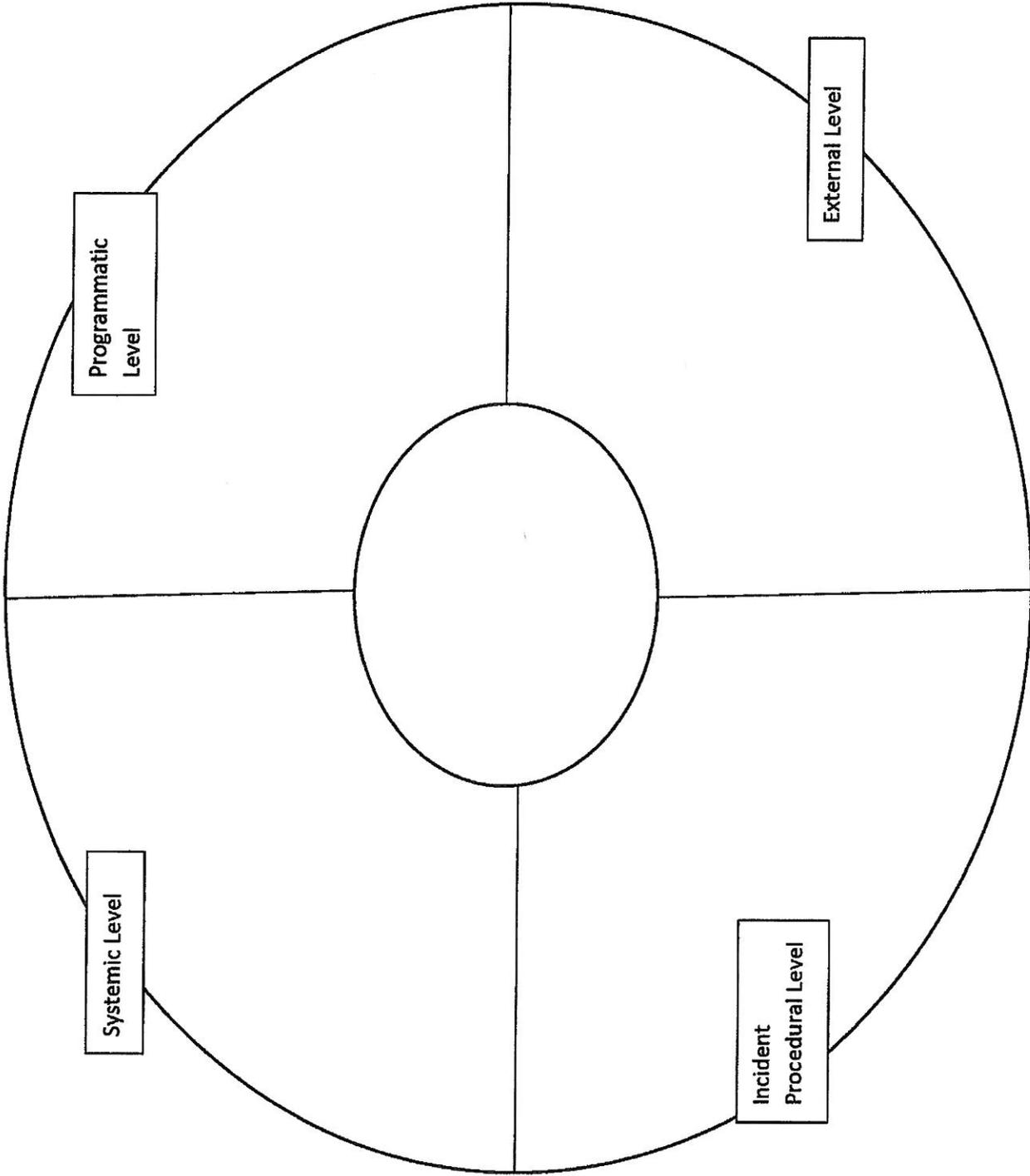
# Root Cause Circle Map Brainstorming Activity

Levels of Root Cause: Root causes can be found at any one of the following levels:

- **Incident or Procedural Level:** The concern may be a one-time incident or can be handled with a change in procedure.
  *Example: A fight in the cafeteria, last period on Friday.*
  *the students     *the teacher     *the test     *the incident

- **Programmatic Level:** The concern has a pattern that can be hypothesized and tested.
  *Example: There are always fights in the cafeteria, every day, at every period.*
  *instructional process     *materials     *setting     *time   *alignment   *grouping     *curriculum assessment
  *scheduling     *administrative procedures   *training and staff development

- **Systemic level:** The concern can be tracked back to a broad issue that has a wider scope.
  *Example: There are fights everywhere in school.*
  *leadership     *mission     *vision     *priorities     *morale     *planning     *budget     *policies     * culture
  *values/belief *history     *capacity     *technology     *competencies     *allocation of staff     *facilities
  *collaboration *evaluation     *organizational structure

- **External level:** The concern stems from outside the school.
  *Example: The whole community is fighting.*
  *family     *community     *gangs     *wealth/poverty     *health     *the media     *youth culture
  *partnerships and supporting agencies

## Circle Map Example



Data Points
- SEPR report
- Student Surveys
- Teacher Surveys
- Discipline Records
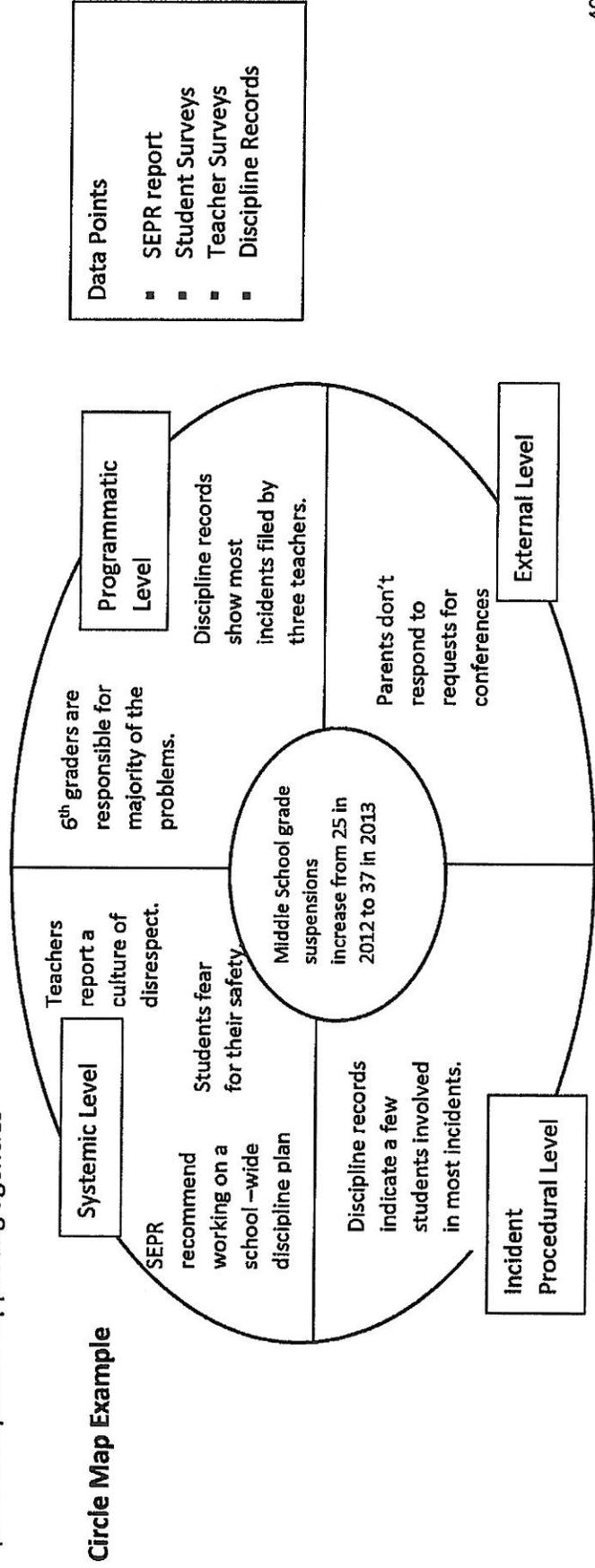
# Root Cause Circle Map Activity



Programmatic Level

External Level

Systemic Level

Incident Procedural Level

# Fishbone Example

Directions:

1. Determine a performance concern *and place in the box. (next page)*
2. List all factors and suggested causes related to the problem *and place in the boxes under the level.* It is important in the group process to validate all responses.
3. *In the first box under* each cause label with an *"S"* if it is a student generated cause or *"A:* if it is an adult generated cause. Cross out all the "S" causes.
4. *In the second box* under adult causes "I" for In Our Control or "O" Out of Our Control. Cross out all the "O" factors.
5. Be sure that the remaining causes are supported by at least three data sources. The data may tell a different story than what the team perceived and it may create another cause to add to the fishbone.
6. To determine which of the remaining causes are root causes, ask the following questions:
   a. What is the proof that this cause exists? Is it concrete, measurable? Are there more than two data elements that provide evidence?
   b. What is the proof that this cause could lead to the stated effect? (e.g. Is there evidence the program is not aligned? Are students spending all their instructional time with this unaligned program?
   c. Is anything else needed, along with this cause, for the stated effect to occur? Is it self-sufficient? Is something else needed?
   d. If a question cannot be answered completely, then the factor is NOT the root cause and should be removed.

Example:

| A: Adult-Based | S: Student-Based |
| I: In our Control | O: Out of our Control |

**Priority Focus**

1. Build relationships (cultural awareness)
2. Cross walk materials

~~Students missed a lot of school.~~   | S | O |

**Programmatic Level**

Adopted series isn't aligned to the Common Core State Standards.   | A | I |

~~No parental support at home.~~   | A | O |

**External Level**

~~Students skipped items on the test.~~   | S | O |

**Incident or Procedural Level**

Little is known about the ELL students' culture.   | A | I |

**Systemic Level**

**Performance Concern**

English Language Learners' NCE decreased from 42.46 in 2011 to 34.79 in 2013 in reading comprehension.

42

# Fishbone Root Cause Diagram Activity

**Priority Focus**

**Performance Concern**

**Incident or Procedural Level**

**Programmatic Level**
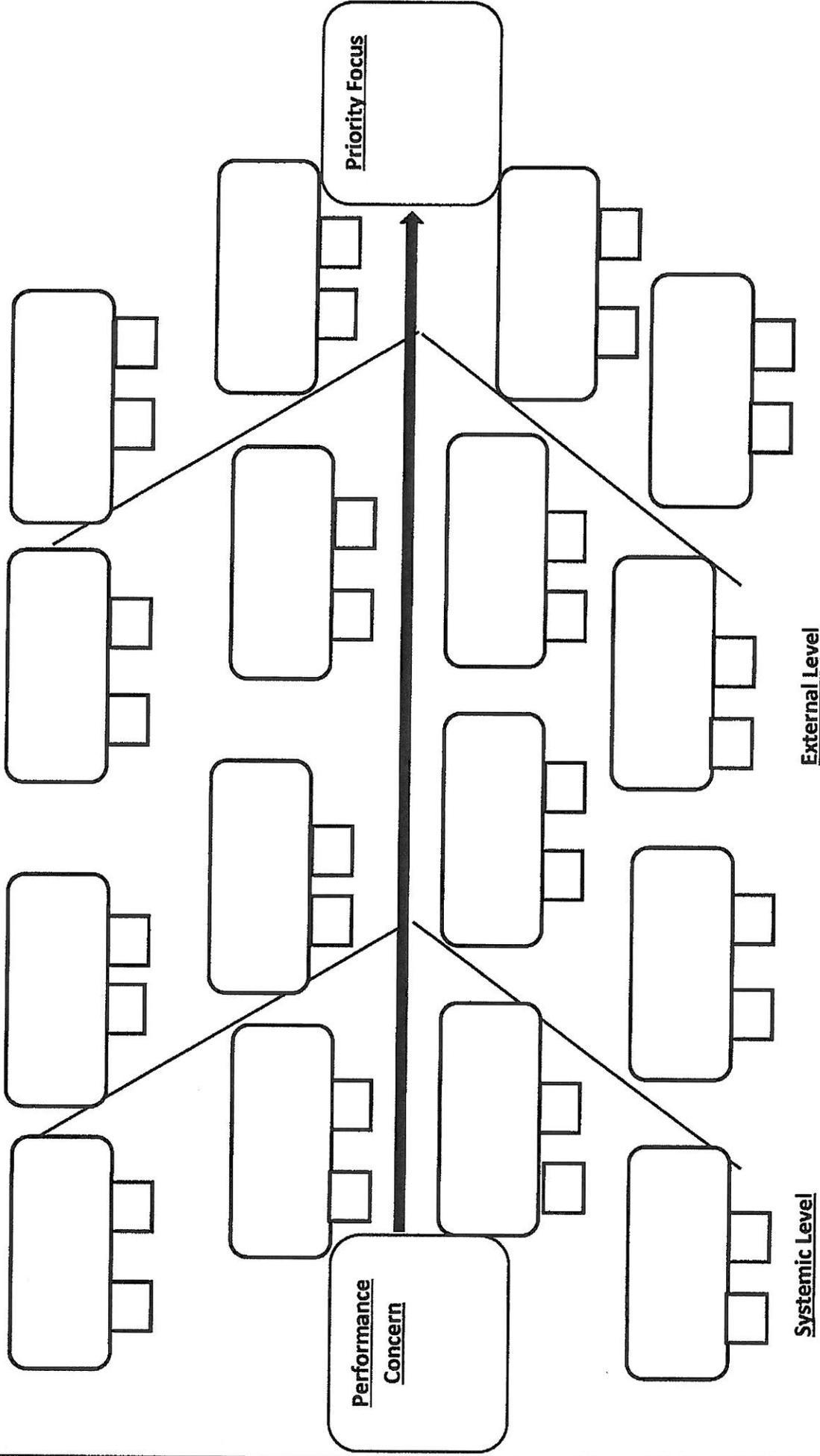
**Systemic Level**

**External Level**
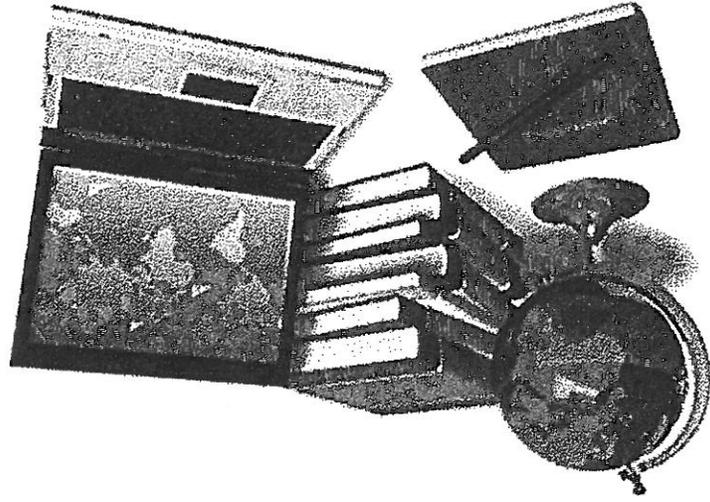
# Determine the
# Best Resources

## Determine the Best Tools and Resources

*Accept yourself, your strengths, your weaknesses, your truths, and know what tools you have to fulfill your purpose.*
— Steve Maraboli, "Life, the Truth, and Being Free"

If improving student learning and student achievement are the goals of our schools, then it is imperative that we examine the processes that influence those goals. Specifically, we must examine how educators make decisions about their tool and resource selections while keeping economically sustainable.

### Best Decisions

As shown in the table below, a shift in focus is required of Transformation Schools. Transformation Schools must focus on academic and cultural data throughout the school improvement cycle—rather than on intuition, tradition, or convenience.

| Decision Making Based on Intuition, Tradition, or Convenience | Transform to | Data-Driven Decision Making |
|---|---|---|
| Scattered staff development programs | | Focused staff development programs as an improvement strategy |
| Budgetary decisions based on prior practice | | Budget allocations to programs based on data-informed needs |
| Staff assignments based on interest and availability | | Staff assignments based on skills needed as indicated by the data |
| Reports to the community about school events | | Organized reports to the community about student progress |
| Goal setting by board members, administrators, or teachers based on votes, favorite initiatives, or fads | | Goal-setting based on data about problems and possible explanations |
| Staff meetings that focus on operations and the dissemination of information | | Staff meetings that focus on strategies and issues raised by the school's data |
| Parent communication via twice-a-year conferences at elementary "open houses" and newsletters | | Regular parent communication regarding the progress of their children |
| Grading systems based on each teacher's criteria of completed work and participation | | Grading systems based on common student-performance criteria that report progress on the standards as well as work skills |
| Periodic administrative team meetings focused solely on operations | | Administrative team meetings that focus on measured progress toward data-based improvement goals |

*Guide to Using Data in School Improvement Efforts.* Learning Point Associates

For Transformation purposes we are separating supports for the school and teachers into two categories: Tools and Resources. Tools support processes, procedures and systems and resources support instruction.

### Best Tools and Templates

- *Curriculum Tools* that support classroom instruction: grade level standards.
- *Instructional Tools* that support lesson planning: curriculum maps, pacing guides, focus calendars, lesson plans
- *Organizational Tools* that structure or support the delivery of instruction: School calendars (annual, assessment, professional learning opportunities) and school schedules (daily, core subjects, interventions) and technology tools (laptops, document cameras).
- *Growth Tools* that promote growth and encourage continuous progress: professional learning plans, observation and evaluation feedback forms.

### Best Resources and Materials

Program data are also an important variable examined in the Acceleration Model. Keeping inventories on all the programs and conducting evaluations of their effectiveness provides valuable information. Expenditures must be allocated to programs that have proven records of impacting improved student achievement.

- *Curricular Programs* that describe your school
- *Textbook Programs* that enrich the standards-based core instruction
- *Intervention Programs* that are used to differentiate instruction
- *Technology and Software Programs* that supplement instruction
- *Assessment Programs* that provide student achievement information

# Activities

## *Determine Best Tools and Resources*

### Best Tools

Pose this prompt: "What are the tools your school uses in the following areas?"

1. Participants discuss the tools used in the following areas. Share artifacts.
   - Curriculum Tools
   - Instructional Tools
   - Organizational Tools
   - Growth Tools
2. Discuss which ideas make the best decision. Write them down on the chart that follows.

### Best Resources

Pose this prompt: "What are the resources your school uses in the following areas?"

1. Participants will write down on post it notes the resources the school uses in the following areas.
   - Green: *Curricular Programs* that describe your school such as Core Knowledge, MicroSociety, Cambridge
   - Pink: *Textbook Programs* that enrich the standards-based core instruction
   - Yellow: *Technology Programs* that supplement instruction
   - Blue: *Intervention Programs* that are used to differentiate instruction
   - Orange: *Assessment Programs* that provide student achievement information
2. "Whip" around the room after 3 minutes, calling on one participant at a time. Have participants share one of their responses. When called on, participants should not repeat a response, they must add something new.
3. Discuss which ideas make the best decision. Write those ideas on the "Best Tools Chart" that follows.

### Best Expenditures

After looking at the budget, what funding is allocated for instructional resources for the next school year?

### Best Decision

Complete the "Best Tools and Resources Chart" that will be used while working with the Acceleration Model.

### Tools

Curriculum map, pacing guide, focus calendar, walk-through forms, evaluation forms, checklists, professional growth plans, schedules, calendars, textbook and instructional material inventories, budget

# Best Tools and Resources

**DIRECTIONS:** Write a short summary of what decisions have been made in these categories and submit forms where appropriate.

Curricular Programs that describe your school = *What programs describe your school in your Charter Agreement (Cambridge, MicroSociety)?*

Textbook Programs that enrich the standards-based core instruction = *What reading, math, science and social studies textbooks are being used?*

Intervention Programs that are used to differentiate instruction = *What programs are used for students below and above grade level?*

Technology Programs that supplement instruction = *What software programs have you invested in that teachers use on a regular basis?*

Assessment Programs that provide student achievement information = *What assessments screen, diagnose, and progress monitor?*

| | Best Resources |
|---|---|
| **Curricular Programs** <br> *Unique to your school's image* | |
| **Textbook Programs** <br> *By grade level* | |
| **Intervention Programs** <br> *By intervention group.* | |
| **Technology/Software Programs** <br> *By grade level* | |
| **Assessment Programs** <br> *By purpose (i.e. screening = STAR, diagnostic – DRA, progress monitoring = STAR growth, district benchmarks – criterion)* | |

# EQUIP
## With Tools
### Analyze Trends, Focus Priorities, Determine Resources

## FINAL EQUIP ACTIVITY

### SEP Action Plan Steps for ACADEMIC GROWTH

The Imagine School Excellence Plan template includes goals and action steps for all *Measures of Excellence*. Use the section for our Academic Growth to complete action steps as a result of the EQUIP activities. Areas for improvement might be:

- Priority focus from root cause analysis becomes a goal in SEP (in appropriate area)
- Data in core subjects
- Data for specific subgroups
- Performance concerns (programmatic, systemic and procedural)
- Adjustments to allocations for resources
- Revisions to current instructional planning/observation tools

### SEP Action Plan Steps for Character Development

- Data from student surveys
- Data from detention, out of class and suspension rates

### SEP Action Plan Steps for Parent Choice

- Data from family surveys
- Data from attendance and tardy rates
- External concerns
- Data from student demographics

### SEP Action Plan Steps for Economic Sustainability

- Data from budget
- Tools and Resources data concerns



## Setting Goals
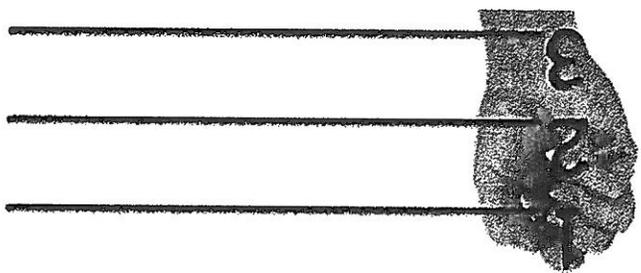
## SCHOOL ARTIFACTS for EQUIP

SEP, State, Local Assessments; Attendance; Behavior Data; Survey Results; Latest SEPR evaluation; Character Program Evaluation (if available); Personnel Roster; Curriculum Map; Pacing Guide; Focus Calendar; Lesson Plans; Master Schedule; Annual Calendar, Assessment Calendar; Professional Learning Calendar; Professional Growth Plant; Budget; Inventories

## Action Plan Steps:

Complete the action plan steps for your School Excellence Plan. Make as many sets of this template for each of the areas you are addressing from the performance concerns that were identified in the EQUIP section of the Acceleration Model.

IMAGINE SCHOOL NAME

2016 – 2017 SCHOOL EXCELLENCE PLAN

Focus Area 1.a. (Reading)

### ESTABLISH Goals: ACADEMIC GROWTH – READING

Teachers utilize the reading pacing guides to collaboratively plan rigorous lessons that integrate the literacy focus strategies and use researched based reading tools to ensure that lessons are standards-driven, cohesive and correctly paced • Teachers unpack the reading standards in weekly horizontal and vertical planning and align their resources appropriately for ongoing assessment and progress monitoring • A ninety minute reading block includes the elements of guided reading with whole group, small group and organized activities for independent practice • Teachers guide small groups of students in the reading of texts at their instructional levels for intervention and enrichment • A clear purpose for reading is established and direct teaching of skills (phonemic awareness, phonics, vocabulary, comprehension and fluency) occurs • Discussion of key points extends understanding and reinforces skill and strategies • Adherence to the the ELA classroom emphasize literacy experiences in their planning and instruction • Common Core State Standards shifts is evident with a true balance of literary and informational texts in classroom libraries, read alouds and during instruction • Content area teachers outside of support for students below grade level • Vocabulary and text dependent higher order questioning are an integral part of reading instruction that develop rich thoughtful discussions • Teachers scaffold a staircase of text complexity centering instruction on grade level text and scaffolding guide the students for development of fluency, confidence, independence and use of reading strategies for strong comprehension of both literary and informational texts

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

- By the end of the 2016 – 2017 school year, the mean Reading Learning Gain for all students will improve from *1.xx to 1.yy as measured by the Fall to Spring STAR Reading Assessment.*
- By the end of the 2016 – 2017 school year, ____ % of students will be at a Proficient Level or higher, as measured by the Reading State Assessment.

| | Goal(s) Met? |
|---|---|
| (Insert Supporting Goal #1) | ☐ YES   ☐ NO |
| (Insert Supporting Goal # 2, as needed. Insert more rows as needed) | ☐ YES   ☐ NO |
| | ☐ YES   ☐ NO |
| | ☐ YES   ☐ NO |

### EQUIP with Implementation Action Plan: ACADEMIC GROWTH – READING

| Identify the area(s) for improvement from needs assessment – along with the data from which it is based | ACTION STEPS (Implementation Initiatives and strategies) | Tools and Resources | Timeframe for expected Implementation | Person(s) responsible for implementation | Identify how you will measure the effectiveness of the strategy/initiative |
|---|---|---|---|---|---|
| Related to Supporting Goal #1 | | | | | |
| Related to Supporting Goal #2, Insert more rows as needed. | | | | | |

### EQUIP with Professional Learning Opportunities: ACADEMIC GROWTH – READING

| Topic | Delivery Type (PLC, Book Study, Workshop, Webinar, Course, Module) | Facilitator & Audience | PL Cycle Timeframe (Delivery, Practice, Observation/Feedback, Model/Coaching) | Person responsible for supporting & monitoring |
|---|---|---|---|---|
| Related to Supporting Goal #1 | | | | |
| Related to Supporting Goal #2, Insert more rows as needed. | | | | |

# ATTACHMENT 6.4

- Performance Standards (including applicable state report card measures)
- Testing and Assessments
- Goals
- Initial and Yearly Performance Benchmarking

Sponsor's Monitoring of Assessments and Goals shall include, but not be limited to, the following:

1.  If the School drops one ranking level in Ohio Report Card standing, the Sponsor may, at its discretion, require an explanation, analyses, or corrective action plans concerning a specific area or areas causing the drop in ranking.

2.  If the School drops two or more ranking levels in Ohio Report Card standing, or drops to the lowest report card ranking, the Sponsor may, at its discretion, require a targeted, detailed corrective action plan, require outside consultants or counseling, require meetings with the administration or Governing Authority to identify issues, or any other means of inducing academic improvement.

The above monitoring is not a pre-condition to any disciplinary process allowed by law, is not a mandatory Sponsor responsibility, and is in addition to any and all disciplinary procedures allowed by law.

Academic Assessment & Accountability

The ESC will utilize the National Association of Charter School Authorizer's (NACSA's) Core Academic Performance Framework to guide its academic monitoring of the schools that it sponsors. The framework components include:

1. Indicator – general category of academic performance, i.e., student achievement
2. Measure – general means to evaluate the indicator, i.e., state assessment
3. Metric – method of quantifying a measure, i.e., percentage of students proficient on state assessment
4. Target – threshold for meeting specific measure, i.e., state cut-off for meeting proficiency or higher
5. Rating – assignment of school's performance into one of four categories based on how school performs against the target, i.e., exceeds, meets, does not meet or falls far below standard

We will utilize the graded measures available on the state report card each year. As additional measures are added from year to year, we will also utilize the performance framework in those areas. The Graded Measures are:

- Value-Added: Overall
- Value-Added: Gifted
- Value Added: Students with Disabilities
- Value-Added: Lowest 20% in Achievement
- Performance Index
- Performance Indicators
- 4 Year Graduation Rate
- 5 Year Graduation Rate
- Annual Measurable Objectives (AMO)

>> *The inclusion of the measures will be based on their report card release from the Ohio Department of Education.*

The ESC will rate each of these areas as –

- Exceeding Standard – Determined by Overall Progress Grade of A
- Meets Standard – Determined by Overall Progress Grade of B or C
- Does Not Meet Standard – Determined by Overall Progress Grade of D
- Falls Far Below Standard – Determined by Overall Progress Grade of F

>> *Reference attached spreadsheet.*

➤➤ *Spreadsheet will be reviewed at the annual face to face meeting with administration and board representation. It will also be utilized at renewal time.*

➤➤ *School and Sponsor may agree to include additional Progress and/or Achievement measures using data from standardized assessments (i.e., MAP, STAR) and/or other District specific metrics. These will be used to assist in monitoring accountability, especially if there are areas that were not rated on the report card.*

The report card grades are used by the State to determine levels of support in the Ohio Improvement Process (OIP). If the school receives any correspondence from ODE listing the school as assigned in an OIP tier of priority, focus, alert or low-performing, the ESC will support that vetted accountability system and the following will be expected:

1. The Sponsor will be notified immediately. Correspondence from ODE is directly sent to the superintendent of the school.
2. The Sponsor will be copied in on all correspondence and requirements that the school sends related to OIP as well as the school's ODE submissions in the process.
3. The Sponsor will be notified of and invited to all meetings related to the OIP, such as building team meetings.
4. Communication occurring with any SST or support facilitators that are assigned to the school will occur consistently and in a timely fashion.
5. Completion of all required documentation as assigned by ODE will be completed and submitted on time and the OIP will be followed with fidelity.

If assigned to OIP – we will monitor and use that process as the supported intervention for the schools that we sponsor. If a school is not assigned to the OIP by ODE, but has issues related to academic accountability and is consistently low-performing in areas that result in a concern to the Sponsor, intervention and support will be assigned specifically by the needs of the school and a plan will be outlined – which could include, but not limited to:

- Required participation in the Differentiated Accountability/Ohio Improvement Process assigned by the Sponsor – even if not yet assigned by ODE
- Professional development
- SST support
- On-site support
- Corrective action planning, and intervention where needed, as requested by the Sponsor

- Decrease in contract length, non-renewal, suspension, and/or termination if no growth occurs over the course of the contract life

The rating system described earlier is subject to change if any legislative revision occurs or a new expected accountability standard is issued to Sponsors by the State. As future graded measures are added to the report card over the course of a contract's life, it will be assumed that the school will be rated on those measures throughout the life of the contract with that specific measure language being added at renewal time. If needed, the ESC will amend and update the accountability portion of the contract if the legal requirements of monitoring change after the contract has been approved by both governing authorities.

# Community School Accountability Measures

Community School:     Grade Span:     Date:

| Accountability Measures | Metric | Pts Earned x Weights of Measure | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | Baseline | | Year 1 | | Year 2 | | Year 3 | |
| | | Pts. Earned | Wt of Measure | Pts. Earned | Wt of Measure | Pts. Earned | Wt of Measure | Pts. Earned | Wt. of Measure |
| Levels of student achievement on statewide assessments | Achievement: Performance Index Grade | | | | | | | | |
| Student performance on statewide assessments | Achievement: Indicators Met Grade | | | | | | | | |
| Student performance of subgroups on statewide assessments | Gap Closing: AMO Grade | | | | | | | | |
| K--3 Literacy (coming 2014) | K--3 Literacy: (TBD) | | | | | | | | |
| Overall student progress on statewide assessments (grades 4--8) | Progress: Value Added Overall Grade | | | | | | | | |
| Graduation Rate (HS only) | Graduation Rate | | | | | | | | |
| Prepared For Success (coming 2014) | Prepared for Success: (TBD) | | | | | | | | |
| Other* | | | | | | | | | |

EARNED: Overall Level of Performance Based Upon All Measures** | 0 | 0.00 | 0.00 | 0.00

District Notes:

* District and Sponsor may agree to include additional Progress and/or Achievement measures using data from District---wide standardized assessments (i.e., MAP, STAR) and/or other District specific metrics.

** Schools with an Overall Level of Performance score of less than 2 will be required to develop an Improvement Plan including targeted SMART goals, identified research---based strategies, adult implementation indicators, student performance indicators, progress monitoring measures and timelines, and implementation details. Achievement of goal(s) will be included in the District's Accountability Measures.

| Metric | Target Rubric | | | |
|---|---|---|---|---|
| | Exceeds Target 4 points | Meets Target 3 points | Approaching Target 2 points | Below Target 1 point |
| **Progress** Overall | A (2.0 and up) | B (1.0 to 1.9) | C (---1.0 to ---0.9) | D (---2.0 to ---1.1) |
| **Achievement** PI and indicators Met | A (90---100%) | B (80---89.9%) | C (70---79.9%) | D (50---69.9%) |
| **Graduation Rate** | A (93---100%) | B (89---92.9%) | C (84---88.9%) | D (79---83.9%) |
| **K---3 Literacy** | A TBD | B TBD | C TBD | D TBD |
| **Prepared for Success** | A TBD | B TBD | C TBD | D TBD |
| **Additional District Specific Metric Options:** | Agreed upon by District and Sponsor | | | |
| **Progress or Achievement** District---wide Standardized Assessment | A TBD | B TBD | C TBD | D TBD |
| **Progress or Achievement** Attendance data | A TBD | B TBD | C TBD | D TBD |
| **Achievement of Targeted District Goal** District Improvement Plan | A TBD | B TBD | C TBD | D TBD |

\* Ranges below

Other:

## Mission, Vision, Philosophy

**Our Vision:** Imagine Schools' vision is for every student to reach his or her full potential and discover the pathways for life-long success.

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

While each Imagine school is distinct in its mission to serve the particular community of parents and students in which it resides, a set of six criteria guide our company and each of our schools and are used to measure our effectiveness. These six areas are described below:

### (1) Shared Values- Justice, Integrity, and Fun

Everything Imagine Schools undertakes is guided by the values of integrity, justice and fun. Integrity or "wholeness" means that every Imagine Schools person is responsible for the organization's results both locally and nationally. Justice requires that Imagine School people treat each parent/guardian, each student, and each colleague as a special, unique individual. While, fun means creating a joyful environment in which each staff member has significant decision-making responsibilities, and in which students, parents/guardians, and Imagine Schools' staff work together for wonderful teaching and learning. These values are discussed further in Dennis Bakke's book, *Joy at Work*.

### (2) Parent/Guardian Choice

Charter schools provide parents and guardians with greater public school options for their children. A crucial measure of overall school quality is whether parents/guardians choose to enroll and re-enroll their children. Imagine Schools uses individual school enrollment and the size of waiting lists as the primary measures of this criterion. Parent/guardian surveys and annual student retention are also used to evaluate parent/guardian satisfaction with their children's school.

### (3) Academic Achievement

Students' academic achievement is deeply important. We maintain an educational balance among language arts, math, critical thinking, science, social studies, music, art and athletics. As a key evaluation of academic achievement, Imagine Schools measures "same student" annual individual learning gains in math and reading. Each student is given a nationally-recognized standardized pre-test at the beginning of the year and again at year's end. This measures the learning gains specific to each child; this measurement is a valuable indicator of the education occurring.

The nationally-recognized pre-test and other assessments in a range of subjects also help teachers, parents/guardians and students to tailor each youth's education, by focusing on each student's particular strengths and challenges. The post-test (in addition to other state-and locally-required standardized tests) tracks the progress of each student.

### (4) Positive Character Development

All schools in the Imagine Schools family emphasizes positive moral development. To achieve this, they utilize a number of character development programs, based on the input of the school leader, teachers, parents/guardians, and students. Imagine Schools is developing ways to measure progress in positive character development. It is likely that surveys of parents/guardians, teachers, and students regarding changes in student behavior will be part of the measurement approach. Participation in community-oriented projects that are part of the curriculum will also help measure positive character development. The absence of fighting and referrals to the school office for discipline may also be part of evaluating this important element of Imagine School's performance.

### (5) Economic Sustainability

A great school is handicapped if it cannot sustain itself economically. Imagine Schools will measure economic sustainability by the ability of each local school to limit its annual spending to less than its annual revenues without significant dependence on private donations or government grants. However, Imagine Schools pledges to each school that it will supply working capital if necessary to maintain school operations. Imagine Schools also provides professional development for school leaders and teachers regarding building and maintaining solid financial health in their schools, in order to ensure long-term educational effectiveness.

### (6) New School Development

New schools provide the opportunity for Imagine Schools to help more and more parents and guardians educate their children. New schools also reduce the indirect costs of existing schools by spreading Imagine Schools' central costs over more schools. Finally, new schools provide wonderful opportunities for Imagine Schools' teachers and other staff to move into leadership or other teaching and staff roles in different locations. Imagine Schools tracks the criteria of new school development by the number of new schools established and the number of new students served each year.

**Academic Culture-**Academic culture will be defined by the following:
- Provide a safe, caring and disciplined learning environment.
- Expect and teach all students to exhibit exemplary behavior.
- Emphasize academic basics, especially in primary grades.
- Accept only high student achievement based on rigorous, meaningful Standards.
- Utilize research-based curricula and instructional techniques.
- Employ a mastery model of learning to promote skill generalization.
- Treat parents as customers.
- Free teachers from unnecessary regulations and equip them to teach all students to high levels of academic success.
- Abide by the premise that no child is someone else's child.

## Curriculum

Ohio's Learning Standards are the core of the curriculum and are utilized as the basis of what teachers instruct and how lessons are created. Ohio's New Learning Standards are the learning outcomes for all content areas. The School utilizes the Imagine Ohio Regional Pacing Guides to understand when

Ohio's Learning Standards in English/Language Arts, math, science and social studies are to be introduced to students and at what point students should be expected to be at mastery. Academic leaders utilize Partnership for Assessment of Readiness for College and Careers blueprints to guide when standards are to be introduced and mastered by students. Embedded within the Imagine Ohio Regional Pacing Guides is Ohio's Learning Standards Model Curriculum, adopted by the State Board of Education in 2010. Teachers utilize this curriculum in English Language Arts, mathematics, science, social studies, and the fine arts to understand how to teach the standard using strategies and resources provided by the Ohio Department of Education.

The following resource has also been developed and revised to support teachers in planning rigorous lessons centered around Ohio's New Learning Standards:

*Imagine Schools Curriculum Guides:*

Imagine Schools Standards-based Curriculum Guide represents the best thinking of education professionals, as well as the input of business and community members as to the needs of students in a global society. The curriculum is characterized by challenging academic standards that lead to high achievement for all students. Standards are clearly articulated at each grade level, building upon a solid content base in each academic subject. Students expand prior knowledge through a spiraled thematic curriculum, focusing on inquiry and project-based applications of key concepts and universal ideas. Instructional practices vary, ensuring that teachers meet the needs of students with various learning styles. These components are infused into the curriculum at each and every grade level.

- High standards and high expectations
- Learner centered results
- Authentic and challenging materials and activities
- Critical thinking and creative problem solving
- Technology as a learning tool
- A hands-on, minds-on approach to learning
- Personal and global perspectives
- Reflection and exchange of ideas
- Interdisciplinary thematic units

The Imagine Schools Curriculum Guide is just that: a guide, it includes the essentials: subject area standards, grade level content, student applications and examples of formative and summative assessments. Complementing these essential elements are the tools that allow teachers the flexibility to plan units, projects and lessons that will enrich learning experiences and best meet the needs of their students. The Imagine Schools Core Curriculum describes a central set of competencies and knowledge bases essential to effective teaching and learning. Mastery of a core curriculum is developed over many years of learning. Teaching the core curriculum is a spiraled process that deepens and expands learning each year on the essential elements of the Curriculum. This guide incorporates the new Common Core State Standards adopted by the states. The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy.

For each standard, the following pages describe the **content** (what students should know) and the **applications** (what students should be able to do) that represent learning tasks for practice of the standard and the **assessment examples** (how the problem might look on an assessment) which gives an example of how the content of the standard could be assessed. You will work with this section of the guide on a regular basis as you plan lessons and assessments.

The standards of the core curriculum are teachers' primary guides to what to teach and what to assess. Student learning of these standards is the heart of Imagine Schools' classroom experience.

The school uses Imagine Schools' unique and comprehensive K-8 curriculum guides. This guide supports teachers to develop and utilize research-based tools that ensure their teaching is standards-driven, cohesive and organized. The Imagine Curriculum Guide, aligned with Common Core State Standards, serves as a guide to ensure that all Imagine Schools are working towards the same high standards. Imagine Schools has developed this curriculum guide that includes essentials such as grade level content, performance tasks and standards. Complementing these essential elements are the tools that allow teachers the flexibility to plan units, projects and lessons that will enrich learning experiences and best meet the needs of the students. The guides offer Complete Core Curriculum Standards and Curriculum Design and include sections on the following:
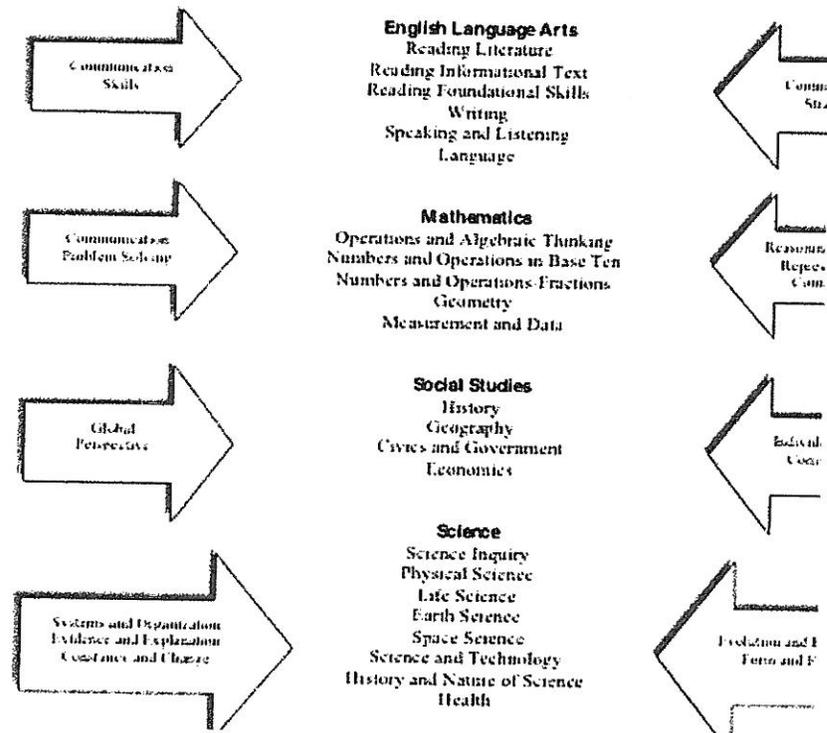
- Enrichment Support
- Character Education
- Accommodations for Diverse Learners
- Lesson Planning: Units, projects, rubrics, pacing guide, grouping, questioning
- Learning Environments: classroom organization and management, student motivation, home connections
- Assessment: formal, classroom based, rubrics, learning style inventories, grading, schedules, etc.

## Subject Area Strands and Unifying Concepts

The four academic subjects of English language Arts, mathematics, social studies and science are divided into strands that organize them into essential information and skills needed by all students. Permeating the strands of each subject are unifying concepts that provide links between the content that is introduced and taught in each strand, enriching the delivery of the standards-based curriculum.

**Subject Area Strands and Unifying Concepts**

The four academic subjects of English language arts, mathematics, social studies and science are divid that organize them into essential information and skills needed by all students. Permeating the strands are unifying concepts that provide links between the content that is introduced and taught in each strand delivery of the standards-based curriculum.



**English Language Arts**
Reading Literature
Reading Informational Text
Reading Foundational Skills
Writing
Speaking and Listening
Language

**Mathematics**
Operations and Algebraic Thinking
Numbers and Operations in Base Ten
Numbers and Operations-Fractions
Geometry
Measurement and Data

**Social Studies**
History
Geography
Civics and Government
Economics

**Science**
Science Inquiry
Physical Science
Life Science
Earth Science
Space Science
Science and Technology
History and Nature of Science
Health

The School utilizes Ohio's Learning Standards Model Curriculum that was adopted by the State Board of Education in 2010, as a guide for reviewing and revising the Imagine Ohio Regional pacing guides. The curriculum provides research based instructional strategies and resources to implement when teaching each standard.

The curriculum aligns to the schools mission, vision, and philosophy by providing students with rigorous instruction that allows them to reach his or her full potential and discover the pathways for life-long success. The curriculum also allows teachers to integrate all content areas into thematic units for the enrichment of student understanding and learning of concepts and real world applications to support future life endeavors.

Ohio's Learning Standards are the core of the curriculum and are utilized as the basis of what teachers instruct and how lessons are created. Ohio's Learning Standards are the learning outcomes for all content areas. The School utilizes the Imagine Ohio Regional Pacing Guides to understand when Ohio's New Learning Standards in English/Language Arts, math, science and social studies are to be introduced to students and at what point students should be expected to be at mastery. Embedded within the Imagine Ohio Regional Pacing Guides is Ohio's Learning Standards Model Curriculum, adopted by the State Board of Education in 2010. Teachers utilize this curriculum in English Language Arts, mathematics, science, social studies, and the fine arts to understand how to teach the standard using strategies and resources provided by the Ohio Department of Education.

_Imagine Ohio Regional Pacing Guides and Focus Calendars:_
The Imagine Ohio Regional Pacing Guides are documents originally designed in April 2013 by educators from across the state of Ohio. The pacing guides were created to serve multiple purposes. The primary purpose was to create consistency and focus across the Imagine campuses in Ohio in the initial years of adopting the Common Core State Standards school-wide and region-wide. The pacing guides are revised and edited with new strategies on a yearly basis as new information and resources are constantly being updated.

The guide provides a curriculum map of when Ohio's Learning standards are to be introduced and mastered by students. The pacing guides are organized by quarter enabling teachers to create instructional focus calendars that assist in planning thematic units centered on science and social studies concepts. . Research has shown that when students are exposed to thematic units their interests are increased therefore creating a more engaging environment. The students are able to better make connections between content areas as well as connections between what they are learning and their own life experiences. It also ensures that social studies and science content standards are not being taught as stand-alone but are integrated throughout reading, writing, and math content areas to increase instructional time.

As part of the Imagine Schools Curriculum Guides and Imagine Schools Ohio Pacing Guide of Ohio's New Learning Standards, teachers embed higher-level questions and skills using Hess' Cognitive Rigor Matrix and Curricular Examples, which applies Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions, into unit and lesson plans that cover daily whole group and small group instruction in all content areas. Academic coaches and school leadership review weekly lesson plans to ensure teachers are utilizing researched based instructional strategies (Marzano's Nine Instructional Strategies for Effective Teachers and Learners) and planning their questioning and activities to challenge students to problem solve and think critically through response to literature in writing and multi-step, cross-curricular problems. Unit and lesson plans follow the gradual release model and include the following components:

1. Goals and Objectives-Including Essential Questions and I Can statements

2. Anticipatory set

3. Direct Instruction

4. Guided Practice

5. Closure

6. Independent Practice

7. Assessment

## Instructional Methods and Resources

The school implements Marzano's Nine Instructional Strategies for Effective Teachers and Learners as instructional practices to deliver instruction across all content areas. Teachers are trained in specific instructional methods and techniques based on teacher and student need.

Imagine Schools organized these strategies into a three-year literacy focus bound by overarching themes. This organization of an intentional implementation of the strategies is shown below.

| Instructional Strategies | Research says | Examples |
|---|---|---|
| **Building Literacy Across the Curriculum Supporting Students Thinking Like Disciplinarians** | | |
| **Summarizing and Note Taking** | Students should synthesize information and organize it in a way that captures the main ideas and supporting details by learning how to delete unnecessary information, substitute some information, and keep important information. | Teachers model summarization techniques, identify key concepts, bullets, outlines, **G.I.S.T.** clusters, narrative organizers, journal summaries, reciprocal teaching, **quick writes**, graphic organizers, **column notes, annotating the text by text coding,** etc. |
| **Nonlinguistic representations** | Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic activity in order to assimilate knowledge. | Students use visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, maps, **sketch to stretch, K.I.M.,** etc. |
| **Building Literacy Across the Curriculum Supporting Student Owned Strategies** | | |
| **Summarizing and Note Taking** | Students should synthesize information and organize it in a way that captures the main ideas and supporting details by learning how to delete unnecessary information, substitute some information, and keep important information. | Teachers model summarization techniques, identify key concepts, bullets, outlines, **G.I.S.T.** clusters, narrative organizers, journal summaries, reciprocal teaching, **quick writes**, graphic organizers, **column notes, annotating the text by text coding,** etc. |
| **Nonlinguistic representations** | Students should create graphic representations, models, mental pictures, drawings, pictographs, and participate in kinesthetic activity in order to assimilate knowledge. | Students use visual tools, pictures, manipulatives, **problem solving icons**, songs, symbols, motions, signals for routines, anchor charts, depth of knowledge icons, **sketch to stretch, K.I.M.,** etc. |
| **Building Literacy Across the Curriculum through Writing Reflectively and Responsively** | | |
| **Setting Objectives and Providing Feedback** | Teachers should provide students with a direction for learning and with information about how well they are performing relative to a particular learning objective so they can improve their performance. | Teachers and students articulate and display learning goals, learning targets, learning objectives, KWL, **board configuration,** contract learning goals, "I can statement" and use criterion referenced feedback, **rubrics,** and **growth mindset feedback.** |
| **Creating a Culture of Academic Growth and Character Development** | | |
| **Setting Objectives and Providing Feedback** | Teachers should provide students with a direction for learning and with information about how well they are performing relative to a particular learning objective so they can improve their performance. | Teachers and students articulate and display learning goals, learning targets, learning objectives, KWL, **board configuration,** contract learning goals, "I can statement" and use criterion referenced feedback, **rubrics,** and **growth mindset feedback.** |
| **Cooperative Learning** | Teachers should provide students with informal and formal opportunities to interact with one another in ways that enhance their learning and stress positive interdependence and individual accountability. | Students integrate content and language through group **engagement**, reader's theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing, plays, **service learning projects**, science projects, debates, **jigsaw**, group reports, choral reading, etc. |
| **Using Information and Learning Structures** | | |
| **Identifying similarities and** | Students should compare, classify, and create metaphors, analogies and graphic | Students use T-charts, Venn diagrams to illustrate comparisons and classification, analogies, cause and effect |

| | | |
|---|---|---|
| ...differences | representations | stretch, affinity, Frayer model, etc. |
| Questions, Cues, and Advance Organizers | Teachers should enhance student' ability to retrieve, use, and organize what they already know about a topic through techniques that activate student's prior knowledge. | Teachers ask inferential and analytic questions, use explicit cues or hints, and hook students' prior knowledge with stories, anticipation guides, A.C.E. think alouds or video clips to introduce a lesson. Students skim chapters using close reading and analyze vocabulary in graphic organizers in advance of the lesson. |
| *Helping Students Become Independent, Self-Directed Learners* | | |
| Assigning Homework and Providing Practice | Teachers should extend the learning opportunities for students to practice, review, and apply knowledge. | Retell, recite and review learning for the day at home, learning logs, interactive notebooks, flipped classroom, reflective journals, parents are informed of the goals and objectives, interdisciplinary teams plan together for homework distribution, etc. |

Additionally, during math instruction teachers utilize the Common Core Standards for Mathematical Practices, which are:

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.

3. Construct viable arguments and critique the reason of others.

4. Model with mathematics.

5. Use appropriate tools strategically.

6. Attend to precision.

7. Look for and make use of structure.

8. Look for and express regularity in repeated reasoning.

In *Classroom Instruction that Works: Research-based Strategies for Increasing Student Achievement,* Robert Marzano (2001) and his colleagues identify nine high-yield instructional strategies through a meta-analysis of over 100 independent studies. They determined that these nine strategies have the greatest positive affect on student achievement for all students, in all subject areas, at all grade levels.

The Common Core Standards of Mathematical Practice are founded upon processes and proficiencies that have endured through mathematics education. The National Council of Teachers of Mathematics created process standards, which can be found within the first strand of the standards. The second strand, proficiency, were specified in the National Research Council's report *Adding It Up.*

As part of the Imagine Schools Curriculum Guides and Imagine Schools Ohio Pacing Guide of Ohio's New Learning Standards, teachers embed higher-level questions and skills using Hess' Cognitive Rigor Matrix and Curricular Examples, which applies Webb's Depth-of-Knowledge Levels to Bloom's Cognitive Process Dimensions, into lesson plans that cover daily whole group and small group instruction in all content areas. Academic coaches and school leadership review weekly lesson plans to ensure teachers are utilizing researched based instructional strategies (Marzano's Nine Instructional Strategies for Effective Teachers and Learners) and planning their questioning and activities to challenge students to problem solve and think critically through response to literature in writing and multi-step, cross-curricular problems. Students will continuously solve real-world problems through units focused on environmental studies.

The selection of core programs is one of the most crucial decisions a school can make. The school follows a selection process provided by the Imagine National Academic and Character Team which was developed after surveying our regional academic coordinators, reviewing state and district guidelines, and defining researched based criteria. An instructional resource adoption task force made up of informed representation from across grade levels and disciplines works together over the course of the year to complete the process and make a decision by using the Imagine Schools decision making model within our Shared Values. The process follows these steps:

1) Conduct inventories of instructional resources and materials including technology and assess needs based on data.

2) Assess needs based on data to determine areas where changes would positively impact student achievement.

3) Review and seek advice on research-based resources, programs and materials that would address needs.

4) Determine resources to be reviewed and contact the publishers to schedule a presentation and/or delivery of materials for selected classrooms/teachers to field test.

5) Use the Imagine Schools evaluation tool adapted from the publisher's criteria for the Common Core State Standards for ELA and Math which concentrate on the shifts and rigor necessary to prepare students for career and college readiness.

6) Assign a decision maker who weighs the advice from the task force with that of other informed educators and makes a recommendation to the school leader and governing authority.

7) Negotiate on-going professional development with the publisher as part of the investment.

8) Communicate the decision with stakeholders.

These guidelines are not meant to dictate classroom practice but rather to help ensure that teachers receive effective tools. Employing this

The school participates in the Schools and Libraries Program, commonly known as E-rate, which provides discounts to eligible schools and libraries in the United States on their telecommunications, Internet access, and related services. The program is administered by the Universal Service Administrative Company (USAC) under the oversight of the Federal Communications Commission (FCC). This valuable program provides the resources for our school to purchase needed technology services

# Professional Development Plan

The school hosts several professional development opportunities throughout the year. In August, the staff participates in PD that identifies the campus goals for the measures of excellence (academic growth in all content areas, character development, economic sustainability, parent choice). These goals were created by the CSLT team from an analysis from academic data, fiscal data, and survey data. In addition, staff is presented with the Academic Framework that highlights the responsibility of all stakeholders but more specifically the annual literacy focus roll outs (the Marzano High-Yield Strategies). The staff receive training on the annual literacy foci as well as scaffolding the previous yearly literacy foci. Furthermore, all staff receives professional development on STAR, pacing guides, Balanced Literacy, and focused calendars.

Several times throughout the year we host additional professional development across the campus. More differentiated PD occurs weekly in TBT meetings. While each team follows the Ohio 5-step process, all data is different and instructional planning varies by content and grade level. The TBT's are mini PD opportunities where teachers learn from the school leadership, building academic coach, and each other.

Staff is also encouraged to seek outside professional development opportunities. Several staff has taken this opportunity to attend conferences such as the annual TESOL conference and Reading Recovery. All the Mentor teachers, OTES, and OPES evaluators are trained and credentialed.

| Date | PD Title/Description | Facilitator(s) | Audience |
|---|---|---|---|
| August | Imagine Schools Acceleration Model Rollout | Imagine Schools Ohio Regional Team | Principals and Coaches |
| August | Imagine Schools Summer Forum<br>• Effectively using STAR Assessments<br>• Integrating Character Development and Academics<br>• Academic Growth through Marzano's High Yield Strategies<br>• School Improvement Process | Imagine Schools Ohio Regional Operations and Academic Directors<br><br>Imagine School National Academic and Assessment Team | Imagine School Principals, Coaches, Teachers |
| August | Teacher In-Service Week<br>• CHAMPS and PBIS Implementation<br>• Using Imagine Schools' Curriculum Guides and Pacing Guides<br>• Deconstructing Standards<br>• Balanced Literacy Framework<br>• Math Talks<br>• Effective Lesson Planning and integrating the Gradual Release of Responsibility<br>• Integrating 120 minute ELA and 90 minute Math Frameworks<br>• Marzano's HY Strategies<br>• Ohio 5 Step Process (TBTs) | Principal, Coaches and Imagine School Regional Team | Teachers |
| September | Imagine Schools Columbus and Dayton Leadership Meeting<br>• School Improvement Process<br>• Classroom walkthroughs and discussion | Imagine Schools Regional Team | Principals |
| September | Effective Use of STAR Renaissance<br>• Pulling students reports<br>• Setting student goals and progress monitoring<br>• Using instructional resources available through STAR platform | Imagine Schools Regional Team | Teachers and Coaches |
| October | STAR Renaissance Progression Regional PD<br>• Effective use of STAR reports<br>• Using data to make instructional decisions<br>• Setting student goals and progress monitoring<br>• Using instructional resources available through STAR platform | Imagine Schools Regional Team | Teachers and Coaches |
| November | Imagine Schools Ohio Leadership Meeting | Imagine Schools Regional Team | Teachers and Coaches |

| | | | |
|---|---|---|---|
| | • Quarter 1 STAR Data Review and Feedback<br>• Supporting teachers in effective and intentional lesson planning<br>• School improvement plan feedback and discussions | | |
| January | Review of 120 ELA and 90 minute instructional frameworks<br><br>Restraint and PBIS training<br><br>Integrating Words Their Way | Principal and school-site coach | Teachers |
| February | Leveled Literacy Intervention (LLI) training and integration<br><br>Test Prep and Bootcamp for students | Principal and school-site coach | Teachers |
| February | Imagine Schools National Leadership Summit | Imagine Schools National Academic and Assessment Team | Imagine School Leaders |
| March | School Professional Development Day<br><br>Leveled Literacy Intervention (LLI) training and integration within a Balanced Literacy Framework | Principal and school-site coach | Teachers |

## Response to Intervention (RtI)

The Response to Intervention (RtI) and Child Find procedures begin after students have taken the beginning of the year screening benchmark for STAR Early Literacy or STAR Reading, and STAR Math. Students who are identified as needing intervention or urgent intervention are automatically referred to the RtI team, which consists of the academic coach, the building intervention specialist, and classroom teacher. The team will identify root causes for the academic deficiency to fill skill gaps to improve proficiency and set interventions to take place over a six week time period. Students will be progress monitored every two weeks using STAR Early Literacy, STAR Reading, and STAR Math (based on need and intervention). Students receiving intervention and being progress monitored are considered to be in Tier II. After the six-week period, the RtI team reconvenes to analyze progress-monitoring reports to decide the following:

- The intervention was effective by helping the student reach their goal and the student can be moved back to Tier I, whole group instruction.
- The intervention is helping the student move towards their goal, however it should continue to be implemented and the student would continue to be in Tier II. The process of progress monitoring will continue during the next six weeks of the intervention implementation.
- The intervention is not helping the student towards their goal and a new six-week intervention will be put in place. The student is still considered to be in Tier II. The process of progress monitoring will continue during the next six weeks of the intervention implementation.
- After the second round of six-week intervention implementation, the RtI team meets to analyze the new progress-monitoring reports to decide the following:
- The intervention was effective by helping the student reach their goal and the student can be moved back to Tier I, whole group instruction.
- The intervention(s) put in place over a 3 month time span have not helped the student towards their goal moving them to extra targeted intervention and placing them in Tier III.

Students in Tier III receive extra intervention time serviced by the Title I staff and classroom teachers. Students continue to be progress monitored every two weeks for the next six weeks when the team meets to check the progress being made for the student. If no progress is being made and data points remain below the goal line, parents are invited to a meeting and the following forms are completed: PR-04 Referral for Evaluation, PR-05 Parent Consent for Evaluation, ETR Evaluation Planning Form, and PR-01 Prior Written Notice to Parents. Within sixty days of the meeting, evaluations to determine a suspected disability are completed and a meeting with the parents to discuss the results is called.

Other ways in which students with suspected disabilities are identified are through year round STAR benchmark assessments, teacher referrals, previous school records and testing referrals, and parent concern. Parents are notified of the procedures necessary for screening and referral.

The following is a description of the screening diagnostic, formative and summative assessments used to evaluate student knowledge and skills. The school participates in all state-mandated diagnostic, formative and summative assessments. These include the Kindergarten Readiness Assessment, 3rd Grade Guarantee, and K-3 Literacy and Math Assessment. The school also participates in STAR Reading, STAR Early Literacy, and STAR Math quarterly to monitor student academic progress and school-wide trends. Teachers utilize regular formative (for instruction) and summative (of instruction) assessments as part of the instructional cycle and/or as part of Teacher Based Teams. Assessments include reading comprehension assessment, chapter assessments based on ability, vocabulary assessments, and weekly spelling assessments that follow phonemic spelling patterns.

These assessments are selected based on the Ohio Department of Education recommendation and program correlation to Ohio's New Learning Standards. Teachers create assessments by unpacking standards to identify what the students are expected to know, understand, and do. The assessment format is consistent with what is presented to students in the instructional environment.

The purpose of diagnostic assessments, such as the Kindergarten Readiness Assessment and K-3 Literacy and Math Assessments, is to diagnose students as being on track or not on track. Its design is used to create individual monitoring plans. The format of these assessments is fixed length, meaning that all students are assessed on the same question within a set window of time.

The purpose of formative assessments is to drive instruction. Formative assessments are designed to collect data for teachers to improve instructional techniques and student learning while it is happening. Formative assessments can be informal or formal. Informal formats can be, but are not limited to, exit tickets, hand signals, observation with anecdotal notes, or index card/dry erase board displays. Formal formats include, but are not limited to, mini assessments or focus tests that are still part of informing ongoing instruction.

The purpose of summative assessments is to understand if instruction was effective. Summative assessments are designed to give teachers data that evaluates learning progress and achievement at the conclusion of a specific instructional period. Formats include fixed length assessments, computer adaptive assessments, program based assessments, and teacher created assessments.

Reliability of administration and validity in results are key when using these assessments to drive instruction and make data driven academic decisions to meet the needs of all students. Assessments will be given in testing environments that are conducive to students needs and within the scheduled testing windows. Teachers and school staff will be made aware of their responsibilities as a testing administrator. Students with Individualized Education Plans (IEP) will receive testing accommodations as stated within their plans.

Assessment results are collected and analyzed on a regular basis, and in a timely manner to ensure that data is utilized to best meet the needs of all students. Using the most recent state data or school data, teachers and academic coaches analyze and disaggregate the data, looking for strengths and weaknesses of the entire grade level and then of individual students. Students with monitoring plans or Individualized Education Plans (IEP) will be discussed in order to ensure plans are being implemented with fidelity or if strategies within the plan need to be changed to better meet student needs.

Data displays and walls are posted in classrooms and in a common area in the school. These displays are utilized during data discussions to improve decision-making in classrooms and the school as a whole. The data wall has external data, such as Ohio state assessments, and internal data, such as STAR assessments and Developmental Reading Assessment (DRA).

The school leader, academic coach, and teachers are all responsible for administering assessments, collecting, and analyzing the results. The testing coordinator is responsible for equipping the administrators with testing windows and any other materials necessary for the assessment.

The School's plan to effectively implement the Kindergarten Readiness Assessment (KRA) correlates with the following Ohio Department of Education steps. All kindergarten teachers are trained in the administration, reporting of data, and analysis of results. Teachers and school leaders ensure that language and literacy data are reported to the Ohio Department of Education within the reporting window.

In accordance with the Ohio Department of Education, the school adheres to all requirements for the 3rd Grade Reading Guarantee. The school annually submits the 3rd Grade Reading Guarantee staffing plan to ensure that requirements are met in accordance to the correct amount of students are in a classroom being taught by qualified teachers. The assessment is administered in the state-mandated fall testing window to all 3rd grade students. Students identified as "not on track" are supported by a Reading Improvement and Monitoring Plan (RIMP) that outlines the specific learning deficiencies and reading interventions. Reading interventions include targeted small group reading instruction outside of the designated ninety-minute reading block and teacher implemented strategies specific to the student's RIMP that is utilized during regular, whole-class instruction. Students' progress is monitored using the Imagine Schools' national measure for learning gains, the STAR assessment. These students are benchmarked more frequently according to their RIMP using the STAR assessment.

A plan is put into place to meet the requirements of the K-3 Literacy guidelines. The K-3 assessment is administered in the state-mandated fall testing window to all kindergarten through third- grade students. Students identified as "not on track" are placed on a monitoring plan that outlines the specific learning deficiencies and interventions. Interventions include small group instruction outside of the designated ninety-minute reading block and sixty minute math block. Teacher implemented strategies specific to the student's monitoring plan is utilized during regular, whole-class instruction. Students' progress is monitored using the Imagine Schools' national measure for learning gains, the STAR assessment. These students are benchmarked more frequently according to their improvement plan using the STAR assessment

Imagine Schools' ESOL Instruction Model teaches English instruction for the development of listening, speaking, reading, and writing skills of non-English speaking students. Our schools provide ESOL and Multicultural Programs to enable speakers of other languages to learn English and maintain academic progress through various program models. Instructional personnel receive in-service training on best practices and strategies for working with limited English proficient (LEP) students. Examples of ESOL techniques and strategies are:
- Language experience approaches
- Cooperative teaching and learning
- Multi-sensory activities
- Language drills
- Dramatizations
- Taped stories for listening centers
- Visual aids
- Brainstorming activities
- Simplification of text
- Follow-up guided reading activities
- Predictable stories
- Questioning techniques
- Highlighting texts

The school conducts a Home Language Survey on all new students when they enroll in our school. This survey gathers initial information regarding the student's predominate language, what language is most used at home, and whether the student has participated in a school-based bilingual or ELL program.

Each student in the ELL program has an ILP which addresses specific goals, accommodations, and instructional strategies, based on the results of the student's English language proficiency. Small group differentiated instruction takes place so that ELL students have support on grade level standards. Services may be provided through both a push-in and pull-out model, based on student needs. ELL and general education teachers communicate frequently regarding student progress and the effectiveness of classroom accommodations.

Students are frequently progress monitored, utilizing STAR, and DRA, as well as classroom assessments and teacher feedback. Small group instruction targeting core academic deficiencies utilizes pictorial representations, dual language dictionaries, computer programs such as graphic organizers, and vocabulary studies. After school tutoring is also available for students performing below grade level.

The ELL department employs highly qualified teachers who have current Ohio teaching licenses and have been trained in ELL practices and procedures.

Imagine Schools offers an enriching and challenging program of study for academically gifted and talented students which develop their strengths and promotes their talents. Enriched learning experiences and higher learning standards provide a broad range of advanced-level enrichment experiences and advanced follow-up opportunities for students based on their strengths and interests. High levels of engagement and the use of enjoyable and challenging learning experiences are constructed around students' interests, learning styles, and preferred modes of expression.

# Assessment Plan

In addition to adhering to state assessment requirements, measuring students' growth is an integral part of Imagine Schools' philosophy. After an extensive review process, including meeting with the major assessment vendors, Imagine Schools selected STAR Reading, STAR Early Literacy, and STAR math as the tools to be administered in the fall and spring to measure same-student learning gains. The rationale for selecting these assessments was based on the evidence that these computer adaptive tests provide the most valid, reliable, actionable data in the least amount of testing time. This empowers educators to focus on what matters most—individualizing instruction— to accelerate learning for all students. The following benefits of STAR Enterprise are the basis for this change in the Imagine Schools' Assessment Program.

· Common Core Assessment – The STAR Enterprise was developed with the Common Core standards in mind and provides results in terms of those standards. This will insure that there will be a close correlation between STAR Enterprise and the Ohio Next Generation Assessments.

· Time – The STAR Enterprise assessments takes 30 minutes or less per subject to complete.

· Improved student testing experience. Since a *Fixed Length Test* (FLT) requires all students to respond to the same questions, a broad range of item difficulty levels must be included, resulting in student frustration and/or boredom. A *Computer Adaptive Test* (CAT) test quickly adjusts to the student's ability level and continues to be challenging but not overwhelming.

· Flexibility in administration. Since each student receives a unique test, it is not necessary to administer the test to an entire grade level at the same time.

· Responsiveness – Test results can be accessed on the computer almost immediately, as opposed to the ten day turnaround time for a paper and pencil FLT. There will also be no need for ordering supplies, distributing test booklets, and packing and shipping documents.

· Repeatability – The assessment can be taken multiple times during a school year, allowing mid-term or even quarterly benchmarking using the same measuring instrument. The price per student is on a yearly basis rather than on a per administration basis like paper and pencil tests. Therefore, repeat administration during the year does not increase the cost.

· Grade Level Coverage – STAR Enterprise is designed for and can be utilized with grades K – 12. The assessment package includes STAR Early Literacy, STAR Reading, and STAR Mathematics.

· Curriculum Planning and Intervention Assistance - STAR Enterprise meets all criteria set by the National Center on Intensive Intervention and the National Center on Response to Intervention. Reports can be printed or viewed online, and tools allow teachers to set appropriate goals for students, to group students of similar abilities, and to locate appropriate materials for lesson planning. Teachers can, in only a few mouse clicks, travel from hard numbers toward specific skills that students and groups of students are lacking, toward specific lesson planning materials and other resources that help students learn those skills.

· Stakeholder Perceptions – Assessments are on the cutting edge of assessment technology and will be perceived as a significant, positive change in Imagine Schools' assessment program.

Teachers are evaluated using the OTES model. Select school staff attended the OTES professional development and received the certification in order to evaluate teachers. All teaching staff is observed and provided feedback. Staff is given professional development through the school on best practices and areas identified in the school's OIP goals. In addition to professional development offered at the school, staff is encouraged to attend professional development offered in the community. All teachers attend OTES professional development. Teachers attend training on SLO and student growth measures before the beginning of the school year. In order to strengthen the professional growth of School Leaders, the School is utilizing the OPES model. Select school staff attended the OPES training. The OPES focuses on the Ohio Standards for Principals as stated below:

1. Principals help create a shared vision and clear goals for their schools and ensure continuous progress toward achieving the goals.

2. Principals support the implementation of high-quality standards based instruction that results in higher levels of achievement for all students.

3. Principals allocate resources and manage school operations in order to ensure a safe and productive learning environment.

4. Principals establish and sustain collaborative learning and shared leadership to promote learning and achievement of all students.

5. Principals engage parents and community members in the educational process and create an environment where community resources support student learning, achievement and well-being.

Teachers are developed to create proper SLO's and evaluate multiple times throughout the school year. SLO's rigor are evaluated by building leadership team. SLO's are monitored by the school leadership team.

The schools plan for the implementation of assessment is multifold. Because assessment helps teachers know how to best educate children, assessments are tailored to specific purposes. Multiple methods of assessment offers continuous performance feedback for both the student and the teacher. Reliability of administration and validity in results are key when using these assessments to drive instruction and make data driven academic decisions to meet the needs of all students. Assessments are given in testing environments that are conducive to students needs and within the scheduled testing windows. Students with Individualized Education Plans will receive testing accommodations as stated within their plans. Assessment results are collected in the moment of when they are ready to be analyzed. The school leader and academic coaches conduct an initial analysis of the data and then guide the teachers in rich data discussions that lead towards strategies for the teacher to begin implementing in the classroom immediately. Data discussions lend themselves towards standards or skills that need to be remediated, enriched, and re-taught and what process the teacher will need to establish. Data is also analyzed on an individual student basis, noting students who need additional help with certain skills or are excelling beyond expectations. Plans are put into place as to how the needs of these students are met through push-in or pullout times with an instructional assistant. Teachers use the assessment results to plan and instruct their students. The data is used to establish a culture of high academic expectations and ensure fidelity of the school's plan and goals. The data equips teachers with the knowledge to develop and utilize rigorous, research-based curriculum and maximize instructional time. It also engage teachers in differentiated instruction and deliver purposeful instruction using research-based best practices. Finally the data helps teachers to evaluate the effectiveness of instructional resources, materials, and tools and reflect collaboratively on instructional effectiveness. School Leaders use the assessment results to guide and coordinate teachers and instructional staff. The data is used to establish a culture of high expectations. It equips the School Leader with information to support student learning. The data engages the School Leader in improving the quality of teaching to accelerate student academic performance. Finally, the data helps the School Leader to evaluate whether the culture of high expectations has been created and maintained.

The school seeks to partner with parents in order to establish a respectful, transparent school culture that reinforces high expectations. Parents have access to the academic goals and individual student achievement and progress through reports compiled on all diagnostic, formative, and summative assessments. Parents collaborate with the School Leader and instructional staff to ensure that the needs of their student are being met. Student-led and teacher guided conferences take place in order for parents to stay informed on the academic achievement and progress of their student. The school expects students to acquire and own their learning. Students use their individual data to establish self-directed goals. This data equips students with the knowledge to be able to internalize their performance and comprehend where they are in their mastery of concepts and how they can grow. The students reflect upon their data, feedback from their teacher, and goals to track their success in a data folder or binder. The data folder or binder is utilized during student-led conferences with their teacher and parents. In addition to the AIR and STAR assessments, formative and summative assessments are important means to collect information about learning and instruction. Formative assessments determine how much students have learned and how much they still need to learn

Formative assessments guide the teacher in adjusting instruction according to the needs of the students. Formative assessments used by teachers include but are not limited to: think-pair-share; exit tickets; quick writes/journal writing; small group assessments; teacher observations; and question-and-answer sessions.

Summative assessments assess the knowledge students should have learned about a subject or a unit. They are more formal and include assessments such as state and learning gains tests, quizzes, essays, or projects. The rationale for implementing a strong assessment program is far reaching. Assessment is an integral part of instruction. It is utilized to drive whole group and individual instruction, help form decisions for Response to Intervention, and to monitor student growth and achievement. Using the Ohio TBT 5 Step Meeting Process, it provides an umbrella for the school's assessment process. Within the 5 Step model, teachers identify instructional strength and weakness and then develop a plan to help increase growth and achievement. Teachers also look at data across their grade bands (K-2, 3-5) to identify areas of strength and weakness as a whole. The Community School Leadership team (CSLT) also uses the data to identify weaknesses by grade level and/or specific standard(s).

The 5-Step Process includes:
_ Step 1: Collect Evidence of Student Learning
_ Step 2: Analyze Assessment Results
_ Step 3: Plan for Instruction
_ Step 4: Implement with Fidelity
_ Step 5: Re-assess and Evaluate Effectiveness

Reliability of administration and validity in results are key when using assessments to drive instruction and for making data driven academic decisions to meet the needs of all students. Assessments are given in testing environments conducive to student's needs and within the scheduled testing windows. Teachers and school staff are made aware of their responsibilities as testing administrators. Students with Individualized Education Plans receive testing accommodations as stated within their plans. The school leader and academic coach conduct an initial analysis of the data and then guide the teachers in rich data discussions that guide instructional decisions. Data discussions lend themselves towards standards or skills that need to be remediated, enriched, and re-taught. Data is also analyzed on an individual student basis to determine interventions and enrichments. An education plan is developed for each student, based upon the multiple data points collected for multiple assessment tools. The STAR instructional system and planning report group students by their scale score or proficiency level. The instructional planning report provides a list of skills that an individual student is ready to learn next, including skills below and above grade level, based upon the most recent assessment. Skills to teach are suggested during this process. As a result of diligent efforts to identify research-based learning progressions for reading and math, and map the scaled scores to these learning progressions, the STAR assessments help educators answer several questions to improve teaching and learning. When teachers access STAR results and ask "What next?," the assessments answer that question in two ways: They identify skills for instruction, and they provide access to targeted teaching materials that support instruction. STAR assessments are highly rated for screening and progress monitoring by the National Center on Response to Intervention, and for progress monitoring by the National Center on Intensive Intervention.

# ATTACHMENT 6.5

- Commitment to Racial and Ethnic Balance
- Plan to Achieve and Continue

### Racial and Ethnic Balance.

The School will attempt to achieve and attempt to continue, as the case may be, racial and ethnic balance reflective of the community it serves by completing a racial/ethnic assessment annually. Notwithstanding the admissions procedures of the School, in the event that the racial composition of the enrollment of the School is violative of a federal desegregation order, the School shall take any and all corrective measures to comply with a desegregation order.

# ATTACHMENT 6.7

- Suspension, Expulsion, Permanent Exclusion Policies
- Due Process Procedures
- Policy for Discipline, Suspension, Expulsion of Disabled Students

**273**      **Expulsion and Suspension Policies**

The Principal or his/her designee may suspend a student for up to ten (10) school days. The person designated as Superintendent in OEDS-R (hereafter "Superintendent") may expel a student for up to eighty (80) school days, and in some instances, one (1) year. Provided, however, that beginning July 1, 2017, the Principal or Superintendent may not suspend, expel, or remove a student from School solely on the basis of the student's unexcused absences from School.

In the event that, in the opinion of the Principal or his/ her designee, a student's presence at the School creates a health risk, presents a danger to other persons or property or seriously disrupts the functions of the School, the student may be removed from the premises without formal suspension or expulsion procedures, with notice and procedures to follow the removal in accordance with R.C. 3313.66.

A student shall be expelled for one (1) year for bringing a firearm to the School or onto school property (any property owned, used, or leased by the School for School, School extracurricular, or School-related events).

A student may also be expelled for a period not to exceed one (1) year for:
1.  bringing a firearm to an interscholastic competition, an extracurricular event, or any other School program or activity that is located at a School or on school property;

2.  bringing a knife to the School, onto school property, or to an interscholastic competition, an extracurricular event, or any other program or activity sponsored by the School or in which the School is a participant;

3.  possessing a firearm or knife at School, on school property, or at an interscholastic competition, an extracurricular event, or any other School program or activity which firearm or knife was initially brought onto school property by another person;

4.  committing an act that is a criminal offense when committed by an adult that results in serious physical harm to persons or serious physical harm to property;

5.  making a bomb threat to a school building or to any premises at which a School activity is occurring at the time of the threat.

A firearm is defined as any weapon, including a starter gun, which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, the frame or receiver of any such weapon, any firearm muffler or silencer, or any destructive device. A destructive device, includes but is not limited to, any explosive, incendiary, or poison gas, bomb, grenade, rocket having a propellant charge of more than four (4) ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or other similar device.

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A knife is defined as any cutting instrument consisting of at least one sharp blade.

The specific circumstances under which the Superintendent may modify a one (1) year expulsion could include:

1. a recommendation from the group of persons knowledgeable of the student's educational needs in accordance with the Individual with Disabilities Education Act;

2. the student was unaware that s/he was possessing a firearm or knife;

3. the student did not understand that the item s/he possessed was considered a firearm or knife;

4. the student brought the item to School as part of an educational activity and did not realize it would be considered a firearm or knife; and

5. the student may be eligible for participation in an alternative program.

A student may be expelled for up to eighty (80) days for serious misconduct or rules violations, or for other just cause.

During the period of suspension, removal, or expulsion, the student may not attend or participate in any School functions without permission from the Principal. The student may enter School facilities only when given permission by Principal or if accompanied by a parent or guardian who accepts responsibility for the student's actions and/or behavior at the facility.

While serving an out-of-school suspension, the Board [□ Xdoes or □ does not] authorize students to receive instructional services from the School. If students are authorized to receive instructional services from the School, then such instructional services may include completing of curriculum, classroom assignments, tests, and exams; homework packets; individual tutoring; library or online assignments; essay on behavior leading to suspension; and grading of all work.

The Board also authorizes the Principal to suspend a student from any or all co-curricular or extra-curricular activities for misconduct or rules violations. The length of suspension shall be determined by the Principal commensurate with the seriousness of the student's misconduct or rules violations in accordance with the Code of Conduct. Participation in extra-curricular activities is a privilege and not a right. Accordingly, students prohibited from participating in all or part of any extra-curricular activity are not entitled to notice, hearing, or appeal rights.

If the Principal determines that a student's behavior on a School vehicle violates School rules, s/he may suspend the student from School bus riding privileges for the length of time deemed appropriate for the violation and remediation of the behavior.

The Board authorizes the Principal the option to require a student to perform community service in conjunction with, or in place of, a suspension or expulsion, except when an expulsion is imposed for bringing a firearm to School or onto school property.

The Board designates the Superintendent or his/her designee as its representative at all hearings regarding the appeal of a suspension, provided the Principal and Superintendent are not the same person. If the Principal and Superintendent are the same person, the □ Board, □ a committee of

the Board, or X☐ Imagine regional staff_____, an administrator who is not involved in the suspension decision, will hear the appeal of the suspension.

The ☐ Board, ☐ a committee of the Board, or X ☐ _Imagine regional staff_____, an administrator who is not the Superintendent and is not involved in the expulsion, will hear the appeal of an expulsion.

The Principal shall be responsible for implementing this policy and ensuring compliance with applicable laws.

A copy of this Policy is to be posted in common areas of the School and made available to students and parents upon request.

<u>Due Process Rights</u>

<u>Suspension</u>

The following procedure does not apply to in-school suspensions. The Principal may suspend a student if the following procedure is met:

1. <u>Prior to</u> the imposition of the suspension, a written Notice of Intent to suspend will be given to the student, which contains the following:

   a. The reasons for the intended suspension; and

   b. If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and if the student is age 16 or older, the notice must also indicate the possibility that the Principal may seek permanent exclusion.

2. The student must be allowed an informal hearing before the Principal or his/her designee to challenge the reasons for the intended suspension or otherwise explain his actions. The student is not entitled to call witnesses at this informal hearing.

3. Within one school day after the suspension is imposed, the Principal or his/her designee shall provide written notification to the parent, guardian, or custodian of the student and the treasurer of the Board of Directors of the suspension. The notice must contain the following:

   a. The reasons for the suspension;

   b. Notification of the right to appeal to the Board of Directors or its designee. The intent to appeal must be in writing and received by the Board of Directors within 14 days after receiving the notice.

   c. The right to representation at all appeals;

   d. The right to a hearing before the Board or its designee; and

   e. The right to request that the hearing be held in executive session.

If the suspension is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Principal may seek permanent exclusion.

If an out-of-school suspension is imposed during the last ten (10) days of the school year, the suspension will not be carried over into the following school year. However, the Superintendent may require the student to participate in a community service program or another alternative consequence for the number of hours equal to the remaining part of the period of the suspension, during the first full week day of the summer break. If the student fails to complete the community service or alternative consequence, the School may determine the next course of action, provided however, that the School not require the student to serve the remaining time of the out-of-school suspension at the beginning of the following school year. The Principal or his/her designee may develop an appropriate list of alternative consequences.

Expulsion

Only the Superintendent may expel a student. The following procedure is required:

1. Prior to the imposition of the expulsion, the Superintendent must provide not only the student, but also the parent, guardian, or custodian written notice of his intention to expel. The notice must include the following:

   a. The reasons for the intended expulsion; and

   b. The time and place for a hearing, which must be not less than three nor more than five school days after giving the notice, unless the period is extended by the Superintendent at the request of the student, his parent, custodian, guardian, or representative. The parent, guardian, or custodian must be sent written notice of any extension, and the subsequent notice should contain the same information required in the original notice.

   c. If the student is age 16 or older and the expulsion is for one of the serious criminal offenses for which permanent exclusion is allowed, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion.

2. A hearing must be scheduled not less than three or more than five school days after giving the notice, for the student and his parent, guardian, custodian or representative to appear in person before the Superintendent to challenge the reasons for the expulsion or otherwise explain his/her actions.

3. Within one school day after the expulsion is imposed, the Superintendent shall provide written notification to the parent, guardian, or custodian of the student and the treasurer of the Board of Directors of the expulsion. The notice must include the following:

   a. The reasons for the expulsion;

   b. Notification of the right to appeal to the Board of Directors or its designee. The intent to appeal must be in writing and received by the Board of Directors within 14 days after receiving the notice.

   c. The right to representation at all appeals;

   d. The right to an appeal hearing before the Board or its designee;

e. The right to request that the hearing be held in executive session;

f. If the expulsion is based on one of the serious criminal offenses for which permanent exclusion is allowed, and the student is age 16 or older, the notice must also indicate the possibility that the Superintendent may seek permanent exclusion;

g. When the Superintendent expels a student for more than twenty days or for any period of time extending into the next semester or school year, the School shall provide, along with this notice, the student and his parent, guardian, or custodian with information about services or programs offered by public and private agencies that work toward improving those aspects of the student's attitudes and behaviors that contributed to the incident giving rise to the expulsion. The information must include names, addresses, and phone numbers or the appropriate public and private agencies.

During the period of expulsion, the School may, but is not required to, continue educational services in an alternative setting.

The Superintendent is required to follow through on expellable offenses even if the student in question withdraws from the School prior to the hearing or the Superintendent's decision.

The Superintendent may apply any remaining part or all of the period of expulsion into the following year.

Prohibition of Corporal Punishment

All teachers, administrators, non-licensed school employees, and school bus drivers are prohibited from inflicting or causing to be inflicted corporal punishment as a means of discipline upon a pupil attending the School. However, they may, within the scope of their employment, use and apply such amount of force and restraint as is reasonable and necessary to quell a disturbance threatening physical injury to others, to obtain possession of weapons or other dangerous objects upon the person or within the control of the pupil, for the purpose of self-defense or for the protection of persons or property.

*RC 3313.66-.662; 3313.668; 3321.13(B)(4); 4510.32(B); 20 USC 7961(b)(1)*

See **Appendix 273-A** Notice of Intended Suspension from School; **Appendix 273-B** Notice of Emergency Removal and Intent to Suspend from School; **Appendix 273-C** Notice of Suspension from School; **Appendix 273-D** Notice of Rights Re: Suspension from School; **Appendix 273-E** Notice of Intended Expulsion from School; **Appendix 273-F** Notice of Emergency Removal and Intent to Expel from School; **Appendix 273-G** Notice of Expulsion from School; **Appendix 273-H** Notice of Rights Re: Expulsion from School (for Use for Expulsions of 20 School Days or Less Only); **Appendix 273-I** Notice of Rights Re: Expulsion from School (for Use for Expulsions of More than 20 School Days Only).

Adopted: _____

**274        Permanent Exclusion of Non-Disabled Students**

In accordance with the law, the Board may seek to permanently exclude a student, sixteen (16) years of age or older, who has been convicted of or adjudicated delinquent for the reason of the following offenses:

1. carrying a concealed weapon or conveying or possessing a deadly weapon or dangerous ordinance on property owned or controlled by the Board or at an activity held under the auspices of this Board;

2. possessing, selling, or offering to sell controlled substances on property owned or controlled by the Board or at an activity under the auspices of this Board; and

3. complicity to commit any of the above offenses, regardless of where the complicity occurred.

In accordance with law, any student, sixteen (16) years of age or older, who has been convicted or adjudicated delinquent for committing the following offenses may be subject to permanent exclusion:

A. rape, gross sexual imposition or felonious sexual penetration;

B. murder, manslaughter, felonious or aggravated assault; and

C. complicity to commit offenses described in paragraphs A and B, regardless of where the complicity occurs.

The above statement of policy on permanent exclusion is to be posted in a central location in each School facility as well as made available to students, upon request.

If the Principal has adequate evidence that a student, sixteen (16) years old or older at the time of the offense, has been convicted of or is an adjudicated delinquent resulting from any of the above offenses, s/he shall submit a written recommendation to the Board that the student should be permanently excluded from the public School by the State Superintendent of Public Instruction (State Superintendent). The recommendation is to be accompanied by the evidence, other information required by statute, and the name and position of the person who should present the School's case to the State Superintendent. The Board, after considering all the evidence, including the hearing of witnesses, shall take action within fourteen (14) days after receipt of the Principal's recommendation.

If the Board adopts the resolution, the Board shall submit it to the State Superintendent, together with the required documents and the name of the person designated by the Board as its representative to present the case to the State Superintendent. A copy of the resolution shall be sent to both the student and his/her parents.

If the Board fails to pass the resolution, it shall so notify the Principal, in writing, who, in turn, shall provide written notification of the Board's action to both the student and his/her parents.

If the State Superintendent rejects the Board's request, the School shall re-admit the student in accordance with statute and Board guidelines. If the State Superintendent acts on the Board's request, his/her actions and those of the School shall be in accord with the procedures described in Ohio Revised Code §3313.66.

Any information regarding the permanent exclusion of a student shall be included in the student's official records and shall be included in any records sent to any school that requests the student's records.

When the permanently excluded student reaches the age of twenty-two or when the permanent exclusion of the student is revoked, the school shall remove and destroy all references to the exclusion from the student's file.

*R.C. 3313.662*

**275    Discipline/Suspension/ Expulsion of Disabled Students**

In matters relating to the disciplining of disabled students, the Board shall abide by Federal and State laws regarding suspension and expulsion. The Principal will follow the guidelines below and ensure they are properly used when disciplining any student with a disability.

### Removals of Not More Than 10 Days- The 10-Day Rule

The School may unilaterally remove a student with a disability who violates a code of student conduct from the student's current placement for not more than 10 school days. This option may be used only if the disciplinary action is consistent with actions taken against nondisabled students. The School may place students removed under the 10-day rule in an appropriate interim alternative educational setting ("IAES") if applicable (see below), another setting, or suspend them. Removals under the 10-day rule are not considered a "change of placement" and the School is not obligated to provide services to students during those removals. The School can use the 10-day rule to remove a student for either a single removal of 10 consecutive school days; or a series of shorter-term removals over the course of the school year that are more than 10 consecutive school days during that school year, so long as those removals do not constitute a pattern of removals (and therefore, a change of placement). When a removal is not a change of placement, an IEP meeting is not required. However, if one or more IEP team members believe that modifications are needed to the Student's behavior plan, the team shall meet to modify the plan and its implementation to the extent the team determines necessary.

### Removals of More than 10 Days - Change of Placement

A change of placement occurs if a removal is for more than 10 consecutive school days; or if a student is subjected to a series of removals which accumulate to over 10 school days, that constitute a pattern. If a change of placement occurs (after a MDR (see below)), then the School must notify the parents or guardians of that decision. This notice must inform the parents or guardians of all the procedural safeguards accorded under the law. These safeguards include a manifestation determination review, a right to receive services, and a continuation of services for a free appropriate public education. The School must provide services that:

• enable the student to continue to participate in the general education curriculum (although in another setting); and

• enable the student to progress toward meeting the goals set out in the student's IEP.

### Manifestation Determination Review ("MDR")

The School will conduct a MDR to examine a student's behavior before imposing disciplinary consequences that would amount to a change of placement. The purpose of the MDR is to determine whether a student's disability caused, influenced or otherwise impacted the student's behavior in question. To make this determination, the student's IEP team is required to review certain information and determine whether the behavior causing the disciplinary infraction is or is not a manifestation of the student's disability.

The MDR is not required for disciplinary removals that do not constitute a change of placement, that is, less than 10 school days per incident or a series of removals accumulating to more than 10 school days in one school year that do not constitute a pattern.

No later than the date on which the decision to take a disciplinary action which may be a change of placement is made, the School must notify the parents or

guardians of that decision and of all procedural safeguards, including the MDR. The School and the parents or guardians must determine which members of the IEP team are relevant to conduct the manifestation determination. The team will review all relevant information in the student's file to determine whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability or was the direct result of the School's failure to implement the IEP. If the team determines that either condition is applicable for the student, it must determine that the conduct is a manifestation of the student's disability.

*Manifestation* - If the team determines that the behavior was a manifestation of the student's disability, the full IEP team must meet the following requirements:

- conduct a functional behavior assessment and implement a behavior intervention plan for the student, unless the School conducted a functional behavior assessment prior to the manifestation determination;

- if the IEP team already developed a behavior intervention plan, it must review and modify the plan as necessary to address the behavior; and

- return the student to the placement from which he or she was removed, 45-day rule exception applies.

No Manifestation - If the team determines that the behavior was NOT a manifestation of the disability, the School may discipline the student using the relevant disciplinary procedures applicable to students without disabilities in the same manner and for the same duration, continuing to provide services to students with disabilities.

If a student's behavior was not a manifestation of the disability, the School will still take steps to attend to the student's behavior. The student must receive, as appropriate, a functional behavior assessment, behavioral intervention services and modifications designed to address the behavior violation in order to attempt to prevent a reoccurrence.

Exceptions to the MDR Requirement – The Unilateral Change in Placement and 45-Day Rule

School personnel may remove a student to an IAES for up to 45 school days, without a prior MDR or IEP meeting, when a student:

- carries or possesses a weapon (a device, instrument, material or substance, animate or inanimate, that is used for, or is readily capable of causing death or serious bodily injury, except that the term does not include a pocket knife with a blade of less than 2 1/2 inches in length);

- knowingly possesses or uses illegal drugs (a controlled substance not legally possessed or used under the supervision of a licensed health care professional, or legally possessed or used under any other authority under the Controlled Substances Act (21 U.S.C. §812) or under any other provision of federal law), or sells or solicits the sale of a controlled substance (a drug or other substance identified under Schedule I, II, III, IV or V in the Controlled Substances Act); or

- has inflicted serious bodily injury on another person (a cut, abrasion, bruise, burn or disfigurement, physical pain, illness, impairment of the function of a bodily member, organ or mental faculty, or any other injury, no matter how temporary).

This authority can be exercised if a student commits any of the offenses described above at the School, on the School premises or at a School function.

The IEP team will meet subsequent to the unilateral placement in an IAES, and must determine what the permanent setting will be, take steps to modify the student's IEP, as appropriate, provide appropriate behavioral intervention services and modifications designed to address the behavior violation so that it does not recur, and continue to provide the student with educational services to enable him or her to participate in the general education curriculum and to progress toward IEP goals.

The School must still do a MDR, but it can occur after the removal to the 45-day setting. If the conduct is a manifestation of the student's disability, the School

must still meet all of the requirements outlined above for the MDR, with the additional exception that the student stay in the alternative placement for 45 school days, regardless of the outcome of the manifestation.

## Due Process Complaint

Parents or guardians who disagree with any decision regarding placement or the outcome of an MDR may appeal the decision through the filing of a due process complaint, and may request an expedited due process hearing.

The School may request a hearing to change a student's placement if the School believes that maintaining the student's current placement is substantially likely to result in injury to the student or others. Under those circumstances, the hearing officer may order a change in placement of a student with a disability to an IAES for a period of up to 45 school days if the hearing officer agrees with the School's assessment.

During any due process proceedings, the student's placement, through a disciplinary action, must not change unless the parents/guardians and the School agree otherwise, or upon admissions to the School and parent/guardian consent. The School may change the student's placement when taking disciplinary actions that constitute a change of placement against students with disabilities, or students who may be eligible for IDEA services.

In the case where a student has been placed in an IAES, the student will remain in the IAES chosen by the School, pending the hearing officer's decision or until the time period expires, whichever occurs first, unless the parent and school agree otherwise. An expedited hearing will be arranged during an IAES appeal and will occur within 20 days of the hearing request, and the hearing officer must make a determination within 10 school days after the hearing.

# ATTACHMENTS 6.12 and 6.13

- Admissions Procedures
- At-Risk Definitions, if applicable
- Attendance Policy (including covenant to maintain written log of daily attendance verified by the applicable teacher(s) and signed by an administrator, and kept in chronological order)
- Automatic Withdrawal Rule
- Truancy Policy and Procedure
- Participation Policy

# Imagine Leadership Academy

## Attendance/Truancy/Withdrawal Policy

## Adopted 8/17/17

**251 Attendance/Truancy/Withdrawal**

<u>General Policy</u>

Students enrolled in the School must attend School regularly in accordance with the laws of the State. The educational program offered by the School is predicated upon the presence and punctuality of the student and requires continuity of instruction and classroom participation. A parent must contact the School in accordance with the procedure set forth in Policy 252 whenever a student is absent.

Attendance shall be required of all students enrolled at the School during the days and hours that the School is in session. Attendance need not always be within the School facilities, but a student will be considered to be in attendance if present at any place where School is in session by authority of the Board.

<u>Excused Absences</u>

Absences due to the following will be excused:

1. Personal physical illness such as to prevent attendance at School.

2. Personal mental illness such that the student will not benefit from instruction.

3. Illness in the family if student is age fourteen or older.

4. Quarantine of the home.

5. Death in the family.

6. Observance of religious holidays.

7. Court subpoena.

8. Necessary work at home due to absence of parents/guardians.

9. Instruction at home from a person qualified to teach the branches of education in which instruction is required.

10. An emergency or set of circumstances which in the judgment of the School constitutes a good and sufficient cause for absence.

11. If a student is absent from School for the sole purpose of traveling out of state to participate in a Schoolapproved enrichment activity or extracurricular activity, the School shall count that absence as an excused absence, up to a maximum of twenty-four (24) hours per school year that the School is open for instruction. The student must complete any classroom assignments he/she misses due to the absence. If the student will be absent for twenty-four (24) or more consecutive hours that the School is open for instruction, a classroom teacher must

the student during the travel period to provide the student with instructional assistance in order to count the student as in attendance.

Upon return to School, the student must provide to the School a written statement from a parent of the cause for absence, or the absence will be considered unexcused. The Principal or his/her designee reserves the right to verify such statements and to investigate the cause of each individual absence.

## Withdrawal

A student who fails to participate in one hundred five consecutive hours of learning opportunities will be automatically withdrawn, unless the student's absence is excused. Otherwise, a parent may withdraw a student voluntarily by signing a Voluntary Withdrawal form with the Principal or his/her designee.

Whenever a student withdraws from the School voluntarily, the Student's teacher shall attempt to ascertain the reason for withdrawal and shall immediately inform the Superintendent or his/her designee of the reason for the withdrawal. If the Student voluntarily withdrew from the School as a result of a change in residence, the Superintendent or his/her designee shall notify the superintendent of the district to which the Student has moved of all essential information regarding the Student, including the Student's new address.

If the Superintendent or his/her designee becomes aware that a Student who has withdrawn from the School for reasons other than a change of residence is not enrolled in another school, the Superintendent or his/her designee shall notify the registrar of motor vehicles and the juvenile judge of the county in which the School is located of the Student's likely violation of the State's compulsory education laws. Notice shall be given within two weeks and shall include the Student's name, address, date of birth, School, and the district where the Student resides. Any notice given in error shall be immediately rescinded by the Superintendent or his/her designee.

## Disciplinary Action for Unexcused Tardiness or Absence

Repeated unexcused absences/tardiness shall be grounds for disciplinary action.

A student is tardy when a student is more than five minutes late for School or for a class. If a student misses more than half a class, the student will be marked absent for the class.

Any student who, due to a medically-documented physical or mental impairment, is absent for an extended period will not be disciplined. Such students may be entitled to receive an education tailored to their individual needs or abilities as provided for under federal and/or state law

## Truancy and Absence Intervention Strategies

The Principal or his/her designee may act as the School's attendance officer or delegate that duty as permitted by law. The School's attendance officer shall investigate possible School attendance violations, and is authorized under Ohio law, to serve warrants, to enter places where children of compulsory School age are employed, and to take such other actions as may be necessary to enforce the compulsory education laws.

A student is excessively absent from school if a student is absent from the School with or without legitimate excuse for thirty-eight (38) or more hours in one (1) school month or sixty-five (65) or more hours in one (1) school year. Within seven (7) days of a student becoming excessively absent from School, the attendance officer shall notify the student's parents of the student's absences in writing.

A student is habitually truant if the student is absent without a legitimate excuse for thirty (30) or more consecutive hours, for forty-two (42) or more hours in one (1) school month, or seventy-two (72) or more hours in one (1) school year.

Legitimate excuses for the absence of a student otherwise habitually truant include but are not limited to:

1. the student was enrolled in another school;

2. the student's absence was excused in accordance with applicable law or policy; or,

3. the student has received an age and schooling certificate.

If the student is habitually truant and the student's parents have failed to cause the student's attendance, the School will assign the student to an absence intervention team ("AIT") within ten (10) days. The Principal or designee selects the AIT members, who shall include a representative of the School who knows the child and the child's parent, guardian, custodian, guardian ad litem, or temporary custodian. Members may also include a school psychologist, counselor, social worker, or representative of a public or nonprofit agency designed to assist students and their families in reducing absences.

Within seven (7) days of the School's determination that the student is a habitual truant, the School will make at least three (3) reasonable, meaningful attempts to secure the child's parent, guardian, or custodian's (for the purposes of this policy, "parent") participation on the AIT. If the parent responds to attempts but is unable to attend, the School will notify the parent of the right to participate by designee. In the event the parent does not respond to the attempts at all, the School will investigate whether the failure to respond triggers child abuse and neglect reporting requirements and instruct the other members of the AIT to develop a plan for the child.

Within fourteen (14) days after its formation, the AIT will develop a written plan to reduce or eliminate Student's further absences. The AIT plan will state that a complaint will be filed in juvenile court alleging that the child is an unruly child not later than sixty-one (61) days after implementation if the child refuses to participate in or fails to make satisfactory progress on the plan or other alternatives to adjudication. The School will make reasonable attempts to provide student's parent with written notice of the plan within seven (7) days of development.

If a student becomes habitually truant during the last twenty-two (22) school days of the year, the School may assign one official to work with the parent and develop an AIT plan in lieu of forming a full AIT.
AIT Exemption: The School shall be exempt from AIT procedural requirements if it has a chronic absenteeism rate of less than 5% of the student body per the last state report card.

Effective beginning with the 2017-2018 school year, the School shall employ absence intervention strategies for all students who are excessively absent from School. Such strategies shall include the following, if applicable:

1. Providing a truancy intervention plan for any student who is excessively absent from school;

2. Providing counseling for a habitual truant;

3. Requesting or requiring a parent to attend parental involvement programs;

4. Requesting or requiring a parent to attend truancy prevention mediation programs;

5. Notification of the registrar of motor vehicles of student's truancy status if the student misses sixty consecutive hours of instruction or ninety hours of instruction during the course of the school year; and

6. Taking legal action under R.C. 2919.222, 3321.20, and/or 3321.38.

On the 61st day after the implementation of an absence intervention plan or other intervention strategy, the attendance officer shall file a complaint with the juvenile court against a student, if all of the following apply:

1. the student is a habitual truant;

2. the School has made meaningful attempts to re-engage the student through the absence intervention plan, other intervention strategies, and any other offered alternatives to adjudication; and

3. the student has refused to participate in or failed to make satisfactory progress on the plan, as determined by the absence intervention team, or any offered intervention strategies or alternatives to adjudication.

If the 61st day falls during the summer months, at the School's discretion, the absence intervention team or attendance officer may extend the implementation of the plan and delay

filing the complaint for an additional thirty (30) days from the first day of instruction of the next school year.

If, however, at any time during the implementation phase of the absence intervention plan or other intervention strategy, the student is absent without legitimate excuse for thirty (30) or more consecutive hours or forty-two (42) or more hours in one school month, the attendance officer shall file a complaint with the juvenile court against the student, unless the absence intervention team has determined that the student has made substantial progress on the absence intervention plan.

The Principal or his/her designee is also authorized to establish a parent education program for parents of students who are habitually truant. Any parent assigned to the program who does not complete the program is to be reported to law enforcement authorities for neglect of parent education, a fourth class misdemeanor if found guilty.

This Board consulted with the juvenile court of the counties in which the School is located, parents of students attending the School, and state and local agencies deemed appropriate by the Board prior to adopting this policy.

*R.C. 2151.011; 2151.27; 3314.03(A)(6); 3321.01; 3321.041; 3321.13-.191*

**Imagine Leadership Academy**

**Adopted 8/17/17**

241.3        Compulsory and Early Kindergarten Admissions

The School shall admit or evaluate children seeking admission to kindergarten in accordance with the following:

A. The School shall admit a child to kindergarten if the child is five years of age prior to September 30 of the year of admittance.

B. Notwithstanding the provisions provided below, for a child who does not meet the age requirements for mandatory admission to kindergarten, but who will be five years of age prior to January 1 of the year in which admission is requested, the School shall evaluate the child for early admittance in accordance with this policy upon referral by the child's parent or guardian, an educator employed by the School, a preschool educator who knows the child, or a pediatrician or psychologist who knows the child. Following such evaluation, the Board or its designee shall make a decision as to whether to admit the child based on the child's score on the evaluation and any other factors it deems relevant.

C. For purposes of this policy, the Board-designated evaluation procedure will consist of a readiness test administered to a prospective kindergartner by the Board's designee.

D. The School chooses not to admit a child seeking admission to kindergarten or first grade who will not be five prior to January 1 of the year in which admission is requested, and therefore the School has no Academic Acceleration Policy.

E. First Grade eligibility shall be based on the admissions, promotion, and retention policies of the School.

*R.C. 3321.01*

# Imagine Leadership Academy

**August 17, 2017**

**Enrollment and Residency Policy**

The School admits students residing in the home district of Akron Public Schools and contiguous districts. The School serves grades K-6 and ages 5 - 13 as per its Community School Contract with its Sponsor.

A child shall be admitted to the School as a student, if the child's parent resides in the School's admission areas. Residency is determined not necessarily by where the parents own or rent a home or an apartment, but rather by where important family activities take place on a daily basis, such as eating and sleeping, where mail is received, and where parents are registered to vote.

The following documents can be used to establish proof of residency for verification of a child's ability to enroll in our school. These items must be current, be in the parent's name, and include a street address. A post office box address <u>cannot</u> be used to validate residency records:

• Voter registration card

• Lease agreement

• Mortgage statement

• Utility statement

• Bank statement

• Rent receipt

All custody or court orders pertaining to the family or student must be turned in when asked, or at admission. If the <u>School and parent disagree</u> as to residency status, the Superintendent of Public Instruction shall determine the public school in which the student may enroll. If our <u>School and the student's home district (district of residency) disagree</u> about residency, this policy shall prevail. In such a case, parents may be asked to provide additional information in order to resolve the dispute, however, the school is not obligated to ask for additional information based on other public schools' policies.

If transportation is being provided by the student's resident/home district, then that home district may require reasonable additional proof of residency within the bounds of the law and its own policies.

R.C. 3313.64(B)(1); R.C. 3313.64(K)

See also, Missing and Absent Children, Homeless Children and Youth; Admissions and Lottery; Compulsory School Age and Kindergarten Admissions, Student Records and Release of Information; Grandparent Caretaker and Migrant Students Policie

ATTACHMENT 7.2(h)

REPORTING REQUIREMENTS (not exhaustive)

- Current roster of staff by position
- Criminal background checks (FBI and BCI&I)
- Certificates (copy) for all teachers and aides
- Information on "highly qualified" status of teacher
- Current roster of students – identify regular and special education, §504 plans, and English language learners
- Current roster of Governing Authority members – including names, addresses (home or work), email mail addresses, and home and work telephone numbers
- Current roster of all staff with contact information and salaries or compensation
- Schedule of Governing Authority meetings – dates, times, and places
- Notice of all regular, special, or emergency Governing Authority meetings
- Copies of all approved and signed Governing Authority minutes (after every meeting)
- School calendar
- Lease/rental agreement/deed
- Building inspection certificates – fire and health department inspections/building permits/Certificate of Occupancy
- Current School environment report (Health Dept.). Any asbestos management plans.
- Approved budget by June 30th
- Inventory per Fixed Assets Policy
- Articles of Incorporation, Code of Regulations, Employer ID No., IRS Determination Letter (if any), supplemental bylaws or policies
- Safety plan – new/revised
- Approved and updated technology plan
- Annual report
- Complete set of School policies
- Financials (at least bi-monthly)
- Structural chart
- Timely submission of all required or requested information into a document management system, electronic system, by mail or manually, as requested by Sponsor.
- Receipts, expenditures, and financial information of any kind requested by Sponsor.